

Bushey Heath Primary School: PSHCE Curriculum Overview

PSHCE in Early Years

Personal, Social and Emotional Development Self-Regulation ELG

Children at the expected level of development will: - Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions. Managing Self ELG Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships ELG

Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

Skills covered in KS1:

These skills are designed to align with the developmental stage of Key Stage 1 children, ensuring a foundation for their overall well-being and social understanding.

Personal Social Health Citizenship and Economic Educational Skills (PSHCE):**Emotional Awareness:**

- Recognising and expressing personal feelings.
- Identifying individual strengths and areas for growth.

Relationship Skills:

- Building positive connections with peers and adults.
- Grasping concepts like friendship, kindness, and cooperation.

Resilience and Perseverance:

- Developing coping mechanisms for challenges.
- Cultivating a positive problem-solving attitude.

Health and Well-being:

- Understanding the importance of balanced nutrition and exercise.
- Adopting basic hygiene practices and personal care habits.

Financial Literacy:

- Introducing the concept of money and its purpose.
- Basic understanding of needs and wants.

Safety Awareness:

- Grasping fundamental safety rules at home, school, and in the community.
- Learning the basics of road safety.

<https://www.think.gov.uk/resource/crossing-roads/>
<https://www.london-fire.gov.uk/schools/learning-resources/>

Sex and Relationships Education (SRE) Skills:**Body Awareness:**

- Identifying basic anatomy and body parts.
- Recognising differences between boys and girls.

Respect and Boundaries:

- Understanding personal space and respecting others' boundaries.
- Grasping age-appropriate concepts of consent.

Family and Relationship Skills:

- Appreciating diverse family structures.
- Understanding love and care within families.

Naming Body Parts:

- Learning correct names for body parts, including those related to reproduction.

Understanding Growth and Development:

- Grasping the concept of physical and emotional growth.
- Acknowledging that people change as they grow.

Safety and Privacy Skills:

- Understanding the importance of privacy and modesty.
- Knowing whom to approach if feeling uncomfortable or unsafe.

Roles and Responsibilities:

- Introducing age-appropriate discussions about gender roles and responsibilities.

<p>YEAR 1</p> <p>Concepts and knowledge</p>	<p>AUTUMN 1</p> <p>What are rules? How they contribute to the life of the classroom.</p> <p>Can children construct and agree to follow group class rules?</p> <p>How will this help them? Are they fair? -----</p> <p>What are goals? Can children identify goals and recognise achievements?</p> <p>Can children recognise and celebrate their achievements and strength?</p> <p>Can children set simple, but challenging goals? -----</p> <p>What are caring friendships? Can children recognise and understand how to respond to unkind behaviours?</p> <p>Who should children tell, what should they do?</p> <p>Can children practise strategies to resolve simple arguments?</p>	<p>AUTUMN 2</p> <p>What is a family? What are families and communities? Who are their special people? Why are they special? How do special people care for one another? -----</p> <p>My Community What are the different groups and communities that I belong to? e.g. family and school. -----</p> <p>How can I be safe online? Do children know how to interact with adults that I do not know?</p> <p>Can children respond safely and appropriately to adults they may encounter but do not know (strangers)? -----</p> <p>Staying safe online Children can ask for help from adults who look after them. They know who to go to for help.</p> <p>To use safety scripts. keeping themselves and others safe yes/no/I'll ask/I'll tell. Children can explain the rules and ways of keeping physically and</p>	<p>SPRING 1</p> <p>What is mental well-being? What are different feelings/ emotions?</p> <p>Can they convey their emotions and identify emotions in others?</p> <p>Which adults can help them when worried?</p> <p>What is a healthy mind? What would this look like?</p> <p>Children recognise mental wellbeing is a normal part of everyday life -----</p> <p>What are the consequences? Children understand the impact of their actions. What are the possible consequences? -----</p> <p>What is bullying? Children recognise different types of bullying. Children can explain what they can do if they are being bullied -----</p> <p>How can we keep our bodies healthy?</p>	<p>SPRING 2</p> <p>To keep healthy through hygiene Children learn how to: -keep themselves clean. -Basic personal hygiene, -how germs are spread, the importance of handwashing -develop simple skills to prevent germs from spreading. -----</p> <p>I know basic first aid Children can: - identify emergency services. - understand who are responsible for looking after us. - who is responsible for looking after them and keeping them safe e.g. doctors, nurses, police officers etc</p>	<p>SUMMER 1</p> <p>I can take turns and share and return borrowed items. Children know that people and other living things have rights and that everyone has responsibilities to protect those rights -----</p> <p>I know how to protect the environment Children learn what is meant by 'our local, natural and built environment'?</p> <p>Children recognise things that improve or harm our local, natural and built environment, and ways in which they can improve our environment. -----</p> <p>Why is money important? Children know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p>	<p>SUMMER 2</p> <p>I know how to be safe near roads</p> <p>What is road safety? What are some things we should do before crossing the road? Who can help us when we need to cross the road? What are some things we should never do near roads? Can you tell me what a traffic light does? Why is it important to hold an adult's hand when near roads? What should we do if we drop something onto the road? How can we listen for traffic when crossing the road? Why should we always look both ways before crossing the road? -----</p> <p>Why I should wear a helmet: Why is it important to wear a helmet</p>
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	<p>-----</p> <p>My behaviours How does their behaviour affect others?</p> <p>How can they learn to listen to others and play and work cooperatively</p> <p>-----</p> <p>What is a respectful relationship? What are our differences and similarities? How are we unique?</p> <p>What do we have in common?</p>	<p>emotionally safe inc responsible for ICT use and online safety</p>	<p>Why is it important? Children begin to understand what constitutes a healthy lifestyle including the benefits of physical activity, rest and healthy eating</p>			<p>when scooting or cycling? Can you show me how to properly wear a helmet? What parts of our head does a helmet protect? What should we do if our helmet doesn't fit properly? How can wearing a helmet keep us safe? Who else wears helmets for safety? (e.g., firefighters, construction workers) Can you tell me some rules for scooting or cycling safely with a helmet on? Why is it important to always wear a helmet, even if we're just scooting or cycling for a short distance?</p> <p>-----</p> <p>I know how to be safe online What do they do if they hear or see something that</p>
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						<p>makes them feel sad online?</p> <p>What do they do when they go online? What programmes do they use? Are there ever times when they feel unsafe? Can the class draw up a set of rules to follow to make sure they are safe online?</p>
Vocabulary	<p>Rules</p> <p>Goals</p> <p>Fairness</p> <p>Community</p> <p>Achievements</p> <p>Challenge</p> <p>Friendships</p> <p>Differences</p> <p>Similarities</p> <p>Unique</p>	<p>Family</p> <p>Community</p> <p>Internet safety</p> <p>Stranger</p>	<p>Feelings / emotions</p> <p>Mental and physical well-being</p> <p>worried</p> <p>Healthy eating</p> <p>Healthy lifestyle</p>	<p>Hygiene</p> <p>Germs</p> <p>Emergency services</p> <p>doctors, nurses, police officers</p>	<p>Rights</p> <p>Responsibilities</p> <p>Environment</p> <p>Spending/ Saving</p>	<p>Road safety</p> <p>Water safety</p> <p>Online safety</p> <p>Armbands</p>

<p>YEAR 2</p>	<p>I understand the difference between laws and rules. What are laws? What are rules? How do they contribute to the life of the classroom and school?</p> <p>Children construct the classroom rules</p> <hr/> <p>Reviewing My goals Children to consider the following questions: What were my goals in Yr. 1? Have I met them? What are goals now? What do they need to do to achieve these goals?</p> <hr/> <p>I can identify bullying behaviours Children can recognise what is fair and unfair, kind and unkind, what is right and wrong. What is bullying? How would you feel? Why might someone bully another person?</p> <hr/>	<p>Why families are important? What benefits do families bring? What are different family structures to identify and respect the differences and similarities between people recognise that others' families may look different to their own</p> <hr/> <p>To know how to stay safe online. Children recognise the difference between secrets and nice surprises.</p> <p>Children know the importance of not keeping secrets which make them feel uncomfortable, anxious or afraid.</p> <p>Children know what is meant by privacy; their right to keep things private and respect others' privacy (don't keep secrets if they relate to being safe)</p> <hr/>	<p>How my feelings affect my mental well-being Children learn how to manage different feelings/emotions.</p> <p>Children know about good feelings and not so good feelings and describe their feelings to others and develop simple strategies for managing feelings.</p> <hr/> <p>To identify consequences for actions. Children describe consequences to given actions.</p> <p>To recognise that choices can have good/not so good consequences</p> <hr/> <p>- To understand the important of a healthy body and mind. Children think of situations why being physically well can make them happier.</p> <hr/>	<p>Keeping myself clean and healthy Children learn the importance of, and how to maintain personal hygiene</p> <p>Recognise how some diseases are spread; the responsibilities they have for their own health; develop simple skills to help prevent diseases spreading.</p> <hr/> <p>The dangers of household products. Recognise that household products, including medicines could be harmful if not used properly.</p> <hr/> <p>To learn Basic first aid Children understand the role emergency services, play in our lives. Children learn how to contact emergency services in case of an emergency.</p> <hr/>	<p>To know the difference between rights and responsibilities What are their rights and responsibilities in everyday situations?</p> <p>What are other people and other living things rights and responsibilities? How do we protect those rights (include protecting others' bodies and feelings)?</p> <hr/> <p>To Protect the environment Children understand how to improve their environment To understand the concept of 'saving energy' develop strategies and skills to help care for and protect their local, natural and built environments (include conserving energy)</p> <hr/> <p>Why do we spend and save? What is money? What is spending? What is saving?</p> <hr/>	<p>To understand how to stay safe near fire. These questions aim to engage children in thinking about fire safety practices and understanding the importance of being cautious around fire to prevent accidents and injuries.</p> <p>What are some things that can start a fire? Why is it important to be careful around fire? Can you name some rules for staying safe near fire? Who should we tell if we see a fire or smell smoke? What do we do if we hear a fire alarm? Can you name some things that are hot and could burn us? How should we behave around candles or other open flames? What should we do if we find matches or lighters?</p> <hr/> <p>To use the internet safely. To learn rules for and ways of keeping physically and emotionally safe, including responsible ICT use and online safety</p> <hr/>
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	<p>How my action affects other peoples' feelings. Children know that people's bodies and feelings can be hurt (inc what makes them feel comfortable and uncomfortable)</p> <p>How can they help someone who feels uncomfortable</p> <p>-----</p> <p>How can I deal with unkind behaviour What types of unkind behaviour do they come across?</p> <p>Discuss strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>-----</p> <p>How I respect others Children learn the importance of respecting others recognise different types of bullying and understand that these are wrong and unacceptable</p>	<p>To understand physical contact. PANTS</p> <p>To know what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (inc. who to tell and how)</p> <p>To understand how to keep themselves safe. yes/no/I'll ask/I'll tell.</p>	<p>To make real, informed choices that improve their physical and emotional health</p> <p>-----</p> <p>Why I should not spend too much time online.</p> <p>What are the problems of spending too much time online?</p> <p>Recognise benefits of balancing time on/offline</p>	<p>To know what to say when they make an emergency call.</p>	<p>Why is it a good idea to save? To know about the role money plays in their lives including how to keep it safe, choices about spending and saving money and what influences these choices.</p>	<p>(revisit if necessary), safety in the environment,</p> <hr/> <p>To learn how to be safe around water: These questions are designed to prompt discussion and encourage children to think about the importance of water safety and the actions they can take to stay safe.</p> <p>What are some places where we might find water? Why is it important to be careful around water? Name some rules for staying safe near water? What should you do if you see someone in trouble in the water? How can we make sure we always have an adult with us when near water? Why is it important to never swim alone? Can you tell me what a lifeguard does. What do we wear when we go swimming to help us stay safe? What should we do if we accidentally fall into water and we do not know how to swim?</p>
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Vocabulary:	Rules Goals Community Achievements Challenge Respect Bullying Law Emphasise	Physical safety Emotional safety ESafety Respect Privacy PANTS	Feelings/ emotions Consequences Mental and physical well-being Healthy eating Healthy Lifestyle Healthy body and mind	Hygiene Germs Disease Emergency services Household products	Rights Responsibilities Environment Spending/ Saving Energy conservation	Fire / water safety Online Safety Helmet
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Skills Covered in KS2:

These skills are tailored to meet the developmental needs of Key Stage 2 children, providing them with essential knowledge and understanding to navigate various aspects of personal, social, health, and relationship education.

Personal, Social, Health Citizenship and Economic Education (PSHCE) Skills for Key Stage 2

Emotional Intelligence:

- Enhancing the ability to recognise and manage a wide range of emotions.
- Developing empathy and understanding towards others' feelings.

Interpersonal Skills:

- Building effective communication and conflict resolution skills.
- Learning to work collaboratively in groups and teams.

Resilience and Self-Regulation:

- Strengthening coping strategies to deal with challenges and setbacks.
- Practicing self-discipline and impulse control.

Health Literacy:

- Understanding the importance of physical and mental well-being.
- Learning about nutrition, exercise, and the effects of lifestyle choices.

Financial Capability:

- Developing financial planning skills and understanding the value of money.
- Exploring concepts like budgeting, **saving, and responsible spending.**

Safety and Risk Management:

- Recognising potential risks in different environments and situations.
- Learning strategies for staying safe online and offline.

British Values:

British Values covered throughout school life:

- Understanding the importance of the following in British life
- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Sex and Relationships Education (SRE) Skills for Key Stage 2 (KS2):

Body Confidence:

- Promoting positive body image and self-esteem.
- Understanding the changes that occur during puberty.

Respectful Relationships:

- Exploring the qualities of healthy friendships and romantic relationships.
- Understanding the importance of mutual respect, trust, and communication.

Understanding Reproduction:

- Learning about human reproduction and the reproductive system.
- Exploring concepts like puberty, menstruation, and conception.

Consent and Boundaries:

- Understanding the meaning of consent and the importance of respecting personal boundaries.
- Recognising and responding to inappropriate behaviour.

Online Safety and Digital Citizenship:

- Developing critical thinking skills to navigate online relationships and content.
- Understanding the potential risks of social media and online communication.

Diversity and Inclusion:

- Respecting diversity including sexuality. and family structures.
- Understanding the impact of stereotypes and discrimination.

Rights and Responsibilities:

- Learning about personal rights and responsibilities in relationships.
- Understanding the importance of treating others with fairness and equality.

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Concepts And Knowledge</p>	<p>To understand what is meant by mutual respect. What is mutual respect? What can we do to show mutual respect to each other? What happens if we are not respectful? ----- To create simple rules and apply fairly. Draw up rules for the classroom. Playground and dining hall. To take part in making and changing rules and understand why different rules are needed in different situations ----- To learn about the emergency services: Children write to the fire, police and ambulance services asking if they would come in and explain: Who are they? What do they do? When might you need them? How would you call them?</p>	<p>To learn why families are important. To understand different types of relationships To identify characteristics of a healthy family. To understand differences in families Families may look different to their own and we must show respect. Single parents, living with other family members ----- What are the ingredients of a good friend. Children learn the characteristics of good friendship: mutual respect, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences Children develop the skills to form and maintain such relationships. ----- To understand the impact of bullying/ aggressive behaviour. Recognise the impact of bullying and consequences of</p>	<p>Why coming off the internet can be a good idea. Children learn to keep the mind healthy without excessive use of the internet. The internet is an integral part of life and has many benefits The benefits of rationing the time spent online, the risks of excessive time spent on electronic devices. ----- How to seek help if inappropriate material is seen online. What does 'inappropriate' mean? Talk to relevant adults when needing help. To show good practice of internet safety. The internet can also be a negative place where abuse can take place, which can have a negative impact on mental health.</p>	<p>How can I Be Safe? Children learn to apply principles of acceptable physical contact. To judge what kind of physical contact is acceptable, comfortable and unacceptable, and how to respond. Practise their rights of protecting their body. PANTS (revisit from Year 2) to know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact ----- I can share something of concern. Children learn concept of 'keeping something confidential or</p>	<p>Learning to identify different feelings. Children discuss what mental well-being is. What does poor mental well-being feel like? What strategies could they have to help themselves or help their friends? ----- My feelings can affect my behaviours Children understand how feelings affect behaviours. To identify strategies to manage feelings. Simple self-care techniques, including impact of relaxation, time spent with friends and family and the benefit of hobbies and interests. How looking after myself can help. To recognise the benefits of physical exercise, time outdoors, community</p>	<p>Learning about a healthy diet: Children know what constitutes a healthy diet. Children develop skills to make their own choices about food, (link to design technology) Children understand the different food groups and the importance of a balanced diet. ----- Learning about Daily Exercise Children recognise the importance of building exercise into daily and weekly routines. Children practise exercise that they can do at home without equipment (link with PE scheme) ----- Personal hygiene routines and germs Children learn about how germs might get into their body.</p>
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	<p>What would you say? To be able to call the emergency services. To understand how to seek help. What are the school's emergency procedures?</p>	<p>aggressive and harmful behaviour ----- To understand personal boundaries. To know what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy show good personal boundaries and calming behaviour.</p>	<p>----- I know how to keep safe online. Children know about the people who are responsible for helping them stay healthy and safe; know how and where to report concerns and get support with issues online/ the importance of protecting personal info, including passwords, addresses and images of themselves and others</p>	<p>secret' – to recognise when they should or should not agree to this and know when it is right to break a confidence or share a secret.</p>	<p>participation, voluntary and service-based activity on mental wellbeing and happiness</p>	<p>Children learn why body parts should be kept clean. Why is it important to wash our hands regularly? Can you name some times when we should definitely wash our hands? What are some ways we can keep our teeth clean and healthy? Why is it important to cover our mouths when we cough or sneeze? How often should we brush our teeth, and for how long each time?</p>
<p>Vocabulary:</p>	<p>British Values Mutal respect rules Emergency service Family</p>	<p>Trustworthiness Loyalty Respect Consequences</p>	<p>Internet Risk Abuse Safety online mental health Personal information inappropriate</p>	<p>PANTS Physical contact Comfortable Unacceptable Confidential Secret</p>	<p>Mental wellbeing Community participation Self-care Healthy diet</p>	<p>Personal hygiene Bacteria Viruses Health and safety</p>

<p>Content</p> <p>Year 4</p>	<p>Autumn 1</p> <p>To know what the role of a council is? Children ask a local councillor to come in and explain their role? Take part in a school council vote/ voting system.</p> <p>To create and apply rules fairly. Draw up rules for area of their choice in school. To take part in making and changing rules and understand why different rules are needed in different situations</p> <p>-----</p> <p>To understand basic first aid Show children Red Cross App and how this can be used in first aid emergencies Discuss school rules about health and safety, where and how to get help – asthma, choking</p> <p>-----</p> <p>To recognise different family types. Families may look different to their own</p>	<p>Autumn 2</p> <p>How does being lonely or excluded feel? Children learn that healthy friendships are welcoming to others and do not make others feel lonely or excluded.</p> <p>-----</p> <p>To recognise cyber bullying Children review all the different methods of cyber bullying? How does this differ from in person bullying? What are the difficulties? What should you do? How would it make people feel?</p> <p>-----</p> <p>What is self-respect? Children to learn what self-respect looks like The importance of self-respect and how it links to their own happiness</p> <p>-----</p> <p>To practise their rights of protecting their body. To judge what kind of physical contact is acceptable, comfortable and unacceptable, uncomfortable and how to respond. Zones of contact. Identify what</p>	<p>Spring 1 and Spring 2</p> <p>Children to understand internet dangers.</p> <p>To know strategies for keeping safe online. The importance of protecting personal info, including passwords, addresses and images of themselves and others</p> <p>To be able to seek help if inappropriate material is seen online. know about the people who are responsible for helping them stay healthy and safe; know how and where to report concerns and get support with issues online</p> <p>To be able to report concerns online. Online blocking</p> <p>To be mindful with information seen online. To be a discerning consumer of information online, including understanding that information, including that from search engines, is ranked, selected and targeted. Being Safe</p> <p>To be cautious when forming online relationships To know what sorts of boundaries are appropriate in friendship with peers and others (inc in a digital context)</p> <p>-----</p> <p>To campaign to stop internet dangers.</p>	<p>Summer 1</p> <p>How mindfulness can support good mental wellbeing To know that mental wellbeing is a normal part of daily life in the same way as physical health- mindfulness</p> <p>-----</p> <p>To understand the link between mental and physical health To recognise the benefits of physical exercise, time outdoors on mental wellbeing and happiness Children reflect on their own mood after a period of exercise.</p> <p>-----</p> <p>To know how to recognise and talk about their own emotions and others.' Children complete their own 'emotional bottle' and reflect on their own feelings and emotions.</p> <p>-----</p> <p>What is physical health? - Why is it important to be physically active every day? - Can you name some activities that help keep our bodies healthy and strong?</p>	<p>Summer 2</p> <p>To recognise the possible dangers of our sun. Children learn safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer</p> <ol style="list-style-type: none"> 1. Why is it important to protect our skin from the sun? 2. What are some ways we can stay safe in the sun? 3. How does wearing sunscreen help protect our skin? 4. Why is it important to seek shade during the hottest part of the day? 5. Can you name some clothing items that can help protect us from the sun? <p>-----</p> <p>To know about dental health and the benefits of good oral hygiene Dental flossing, including regular check-ups at the dentist. To brush the teeth twice a day</p> <p>-----</p>
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	and we must show respect Blended families, stepparents, multicultural/ interracial	makes them feel uncomfortable. To share something of concern.	<p>Should children have access to SMART phones? (or subject of children's own choice)</p> <p>Children to produce a campaign to show other children how to stay safe online: i.e.</p> <ul style="list-style-type: none"> - Posters - Assemblies - Letters to politicians 	<ul style="list-style-type: none"> - How much sleep do we need each night to stay healthy and focused? - What are some ways we can take care of our bodies when we are feeling unwell? - Why is it important to drink water and stay hydrated throughout the day? 	<p>What is Healthy eating?</p> <ol style="list-style-type: none"> 1. Why is it important to eat a balanced diet? 2. What are some examples of healthy foods we should include in our meals? 3. Why is it important to limit the number of sugary snacks and drinks we consume? 4. How can we make healthier food choices when eating out or at school? 5. Can you explain why it is important to drink plenty of water each day?
Vocabulary:	British Values Democracy Community Security Emergency Family Interracial Multicultural	Disputes Conflicts Negotiation Caring Respect	Safety Internet Risk Abuse Safety online Mental health Personal information Disconcerting Boundaries Help Comfortable	Mental wellbeing Mindfulness Emotions Balanced diet inactive lifestyle	Exposure Protect Decay Oral hygiene

			Unacceptable			
Year 5 Concepts and Knowledge	Autumn 1 To understand what is meant by law Children learn what law means What are UK laws? What laws did they follow coming to school? What are school rules? Why aren't they laws? ----- To know the DRAB routine. basic emergency aid procedures, where and how to get help To review the Red Cross First Aid App What do you do if you have a burn? What do you do if someone breaks their arm? What do you do if someone is choking? ----- To understand growth Mindset: Children learn how Growth Mindset helps them with their aspiration' Children reflect on and celebrate their	Autumn 2 To solve disputes and conflicts. Children learn strategies to resolve disputes and conflict through negotiation and appropriate compromise Children develop strategies to resolve disputes and conflicts without violence ----- To know the conventions of courtesy and manners. To be courteous and well-mannered in everyday life. Children learn table manners and practise through role-play. ----- How to listen politely: Children listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and constructively challenge others' points of view. -----	Spring 1 To know strategies for keeping safe online. The importance of protecting personal info, including passwords, addresses and images of themselves and others To be able to seek help if inappropriate material is seen online. know about the people who are responsible for helping them stay healthy and safe; know how and where to report concerns and get support with issues online ----- To be able to report concerns online. Online blocking To practise good internet safety. ----- To be mindful with information seen online. To be a discerning consumer of	Spring 2 How do I keep physically and emotionally safe: safety in the environment <u>Mini Police project</u> ----- Asking for help. To know what sorts of boundaries are appropriate in friendship with peers and others (inc in a digital context) To ask for help for themselves and peers. To recognise when they need help and develop skills to ask for help. to keep trying until they are heard How to recognise and report feelings of being unsafe or feeling bad about any adult ----- To know the changes of an adolescent body To know the different changes	Summer 1 What is Mental Well-being To explain what is meant by the term 'mental health.' Identify everyday behaviours that can help to support mental (and physical) health. what positively and negatively affects their physical, mental and emotional health Recognise that we can take care of our mental health (as well as our physical health). To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these. To understand how feelings affect behaviours. ----- To seek support if you are worried about your health To know that it is common for people to experience mental ill health and that for many, the problems can be resolved if the right	Summer 2 To know what constitutes a healthy diet (including understanding calories and other nutritional content) ----- Why is it important to building exercise into daily and weekly routines. (link with PE scheme), know how to achieve this and know risks associated with an inactive lifestyle (link also to mental health) To know how and when to seek support including which adults to talk to in school if they are worried about their health. ----- To be able to practise good hygiene. To know that bacteria and viruses can affect health. following simple routines can reduce their spread To know the facts and Science relating to immunisation and vaccination.

	<p>achievements, identify their strengths and areas for improvement, set high aspirations and goals – focus on importance of growth-mindset</p> <p>-----</p> <p>To identify the commitments made in marriage. Marriage represents a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong (including same gender)</p> <p>-----</p> <p>If I feel unsafe: To know how to recognise if family relationships are making them feel unhappy or unsafe. How to seek help or advice from others if needed.</p>	<p>What are harmful behaviours? Children understand the consequences of anti-social, aggressive and harmful behaviours.</p> <p>Bullying and discrimination of individuals and communities.</p> <p>Children develop strategies for getting support for themselves or for others at risk primarily reporting bullying to an adult</p> <p>Children understand the school’s bullying policy</p>	<p>information online, including understanding that information, including that from search engines, is ranked, selected and targeted.</p>	<p>in male and female bodies. Key puberty changes. To not feel worried about changes in their body. To know the key facts about the menstrual cycle. To know about menstrual wellbeing. To identify emotion changes in themselves.</p>	<p>support is made available and accessed early enough</p> <p>-----</p> <p>To have a balanced lifestyle.</p> <p>These questions aim to prompt reflection and critical thinking about the importance of maintaining balance in various aspects of life for overall well-being.</p> <ul style="list-style-type: none"> - What does it mean to have a balanced lifestyle? - Why is it important to balance our activities and responsibilities? - Can you give examples of activities that contribute to a balanced lifestyle? - How can we manage our time effectively to achieve a balanced lifestyle? - Why is it important to prioritise self-care and relaxation as part of a balanced lifestyle? 	<p>To recognise the importance of vaccinations.</p> <p>-----</p> <p>To know about the role money plays in their own and others’ lives.</p> <p>These questions are designed to prompt reflection and critical thinking about the role of money in personal finances and society as a whole.</p> <ul style="list-style-type: none"> - Why is money important in our lives? - Can you give examples of how people earn money? - What are some things we need money for in our daily lives? - How can we save money for things we want in the future? - Why is it important to be responsible with money and not waste it?
Vocabulary:	British Value Rule of law Growth mindset Identity Achievements	Relationships Permission Healthy friendships Positive	Safety Internet Risk Abuse Safety online	Puberty Emotions Menstruation Menstrual cycle	Emotional health Balanced lifestyle Mental ill health Calories Nutritional content	Hygiene Immunisation Vaccination Money Customer

	Aspirations Family		Mental Health Personal Information Disconcerting		Support	
Year 6 Concepts and knowledge	<p>To understand what is meant by individual liberty. These questions are designed to encourage Year 6 children to think critically about the concept of individual liberty and its significance in a democratic society like the UK.</p> <ul style="list-style-type: none"> - What does "individual liberty" mean in the context of living in the UK? - Why is it important for individuals to have the freedom to make their own choices and express themselves? - Can you give examples of how individuals exercise their individual liberties in everyday life? - How does respecting the individual liberties of others contribute to a harmonious society? - What are some rights and responsibilities that come with individual liberty? 	<p>To use strategies to successfully solve disputes and conflicts through negotiation. These questions aim to encourage Year 6 children to think about the importance of negotiation skills in resolving conflicts peacefully and finding mutually beneficial solutions.</p> <ul style="list-style-type: none"> - What is negotiation, and why is it an important skill to have? - Can you give examples of situations where negotiation can help resolve disputes or conflicts? - How can active listening and empathy be helpful during negotiation? - Why is it important to consider the perspectives and needs of all parties involved in a conflict during negotiation? - What are some strategies or techniques we can use to find 	<p>To understand positive and negative impact the internet has on mental health. 'Trolling,' how to respond and ask for help. To understand the consequences of online abuse. To promote respectful behaviours online. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours -----</p> <p>To identify harmful / inappropriate content. To critically examine what is presented to them in social media and why it is important to do so; understand that it can misrepresent or mislead; know the importance of being careful with what they forward to others. -----</p>	<p>To practise good awareness of unwanted contact.</p> <ul style="list-style-type: none"> - How can we recognise unwanted contact or interactions online? - Why is it important to trust our instincts and feelings if we feel uncomfortable with someone's online behaviour? - Can you identify some warning signs of potentially harmful online interactions? - What are some steps we can take to protect ourselves from unwanted contact or interactions online and offline? - Why is it important to communicate with parents, teachers, or trusted adults if we experience 	<p>To know what positively and negatively affects our physical, mental and emotional health. Benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <ul style="list-style-type: none"> - How can we recognise physical, mental, or emotional health issues in ourselves or others? - Why is it important to speak up and report concerns about physical, mental, or emotional health? - Can you identify some signs or indicators that may suggest someone is experiencing physical, mental, or emotional health problems? - What are some trusted adults or organisations we can turn to for help and support if we or someone we know is experiencing health issues? - Why is it important to take action and report 	<p>To know the importance of sufficient good quality sleep and effects of lack of sleep. To have the appropriate amount of sleep. Identify the effects of damaged sleep. Why is it important to get enough sleep each night?</p> <ul style="list-style-type: none"> - What are some common effects of not getting enough sleep? - How does lack of sleep affect our mood and ability to concentrate? - Can you explain how lack of sleep can impact our physical health? - What are some strategies we can use to improve our sleep habits and ensure we get enough rest? <p>To know how to recognise early signs of physical illness.</p>

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	<p>Apply their knowledge of aspirations to career aspirations. Regardless of cultural or gender boundaries. Female engineer/male nurse etc. Reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>-----</p> <p>Families To identify the commitments made in marriage/ civil partnerships including free choice. Civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other. A commitment freely entered into by both people, that no-one should marry if they don't want to or are not making decision for themselves.</p>	<p>to consider who they can turn to for support in different situations.</p> <ul style="list-style-type: none"> - Why is it important to share our problems with others? - Who are some people we can turn to for help when we have a problem? - Can you give examples of different types of problems that you might need help with? - How can sharing our problems with others help us feel better or find solutions? - What are some ways we can approach someone for help with a problem? <p>These questions aim to encourage Year 6 children to recognize the importance of seeking help when needed and to consider who they can turn to for support in different situations.</p> <p>-----</p> <p>Basic first aid</p> <ul style="list-style-type: none"> - What is first aid, and why is it important to learn? - Can you name some basic first aid techniques or skills that everyone should know? 	<ul style="list-style-type: none"> - Why is it important to consider the content and themes of games or online platforms before using them? - Can you identify some signs that a game or online platform might not be safe or appropriate for you? - What are some features or settings we can look for to ensure a safe and enjoyable online experience? - Why is it important to seek guidance from parents, teachers, or trusted adults when choosing games or online platforms? <p>-----</p> <p>To be able to identify pressures from those around us and others. To learn how pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people they know and the media</p>	<p>can turn to for help and support if we or someone we know is experiencing abuse?</p> <ul style="list-style-type: none"> - Why is it important to take action and report abuse to prevent further harm and seek help for those affected? <p>-----</p> <p>To understand that actions such as FGM constitute abuse and are a crime.</p> <ul style="list-style-type: none"> - What is Female Genital Mutilation (FGM), and why is it considered harmful? - Why is it important to speak up and report FGM if we suspect it is happening to someone we know? - Can you identify some signs or indicators that may suggest a person is at risk of 	<ul style="list-style-type: none"> - Why is it important to act and report mental health concerns to ensure appropriate support and intervention is provided? <p>-----</p> <p>To know the characteristics of a poor diet and risks associated with unhealthy eating. (obesity and tooth decay)</p> <ul style="list-style-type: none"> - How can we recognise signs of a healthy or unhealthy diet in ourselves or others? - What are some trusted adults or organisations we can turn to for help and support if we or someone we know is struggling with diet-related issues? <p>SCIENCE</p> <p><u>Physical health</u></p> <p>To recognise the importance of building exercise into daily and weekly routines. (link with PE scheme) know how to achieve this and know risks associated with an</p>	<p>with drinking alcohol and smoking.</p> <ul style="list-style-type: none"> - Drugs are substances that can change how our bodies function, and some can be harmful if misused. - Smoking tobacco products can cause serious health problems, including lung cancer and heart disease, and second-hand smoke is harmful to others. - Alcohol is a legal substance for adults, but drinking too much can lead to health issues and impaired judgment. - Drugs, smoking, and alcohol can be addictive, leading to dependency and struggles to stop using them. - Children may face peer pressure to try drugs, smoking, or alcohol, but it is important to know how to say no and make healthy choices. - Using drugs, smoking, or drinking alcohol at a young age can have
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Vocabulary	<p>British Values</p> <p>Individual liberties</p> <p>Rule of law</p> <p>UN</p> <p>Career aspirations</p> <p>Marriage</p> <p>Civil Partnerships</p> <p>Free choice</p>	<p>Resolve</p> <p>Self -respect</p> <p>Stereotype</p> <p>Prejudice-based Bullying</p> <p>Boundaries</p> <p>Privacy</p>	<p>Discerning</p> <p>Cautious</p> <p>Online images</p>	<p>FGB</p> <p>Abuse</p> <p>Foetal</p>	<p>Emotional health</p> <p>Conflicting emotions</p> <p>Poor diet</p> <p>Obesity</p> <p>Tooth decay</p> <p>Alcohol</p> <p>Inactive lifestyle</p> <p>Support</p>	<p>Quality sleep</p> <p>Physical illness</p> <p>Illegal harmful Substances</p> <p>Money</p> <p>Interest</p> <p>Loans</p> <p>Debt</p> <p>Tax</p> <p>Enterprise</p> <p>Budget</p>
Vocabulary linked to money unit	<p>Interest is the extra money paid on borrowed money, typically expressed as a percentage of the loan amount. It is the cost of borrowing money and the earnings on saving or investing money.</p>					

A loan is money borrowed from a lender with the agreement to repay it, usually with interest, over a certain period of time. Loans can be used to make purchases, such as a house or car, or for other expenses.

Debt is money owed to someone else, typically as a result of borrowing money through loans, credit cards, or other forms of credit. It is important to manage debt responsibly to avoid financial difficulties.

Tax is money paid to the government by individuals and businesses to fund public services and infrastructure. Taxes can be levied on income, purchases (sales tax or value-added tax), property, and other transactions.

Interest rates determine the cost of borrowing money and the earnings on saving or investing money. They are set by central banks and can vary based on economic conditions.

Credit is the ability to borrow money or access goods or services with the agreement to pay for them later. It is important to use credit responsibly and manage debt effectively.

Budgeting is the process of planning and managing income and expenses to achieve financial goals. It involves tracking spending, prioritizing expenses, and saving for the future.

Financial responsibility means making informed decisions about managing money, avoiding debt, and planning for the future. It involves understanding concepts like interest, loan, debt, tax, and using this knowledge to make wise financial choices.