



## The Good Shepherd Academy PSHE and RSE curriculum Knowledge, Skills and Vocabulary Progression F1 – Y6

Health and Well-being; Relationships; Living in the Wider World (*Linked to PSHE Association PoS*)



		Autumn / Advent	Spring / Lent	Summer / Pentecost		
<b>F1</b>	<b>Theme</b>	<b>I am Made and Loved <u>By</u> God</b>		<b>I am Made to Love Others</b>	<b>I am Made to Live in a Community</b>	
	<b>Knowledge</b>	<p>Know the name of key body parts (<b>Heads, Shoulders, Knees and Toes 1:2</b>)</p> <p>Know that I am loved by God (<b>Handmade with Love – Kester's story 1:1</b>)</p> <p><b>PC: Religion (4)</b></p> <p>Know our bodies are good and we need to look after them by being clean, good sleep, healthy food /snack. (<b>Reddy Teddy 1:2</b>)</p>	<p>To name different feelings of people and characters (<b>All the feelings 1:3</b>)</p> <p>To know that different people like different things e.g. colours, toys. (<b>I like, you like, we like 1:3</b>)</p> <p><b>BV: Liberty</b></p> <p><b>PC: Present yourself (7)</b></p>	<p>To identify special people in their lives (<b>Who's who 2:1</b>)</p> <p>Know who I can tell if something is worrying me (<b>Who's who 2:1</b>)</p> <p>To know that some actions and words can hurt others' feelings (<b>You've got a friend 2:2</b>)</p> <p><b>BV: Mutual Respect</b></p>	<p>Know how to stay safe outdoors (helmet on a bike, seatbelt in the car, on the beach, swimming pool...) <b>(Safe Inside and Out 3:1)</b></p> <p>Know how to stay safe indoors (matches, radiators, washing tablets, stay safe online) (<b>Safe Inside and Out 3:1</b>)</p> <p>To know there are private body parts.</p>	<p>To know that a community is a special group that loves and cares for each other.</p> <p>To name some ways in which <u>love</u> and care is shown in a community.</p> <p><b>BV: Tolerance</b></p> <p><b>PC: Religion (4)</b></p>

	<b>Skills/Continuous Provision</b>	<p><b>PD</b> Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, <u>e.g.</u> brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p><b>PSED</b> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.</p>	<p><b>PSED</b> Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Begin to understand how others might be feeling.</p>		<p><b>PSED</b> Develop their sense of responsibility and membership of a community.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p>	
	<b>Vocab</b>	<p>Head, shoulders, knees, toes, eyes, ears, mouth, nose.</p> <p>Healthy, wash, brush, sleep.</p>	<p>Feelings, happy, sad, angry, shocked, scared, calm</p> <p>Like, dislike, different, respect.</p>	<p>Relationships – family, friend</p> <p>Behaviour – positive, negative</p> <p>Jesus – role-model, good friend</p> <p>Conflict – resolve</p> <p>Forgiveness – ourselves, others</p>	<p>Body – privates are private Safe Talking – special people</p>	<p>Loving actions – caring, sharing, helping</p> <p>Community</p>	

		Autumn / Advent	Spring / Lent	Summer / Pentecost			
F2	Theme	Made and Loved By God		Made to Love Others	Made to Live in a Community		
	Knowledge	<p>Know why I am special (ability)</p> <p>To name how I am different to others (<i>I am me 1:2</i>)</p> <p><i>BV: Mutual Respect</i></p> <p><i>PC: Present yourself (7)</i></p> <p>Name and identify key body parts.</p>	<p>Identify some good feelings (happy, excited, calm) and bad feelings (angry, scared, upset) and begin to talk about their own (<i>All the feelings 1:3</i>)</p> <p>Know simple strategies for managing emotions and behaviours (<i>Let's get real 1:3</i>)</p> <p>Know that we can say sorry and forgive (<i>Let's get real 1:3</i>)</p> <p><i>BV: Mutual Respect</i></p> <p>Know we have choices, and these choices can impact how we feel and respond (<i>Let's get real 1:3</i>)</p> <p><i>BV: Liberty</i></p> <p>To know that I was once a baby and describe one thing that has changed (<i>Growing up 1:4</i>)</p>	<p>Know the difference between a good choice and a bad choice.</p> <p><i>BV: Liberty</i></p> <p>Know words that describe a good friend (gentle, kind).</p>	<p>Know that there are lots of jobs designed to help us: fireman, paramedics, police, social workers. (<i>People who help us, 2:3</i>)</p> <p><i>BV: Rule of Law</i></p> <p>Understand that exercise, eating, sleeping and hygiene contributes to good health (<i>Feeling Poorly 2:3</i>)</p> <p>Know that medicines are not sweets and should only be taken when a parent or doctor gives them to us (<i>Feeling Poorly 2:3</i>)</p>	<p>Know that a community can be a group of people who help each other (<i>Me, you, us 3:2</i>)</p> <p>Know that they belong to various communities: home, school, parish, local area and world (<i>Me, you, us 3:2</i>)</p> <p>Know the names of people in our school community</p> <p><i>BV: Mutual Respect</i></p> <p><i>PC: Religion (4)</i></p>	<p><b>Transition</b></p> <p><b>CONTEXTUAL SAFEGUARDING REACTION</b></p> <p>Know that our private parts (the areas covered by our pants) are private and we only show them to doctors when we have a problem or trusted grown-ups when they are helping us.</p>
	Skills	<p>To describe self in positive terms and talk about abilities.</p>	<p>To be confident to speak to others about own feelings.</p> <p>To take steps to resolve conflicts with other children, e.g. finding a compromise.</p>	<p>To explain own knowledge and understanding and ask appropriate questions of others.</p>	<p>To usually be dry and clean during the day</p>	<p>Begin to recognise how their behaviour has affected other people. For example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>	
Vocab	<p>Arm, hand, mouth, nose, shoulder, ear, eyes, feet, finger, toes, head, knee, hair, neck, leg, elbow, teeth. Talents, skills, gifts, unique.</p>	<p>Happy, excited, calm, angry, sad, upset.</p> <p>Forgiveness</p> <p>Grow</p>	<p>Role-model – Love one another, good friend</p> <p>Kind, patient, trust, shar, gentle, respect</p>	<p>Fireman, paramedics, police, social workers.</p> <p>Exercise, clean, healthy.</p> <p>Medicine</p>	<p>Community, parish, The Good Shepherd, Church, Woodthorpe.</p>		

	Autumn / Advent			Spring / Lent			Summer / Pentecost		
Y1	Health and Well-being: mental health	Relationships	Advent wider curriculum coverage	Health and Well-being: keeping safe	Relationship: Consent	Spring wider curriculum coverage	Living in the Wider World	Health and Well-being: growing and changing	Pentecost wider curriculum coverage
Knowledge	<p><b>H11 &amp; 12</b> Know humans can experience different feelings: <b>embarrassment, anger, excitement, fear and recognise these in peoples' expressions and actions.</b></p> <p><b>H14 &amp; 15</b> Know that not everyone feels the same about the same things.</p>	<p><b>R1:</b> know the difference between friends, <b>relatives</b> and people who help us (teachers, doctors etc)</p> <p><b>R3:</b> know that there are different types of families that might be different from their own. <b>Key Text: The Family Book by Todd Parr</b></p>	<p><b>Behaviour Curriculum:</b></p> <p><b>R22:</b> know how to show respect by being polite and courteous <i>BV: Mutual Respect</i></p> <p><b>Religious Education:</b></p> <p><b>H21 &amp; H22:</b> recognise what makes them special and ways they are all unique</p>	<p><b>H29, H30 &amp; H31:</b> Know how to keep <b>safe</b> at home (including electric appliances, medicines, household products and not playing with matches and lighters) <b>and recognise risk in different situations</b></p>	<p><i>NSPCC assembly week 1 – letter sent home prior from SLT</i></p> <p><b>R5 &amp; R20 &amp; R13:</b> know who to tell if something is making them, or someone else, <b>unsafe</b> or worried. Know that parts of their body covered by underwear are private. <i>BV: Rule of Law</i></p> <p><b>R16:</b> know that <b>consent</b> is giving <b>permission</b> for something to happen. Know how to respond if physical contact makes them feel uncomfortable or unsafe. <i>BV: Rule of Law</i></p>	<p><b>Safer Internet Day:</b></p> <p><b>H34:</b> Know that <b>personal information</b> (name, age, school, address, photograph) should be kept <b>private</b> and know the importance of telling a trusted adult if they come across something that scares them.</p>	<p><b>L12:</b> know the difference between <b>needs</b> and <b>wants</b>. Know that needs are the most important things to spend money on. For example, need to buy food and want to buy a toy car. <b>Use Needs and Wants Natwest MoneySense lesson</b></p>	<p><b>H23:</b> Know what they are good at, what they like and dislike (<b>Feelings, likes and dislikes 1:3</b>) <i>BV: Liberty</i></p> <p><b>H25:</b> Know the main parts of the body, including external genitalia (vulva, vagina, penis, testicles) <b>SEND LETTER TO PARENTS (Girls and boys: my body 1:2)</b></p> <p><b>Room to React</b></p>	<p><b>Geography</b></p> <p><b>H8:</b> know that we keep safe in the sun by putting on a hat, applying sunscreen and staying in the shade at the hottest point of the day.</p> <p><b>Maths</b></p> <p><b>L10:</b> know what money is.</p> <p><b>R.E:</b></p> <p><b>L3:</b> know how they can look after their environment. <i>BV: Liberty</i></p> <p><b>H27:</b> understand how to cope with moving to a new class/year group</p> <p><b>Computing</b></p> <p><b>L7 &amp; L8:</b> know the role of the internet in our life how the internet and digital devices can be used safely to find things out and talk to others</p>
Skills	<i>PC: Present yourself (7)</i>	<i>PC: Relationship (5)</i>	<b>R2 and R4:</b> identify how families love and care for us	<b>H35 &amp; H36:</b> Know that accidents can happen in the <b>home</b> and this can lead to someone being hurt. Know when to call 999 for help and know their home address. <b>Room to React</b>		<b>Religious Education:</b>	<b>L11 &amp; 13:</b> Know where I can keep my money safe <b>Natwest MoneySense Lesson</b>		
Vocabulary	<b>H18 &amp; H24</b> Know that there are things you can do to help manage big feelings (for example when finding something difficult) ( <b>Super Susie Gets Angry 1:3</b> )	<b>Room to React</b>	<b>L4:</b> know different groups they <b>belong</b> to.			<b>Religious Education:</b>	<b>Enrichment:</b> Cultural Diversity Day or Aspirations Week bi-annually		
			<b>Anti-bullying week:</b>			<b>L5:</b> know the different roles and responsibilities people have in their community			
			<b>R10 &amp; R11:</b> know how bodies and feelings can be hurt by words and actions (including online) and describe how people may feel. <i>BV: Mutual Respect</i>			<b>L6:</b> knows the ways they are the same and different to other people			

	Autumn / Advent			Spring / Lent			Summer / Pentecost		
Y2	Health and Well-being: Mental health	Relationships	Advent wider curriculum coverage	Health and Well-being: keeping safe	Relationships: Consent	Lent wider curriculum coverage	Living in the Wider World	Health and Well-being: growing and changing	Pentecost wider curriculum coverage
Knowledge	<p><b>Recap:</b> words to describe feelings (embarrassed, angry, shy, worried).</p> <p><b>H13</b> Know that feelings can affect people's bodies and how they behave (Feeling Inside Out, 1:3)</p>	<p><b>R6:</b> know that we can make friends by sharing our hobbies and interests, giving compliments, being supportive. <b>Identify the difference between good and bad friendships</b></p> <p><b>BV: Mutual Respect</b></p>	<p><b>Behaviour Curriculum:</b></p> <p><b>R22:</b> know how to show respect by being polite and courteous</p> <p><b>BV: Mutual Respect</b></p> <p><b>L1:</b> know what rules are and why we need them.</p>	<p><b>H32 &amp; H33:</b> know how to keep safe in familiar and unfamiliar environments and who can help us if we get in to trouble. Beach/swimming pool – lifeguard, shopping centre – security, park – police. (Can you help me? Part 1 – 2:3)</p> <p><b>H28:</b> Know that there are rules and age restrictions to keep us safe (driving a car, watching films, playing video games, having apps on the computer)</p>	<p><i>NSPCC assembly week 1 – letter sent home prior from SLT</i></p> <p><b>R5 &amp; R20 &amp; R13:</b> know who to tell if something is making them, or someone else, unsafe or worried. Know that parts of their body covered by underwear are private.</p>	<p><b>Science:</b></p> <p><b>H6:</b> know that medicines help people to stay healthy</p> <p><b>H7:</b> know how to brush our teeth and know which food and drink supports dental health</p>	<p><b>L15 &amp; L16:</b> Know that jobs help people to earn money to pay for things. <b>Identify the jobs that people in their family do.</b></p> <p><b>L17:</b> identify the qualities people need to do different jobs. Teacher = patient Doctor = caring Bus driver = focused Fireman = courageous</p>	<p><b>H26:</b> know that the different stages of life are baby, child, teenager, adult, older person. <b>Explain the different needs that people at these stages will have.</b> (Cycle of Life, 1:1)</p> <p><b>PC: To have a baby (9)</b></p> <p><b>H27:</b> know the similarities and difference between Year 2 and Year 3. <b>Discuss how we can manage our feelings during change.</b></p>	<p><b>Religious Education:</b></p> <p><b>L2:</b> know how people and other living things have different needs and that we have a responsibility to care for them.</p> <p><b>BV: Mutual Respect</b></p>
Skills	<p><b>H17</b> Know that there are things that help people feel good: playing outside, doing things they enjoy, spending time with family and getting enough sleep and <b>begin to use these strategies when feeling upset.</b></p>	<p><b>R7 &amp; R8:</b> identify when they or someone else feel lonely &amp; know different strategies to resolve arguments between friends.</p> <p><b>BV: Mutual Respect</b></p>	<p><b>Anti-bullying week:</b></p> <p><b>R12 &amp; R21:</b> Know that hurtful behaviour online and offline can include: teasing, name calling, bullying and deliberately excluding others</p>	<p><b>BV: Rule of Law</b></p> <p><b>Room to React</b></p>	<p><b>BV: Rule of Law</b></p>	<p><b>H1, H3, H4, H5:</b> Know that we can keep healthy through physical activity, eating a balanced diet, getting sleep and washing our hands to stop germs spreading.</p>	<p><b>Enrichment:</b> Cultural Diversity Day or Aspirations Week bi-annually</p>	<p><b>Computing:</b></p> <p><b>L9:</b> know that not all information seen online is true.</p>	
Vocabulary	<p><b>H20</b> Knowing different types of change and loss (including death) and <b>recognise what helps them to feel better (A Time for Everything, LKS2 module 1:4)</b></p>	<p><b>R19:</b> discuss situations where they may feel pressure to do something. Know how they can resist this pressure.</p> <p><b>BV: Liberty</b></p>	<p><b>H16 &amp; H19 &amp; R9 &amp; R12</b> Know that there are different ways of sharing feelings: talking to a trusted adult, using the class worry box</p>	<p><b>BV: Mutual Respect</b></p> <p><b>R17:</b> know that consent is giving permission for something to happen. Know that there are situations when you should ask for permission and when people should ask us for permission.</p> <p><b>BV: Mutual Respect</b></p> <p><b>R18:</b> explain the difference between good and bad secrets. Know that we don't keep a secret that is harmful to others. (Good and Bad Secrets, 2:1)</p>	<p><b>BV: Mutual Respect</b></p>	<p><b>Safer Internet Day:</b></p> <p><b>H9:</b> Recognise the importance of taking a break from screen time</p>			

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Y3	Health and Well-being: Mental health	Relationships	Advent wider-curriculum coverage	Health and Well-being: keeping safe	Relationships: Consent	Spring wider curriculum coverage	Living in the Wider World	Health and Well-being: growing and changing	Summer wider curriculum coverage
Knowledge	H17, H18 & H19: know that feelings can change over time, can range in intensity and use a range of vocabulary (ashamed, anxious, joyful...) to express these feelings.	R1: name different types of relationships (family, friendship, romantic, online) (Family, friends and others 2:1)  R6 & R8: know that a feature of a positive family life is a caring relationship. Identify features of a caring relationship (including: listening to each other, respecting other opinions, giving hugs and kisses, doing things for each other like making dinner)	<b>Anti-bullying week:</b>  R19: know the impact of bullying (offline and online) could include: not learning as well in lessons, miss school, have tummy aches through worrying, behave differently to family members, not eat or sleep as well.	H49: know about different hazards that may cause harm or injury in the home including: falls, poisoning (bleach and washing tablets/liquid), burns and electricity.  H40: know the importance of taking medicines correctly by following the instructions, keeping them in a safe place, and only take them when told to by our grown-ups.	NSPCC assembly week 1 – letter sent home prior from SLT.  R9 & R27: recognise if a family relationship is making them feel unhappy or unsafe and know when keeping something a secret should not be agreed to. Identify when it is okay to break confidence and share a secret.	<b>Science</b>  H1, H2 & H3: know what makes a balanced, healthy lifestyle and describe choices that make a healthy lifestyle.  D.T  H6: know what constitutes a healthy diet and plan a healthy meal.	L26 & L29: know that a career is a job that adults dedicate their life to doing. Know the different careers that people may have and that people may change careers. Know that some jobs are paid more than others. <b>Enrichment –</b> visitor to discuss their career & passions	H25: know that personal identity is about who we are and explain what can contribute to this: ethnicity, family, gender, faith, culture, hobbies, likes and dislikes  BV: Tolerance  BV: Liberty	
Skills	H29: know you can manage setbacks by talking to trusted adults, being kind to yourself through activities and including how to reframe unhelpful thinking	R5 & R7: know that there are different types of family structure. This includes relationships where people live apart, single parents, same-sex parents, step-parents, blended families and foster parents. Know that families of all types can give members love and security.			BV: Mutual Respect  PC: Relationships (5)	Safer Internet Day: H42: know the importance of keeping personal information private, identify strategies to keep safe online, and know what to do and who to talk to if frightened or worried about something seen online (Sharing online 2:1)	L30 & L31: know which personal qualities they have and what kind of career this may suit them in the future	PC: Race (2), Gender (3) and Religion (5)	
Vocabulary	Room to React			Room to React			L32: recognise the different routes into careers: college, university and apprenticeship and link these to the job	H35: describe some of the opportunities (e.g. child -starting school making new friends, adult -buying a house.) and responsibilities (e.g. teenager - walking places alone, looking after baby siblings) increasing independence brings	
		BV: Mutual Respect  PC: Relationships (5), who you choose to love (8)			BV: Liberty BV: Rule of Law  Room to React		<b>Enrichment:</b> Cultural Diversity Day or Aspirations Week bi-annually		

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Y4	Health and Well-being: Physical Health	Relationships	Advent wider curriculum coverage	Health and Well-being: Keeping safe	Relationships: consent	Lent wider curriculum coverage	Living in the Wider World	Health and Well-being: growing and changing	Pentecost wider curriculum coverage	
Knowledge	<b>H4:</b> know that a <b>habit</b> is a pattern of behaviour we repeat, sometimes unaware. <b>Recognise good habits and bad habits</b> we have. <b>(Respecting our Bodies 1:2)</b>	<b>CONTEXTUAL SAFEGUARDING REACTION</b>	<b>Anti-bullying week:</b>	<b>H43:</b> know that <b>first-aid</b> is giving help or treatment to an ill or injured person until full medical help is available. <b>Practice basic techniques to deal with common injuries including the recovery position. (First Aid Heroes 2:3)</b>	<b>NSPCC assembly week 1 – letter sent home prior from SLT</b>	<b>Science</b>	<b>L17:</b> know the different ways you can pay for things. <b>How can I pay for things? Natwest workshop</b>	<b>TO CONSULT ON FIRST in Jan 2024</b>	<b>R.E:</b>	
	<b>H5:</b> know that good <b>physical health</b> is being physically active, having the strength and <b>stamina</b> required for daily life, <b>work</b> and play, and having fewer illnesses and injuries. <b>Identify the signs of physical illness including: pains in muscles/joints, having a temperature, fatigue.</b>	<b>R31:</b> know that self-respect is having positive <b>self-talk</b> and loving yourself the way you are. Know how not having self-respect can affect your thoughts and actions. Know that everyone including themselves should be expected to be treated politely and with respect.	<b>R20:</b> use <b>strategies to respond to hurtful behaviour</b> experienced or witnessed online or offline. Know that hurtful behaviour may include: <b>teasing, name calling, bullying, trolling, harassment or deliberately excluding others.</b>	<b>BV: Mutual Respect</b>	<b>H44:</b> know how to respond and react in an <b>emergency situation</b> by using <b>DR ABC (Danger – response – airway – breathing – circulation)</b> and know how to contact/what to say to the emergency services <b>(Giving Assistance 2:4)</b>	<b>R9 &amp; R27:</b> recognise if a family relationship is making them feel <b>unhappy</b> or <b>unsafe</b> and know when keeping something a secret should not be agreed to. <b>Identify when it is okay to break confidence and share a secret.</b>	<b>R.E</b>	<b>L18 &amp; L20:</b> know that people make spending decisions based on priorities, needs and wants. <b>What affects my choices about money? Natwest workshop</b>	<b>H31:</b> know that <b>puberty</b> is when your body changes from a child to an adult. These changes happen internally and externally. Know this usually happens at 10 for girls and 12 for boys. <b>(What is puberty? 1:3)</b>	<b>R17:</b> know that friendships have ups and downs and identify strategies to resolve disputes positively and safely.
	<b>Room to React</b>	<b>L8:</b> know that <b>diversity</b> means differences and the benefits of living in a diverse community.	<b>BV: Mutual Respect</b>	<b>BV: Mutual Respect</b>	<b>BV: Mutual Respect</b>	<b>L6 &amp; L7:</b> know the different groups that make a community and the value of their different contribution <b>PC: Age (1), Race (2), Religion (4), Disability (6).</b>	<b>R.E</b>	<b>L21 &amp; L2:</b> know the different ways of keeping track of money and <b>identify how to keep it safe</b> <b>How can I keep my money safe? Natwest workshop</b>	<b>H30:</b> name the external genitalia ( <b>penis, vulva, testicles, scrotum, vagina</b> ) and <b>describe some of the changes that happen during puberty to boys and girls (Changing Bodies 1:4)</b> <b>PC: Gender (3)</b>	<b>BV: Mutual Respect</b>
Skills		<b>R21:</b> know that <b>racism</b> is a form of <b>discrimination</b> where people are treated unfairly because of the colour of their skin. Know that racism could take the form of name calling, exclusion or physical abuse.			<b>R26:</b> know that <b>consent</b> is giving permission for something to happen. Explore scenarios where you should ask for consent and know how to do this.	<b>Safer Internet Day:</b>	<b>L21 &amp; L2:</b> know the different ways of keeping track of money and <b>identify how to keep it safe</b> <b>How can I keep my money safe? Natwest workshop</b>	<b>H32:</b> know about how <b>hygiene</b> routines change during <b>puberty</b> . Know the importance of keeping clean. <b>BV: Liberty</b>	<b>L13:</b> know some of the ways information and data is shared and used online (including commercial)	
Vocabulary		<b>BV: Mutual Respect</b>			<b>BV: Mutual Respect</b>	<b>H42:</b> know the importance of keeping personal information private, <b>identify strategies to keep safe online</b> , and know what to do and who to talk to if frightened or worried about something seen online <b>(Chatting online 2:2)</b>	<b>BV: Liberty</b>	<b>L14:</b> know how information on the internet is <b>ranked, selected and targeted</b> at certain individuals or groups.	<b>Computing:</b>	
		<b>BV: Tolerance</b>			<b>BV: Liberty</b>	<b>H37:</b> know the age restrictions for apps and games including: TikTok, Instagram, Fortnite, Discord and Snapchat, and films. <b>Explain the reasons for these restrictions and how they promote personal safety and well-being.</b>	<b>Enrichment: Cultural Diversity Day or Aspirations Week bi-annually</b>			
		<b>PC: Race (2)</b>			<b>BV: Rule of Law</b>					

	Autumn / Advent			Spring / Lent			Summer / Pentecost		
Y5	Health and Well-being: Mental health	Relationships	Advent wider curriculum coverage	Health and Well-being: keeping safe	Relationships: consent	Lent wider curriculum coverage	Living in the Wider World	Health and Well-being: growing and changing	Pentecost wider curriculum coverage
Knowledge	H22: know that anyone can experience <b>mental ill health</b> and that most difficulties can be resolved with help. <b>Identify which trusted adults they can talk to and discuss the roles of certain charities including: ChildLine, NSPCC</b> <b>BV: Tolerance</b>	<b>R1 and R6:</b> know that a friendship is a type of relationship and that they can change over time. <b>Describe the benefits and feelings associated with this.</b>  <b>R14:</b> identify signs that someone may feel <b>excluded</b> (closed body language, sitting on their own, facial expression, quiet in a conversation) and know strategies to <b>include</b> them (invite them to play, reassure them, take interest in things they like, ask questions)  <b>BV: Mutual Respect</b>	<b>R.E.</b>  <b>H27 &amp; H28 &amp; L25:</b> to recognise their individuality and personal qualities and <b>be able to identify personal strengths, skills, achievements and interests</b> <b>PC: Present yourself (7)</b>  <b>R3:</b> know that marriage is a legal declaration of commitment made by two adults who love and care for each other which is intended to be life long  <b>BV: Rule of Law</b> <b>PC: Relationship (5)</b>	<b>H38 &amp; L24:</b> know that some <b>risks</b> can be positive risks to take, and some negative. <b>Classify risks in to legal, health, social and financial. Discuss how to manage risks in different situations.</b>  <b>BV: Liberty</b> <b>BV: Rule of Law</b>  <b>H41:</b> recognise risks within our local environment including: rail, water, road, digital devices when out and firework safety	<b>NSPCC assembly week 1 – letter sent home prior from SLT</b>  <b>R9 &amp; R27:</b> recognise if a family relationship is making them feel <b>unhappy</b> or <b>unsafe</b> and know when keeping something a secret should not be agreed to. <b>Identify when it is okay to break confidence and share a secret.</b>  <b>BV: Mutual Respect</b>  <b>R26:</b> know that <b>consent</b> is giving permission for something to happen. Know that bodily autonomy is getting to decide what happens to our bodies ( <b>Do you want a piece of cake? 2:2</b> )  <b>BV: Liberty</b>  <b>PC: Present yourself (7)</b>	<b>Safer Internet Day: L15 &amp; H42:</b> know the importance of keeping personal information private, <b>identify strategies to keep safe online</b> , and know what to do and who to talk to if frightened or worried about something seen online ( <b>Sharing isn't always caring 2:1</b> )  <b>H13:</b> know the benefits of the internet and the importance of balancing time online with other activities	<b>L27:</b> know that <b>stereotypes</b> are assumptions about what someone will do or how they will behave based on what social group they belong to  <b>PC: Age (1), Race (2), Gender (3), Religion (4), Disability (6).</b>  <b>L26 &amp; L28:</b> know how the different <b>stereotypes</b> can deter people from aspiring to certain jobs ( <b>Teaching and gender, Law enforcement and race, Doctor and disability – Alexandra Adams</b> )  <b>PC: Age (1), Race (2), Gender (3), Religion (4), Disability (6).</b>  <b>Enrichment: Cultural Diversity Day or Aspirations Week bi-annually</b>	<b>Send parent letter before teaching</b>  <b>H30:</b> the names of external genitalia and the internal reproductive organs in male and female. <b>Penis, vagina, vulva, uterus, testes, scrotum, testicles, ovaries, breasts.</b> ( <b>Girls Bodies, Boys Bodies 1:3 and 1:2</b> )  <b>H31:</b> know the physical and emotional changes that happen during puberty: <b>genitalia grows larger, pubic hair, breasts get larger, voice gets deeper etc.</b> ( <b>Girls Bodies, Boys Bodies 1:3 and 1:2</b> )  <b>H31:</b> know key facts about the <b>menstrual cycle and menstrual well being</b> ( <b>Menstruation 1:3 – DON'T DO DELVING DEEPER</b> )  <b>H34:</b> know where to get more information and advice about growing and changing during puberty ( <b>eg childline</b> )  <b>PC: Gender (3)</b>	<b>Computing:</b>  <b>L12:</b> know how to make safe, reliable choices from search results  <b>R.E.</b>  <b>L4:</b> know the importance of having compassion towards others and that we all have a shared responsibility for caring for other people and living things  <b>Geography</b>  <b>L5:</b> know that we all have a shared responsibility for protecting the environment and how our choices can affect this.  <b>Gedling MHST workshop:</b>  <b>H8:</b> know how sleep contributes to a healthy lifestyle and the effects of bad sleep on our body, feelings, behaviour and ability to learn
Skills									
Vocabulary	<b>H16:</b> identify strategies to support mental health including: good quality sleep, physical exercise, time outdoors, being involved in community groups, doing things for others, hobbies and spending time with family and friends.  <b>Room to React</b>	<b>R15 &amp; R28:</b> know that <b>peer pressure</b> is <b>influence</b> from someone in your <b>peer group</b> when they are pushing you towards a certain choice (good or bad), recognise when this makes us feel uncomfortable and <b>discuss strategies to respond</b> ( <b>Under Pressure 2:1</b> )  <b>BV: Liberty</b>	<b>Anti-bullying week:</b>  <b>R22:</b> know that <b>privacy</b> is a right to hide information about yourselves and that <b>personal boundaries</b> are limits and rules about how we behave around others. <b>Consent. Describe what is appropriate in friendships and wider relationships, including online.</b> <b>BV: Rule of Law</b>						



	Autumn / Advent			Spring / Lent			Summer / Pentecost		
Y6	Health and Well-being: Mental health	Relationships: The Great Project	Advent wider curriculum coverage	Health and Wellbeing: keeping safe	Relationships: consent	Lent wider curriculum coverage	Living in the Wider World	Health and Well-being: growing and changing	Summer wider curriculum coverage
Knowledge	H15 & H21: know that mental health is important and recognise the warning signs for poor mental health and well-being. Signs including: changes to eating and sleeping, anxious thoughts, isolating from people around you	Delivered by The Great Project over four two hour sessions  <b>CONTEXTUAL SAFEGUARDING REACTION</b>  R1, R6 & R10, R11 identify different relationships and what makes them positive  <b>BV: Mutual Respect</b>	<b>R.E</b>  H27 & H28: to recognise their individuality and personal qualities and be able to identify personal strengths, skills, achievements, and interests  <b>Anti-bullying week:</b>	H47: know that there are laws around legal drugs e.g you can't buy paracetamol or other pain relief until you are 16 and that some drugs are illegal to own, use and give to others.  <b>BV: Rule of Law</b>	<i>NSPCC assembly week 1 – letter sent home prior from SLT</i> <b>R9 &amp; R27:</b> recognise if a family relationship is making them feel unhappy or unsafe and know when keeping something a secret should not be agreed to. Identify when it is okay to break confidence and share a secret.	<b>Science</b>  H6: know the benefits to health and wellbeing of eating nutritionally rich foods  H7: know that regular exercise benefits both mental and physical health  H9: know how bacteria and viruses can affect health and how good personal hygiene can help to stop the spread of infections	L2: know that human rights are basic rights and freedoms that belong to everyone in the world from birth until death. These include: right to an education, shelter, protection from abuse and discrimination, freedom of thought. <b>LINK TO ALL BV and PC</b>	Send letter to parents before teaching  REVISIT H30 and H31 from Year 5 intent  H30 & H33: know how babies are conceived and understand how the process of puberty relates to human reproduction (Making babies 1:1 and 1:2)	<b>Transition Work:</b> H24: Know how to deal with emotions, challenges and change when transitioning to secondary school  <b>R.E</b>
Skills	H20: identify intense or conflicting feelings in different situations and know appropriate responses including using HALT (Emotional Changes 1:3)	R25 & R29: Know the different forms of domestic abuse (physical, sexual, financial and emotional) and where to get advice and report concerns if worried about safety  R30: Know that personal behaviour can affect other people and consider the reasons behind domestic abuse	R1: know the benefits and risks of online relationships and the four areas of risk (4C's) of online safety conduct, commerce, contact and content.  R18: identify if a friendship (online or offline) is making them feel uncomfortable and know how to manage this/ask for support.	H48 & H49: know why people choose to use or not use drugs such as nicotine, alcohol and medicines and recognise mixed messages in the media about the use of alcohol, smoking and vaping.  <b>BV: Liberty</b>	R3: know that marriage and civil partnerships are a legal declaration of commitment made by two adults who love and care for each other. Know that Catholics believe marriage should always be between a man and a woman.  <b>BV: Rule of Law</b> <b>PC: Who you choose to love (8)</b>	H10: know how medicines can contribute to health  H14: know the risks and affects of legal drugs on every day life e.g. cigarettes, vaping, alcohol and medicines.  <b>Safer Internet Day:</b> H42: know the importance of keeping personal information private, identify strategies to keep safe online, and know what to do and who to talk to if frightened or worried about something seen online (Cyberbullying 2:2)	L9 & L10: know that stereotypes are assumptions which can lead to prejudice which is beliefs about a group of people. Know that is can negatively influence behaviour and attitudes towards others (this is called discrimination)  <b>Enrichment:</b> Cultural Diversity Day of Aspirations Week bi-annually	H30 & H31: know how menstruation links to human reproduction (Menstruation 1:3)  <b>PC: Gender (3)</b>	L19: know how spending decisions can affect the environment
Vocabulary	H23: know that bereavement is a word used to describe the aftermath of a loss when feelings are at their most intense and discuss strategies to manage these feelings	R2 & R32: know that we should respect the differences and similarities between people (including gender identity) and recognise what we have in common with others  <b>BV: Tolerance</b> <b>PC: Gender (3)</b>		H50: know how Al-anon and Talk to Frank support people and their families with addiction	R4: know that forcing anyone to marry against their will is a crime. Know the support available for people who are worried about this for themselves or others.  <b>BV: Liberty</b> <b>BV: Rule of Law</b>				