

Curriculum: PSHE

EYFS					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships	Relationships	Health and Well Being	Health and Well Being	Living in the Wider World	Living in the Wider World
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YEAR 1					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships	Relationships	Health and Well Being	Health and Well Being	Living in the Wider World	Living in the Wider World
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YEAR 2					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships	Relationships	Health and Well Being	Health and Well Being	Living in the Wider World	Living in the Wider World
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YEAR 3					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships	Relationships	Health and Well Being	Health and Well Being	Living in the Wider World	Living in the Wider World
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YEAR 4					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships	Relationships	Health and Well Being	Health and Well Being	Living in the Wider World	Living in the Wider World
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YEAR 5					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships	Relationships	Health and Well Being	Health and Well Being	Living in the Wider World	Living in the Wider World
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YEAR 6					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships	Relationships	Health and Well Being	Health and Well Being	Living in the Wider World	Living in the Wider World

Curriculum Vision: PSHE

The aim of the PSHE curriculum at Sandgate Primary is to progressively build knowledge, such that all pupils are supported to know more and do more as they move through the school, on to secondary education and into later life. The curriculum is designed around both substantive and disciplinary concepts to ensure that all pupils successfully learn the discipline of PSHE, along with the practical and theoretical knowledge that comprises the subject. The curriculum is supported by rigorous assessment approaches that accord all pupils the opportunity to demonstrate what they know and can do, whilst allowing gaps to be identified and addressed without impacting negatively on learning.

Substantive Threads: PSHE

Each unit within the PSHE curriculum at Sandgate, supported by the PSHE Association and Teaching RSE with Confidence, is designed to progressively develop the following practical and theoretical strands of substantive knowledge:

- **Identity & Relationships** - studying relationships and identity within our own families and those of the wider community.
- **Health & Well-Being** - healthy eating, exercise, looking after your body and mind.
- **Beliefs & Values** – learning that different beliefs have different values and customs, some of which may be different to your own personal opinion.
- **Diversity & Equality** - everyone is different and everyone should be included.
- **Living in the Wider World** – learning about different communities they are in as well as wider communities within in the wider world.
- **RSE- Sex and Relationships Education-** understanding feelings that come with relationships including friendships, such as love, sexuality, and different family dynamics.

Disciplinary Threads: PSHE

Each unit within the PSHE curriculum at Sandgate, supported by the PSHE Association programme of study. It is designed to progressively develop children's knowledge of the discipline of PSHE. Units have been organised around developing this in the following areas:

'Personal knowledge'

By allowing pupils to understand their own relationship to the subject matter, we learn about ourselves and those around us. This is important because it ensures that we live a safe and healthy life whilst making positive contributions to society. For Example;

- Citizenship, understanding the ways in which different communities work, live and co-exist with each other.
- Health, thinking about our own health as well as the health of others and how we can influence our overall wellbeing through diet, exercise and keeping a healthy mind.

EYFS					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
JOURNEYS	TOYS	SUPERHEROES	LAND AND SEA	GROWING	ANIMALS
Personal, Social and Emotional Development					
Learning Experiences: Emotion cards Colour monster book and resources Dressing up Construction Area – heavy bricks Areas of the classroom to support tidying of resources. Turn taking board games Mirrors to explore emotions 					

- Learn to use the toilet with help, and then independently.
- Be increasingly able to talk about and manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.

EYFS

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
JOURNEYS	TOYS	SUPERHEROES	LAND AND SEA	GROWING	ANIMALS

Personal, Social and Emotional Development

Learning Experiences: To talk about past events such as birthdays, trips to different places. PSHE lessons through circle time, with a focus on emotions. Turn taking routines with the recourses, such as waiting their turn for the bike. Trying a range of popular Christmas foods from around the world. Baking Christmas food using an oven. Putting toys in water in the freezer to look at what happens. Storytimes linked to people who help us. Playtime focus on how the adults can help them to resolves an issue and what they can try to resolve themselves.	Pupils learn: <ul style="list-style-type: none"> • Self-Regulation: To show increasing consideration of other people's needs. Such as offering to share a resource they are using. • To gradually use more impulse control in favourable conditions. For example, starting to negotiate when a peer has a toy they would like to use. • To understand their own and other people's feelings, offering empathy and comfort, such as when a peer is hurt or upset. • To recognise a feeling such as happy and sad and what may have caused that. • Manages Self: To describe a range of different food textures and tastes when trying a new food. • To notice changes when food items are combined and baked in the oven. • To notice changes that happen when objects and foods are exposed to cold temperatures. Other Vocabulary – Soft, Hard, Chewy, Stringy, Crunching, Soggy, Hot, Baking, Cooked, Temperature, Cold, Frozen, Melting • Making Relationships: That a supportive adult can help them to resolve conflict and problems. 	Substantive Threads: Identity and Relationships (PSHE) Relationships, belonging and community (RE) Beliefs and Values (PSHE) Values (RE)
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PREREQUISITES

Birth to Three Development Matters

- Be increasingly able to talk about and manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
- Develop friendships with other children.
- Safely explore emotions beyond their normal range through play and stories.
- Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".
- Explore and respond to different natural phenomena in their setting and on trips.
- Repeat actions that have an effect.
- Notice differences between people.
- Explore materials with different properties.

- Explore natural materials, indoors and outside

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JOURNEYS	TOYS	SUPERHEROES	LAND AND SEA	GROWING	ANIMALS
Personal, Social and Emotional Development					
<p>Learning Experiences:</p> <p>Role-play areas linked to heroes and villains – Superhero Headquarters, Villain’s Lair.</p> <p>PSHE lessons through circle time, with a focus on recognising the impact their actions can have and how others may react.</p> <p>Using the stories of Superworm and Supertato to consider how the villains made people feel.</p> <p>Turn taking games, with a focus on having to wait.</p> <p>Making healthy soup with the vegetables from Supertato.</p> <p>Trying a range of foods from the story of Supertato.</p> <p>Emotions games.</p> <p>Using an UV light to look at hands before and after washing.</p> <p>Internet Safety Day</p> <p>Using technology to access the internet, such as games on an iPad.</p>	<p>Pupils learn:</p> <ul style="list-style-type: none">• Self-Regulation - To try and repair a relationship or situation where they have caused upset and understand how their actions impact other people.• To recognise if someone else is feeling happy or sad.• To manage their feelings and tolerate situations in which their wishes cannot be met.• That a healthy lifestyle involves exercise and a balanced diet.• That there are good and not so good feelings and that these include feeling happy, feeling sad and feeling angry.• Managing Self - That personal hygiene includes cleaning your body every day, washing your hands with soap after going to the toilet and before you eat, brushing your teeth twice a day, and covering your mouth and nose when you cough or sneeze.• About online safety: To know that if they have a concern about any content that they see online such as a picture or video, they should tell an adult.• Making Relationships -To be increasingly flexible and cooperative as they are more able to understand other people’s wants.• To be proactive in seeking adult support and be able to articulate their wants and needs• Other Vocabulary – Healthy Lifestyle, Exercise, Balance, Diet, Feelings, Happy, Sad, Angry, Upset, Worried, Excited, Hygiene, Washing, Cleaning, Soap, Bacteria, Germs, Online, Internet, Tablet, Computer, Phone, Concern, Content			<p>Substantive Threads:</p> <p>Health and Well Being (PSHE)</p> <p>PE (Health, Fitness and Well Being)</p>	
Expressive Arts and Design – Being Expressive and Imaginative					

Learning Experiences: Role-play areas linked to heroes and villains – Superhero Headquarters, Villain's Lair.	Pupils learn: <ul style="list-style-type: none"> To play alongside or with other children who are engaged in the same theme, such as heroes and villains. For example, staying in role as Batman and Superman for an extended period, coming up with a story for the characters and acting it out together. 	Substantive Threads: Health and Well Being (PSHE)
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PREREQUISITES

Birth to Three Development Matters

- Be increasingly able to talk about and manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
- Develop friendships with other children.
- Safely explore emotions beyond their normal range through play and stories.
- Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".
- Explore and respond to different natural phenomena in their setting and on trips.
- Repeat actions that have an effect.
- Notice differences between people.
- Explore materials with different properties.
- Explore natural materials, indoors and outside
- Start to make marks intentionally.
- Explore paint, using fingers and other parts of their bodies as well as- Give a meaning to the marks they make.
- Brushes and other tools.
- Express ideas and feelings through making marks, and sometimes

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JOURNEYS	TOYS	SUPERHEROES	LAND AND SEA	GROWING	ANIMALS
Personal, Social and Emotional Development					
Learning Experiences: Pirates – teeth brushing and scurvy due to a poor diet. Hygiene of pirates – how do we know that this pirate has not washed. Dentist role play opportunities Fire safety posters Sun safety posters	Pupils learn: <ul style="list-style-type: none">Managing Self - That a healthy lifestyle involves exercise and a balanced diet.That personal hygiene includes cleaning your body every day, washing your hands with soap after going to the toilet and before you eat, brushing your teeth twice a day, and covering your mouth and nose when you cough or sneeze.That everyone experiences change and loss and to identify how this makes them feel and understand people will have different feelings about this.About fire safety: to know that they must never play with fire or matches. To know that if their clothes were to catch fire they should stop, drop and roll.About sun safety: To know that they need to wear sun cream and appropriate clothing in the sun.				Substantive Threads: Place and Scale (Geography) PE (Health, Fitness and Well Being)
PREREQUISITES Birth to Three Development Matters <ul style="list-style-type: none">Be increasingly able to talk about and manage their emotions.Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.Develop friendships with other children.Safely explore emotions beyond their normal range through play and stories.					

- Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".
- Explore and respond to different natural phenomena in their setting and on trips.
- Repeat actions that have an effect.
- Notice differences between people.
- Explore materials with different properties. (including natural indoors and outside)
- Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.

EYFS					
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JOURNEYS	TOYS	SUPERHEROES	LAND AND SEA	GROWING	ANIMALS
Personal, Social and Emotional Development					
Learning Experiences: Discussions and role play for all relevant learning statements. Come up with and agree to a set of class rules (may want to do this towards the end of Term 6 and link it to transition/rules they think might be appropriate in the next year group). List responsibilities in the classroom and discuss whether these are likely to be similar or different in their next class.	Pupils learn: <ul style="list-style-type: none">• Building Relationships and Managing Self -That their class is a group that they are a member of. Knowing their own worth, within the classroom.• That rules are sets of instructions and standards of behaviour that are needed to keep people safe and to avoid conflict.• That different rules are needed for different environments and different situations			Substantive Threads: Beliefs and Values (PSHE) Identity and Relationships (PSHE)	
PREREQUISITES					
Birth to Three Development Matters					
<ul style="list-style-type: none">• Be increasingly able to talk about and manage their emotions.• Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.• Develop friendships with other children.• Safely explore emotions beyond their normal range through play and stories.• Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".• Explore and respond to different natural phenomena in their setting and on trips.• Repeat actions that have an effect.• Notice differences between people.• Explore materials with different properties.• Explore natural materials, indoors and outside					

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JOURNEYS	TOYS	SUPERHEROES	LAND AND SEA	GROWING	ANIMALS
Personal, Social and Emotional Development					
Learning Experiences: Discuss feelings around transition to next year group and opportunities to ask questions about this.	Pupils learn: • Managing Self and Building Relationships: That everyone experiences change and loss and to identify how this makes them feel and understand people will have different feelings about this (-link to transition).			Substantive Threads: Beliefs and Values (PSHE)	
The World – Past and Present (roles in society)					
Learning Experiences: Cross-curricula maths/money learning –look at different coins and amounts etc., alongside discussions of where money comes from and what it can be used for. Money to be provided and shopping opportunities (zoo shop and souvenirs) Discuss jobs of parents and why parents go to work	Pupils learn: • What money is; the forms that money comes in; and that money comes from different sources, including jobs.			Substantive Threads: Identity and Relationships (PSHE)	
PREREQUISITES Birth to Three Development Matters • Be increasingly able to talk about and manage their emotions. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Develop friendships with other children. • Safely explore emotions beyond their normal range through play and stories. • Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. • Explore and respond to different natural phenomena in their setting and on trips. • Repeat actions that have an effect. • Notice differences between people. • Explore materials with different properties. • Explore natural materials, indoors and outside • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone.					

Key Stage 1 – Year 1

YEAR 1					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships		Health and Well Being		Living in the Wider World	
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<p>Necessary Context for Learning</p> <p>When discussing with teachers, peers and family....</p> <p>When learning about the Colour Monsters....</p> <p>When watching the book from the NSPCC pantosaurus read aloud https://www.youtube.com/watch?v=IT3YE6v6a3E</p> <p>When thinking about their own family...</p>	<p>...pupils learn:</p> <p>Families and close positive relationships</p> <ul style="list-style-type: none">That feelings can be communicated via facial expressions, body language, actions and words and that there are good and not so good feelings. Including feeling happy, sad, angry, excited, scared worriedThat the way someone is feeling can affect their behaviour.That the colour monsters represent 7 different feelings and there are tools we can use to help us when we feel a certain way - red is angry, green is calm, blue is sad, yellow is happy, grey is fear/scared, pink is loved and mixed is muddled up or confused.To identify how they are feeling at different times within the day and to begin to use tools to help – deep breathing, talk to an adult or read a book.That many people use the words 'secrets' and 'surprises' interchangeably and that secrets and surprises that are safe to keep are those that can be exciting and can make people happy. However, any type of secret or surprise that leaves them feeling uncomfortable or worried is not safe and should be shared with a trusted adult.That they should always speak to a trusted adult if someone has been physical in a way that they find unacceptable or uncomfortable. Similarly, they must evaluate and always stop if someone else is uncomfortable with something they are doing. <p>Ourselves Growing and Changing</p> <ul style="list-style-type: none">The PANTS rules: Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help.That there are different types of bullying, which can include physical and verbal bullying, including teasing, and that all types of teasing or bullying are wrong, unkind, and unacceptable, and that they can cause people to feel very upset and lonely. Bullying can also happen online too. This is called cyber bullying.That bullying is not a one-off incident, or an accident, but rather something that happens repeatedly and is deliberate.The importance of telling a trusted adult, such as a member of school staff or a family member, if they are being bullied or know that someone else is being bullied.That we are all different but can still be friends. (RSE lesson 1)That they can use turn-taking, sharing, and compromise to resolve disagreements with friends.That there are many different types of families (e.g. different sizes, different family members, different living arrangements) but that no one family type is better than another and they should all provide love, security and stability.(RSE lesson 3)The importance of telling someone, such as their teacher, if something about their family makes them unhappy or worried.				
<p>PREREQUISITES</p> <ul style="list-style-type: none">What a 'trusted adult' is/who their trusted adults are.The meaning of 'friend'.The meaning of 'family'.					

- To listen to others and to take an active part in discussions.

SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS

- I know that...
- The similarities are / the differences are ...
- To some people, _____ means that... but to others, _____ means that...
- I believe that... / I think that... / I feel that...

YEAR 1

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships		Health and Well Being		Living in the Wider World	



Necessary context for Learning:

When participating in the 'mouldy bread' experiment...

...pupils learn:

Healthy Lifestyles

That a **physically healthy** lifestyle involves daily **exercise**, a **balanced diet** and good **hygiene**.

That **personal hygiene** includes cleaning their body every day, washing their hands with soap after going to the toilet and before they eat, brushing their teeth twice a day, and covering their mouth and nose when they cough or sneeze.

That scientists study diseases and know that they can be caused by an unhealthy lifestyle such as diabetes or obesity

How to brush their teeth correctly and that they must do this twice a day and that some food and drink support dental health and some do not. Pupils also learn that they must visit the dentist regularly.

That a **mentally healthy** lifestyle involves talking about their **feelings** and **emotions** and spending time doing things they enjoy.

Ourselves Growing and Changing

That babies need care and support and that older children can do more by themselves (RSE lesson 2).

The names for the main parts of the body, include using the name penis and vulva for external genitalia (RSE lesson 2).

Keeping Safe

That their parents/carers and their teachers and teaching assistants look after them at home and at school and that they can talk to them if they are worried about something.

To reflect on how adults in their lives keep them safe and look after them.

That the emergency services in the United Kingdom include – police, fire service, ambulance and coastguard and they help us in an emergency.

About **fire safety**: that they must never play with fire or matches; that if their clothes were to catch fire they should stop, drop and roll; that if there was a fire they should stay low on the floor; that they must 'get out and stay out'.

About **road safety**: that they should hold an adults hand when crossing the road and to know that they should stop, look and listen before crossing.

About **online safety**: the SMART rules. What are the SMART rules and why do we have them? What does each letter represent?

That **household products** such as cleaning products, bleach, and dishwasher and washing liquid tablets can be **harmful**, as can **medicines**, and that these should only be handled by adults. to ask a trusted adult if uncertain about whether something is safe to eat or drink.

When participating in an emergency service role play...

To call 999 in an **emergency** and ask to speak to the fire brigade, ambulance or police, depending on the emergency and that they must try to stay calm and tell the person on the phone as much information about the emergency as possible.

PREREQUISITES

- What exercise, diet and hygiene are.
- That there are **good and not so good feelings** and that these include feeling **happy**, feeling **sad** and feeling **angry**.
- About **online safety**: To know that if they have a concern about any content that they see online such as a picture or video, they should tell an adult.

SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS

- I know that...
- The similarities are / the differences are ...
- To some people, _____ means that... but to others, _____ means that...
- I believe that... / I think that... / I feel that...

Year 1

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships		Health and Well Being		Living in the Wider World	
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<p>Necessary context for learning:</p> <p>When discussing with teachers, peers and family....</p> <p>When looking at coins, notes and bank cards...</p> <p>When exploring piggy banks, purses/wallets, a shopping till and a mock bank set-up...</p>	<p>...pupils learn:</p> <p>Communities</p> <p>That their class is a group that they are a member of.</p> <p>To recognise their own responsibilities in the classroom, such as always listening to others, helping others whenever they can, looking after resources and putting things back where they belong (link to class rules) and these are lifelong skills.</p> <p>That rules are sets of instructions and standards of behaviour that are needed to keep people safe and to avoid conflict.</p> <p>That different rules are needed for different environments and different situations.</p> <p>That people and other living things have different needs and that we have responsibilities to meet them.</p> <p>Economic Well-being: Money & Aspirations, Work & Career</p> <p>What money is, including the different forms that money comes in.</p> <p>That money can be used for different purposes, including spending and saving.</p> <p>That money needs to be looked after and different ways of doing this.</p> <p>To decide whether they would spend or save their money.</p> <p>Media literacy & digital resilience</p> <p>About the role of the internet in everyday life.</p> <p>How the internet and digital devices can be used safely to find things out and to communicate with others.</p>
<p>PREREQUISITES</p> <ul style="list-style-type: none"> • Be increasingly able to talk about and manage their emotions. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Develop friendships with other children. • Safely explore emotions beyond their normal range through play and stories. • Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". • Explore and respond to different natural phenomena in their setting and on trips. • Repeat actions that have an effect. • Notice differences between people. • Explore materials with different properties. • Explore natural materials, indoors and outside • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. <p>SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS</p> <ul style="list-style-type: none"> • I know that... • The similarities are / the differences are ... • To some people, _____ means that... but to others, _____ means that... • I believe that... / I think that... / I feel that... 	

Year 2

YEAR 2					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships		Health and Well Being		Living in the Wider World	
↓					
... Necessary Context for Learning When considering what makes a good friend... When learning about the	...pupils learn Families and close positive relationships To recognise how their behaviour affects other people. That a friendship should be a two-way relationship in which both people are honest, caring and kind towards each other and that good friends listen to us, play with us and care for us. To recognise friendship problems and apply strategies such as compromise to resolve disputes positively and fairly. That the colour monsters represent 7 different feelings and there are tools we can use to help us when we feel a certain way - red is angry, green is calm, blue is sad, yellow is happy, grey is fear/scared, pink is loved and mixed is muddled up or confused.				

Colour Monsters....	<p>To identify how they are feeling at different times within the day and to begin to use tools to help – deep breathing, talk to an adult or read a book.</p> <p>That it is never okay to tease or bully anyone, including joining in with someone who may be teasing or bullying someone else. Bullying can be happen fact to face but can also be online too. This is cyber-bullying.</p> <p>How to offer and receive constructive support and feedback to and from others.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one person and the whole class.</p> <p>To identify and respect the differences and similarities between people, including age, gender, appearance, talents, likes and dislikes, religion, culture and disabilities</p> <p>That some people have fixed ideas (stereotypes) about the differences between males and females but that these are often not accurate. (RSE lesson 1)</p>
When looking at scenario cards of people from different cultures...	
When drawing and labelling the human body...	<p style="text-align: center;">Safe Relationships</p> <p>That they share a responsibility for keeping themselves and others safe and that if they feel unsafe or worried for themselves or others, they should always talk to a trusted adult.</p> <p>That secrets and surprises that are safe to keep are those that can be exciting and can make people happy. To know that any type of secret or surprise that leaves us feeling uncomfortable or worried is not safe and should be shared with a trusted adult.</p> <p>That their body belongs to them and if someone does something to it that they are uncomfortable with, they should tell them to stop and this should always be listened to. Similarly, they must always stop if someone else is uncomfortable with, or unhappy about, something they are doing.</p> <p>To know that they should always speak to a trusted adult if someone has been physical in a way that they find unacceptable or uncomfortable.</p> <p>The PANTS rules: Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help.</p> <p>That keeping things private means not telling or showing others things that are private to us and that they have a right to keep things private and they should respect the privacy of others.</p> <p>The importance of telling a trusted adult, either at school or at home, if they experience or witness teasing or bullying. This could be online too.</p>
PREREQUISITES	
<ul style="list-style-type: none"> • What 'behaviour' is/means. • That many people use the words 'secrets' and 'surprises' interchangeably. • What a 'trusted adult' is/who their trusted adults are. • That there are different types of bullying, which can include physical and verbal bullying, including teasing, and that all types of teasing or bullying are wrong, unkind, and unacceptable. • That bullying is not a one-off incident, or an accident, but rather something that happens repeatedly and is deliberate. 	
SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS	
<ul style="list-style-type: none"> • I know that... • The similarities are / the differences are ... • To some people, _____ means that... but to others, _____ means that... • I believe that... / I think that... / I feel that... 	

YEAR 2					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships		Health and Well Being		Living in the Wider World	
		↓			

Necessary Context for Learning When exploring the scenario cards ("what would you do?")...	...pupils learn
	Healthy Lifestyles
	That a physically healthy lifestyle involves daily exercise, a balanced diet (and the food groups), good hygiene, drinking water and getting enough sleep.
	That medicines (including vaccinations and those that support allergic reactions) can help people stay healthy.
	That a mentally healthy lifestyle involves talking about our feelings and emotions, spending time doing things we enjoy, playing outside, spending time with family and friends, resting and relaxing, and getting enough sleep.
	That it is important to take a break from TV, tablets, games consoles and the internet.

	<p>That their choices and decisions will have good and not so good consequences and that they must consider these before making a real informed choice.</p> <p style="text-align: center;">Families and close positive relationships</p> <p>That everyone has different likes and dislikes and to identify some of their own.</p> <p>Some simple strategies for managing feelings, including sadness, anger and loneliness.</p> <p>That it is important to ask for help with feelings and how to ask for it and that these strategies will help us as we grow and develop.</p> <p>That there are some physical differences between males and females, such as their external genitalia and know the names for the main parts of the body, including using the names penis and vulva for external genitalia. (RSE lessons 2 & 3)</p>
When watching a presentation delivered by Kent Fire and Rescue service...	<p style="text-align: center;">Keeping Safe</p> <p>About fire safety: that they must never play with fire or matches; that if their clothes were to catch fire they should stop, drop and roll; that if there was a fire they should stay low on the floor; that they must 'get out and stay out'; that they must never hide during a fire.</p>
When practising crossing the road safely (may incorporate into a trip).....	<p>About road safety: that they should hold an adults hand when crossing the road and they should stop, look and listen before crossing; that they should cross at pelican or zebra crossings whenever possible; that they should never cross if there is something obstructing their view of the road.</p> <p>About online safety: why it is important to keep passwords and personal information private when online; how to report a concern; that sometimes people may behave differently online, including by pretending to be someone they are not.</p> <p>About sun safety: that they need to wear sun cream and to cover up with appropriate clothing and hats to protect their skin from the sun damage.</p> <p>How to respond safely to adults they do not know .</p> <p>To reflect on times that they have kept themselves and others safe and that if they feel unsafe or worried for themselves or others, they should always talk to a trusted adult</p>
<p>PREREQUISITES</p> <ul style="list-style-type: none"> • That a physically healthy lifestyle involves daily exercise, a balanced diet and good hygiene, and that a mentally healthy lifestyle involves talking about their feelings and emotions and spending time doing things they enjoy. • That there are good and not so good feelings and that these include feeling happy, feeling sad and feeling angry. • The names for the main parts of the body, include using the name penis and vulva for external genitalia. • About online safety: To know that if they have a concern about any content that they see online such as a picture or video, they should tell an adult. To also know the SMART rules. <p style="text-align: center;">SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS</p> <ul style="list-style-type: none"> • I know that... • The similarities are / the differences are ... • To some people, _____ means that... but to others, _____ means that... • I believe that... / I think that... / I feel that... 	

Year 2

Year 2					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships		Health and Well Being		Living in the Wider World	
				↓	
<p>Necessary Context for learning:</p> <p>When interviewing family members and school staff and pupils...</p> <p>When looking at coins, notes and bank cards...</p>	<p>Pupils learn:</p> <p>Communities</p> <p>That they belong to various groups and communities, including family and school.</p> <p>That people in families and schools have different roles and responsibilities within the group and within the community.</p> <p>That people learn about communities by observing their practices and ways of living and asking questions of community members.</p> <p>What harms their local, natural and built environments, specifically waste, and identify how they can help look after their environment, specifically reducing, reusing and recycling.</p> <p>Economic Well-being: Money & Aspirations, Work and Career</p> <p>The difference between needs and wants and that sometimes people may not always be able to have the things they want.</p> <p>What money is; the forms that money comes in; and that money comes from different sources, including jobs.</p> <p>About different jobs in the community and about some of the strengths and interests someone might need to do different jobs.</p> <p>That money can be used for different purposes, specifically spending and saving, and that people make different choices about how to save and spend money.</p>				

When setting goals for Year 3...	<p>That everyone has different strengths and to be able to recognise and celebrate some of their own strengths.</p> <p>To set simple but challenging goals to help motivate them and help them improve at things. These goals can last a lifetime once achieved such as being able to read, ride a bike or swim.</p> <p style="text-align: center;">Media literacy & digital resilience</p> <p>That not everything they see online is true or can be trusted.</p>
<p style="text-align: center;">PREREQUISITES</p> <ul style="list-style-type: none"> • What a group is and that their class is a group they belong to. • What a job is. • How the internet and digital devices can be used safely to find things out and to communicate with others. <p style="text-align: center;">SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS</p> <ul style="list-style-type: none"> • I know that... • The similarities are / the differences are ... • To some people, _____ means that... but to others, _____ means that... • I believe that... / I think that... / I feel that... 	

Key Stage 2 – Year 3

YEAR 3					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships		Health and Well Being		Living in the Wider World	
↓					
Necessary Context for Learning	...pupils learn				
When listing strategies for building positive friendships....	Families and close positive relationships The importance of friendship and recognise that healthy friendships have a positive effect on wellbeing. To explore strategies for building positive friendships and understand the benefits of making new friends and having different types of friends whilst considering themselves and what they want from friendship. That mutual respect, trust, honesty, loyalty, kindness, generosity , sharing interests and experiences, and supporting problems and difficulties are characteristics of a positive healthy friendship and that healthy friendships make people feel included. To evaluate and resolve disputes and reconcile differences positively and safely in order to understand that friendships have ups and downs and that they can change over time. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable and how to manage this and their own feelings and ask for support if necessary. That there are four zones representing different feelings and emotions and there are tools to support them when they experience one of these. This is known as self-regulation . To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break confidence' or share a secret.				
When introduced to the Zones of Regulation...					

When participating in discussions and role play.....	<p>To recognise the impact of bullying, both offline and online, and the consequences of hurtful behaviour and that teasing, name-calling, trolling, harassment, and the deliberate exclusion of others are all considered to be bullying.</p> <p>That they must tell a trusted adult if they or someone else is being bullied.</p> <p>Ourselves Growing and Changing</p> <p>That their body belongs to them and if someone does something to it that they are uncomfortable with, they should tell them to stop and this should always be listened to.</p> <p>Similarly, they must always stop if someone else is uncomfortable with, or unhappy about, something they are doing. (RSE lesson 2)</p> <p>That they should always speak to a trusted adult if someone has been physical in a way that they find unacceptable or uncomfortable. (RSE lesson 2)</p> <p>The PANTS rules: Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help. (RSE lesson 2)</p>
When watching the book from the NSPCC pantosaurus read aloud https://www.youtube.com/watch?v=IT3YEdv6a3E	<p>To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families and foster parents) and that families of all types can give family members love, security and stability. (RSE lesson 3)</p> <p>That they can talk to a trusted adult at school or outside of school if anything in their family is making them feel unhappy or unsafe or for any help and support. (RSE lesson 3)</p>

PREREQUISITES

- That a **friendship** should be a two-way relationship in which both people are honest, caring and kind towards each other and that good friends listen to us, play with us and care for us.
- What a 'trusted adult' is/who their trusted adults are.
- That there are different types of **bullying**, which can include physical and verbal bullying, including **teasing**, and that all types of teasing or bullying are wrong, unkind, and unacceptable.
- That there are many different types of families.

SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS

- I know that...
- The similarities are / the differences are ...
- To some people, _____ means that... but to others, _____ means that...
- I believe that... / I think that... / I feel that...

YEAR 3					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships		Health and Well Being		Living in the Wider World	



<p>Necessary Context for Learning</p> <p>When completing a balanced diet pie chart...</p> <p>When using the St John's Ambulance first aid activities/resources ...</p> <p>When exploring online safety activities (visit saferinternet.org.uk for a range of resources)..</p>	<p>...pupils learn</p> <p>Healthy Lifestyles</p> <p>To recognise opportunities to make their own choices about food.</p> <p>That we know what makes a healthy lifestyle from nutritionists and dieticians.</p> <p>That a balanced diet means eating a wide variety of foods in the right proportions, and consuming the right amount of food and drink to achieve and maintain a healthy body weight.</p> <p>That a healthy, balanced diet should include: at least 5 portions of fruit and vegetables every day; meals based on higher fibre starchy carbohydrates; dairy or dairy alternative; protein; drinking plenty of fluids and having foods and drinks high in fat, salt and sugar less often than other foods and in small amounts.</p> <p>The benefits to health and wellbeing of eating nutritionally rich foods.</p> <p>The risks associated with not eating a healthy diet, including obesity and tooth decay.</p> <p>Ourselves Growing and Changing</p> <p>The differences between male and female bodies (RSE lesson 1)</p> <p>Keeping Safe</p> <p>That their choices and decisions will have good or not so good consequences and that they must consider these before making a real informed choice and the impact it will have on them as an individual.</p> <p>School rules about health and safety and where and how to get help.</p> <p>Basic emergency aid procedures, including for bleeding; burns; severe allergic reactions; head injuries; asthma attacks and choking.</p> <p>What a social media platform is and how to keep safe on a social media platform (using SMART rules).</p> <p>To differentiate between the terms 'risk', 'danger' and 'hazard', knowing that a risk is a situation involving exposure to danger, a hazard is a potential source of danger, and danger is the possibility of suffering harm or injury.</p> <p>That when they are faced with a new situation that makes them feel uncomfortable they need to ask themselves: what are the risks involved; what might the outcome be; am I, or is anyone else, in danger?</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure.</p>
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PREREQUISITES

- To know the basics of a balanced diet (ie. That there are some foods we can/should eat a lot of, whilst there are others that we should eat less of/less often.)
- About **online safety**: To know that if they have a concern about any content that they see online such as a picture or video, they should tell an adult. To also know the SMART rules.
- The names for the main parts of the body, include using the name **penis** and **vulva** for external genitalia.

SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS

- I know that...
- The similarities are / the differences are ...
- To some people, _____ means that... but to others, _____ means that...
- I believe that... / I think that... / I feel that...

YEAR 3					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships		Health and Well Being		Living in the Wider World	



Necessary context for learning: When hot seating as a class... When debating if it is right to kill animals to eat them... When participating in a shop role play...	...pupils learn Communities That rules and laws are made and enforced to protect themselves and others and that there are consequences to not adhering to rules and laws. That everyone has human rights and that universal human rights are there to protect everyone and understand the importance of national law, family and community practices. That there are a range of national, regional, religious and ethnic identities in the UK and that these people living in other places have different lives, values and customs . That everyone has their own opinions and beliefs. These are referred to as values and customs and that we must respect personal choice. That everyone experiences change and loss (including death) and to identify how this makes them feel, understand people will have different feelings about this, and recognise what helps people feel better. To evaluate their own strategies for managing challenges and change, including transitions between classes and key stages and that in life there will often be big changes. Economic Well-being: Money & Aspirations, Work and Career The different ways to pay for things and the choices people have about this. That people have different attitudes towards saving and spending money; what influences people's decisions; and what makes something 'good value for money'. That people's spending decisions can affect others and the environment (e.g. Fair trade , buying single-use plastics, or giving to charity). That people make spending decisions based on priorities, needs and wants
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PREREQUISITES

- That **rules** are sets of instructions and standards of behaviour that are needed to keep people safe and to avoid conflict.
- That different rules are needed for different environments and different situations.
- What **money** is; the forms that money comes in; and that money comes from different sources, including jobs.
- That money can be used for different purposes, including **spending and saving**, and that people make different choices about how to save and spend money.

SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS

- I know that...
- The similarities are / the differences are ...
- To some people, _____ means that... but to others, _____ means that...
I believe that... / I think that... / I feel that...

Year 4

YEAR 4					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships		Health and Well Being		Living in the Wider World	
↓					
<p>Necessary Context for Learning</p> <p>When engaging in Role play to resolve disputes and conflict through negotiation and appropriate compromise.....</p> <p>When introduced to the Zones of Regulation:</p> <p>When using the NSPPC PANTS resources https://learning.nspcc.org.uk/research-resources/schools/pants-teaching?_ga=2.171895648.1520275741.1679652002-1696215322.1679652002 2</p>		<p>...pupils learn</p> <p>Healthy Lifestyles</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>That there are four zones representing different feelings and emotions and there are tools to support them when they experience one of these. This is known as self-regulation. That tools can be recommended to others by their peers.</p> <p>That there are different types of relationships, including friendships, family relationships, romantic relationships and online relationships. Some relationships are short term but others can last a life time.</p> <p>That shared characteristics of healthy family relationships include commitment, care, spending time together, and being there for each other in times of difficulty.</p> <p>That respect is important in all relationships and that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society. (RSE lesson 3)</p> <p>That the characteristics of a healthy relationship include mutual respect, trust, honesty, loyalty, kindness, generosity, sharing interests and experiences, and supporting problems and difficulties. (RSE lesson 3)</p> <p>Talk about secrets that upset you; Speak up, someone can help.</p> <p>That they should always speak to a trusted adult if someone has been physical in a way that they find unacceptable or uncomfortable.</p> <p>To work collaboratively towards shared goals and give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>That disputes and conflict can be solved through negotiation and appropriate compromise and that verbal or physical aggression should never be used during disputes and conflict.</p> <p>That discrimination is when a person is treated differently (in a negative way) because of some aspect of their identity, such as their gender, race, or religion and that discrimination is against the law.</p> <p>That they must tell a trusted adult if themselves or someone else is being bullied or discriminated against. This can be face to face or online.</p> <p>Ourselves Growing and Changing</p> <p>The PANTS rules: Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help</p> <p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.</p> <p>Keeping Safe</p>			

	To recognise the impact of bullying, both offline and online, and the consequences of hurtful behaviour, and that teasing, name-calling, trolling, harassment, and the deliberate exclusion of others are all considered to be bullying.
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PREREQUISITES

- The meaning of 'respect'.
- The meaning of culture.
- Working collaboratively.

SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS

- I know that...
- The similarities are / the differences are ...
- To some people, _____ means that... but to others, _____ means that...
- I believe that... / I think that... / I feel that...

YEAR 4					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships		Health and Well Being		Living in the Wider World	



<p>Necessary Context for Learning</p> <p>When completing a Mind map of what positively and negatively impacts physical, mental and emotional health.....</p> <p>When exploring the Online safety activities (visit saferinternet.org.uk for a range of resources)...</p>	<p>...pupils learn</p> <p>Healthy Lifestyles</p> <p>To understand what positively and negatively affects their physical, mental and emotional health.</p> <p>That regular exercise can benefit mental and physical health and to recognise opportunities to be physically active, as well as recognising some risks associated with an inactive lifestyle.</p> <p>That lifestyle and choices made, can affect us as we grow and for an entire lifetime.</p> <p>That sleep contributes to a physically and mentally healthy lifestyle and that lack of sleep can have a negative effect on the body, feelings, behaviour and ability to learn.</p> <p>Routines that support good quality sleep, such as no screen time for 1 hour before bed and exercising earlier in the day, rather than right before bed.</p> <p>That bacteria and viruses can affect health and that everyday hygiene routines, such as sneezing into tissues and washing hands regularly, can limit the spread of infection.</p> <p>That medicines, when used responsibly, can contribute to health and that some diseases can be prevented by vaccinations.</p> <p>That correctly brushing twice a day and regularly flossing, along with regular visits to the dentist and not consuming too much sugar or too many acidic drinks, and not smoking, can help maintain good oral hygiene.</p> <p>That anyone can experience mental ill health, just like physical health, is part of daily life and it is equally important to take care of mental health as it is to take care of physical health.</p> <p>The difference between healthy and unhealthy online behaviours particularly when gaming and Using social media.</p> <p>The benefits of rationing time spent online and using electronic devices and why some social media and games are age restricted.</p> <p>That most difficulties can be resolved with help and support and that it is important to discuss feelings with a trusted adult. It is important to talk about feelings.</p> <p>That they can support their trusted adults to keep them healthy and safe by following rules and by sharing any concerns they may have about their health or safety with them.</p>
	<p>Ourselves Growing and Changing</p> <p>How bodies change as they approach and move through puberty and how puberty links to reproduction (RSE lessons 1 & 2).</p>
<p>PREREQUISITES</p> <ul style="list-style-type: none"> To know what physical and mental health is/means and some things that can positively affect physical and mental health. How to brush their teeth correctly and that they must do this twice a day and that some food and drink support dental health and some do not. 	

- What a **social media** platform is and how to keep safe on a social media platform. (using **SMART rules**).

SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS

- I know that...
- The similarities are / the differences are ...
- To some people, _____ means that... but to others, _____ means that...
- I believe that... / I think that... / I feel that...

Year 4					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships		Health and Well Being		Living in the Wider World	
				↓	
Necessary Context for learning:	Pupils learn:				
	Communities				
When holding a debate with pupils, staff or family....	What being part of a community means, and about the varied institutions that support communities locally and nationally.				
	To recognise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities.				
When using a computer in the classroom...	How to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.				
	That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.				
	Economic Well-being: Money & Aspirations, Work and Career				
	That there is a broad range of different jobs/careers that people can have and that people often have more than one during their lifetime.				
	What might influence people's decisions about a job or career, such as personal interests and values, family connections to certain trades or business, strengths and qualities.				
	How to evaluate stereotypes in the workplace and understand a person's career/aspirations should not be limited by them.				
	About enterprise and the skills that make someone 'enterprising' specifically looking at the concepts of 'interest', 'loan', 'debt' and 'tax'.				
	Media literacy & digital resilience				
	Some of the different ways information and data is shared and used online, including for commercial purposes.				
	How information on the internet is ranked, selected and targeted at specific individuals and groups and that connected devices can share information.				
	That the internet and social media can be used both positively and negatively, by discussing their own views of what is and is not appropriate to share on online.				
	How to assess the reliability of sources including images and texts online and how to make safe, reliable choices from search results (SMART rules).				
PREREQUISITES					
<ul style="list-style-type: none">That we all belong to various groups and communities, including family and school and that people in these groups and communities have different roles and responsibilities.How the internet and digital devices can be used safely to find things out and to communicate with others.					

- That not everything that they see online is true or can be trusted.
- About different **jobs** that people they know or people who work in the community have and about some of the strengths and interests someone might need to do different jobs.

SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS

- I know that...
- The similarities are / the differences are ...
- To some people, _____ means that... but to others, _____ means that...
 - I believe that... / I think that... / I feel that...

Year 5

YEAR 5					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships		Health and Well Being		Living in the Wider World	
↓					
<p>Necessary Context for Learning</p> <p>When listing characteristics of unhealthy, negative friendships and family relationships....</p> <p>Opportunities for exploring their own personal identities and discussing the similarities and differences between themselves and others....</p> <p>When introduced to the Zones of Regulation...</p> <p>When using the NSPPC PANTS resources</p> <p>https://learning.nspcc.org.uk/research-resources/schools/pants-teaching?_ga=2.171895648.1520275741.1679652002-</p>	<p>...pupils learn</p> <p>Healthy Lifestyles</p> <p>To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break confidence' or share a secret.</p> <p>That they should always speak to a trusted adult if someone has been physical in a way that they find unacceptable or uncomfortable and they must tell a trusted adult if themselves or someone else is being bullied or discriminated against.</p> <p>To recognise and manage 'dares' and to be able to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. Dares can also be sent online too. Strategies for managing this.</p> <p>That peer pressure or a desire for peer approval is not a reason to do something that they feel is unsafe or which makes them feel uncomfortable.</p> <p>To listen and respond respectfully to wide range of people, to feel confident to raise their own concerns, to recognise and care about others people's feelings and try to see, respect and if necessary constructively challenge their points of view. - recognise and challenge stereotypes.</p> <p>To recognise ways in which relationships –including family relationships and friendships- can be unhealthy, how to manage these situations and whom to talk to if they need support.</p> <p>That there are four zones representing different feelings and emotions and there are tools to support them when they experience one of these. This is known as self-regulation. That tools can be recommended to others by their peers.</p> <p>To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online) and the impact and consequence of bullying, and know that teasing, name-calling, trolling, harassment, and the deliberate exclusion of others are all considered to be bullying.</p> <p>Ourselves Growing and Changing</p> <p>The PANTS rules: Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help.</p> <p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and</p>				

1696215322.1679652002	<p>disability and that these things, along with our hobbies and likes/dislikes, contribute to who we are (our personal identity).</p> <p>That people may be attracted to someone of the same sex or different sex to them and that gender identity and sexual orientation are different.</p> <p>That for some people gender identity does not correspond with their biological sex.</p>
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PREREQUISITES

- The meaning of 'stereotypes'.
- The characteristics of healthy, positive friendships and family relationships.
- The meaning of culture, ethnicity, race, religious diversity, sex, sexual orientation and disability.
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SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS

- I know that...
- The similarities are / the differences are ...
- To some people, _____ means that... but to others, _____ means that...
- I believe that... / I think that... / I feel that...

YEAR 5					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships		Health and Well Being		Living in the Wider World	



Necessary Context for Learning	...pupils learn
When making a Mind map children will discover strategies to respond to conflict....	<p>Healthy Lifestyles</p> <p>That feelings can change over time and range in intensity and that there are a variety of everyday things that affect feelings.</p> <p>To use a variety of vocabulary to use when talking about feelings and how to express feelings in different ways.</p> <p>Strategies to respond to intense or conflicting feelings and how to manage and respond to feelings appropriately and proportionately in different situations.</p> <p>How to manage setbacks/ perceived failures, including how to reframe unhelpful thinking.</p> <p>To reflect on and celebrate their achievements, identify their strengths, areas for improvements and set high aspirations and goals.</p> <p>That images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>That sudden weight loss or other unexplained changes to the body can be early signs of illness.</p> <p>That they should talk to a trusted adult, such as a family member or a member of school staff, if they are concerned about their health.</p> <p>That a habit is something that you do often and regularly, often without knowing you are doing it, and that habits can be hard to break and change.</p> <p>That not all habits are negative and know some examples of good, healthy habits, such as exercising regularly.</p>
When making certificates and have a mini awards ceremony to celebrate each other's strengths and achievements....	<p>Ourselves Growing and Changing</p> <p>How bodies and emotions change as they approach and move through puberty (RSE lessons 1, 2 and 3).</p>

When participating in a first aid role play...	<p>That they have autonomy and the right to protect their body from inappropriate and unwanted contact.</p> <p>Keeping Safe</p> <p>That increasing independence brings new opportunities and increased responsibility to keep themselves and others safe. This includes a responsibility online too.</p> <p>Basic emergency aid procedures, including CPR.</p>
<p>PREREQUISITES</p> <ul style="list-style-type: none"> • That there are a range of good and not so good feelings. • That everyone had strengths and areas for improvement and that strengths and achievements should be celebrated. • How bodies change as they approach and move through puberty and how puberty links to reproduction • Basic emergency aid procedures, including for bleeding; burns; severe allergic reactions; head injuries; asthma attacks and choking. • RSE lessons 1, 2 and 3. • List healthy and unhealthy habits and possible ways to encourage healthy habits and break unhealthy habits. • Use St John's Ambulance first aid activities/resources. <p>SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS</p> <ul style="list-style-type: none"> • I know that... • The similarities are / the differences are ... • To some people, _____ means that... but to others, _____ means that... • I believe that... / I think that... / I feel that... 	

Year 5					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships		Health and Well Being		Living in the Wider World	
				↓	
Necessary Context for learning: When watching the information clip.... (https://youtu.be/5KQGz-toMnk) When hot seating and debating if all children should go to school.....	Pupils learn: Communities That everyone has human rights and that children have their own special rights set out in the UN Declaration of the Rights of the Child . About the relationship between rights and responsibilities and there are different kinds of responsibilities , rights and duties at home, at school, and in the community. That we have shared responsibilities for caring for other people and living things. To think about the lives of people living in other places, and people with different values and customs. To appreciate the range of national, regional, religious and ethnic identities in the UK specifically diversity and the benefits of living within a diverse community. That everyone is entitled to their own beliefs and values which are important to them and the actions we take now can impact on our lives forever. Economic Well-being: Money & Aspirations, Work and Career About the role money plays in their own and others' lives.				

When researching different job roles.....	<p>About the concepts of 'interest', 'loan', 'debt' and 'tax', and increase their understanding of how to manage their money and become a critical consumer.</p> <p>That some jobs are paid more than others and money is one factor which may influence a person's job or career choice.</p> <p>That some people may choose to do voluntary work which is unpaid.</p>
When hot seating and debating.....	<p style="text-align: center;">Media literacy & digital resilience</p> <p>That communication happens in a variety of ways when online (including GIFs, emojis, memes).</p> <p>That there are advantages and disadvantages to communicating online, with disadvantages including privacy issues, such as hacking; lack of physical, face-to-face contact; misinterpretation; possible online abuse.</p> <p>What a 'digital footprint' is and that information about you online can affect someone's opinion of you.</p>

PREREQUISITES

- That we all belong to various groups and communities, including family and school and that people in these groups and communities have different roles and responsibilities.
- How the internet and digital devices can be used safely to find things out and to communicate with others.
- That not everything that they see online is true or can be trusted.
- That people have different attitudes towards saving and spending money; what influences people's decisions; and what makes something 'good value for money'.
- That people make spending decisions based on priorities, needs and wants.
- That there is a broad range of different jobs/careers that people can have and that people often have more than one during their lifetime.

SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS

- I know that...
- The similarities are / the differences are ...
- To some people, _____ means that... but to others, _____ means that... I believe that... / I think that... / I feel that...

Year 6

YEAR 6					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships		Health and Well Being		Living in the Wider World	
↓					
Necessary Context for Learning When hot seating and debating.... When introduced to the Zones of Regulation... <					

safety SMART rules...	<p>To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break confidence' or share a secret.</p> <p>Ourselves Growing and Changing</p> <p>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves and how it links to one's own happiness.</p> <p>The PANTS rules: Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help.</p> <p>That romantic relationships may lead to civil partnerships and marriage, which are legal declarations of commitment made by two adults who love and care for each other, which are intended to be lifelong.</p>
When debating and hot seating....	<p>That forcing anyone to marry against their will is a crime and that help and support is available to people who are worried about this for themselves or others.</p> <p>That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, or living apart.</p>

PREREQUISITES

- To recognise what constitutes a positive, healthy relationship.
- That there are different types of relationships, including **friendships**, **family relationships**, **romantic relationships** and **online relationships**.
- The meaning of loneliness and exclusion.
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SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS

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YEAR 6					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships		Health and Well Being		Living in the Wider World	
		↓			

Necessary Context for Learning When having opportunities to recognise, predict, assess and respond to risks (through real-life scenarios and situations....	...pupils learn
	<p>Healthy Lifestyles</p> <p>What positively and negatively affects their physical, mental and emotional health.</p> <p>Keeping Safe</p> <p>To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly.</p> <p>That there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. Adults are prosecuted if they are found in possession of an illegal drug.</p> <p>That legal drugs common to everyday life, such as tobacco, alcohol and some medicines can have negative risks and effects, including impacting future physical and mental health and safety.</p> <p>That drug use can become a habit which can be difficult to break and last a life time.</p>

<p>When discussing and exploring the Drug and alcohol PPTS....</p> <p>When debating an discussing online safety (visit saferinternet.org.uk for a range of resources)...</p>	<p>Some reasons why people choose to use drugs or not use drugs (including nicotine, alcohol and medicines) and there are mixed messages about these.</p> <p>That there are organisations that can support people concerning alcohol, tobacco and nicotine or other drugs use.</p> <p>That if they have concerns about legal or illegal drugs they can talk to their trusted adults, including their family members and school staff.</p> <p>Ourselves Growing and Changing</p> <p>To understand how bodies, change as they approach and move through puberty (RSE lesson 1)</p> <p>To learn about human reproduction including conception (RSE lesson 1 & 3)</p> <p>Media literacy & digital resilience</p> <p>That the media can have a negative effect on mental and emotional health.</p> <p>To critically examine what is presented online and on social media and understand why it is important to do this.</p> <p>What to do if they are being bullied online (copy and paste URL, block and report, screenshot, close laptop and report: 'capturing evidence').</p> <p>That 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>PREREQUISITES</p> <ul style="list-style-type: none"> • To know what physical and mental health is/means and some things that can positively and negatively affect physical and mental health. • What the media is. • That images in the media do not always reflect reality and can affect how people feel about themselves. • What a social media platform is and how to keep safe on a social media platform (using SMART rules). • Know that a risk is a situation involving exposure to danger, a hazard is a potential source of danger, and danger is the possibility of suffering harm or injury and that when they are faced with a new situation that makes them feel uncomfortable they need to ask themselves: what are the risks involved; what might the outcome be; am I, or is anyone else, in danger? • That a habit is something that you do often and regularly, often without knowing you are doing it, and that habits can be hard to break and change. • How bodies and emotions change as they approach and move through puberty and how puberty links to reproduction. <p>SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS</p> <ul style="list-style-type: none"> • I know that... • The similarities are / the differences are ... • To some people, _____ means that... but to others, _____ means that... • I believe that... / I think that... / I feel that... 	

Year 6					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships		Health and Well Being		Living in the Wider World	
				↓	
<p>Necessary Context for learning:</p> <p>When role playing a parliament set up....</p> <p>When planning for the 'fiver challenge'</p>		<p>Pupils learn:</p> <p>Communities</p> <p>That rules and laws are made and enforced to protect themselves and others; there are consequences to not adhering to rules and laws.</p> <p>That a 'bill' is a proposal for a new law and that these are debated and passed in parliament and must then be formally approved by a monarch.</p> <p>That there are some cultural practices, which are against British law and universal human rights.</p> <p>To recognise the consequences of anti-social, prejudice and aggressive behaviours such as bullying and discrimination on individuals and communities by evaluating the ways of responding to it if witnessed or experienced. For example, in some countries prejudice towards women is accepted and others it is not.</p> <p>How to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>Economic Well-being: Money & Aspirations, Work and Career</p> <p>About different ways to keep track of money.</p> <p>Risks associated with money for example, money can be won, lost or stolen and ways of keeping money safe and that this can impact on peoples feelings and emotions.</p> <p>About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.</p>			

Media literacy & digital resilience

When researching different job roles.....

That there is a broad range of different jobs/careers that people can have.

To identify the kind of job/career that they might like to do when they are older and how their choices now could impact their future..

About some of the skills that will help them in their future careers, e.g. teamwork, communication and negotiation and that these are life long skills which will develop them personally too.

That there are a variety of routes into careers (e.g. college, apprenticeships, university).

PREREQUISITES

- That **rules** are sets of instructions and standards of behaviour that are needed to keep people safe and to avoid conflict.
- That different rules are needed for different environments and different situations.
- That everyone has **human rights** and that universal human rights are there to protect everyone and have primacy over both national law and family and community practices.
- About the role money plays in their own and others' lives.
- About different **jobs** that people they know or people who work in the community have and about some of the strengths and interests someone might need to do different jobs.
- That there is a broad range of different jobs/**careers** that people can have and that people often have more than one during their lifetime.
- That some jobs are paid more than others and money is one factor which may influence a person's job or career choice.
- To learn about **enterprise** and the skills that make someone 'enterprising'

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