

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, MeltingMaking 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)	
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 settingand on trips.Repeat actions that have an effect.Notice differences between people.Explore materials with different properties.Explore natural materials, indoors and outside					

YEAR 1					
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 participating in the 'mouldy bread' experiment...</p>	<p>...pupils learn:</p> <p>Healthy Lifestyles</p> <p>That a physically healthy lifestyle involves daily exercise, a balanced diet and good hygiene.</p> <p>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.</p> <p>That scientists study diseases and know that they can be caused by an unhealthy lifestyle such as diabetes or obesity</p> <p>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.</p> <p>That a mentally healthy lifestyle involves talking about their feelings and emotions and spending time doing things they enjoy.</p> <p>Ourselves Growing and Changing</p> <p>That babies need care and support and that older children can do more by themselves (RSE lesson 2).</p> <p>The names for the main parts of the body, include using the name penis and vulva for external genitalia (RSE lesson 2).</p> <p>Keeping Safe</p> <p>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.</p> <p>To reflect on how adults in their lives keep them safe and look after them.</p> <p>That the emergency services in the United Kingdom include – police, fire service, ambulance and coastguard and they help us in an emergency.</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'.</p> <p>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.</p> <p>About online safety: the SMART rules. What are the SMART rules and why do we have them? What does each letter represent?</p> <p>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.</p> <p>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.</p>
	<p>When participating in an emergency service role play...</p>

- 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

- 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	
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<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</p>	<p>...pupils learn</p> <p>Healthy Lifestyles</p> <ul style="list-style-type: none">• To recognise and respond appropriately to a wider range of feelings in others.• 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.• 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.• That shared characteristics of healthy family relationships include commitment, care, spending time together, and being there for each other in times of difficulty.• 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)• 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)• Talk about secrets that upset you; Speak up, someone can help.• That they should always speak to a trusted adult if someone has been physical in a way that they find unacceptable or uncomfortable.• To work collaboratively towards shared goals and give rich and constructive feedback and support to benefit others as well as themselves.• 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.• 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.• 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>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 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>Keeping Safe</p> <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>PREREQUISITES</p> <ul style="list-style-type: none">• The meaning of 'respect'.• The meaning of culture.• Working collaboratively. <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 making a Mind map children will discover strategies to respond to conflict.... When making certificates and have a mini awards ceremony to celebrate each other's strengths and achievements.... When participating in a first aid role play...	...pupils learn Healthy Lifestyles That feelings can change over time and range in intensity and that there are a variety of everyday things that affect feelings. To use a variety of vocabulary to use when talking about feelings and how to express feelings in different ways. Strategies to respond to intense or conflicting feelings and how to manage and respond to feelings appropriately and proportionately in different situations. How to manage setbacks/ perceived failures, including how to reframe unhelpful thinking. To reflect on and celebrate their achievements, identify their strengths, areas for improvements and set high aspirations and goals. That images in the media do not always reflect reality and can affect how people feel about themselves. That sudden weight loss or other unexplained changes to the body can be early signs of illness . 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. 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. That not all habits are negative and know some examples of good, healthy habits, such as exercising regularly.
	Ourselves Growing and Changing How bodies and emotions change as they approach and move through puberty (RSE lessons 1, 2 and 3). That they have autonomy and the right to protect their body from inappropriate and unwanted contact . Keeping Safe That increasing independence brings new opportunities and increased responsibility to keep themselves and others safe. This includes a responsibility online too. Basic emergency aid procedures , including CPR .

PREREQUISITES

- 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.

SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS

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	
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Necessary Context for Learning When hot seating and debating.... When introduced to the Zones of Regulation... When exploring the internet safety SMART rules When debating and hot seating....	...pupils learn				
	Healthy Lifestyles <ul style="list-style-type: none">To recognise what constitutes a positive, healthy relationship –including communication and respect -and develop the skills to form and maintain these (RSE lesson 2 and 4).The importance of seeking support if they are feeling lonely or excluded and to recognise when others may feel this way and strategies for how to include them.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.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.That they should always speak to a trusted adult if someone has been physical in a way that they find unacceptable or uncomfortable.To look at seeking and giving permission (consent) in different situations. Specifically, privacy and personal boundaries in friendships and wider relationships (including online).				
	Keeping Safe <ul style="list-style-type: none">To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face and to know there may be risks of communicating online with those we don't know in personTo know why someone may behave differently online, including pretending to be someone they are not, and how to report any concerns they may have about this.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.				
	Ourselves Growing and Changing <ul style="list-style-type: none">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.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 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.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.That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, or living apart.				
PREREQUISITES <ul style="list-style-type: none">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.					
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...					