Deer Park Primary School
PSHE and RSE CURRICULUM

Our Ultimate End Goal:

What will our children be able to do when they leave Deer Park?

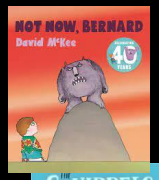
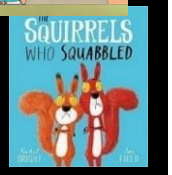
- **By the end of their time at Deer Park Primary School our Year 6, our children will have developed the knowledge, skills and attributes they need to manage life's challenges and make the most of life's opportunities.**
- **Our children will be able to tackle barriers to their learning, have high aspirations for themselves and others.**
- **By the time our children leave Deer Park, they will know and understand how to keep themselves safe; both mentally and physically and be prepared for life and work.**
- **All of our children leave our school knowing that there is 'Only One You' and they are determined to make the world a better place.**

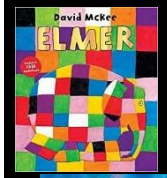
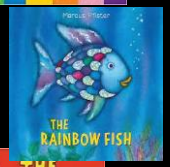
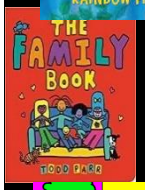
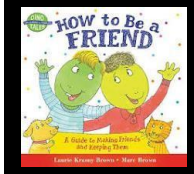
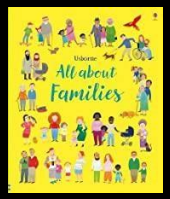
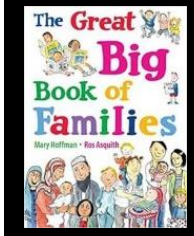
Overview

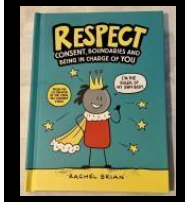
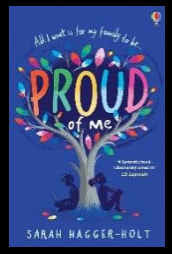
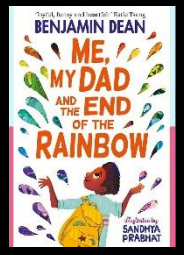
Cycle A			
Reception	**Year 1 and Year 2**	**Year 3 and Year 4**	**Year 5 and Year 6**
Relationships **PSHE & RSE UNIT**	Relationships **PSHE & RSE UNIT**	Relationships **PSHE & RSE UNIT**	Relationships **PSHE & RSE UNIT**
Bullying Matters **PSHE & RSE UNIT**	Bullying Matters **PSHE & RSE UNIT**	Bullying Matters **PSHE & RSE UNIT**	Bullying Matters **PSHE & RSE UNIT**
Being Healthy **PSHE & RSE UNIT**	Being Healthy **PSHE & RSE UNIT**	Being Healthy **PSHE & RSE UNIT**	Being Healthy **PSHE & RSE UNIT**
Difference and Diversity **PSHE UNIT**	Difference and Diversity **PSHE UNIT**	Difference and Diversity **PSHE UNIT**	Difference and Diversity **PSHE UNIT**
Being Responsible **PSHE UNIT**	Being Responsible **PSHE UNIT**	Being Responsible **PSHE UNIT**	Being Responsible **PSHE UNIT**
Exploring Emotions **PSHE UNIT**	Exploring Emotions **PSHE UNIT**	Exploring Emotions **PSHE UNIT**	Exploring Emotions **PSHE UNIT**

Cycle B			
Reception	**Year 1 and Year 2**	**Year 3 and Year 4**	**Year 5 and Year 6**
Being Me **PSHE UNIT**	Being Me **PSHE UNIT**	Being Me **PSHE UNIT**	Being Me **PSHE UNIT**
Being Safe **PSHE UNIT**	Being Safe **PSHE UNIT**	Being Safe **PSHE UNIT**	Being Safe **PSHE UNIT**
Drug Education **PSHE & RSE UNIT**	Drug Education **PSHE & RSE UNIT**	Drug Education **PSHE & RSE UNIT**	Drug Education **PSHE & RSE UNIT**
Changes **PSHE & RSE UNIT**	Changes **PSHE & RSE UNIT**	Changes **PSHE & RSE UNIT**	Changes **PSHE & RSE UNIT**
Money Matters **PSHE UNIT**	Money Matters **PSHE UNIT**	Money Matters **PSHE UNIT**	Money Matters **PSHE UNIT**
Growing Up **RSE UNIT**	**Growing Up** **RSE UNIT**	**Growing Up** **RSE UNIT**	**Growing Up** **RSE UNIT**

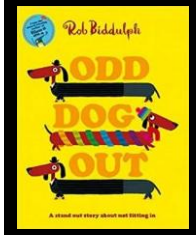
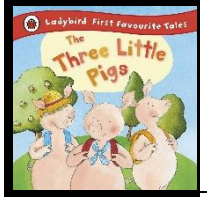
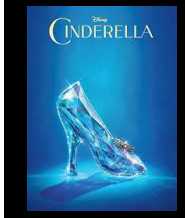
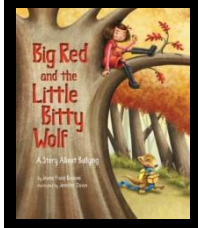
RELATIONSHIPS

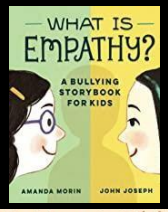
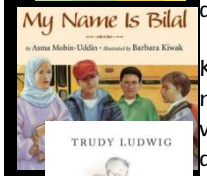
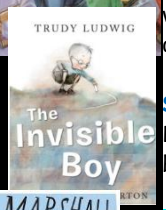
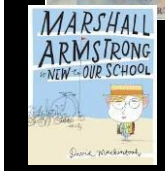
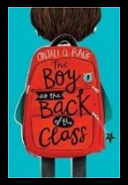
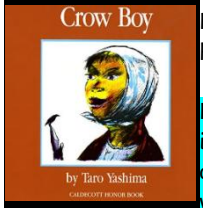
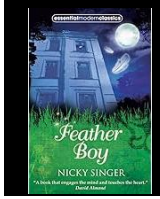
	Procedural Knowledge What key knowledge do we want the children to have? What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?	Propositional Knowledge What skills do we want our children to have? How will these skills build on what went before and prepare our children for what is coming next?	Vocabulary	What experiences do we want our children to have?
EYFS  	Know ways to express their feelings and show sensitivity their own feelings and the feelings of others Know how to build constructive and respectful relationships including working and playing cooperatively and taking turns with others	Identify and moderate their own feelings socially and emotionally Think about the perspectives of others	**Unique, special, kindness, bullying, kind, unkind, friend, friendship**	

YEAR 1 & 2    	**Friendship** Know what it means to: be a friend feel pressure? Be kind and unkind Name the special people in their lives Know how to solve conflict in simple ways e.g., choosing to share, take turns, etc. Know to tell someone if they are worried about something in a relationship/family **Families** Know how families are all different but share common features – what is the same and different about them Know about different features of family life, including what families do / enjoy together Describe some things they enjoy doing with their family and how it makes them feel Know that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried	Identify and respect differences and similarities between people Identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities Explain different ways that family and friends should care for one another Explain about people who look after them, who to go to if they are worried and ways to help these people look after them. Recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates)	**Same, different, like, dislike**, special, **talents, strength, personal**, unique, **family, belonging, community, care, love, worried, unhappy, feelings, uncomfortable,** friend, friendship, **friendly, arguments, behaviour, actions, resolve, words**, kind, unkind, **conflict, pressure**	
YEAR 3 & 4   	**Friendships** Identify what makes a positive healthy or unhealthy friendship Identify strategies to build friendships Understand the difference between persuasion, influence and pressure Know how friends can support wellbeing Recognise there are different types of relationships Explain what can cause arguments with friends and describe some ways to resolve them Know how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support **Families** Know how families differ from each other (including	Respond appropriately to a wider range of feelings in others Explain how their actions have consequences for themselves and others and their own behaviour impacts upon others Children celebrate the diverse blends of families and understand that families are all made differently Identify how families have common features Understand how to access help if family relationships are worrying them or they feel unsafe Respectful behaviour is identified and understood that it is reciprocal Children understand different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment Resolve differences by looking at alternatives, seeing and respecting others' point of view, making decisions and	**Names of Feelings** **Excluded, lonely, dispute, resolve, reconcile, diversity, features, celebrations, gay, bisexual, transgender, lesbian, heterosexual, adoption, step-parent, similarities, differences, respect, courteous, rights, arguments, well-being responsibilities, privacy, confidence, discrimination, protect, healthy, unhealthy, influence,** pressure	

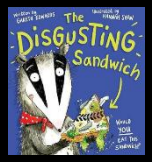
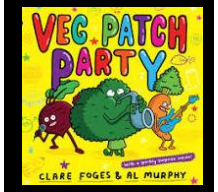
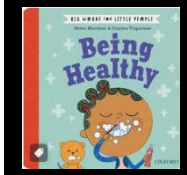
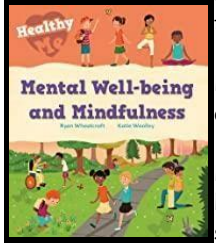
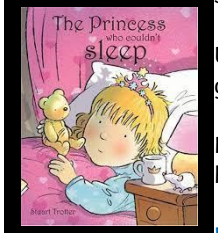
	that not every family has the same family structure, e.g., single parents, same sex parents, step-parents, blended families, foster and adoptive parents) Explain what it means to them to be part of a family	explaining choices Understand what discrimination is and why it is wrong		
YEAR 5 & 6   	**Friendships** Reflect on what the qualities of a good friendship/ relationship are and are not Identify and apply strategies that support healthy friendships Use strategies to manage peer influence and the need for peer approval - how to respond if a friendship is making them feel worried, unsafe or uncomfortable Know how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety Describe what a loving caring relationship means Understand what marriage and civil partnership means Know that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another Know that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime Explain when and how to seek advice if family, friendship, or relationships make them unhappy through a range of options **Families** Explore and respect that there are different family structures in society Reflect on how being part of a family should provide stability and love	Explore and discuss different types of relationships Respond to, or challenge, negative behaviours such as stereotyping and aggression Discuss strategies for keeping physically and emotionally safe (road safety, social media, mobile phones) Talk about the importance of protecting personal information (passwords/images) They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves Describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves. Use strategies to positively resolve disputes and reconcile differences in friendships	**Social media, content, images, consent, personal information, share online, inappropriate content, peer pressure, approval, stability, relationship, romantic, intimate, attraction, love, couples, committed, marriage, civil partnership, equal, forcing, crime,** gay, lesbian, heterosexual, bisexual, transgender non-binary	

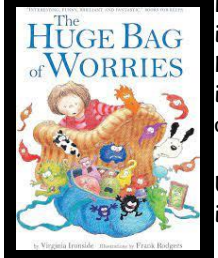
BULLYING MATTERS

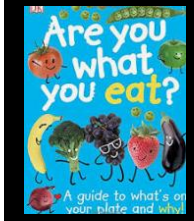
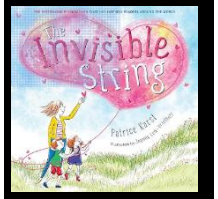
	Procedural Knowledge What key knowledge do we want the children to have? What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?	**Propositional Knowledge** What skills do we want our children to have? How will these skills build on what went before and prepare our children for what is coming next?	**Vocabulary**	**What experiences do we want our children to have?**
EYFS   	Build constructive and respectful relationships with adults and peers Work and play cooperatively and take turns with others Identify and moderate their own feelings socially and emotionally?	See themselves as a valuable individual Express their feelings and consider the feelings and the perspective of others	**Unique, special, kindness, bullying, kind, unkind**	
YEAR 1 & 2   	**About Bullying** Know what is bullying and what is not Recognise kind and unkind behaviour in themselves and others Know how kind and unkind behaviour can affect others Identify that bodies and feelings can be hurt by words and actions Know how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe Understand that hurtful behaviour is not acceptable **Strategies and Support** Explore simple strategies to resolve arguments between friends Know how to report bullying or other hurtful behaviour,	Recognise that bullying is wrong and list some ways to get help in dealing with it Recognise the effect of their behaviour on other people, and cooperate with others (for example by playing and working with friends or classmates) Identify and respect differences and similarities between people.	Kind / unkind, **collaboration,** bullying, **bully, words, actions, respect, permission, respect, excluding, hurtful, online, hurtful**	Make a short film to show on our website and in assembly for anti-bullying week.

	including online, to a trusted adult and the importance of doing so			
YEAR 3 & 4    	**About Bullying** Describe different types of bullying including the role of a bystander Know how people's behaviour affects themselves and others, including online Explain the consequences of hurtful/bullying behaviour and understand neither are acceptable Know that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination **Strategies and Support** Explain positive strategies they can use if subject to bullying or hurtful behaviour on or offline Know how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns	Identify how the body may react to unhappy or uncomfortable feelings Recognise the importance of seeking support and identify how they might do this	Bullying, **bystander, behaviour, uncomfortable, consequences, support, discriminate, inappropriate, aggressive, exclusion**	
YEAR 5 & 6   	**About Bullying** Explain what direct, indirect, and cyberbullying means Know how knowing someone online differs from knowing someone face-to-face Identify when banter or other behaviour becomes unkind Know how friends and family communicate together; how the internet and social media can be used positively Know about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family **Strategies and Support** Identify positive strategies that may help to resolve disputes in friendships Describe some barriers to accessing support	Explore the impact and consequences of bullying and discrimination, identifying positive ways to challenge it Analyse ways to identify and manage uncomfortable feelings online/ offline Recognise the importance of seeking support if feeling lonely, excluded, or unsafe	**Direct, indirect, cyberbullying**, unkind, bullying, **discrimination, consequences, resolve, dispute, excluded, unsafe,** support	Children to together create an Online code of conduct which will be presented on the school website.

BEING HEALTHY

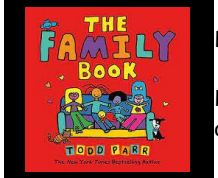
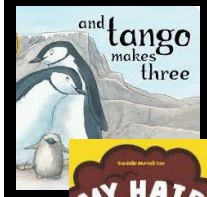
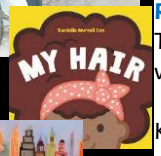
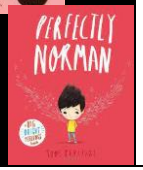
	Procedural Knowledge What key knowledge do we want the children to have? What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?	**Propositional Knowledge** What skills do we want our children to have? How will these skills build on what went before and prepare our children for what is coming next?	**Vocabulary**	**What experiences do we want our children to have?**
EYFS   	Know and talk about the different factors that support their overall health and wellbeing; regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a god sleep routine, being a safe pedestrian	Manage their own personal needs including personal hygiene	**Healthy, physical exercise, toilet, wash, dry, clean, teeth, names of fruits and vegetables**	
YEAR 1 & 2  	**Factors of a Healthy Lifestyle** Know what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) Know that things people put into or onto their bodies can affect how they feel Know that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest Understand that sleep & relaxation are important for growing and keeping healthy Know that there are different ways to learn and play; how to know when to take a break from screen-time **Hygiene, Health and Prevention** Demonstrate how to brush teeth	Identify that food choices can vary for families/ cultures Name/describe different physical activities and identify ones they enjoy Talk about healthy ways to feel good, calm down or change their mood Understand what it means to take a break and how this is important for our health Make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest).	**Health, dental, food, drink, physical activity, sleep, relaxation, germs, sun damage, hygiene, virus. rest. dentist doctor, nurse, decay, sun protection, make changes**	Create a healthy body exhibition in the hall to teach parents all about what we have learned.

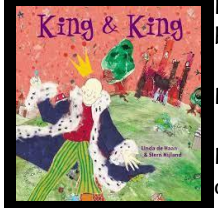
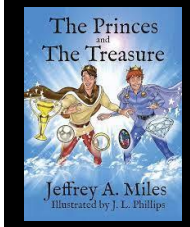
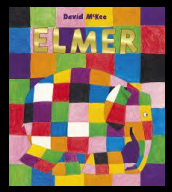
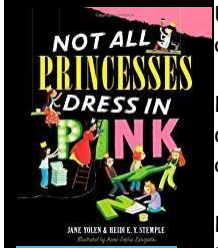
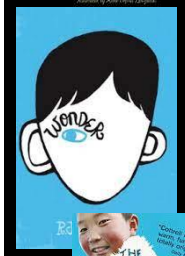
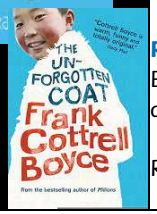
	Explain what good dental care is - understanding the foods/drinks that support it Know why hygiene is important and how simple hygiene routines can stop germs from being passed on Know what they can do to take care of themselves on a daily basis, e.g., brushing teeth and hair, hand washing. Begin to recognise different ways of staying healthy in the sun			
YEAR 3 & 4 	**Factors of a Healthy Lifestyle** Explain what a 'healthy lifestyle' is and why it is important Know how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health Understand what a healthy, balanced diet may include Understand what an informed choice is and know how people make choices about what to eat and drink, including who or what influences these Describe some consequences of being physically inactive on mind and body Know how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) **Hygiene, Health and Prevention** Explain what good dental health means, including how to brush and floss Identify the effects of different foods/drinks on the teeth Identify the everyday hygiene routines that can limit the spread of infection	Identify opportunities for physical activity within their everyday lives Identify routines that support good quality sleep Explore strategies and behaviours that support mental healthy Make choices about how to develop healthy lifestyles. They understand the important of eating well and oral health Make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest)	**Healthy lifestyle, balanced, diet, informed, choice, physically inactive, mind, body, mental health, dental health, brush, floss,** hygiene, **infection, sun exposure, '5 ways to wellbeing', nutrition, acidic, sugar**	Children create dental health 'campaigns' to educate their peers and the wider community. They share these with the local dentist and GP surgery.

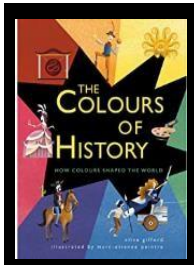
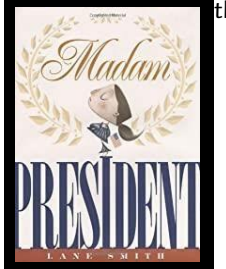
	Identify the benefits/risks of sun exposure Describe how the 5 ways to wellbeing can be used as a tool to help keep a healthy balance			
YEAR 5 & 6   	**Factors of a Healthy Lifestyle** Identify things that can affect someone's physical and mental health Explain what constitutes a healthy diet; risks associated with not having one Know how to make choices that support a healthy, balanced lifestyle including: • how to plan a healthy meal • how to stay physically active • how to maintain good dental health, including oral hygiene, food and drink choices how to benefit from and stay safe in the sun how and why to balance time spent online with other activities • how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep • how to manage the influence of friends and family on health choices Identify what good physical health means and how to seek help if they are worried about their health Recognise habits that can have both positive/negative effects on a healthy lifestyle Understand routines/strategies that support good quality sleep, the effects of lack of sleep **Hygiene, Health and Prevention** Identify the everyday routines that improve dental health Identify the everyday routines/ habits that can limit the spread of infection Understand the wider importance of personal hygiene and how to maintain it Explain how to keep safe from sun damage and reduce	Reflect on what may influence our choices to have a balanced lifestyle Identify strategies and behaviours that support mental health	Physical health, mental health, **healthy diet, balanced lifestyle, habits, healthy lifestyle, sleep, lack of sleep**, dental health, infection, **personal hygiene, sun damage, skin cancer, balance, well-being, benefits**	Run a Mental Health awareness week in school, offering other children the chance to experience effective strategies for supporting wellbeing. Inspire them to make changes!

[redacted]	the risk of skin cancer Identify the benefits of the internet; strategies for managing/balancing time online/ offline			

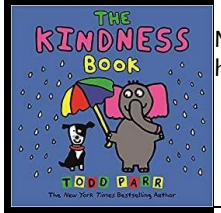
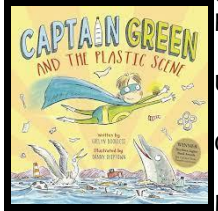
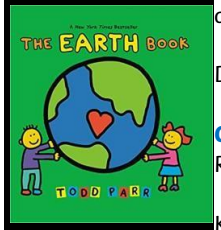
DIFFERENCE AND DIVERSITY

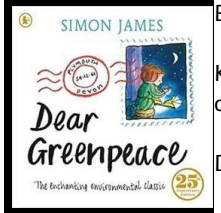
	Procedural Knowledge What key knowledge do we want the children to have? What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?	**Propositional Knowledge** What skills do we want our children to have? How will these skills build on what went before and prepare our children for what is coming next?	**Vocabulary**	**What experiences do we want our children to have?**
EYFS  	Build constructive and respectful relationships Express their feelings and consider the feelings of others Recognise that people have different beliefs and celebrate special times in different ways	Recognise some environments that are different from the one in which they live Think about the perspectives of others	Same, different, feelings, relationships	
YEAR 1 & 2   	**Similarities and Differences** Recognise ways they are the same as and different to others Talk about some ways that they are special **Respecting Others** Talk about some ways to treat themselves and others with kindness Know what it means if something is fair or unfair Explain the concept of being equal?	Express their thought and opinions and recognise that others can be different	Same, different, **special, fair, unfair, equal**	

YEAR 3 & 4   	**Similarities and Differences** Discuss a range of the similarities/ differences between people Explore what contributes to who we are Know how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups Know what is meant by a diverse community; how different groups make up the wider/local community around the school Know how the community helps everyone to feel included and values the different contributions that people make **Respecting Others** Recognise the importance of self-respect and demonstrate ways to respect others Recognise and challenge stereotypes Explain the concept of being equal	Listen actively to others' views and explore how they are the similar or different to their own Understand what being part of a community means, and about local and national intuitions that support communities Recognise the role of voluntary, community and pressure groups, particularly health and well-being (Childline, Age UK) Research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people	Similarities, differences, **views, self-respect, stereotypes,** equal, **belonging, inclusion, community**	
YEAR 5 & 6   	**Similarities and Differences** Understand that their views and opinions come from our different backgrounds and experiences Know how to recognise and respect similarities and differences between people and what they have in common with others Know that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) Know how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) **Respecting Others** Explain the importance of having respect and compassion for self and others Recognise how stereotypes are perpetuated and have	Reflect on diversity and what it means and the benefits of living in a diverse community Model how to discuss or debate respectfully Recognise how images in the media do not always reflect reality and can affect how people feel about themselves Respond to, or challenge, negative behaviours such as stereotyping and aggression Describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves Identify differences between male and female Identify how people change and grow and what makes us special	**Diverse community, individuality, personal qualities, views, opinions, backgrounds, discuss, debate, compassion, stereotypes, fair society, ethnicity, gender, stereotyping, tolerance, identity/identify**	This unit would make for a powerful learning experience exploring gender, racial, religious stereotypes. Produce mini documentaries and share with parents.

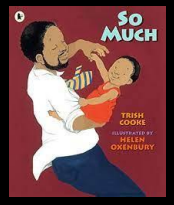
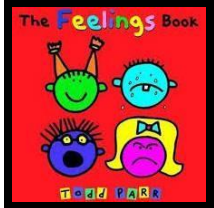
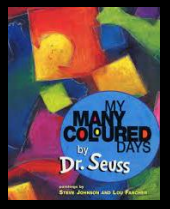
 	some strategies to challenge positively Identify different types of discrimination and recognise the impact they can have Understand that there are laws about discrimination so that we can live in a fair society Identify different types of discrimination and recognise the impact they can have			

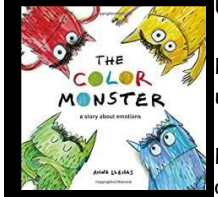
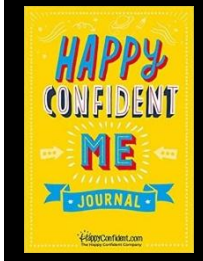
BEING RESPONSIBILE

	Procedural Knowledge What key knowledge do we want the children to have? What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?	**Propositional Knowledge** What skills do we want our children to have? How will these skills build on what went before and prepare our children for what is coming next?	**Vocabulary**	**What experiences do we want our children to have?**
EYFS 	Build constructive and respectful relationships Manage their own personal needs including personal hygiene	Explore the natural world around them Express their feelings and consider the feelings of others	**Good manners, actions, washing, recycling, kindness**	
YEAR 1 & 2  	**Rules and Responsibilities** Understand what a rule is and that we follow rules to help each other Understand that rules need be fair Give examples of rules from different situations Know the responsibilities they have in and out of the classroom Describe some simple ways to manage waste **Community and Care** Recognise that people have different needs Know how people and animals need to be looked after and cared for Know what can harm the local and global environment; how they and others can help care for it	Recognize what improves and harms their local, natural and built environments and some of the ways people look after them	**Rules, responsibilities, fair, waste, care, global, change, harm, environment, natural, local, behaviour**	Take on a community challenge to improve a part of it. Litter picking, tidying etc.

YEAR 3 & 4 	**Rules and Responsibilities** Explain why rules and laws are important Know the consequences of not having rules and laws or of breaking them Describe about some basic human rights Understand that rights come with responsibilities Describe what climate change is and some ways we can all help to reduce the effects **Community and Care** Explore what is meant by a community and the differences between needs and wants within a community Explore and identify the welfare needs of animals and humans Know how people have a shared responsibility to help protect the world around them Know how everyday choices can affect the environment	Understand different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment Resolve differences by looking at alternatives, seeing and respecting others' point of view, making decisions and explaining choices	Rules**, laws, consequences, human rights,** responsibilities, **climate change, community, welfare, protect, choice, respect, concern, issues, alternatives**	Organise a community clean-up of the local green areas. Consider how to engage and inform the community and how this will be organised
YEAR 5 & 6 	**Rules and Responsibilities** Understand the relationship between rights and responsibilities, providing examples Explain the importance of protecting the environment and set personal everyday actions **Community and Care** Identify diversity within a community and explore how we can celebrate this Recognise the importance of having compassion towards others and explain how to show care and concern	Recognise that human rights are there to protect everyone Understand how law protects our rights and how to respond respectfully if something is not within the law Recognise how we can support others within a community	Law, human rights, responsibilities, community, **diversity, compassion**, protect, **environment, diversity,** concern, welfare	

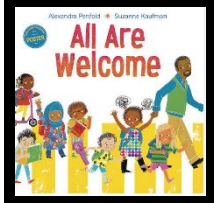
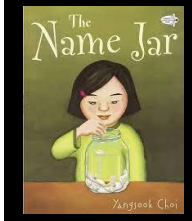
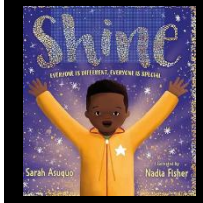
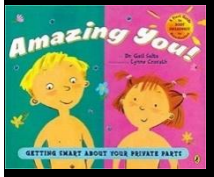
EXPLORING EMOTIONS

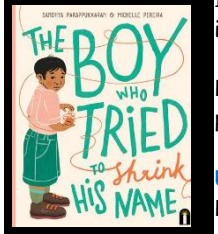
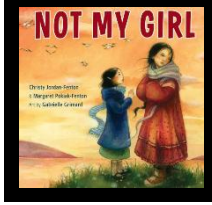
	Procedural Knowledge What key knowledge do we want the children to have? What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?	**Propositional Knowledge** What skills do we want our children to have? How will these skills build on what went before and prepare our children for what is coming next?	**Vocabulary**	**What experiences do we want our children to have?**
EYFS 	Express their feelings and consider the feelings of others Identify and moderate their own feelings socially and emotionally	Think about the perspectives of others	**Feelings, kind, unkind, actions**	
YEAR 1 & 2  	**Exploring Emotions** Name a range of words to describe feelings Know how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) Know how feelings can affect people in their bodies and their behaviour **Recognising Emotions** Know how to recognise, name and describe a range of feelings Understand that not everyone feels the same about the same things **Managing Emotions** Talk about ways to manage big and uncomfortable feelings and know the importance of sharing their feelings with someone they trust Identify who they can ask for help and can demonstrate how to ask for help	Identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions) Talk about how we recognise what others might be feeling Understand that all feelings are ok	Feelings, **comfortable, uncomfortable, names of feelings, loss, change, manage, trust, bereavement**	Learn ways of managing feelings through exercise and relaxation. Demonstrate this to another class.

YEAR 3 & 4  	**Exploring Emotions** Use a wider vocabulary to describe how they feel Describe feelings that can be comfortable/ uncomfortable Know how everyday things and our own development can affect feelings Know how feelings change over time and can be experienced at different levels of intensity **Recognising Emotions** Describe what supports good mental/physical health **Managing Emotions** Identify strategies that they could use to respond to feelings, including intense or uncomfortable feelings Understand the importance of not bottling up how you are feeling Understand the importance of asking for help if feelings become too uncomfortable Explain how they can access help	Identify that not everyone feels the same about the same things Recognise how everyday things can affect how we think, feel, and behave Identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions)	A wider vocabulary to describe how they feel, comfortable, uncomfortable, **think, behave, feel, mental health, intense feelings, accessing help, hormones, grief, change, frustration, loss, physical health, mental health**	Create short stories to describe emotions through pictures to share with children in KS1
YEAR 5 & 6  WHATIF Last night, while I lay thinking here, Some Whatifs crawled inside my ear And pecked and pestered all night long And sang their same old Whatif song: What if I'm dumb in school? What if they've rained the swimming pool? What if I get beat up? What if there's poison in my cup? What if I start to cry? What if I get sick and die? What if I hate that test? What if green hair grows on my chest? What if nobody likes me? What if a bolt of lightning strikes me? What if I don't grow taller? What if my head starts getting smaller? What if the fish won't bite? What if the wind tears up my kite? What if they start a war? What if my parents get divorced? What if the sun is late? What if my teeth don't grow in straight? What if I lose my pants? What if I never learn to dance? Everything seems swell, and then The nighttime Whatifs strike again!	**Exploring Emotions** Use a varied vocabulary when talking about feelings Understand that sometimes we can have conflicting feelings Explain that feelings can change over time and range in intensity **Recognising Emotions** Understand that feelings can impact our mental and physical health Discuss the signs that someone may be struggling with their mental health **Managing Emotions** Identify strategies that they could use to respond to feelings, including conflicting feelings	Recognise the importance of taking care of mental health and wellbeing Identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions)	**Conflicted feelings, mental health. physical health, wellbeing, support, factors,** change**, growth,** hormones,	

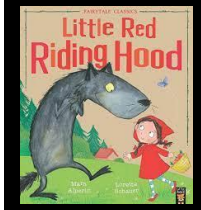
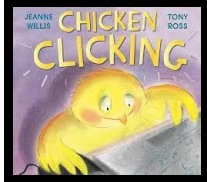
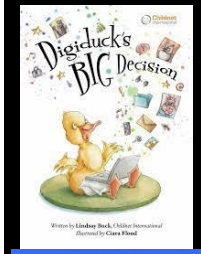
	Record strategies and behaviours that support mental health and wellbeing Explain how to seek support or themselves and others			

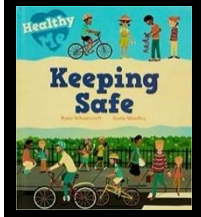
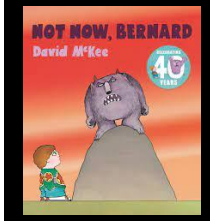
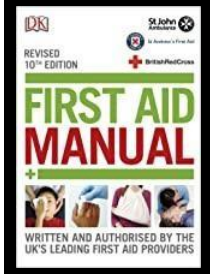
BEING ME

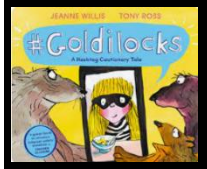
	Procedural Knowledge What key knowledge do we want the children to have? What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?	**Propositional Knowledge** What skills do we want our children to have? How will these skills build on what went before and prepare our children for what is coming next?	**Vocabulary**	**What experiences do we want our children to have?**
EYFS 	Express their feelings and consider the feelings of others Show resilience and perseverance in the face of challenge	See themselves as a valuable individual	**Like, dislike, similarities, differences, persevere**	
YEAR 1 & 2  	**Being Unique and Special** Recognise and share facts about themselves Identify their likes and dislikes and what they are good at Talk about some ways that they are special **Understanding Similarities and Differences** Recognise how friends can have both similarities and differences Show some simple ways to respect and celebrate other's differences **Being Part of a Community** Name some groups that they belong to	Talk about how being part of a group makes them feel	Likes, dislikes, similarities, differences, **respect, community, belong**	
YEAR 3 & 4 	**Being Unique and Special** Explore what contributes to who we are Identify and talk about their own strengths and interests Recognise what makes them unique and understands that being different is something to celebrate Know how to recognise personal qualities and	Respond to, or challenge, negative behaviours such as stereotyping about gender Identify differences between male and female. Identify how people change and grow and what makes us special See themselves positivity and understand and recognise their own unique strengths and talents	**Strengths, interests, unique, visible differences, invisible differences,** respect, **celebrate,** community, **support, qualities, self-worth, self-esteem, personal attributes**	Lots of opportunities to hear the stories of others within our community who have overcome hurdles and achieved success

	individuality Know to develop self-worth by identifying positive things about themselves and their achievements **Understanding Similarities and Differences** Identify visible/ invisible differences between people Explain why it is important to respect and celebrate the differences and similarities between people **Being Part of a Community** Identify the different groups that make up their community Recognise that they belong to different communities as well as the school community Describe what is positive about their community and how it supports them			
YEAR 5 & 6  	**Being Unique and Special** Identify a range of factors that what contributes to our identity Explain ways in which they respect and value other people's differences **Understanding Similarities and Differences** Respect the differences and similarities between people **Being Part of a Community** Explain some of the benefits of communities	Express their talents and strengths with confidence. Set goals for how they would like to develop them Reflect on how discrimination and our own behaviour can affect others	**Identity, talents,** strength, respect, **value,** differences, similarities, **discrimination, community, shared events, diversity**	

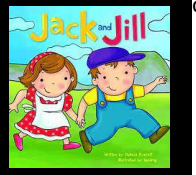
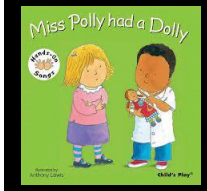
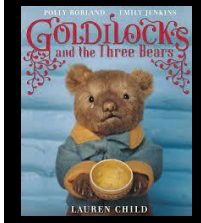
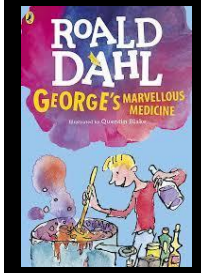
BEING SAFE

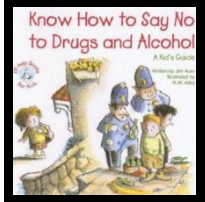
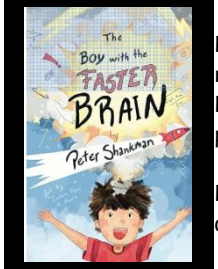
	Procedural Knowledge What key knowledge do we want the children to have? What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?	**Propositional Knowledge** What skills do we want our children to have? How will these skills build on what went before and prepare our children for what is coming next?	**Vocabulary**	**What experiences do we want our children to have?**
EYFS 	Know and talk about the different factors that support their overall health and wellbeing; regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian	Identify and moderate their own feelings socially and emotionally	**Help, rules, safe, unsafe**	
YEAR 1 & 2   	**Keeping safe** Understand basic rules for keeping safe online e.g. not to share information, whom to tell if they see something online that is upsetting, the importance of passwords and the importance of adult supervision Talk about examples of rules and age restrictions that are there to keep them safe Identify possible risks/ hazards in the home and outside Know how to keep safe and reduce risks at home and in their local environment Know who can help them in different places and situations; how to attract someone's attention or ask for help and what to say Know what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard **First Aid** Know what to do if there is an accident and someone gets hurt, Including keeping themselves safe first Know how to ask for help including calling 999	Explain about people who look after them, who to go to if they are worried and ways to help these people look after them Talk about growing and changing and new opportunities and responsibilities that increasing independence brings	**Online, passwords, adult, supervision, age restrictions, risks, hazards, safe, accident, harm, hurt, community, safety**	Meet our local Police officer and get to know their role.

YEAR 3 & 4  	**Keeping safe** Explain basic strategies to help keep themselves safe online e.g. passwords, using trusted sites, identifying misinformation, sharing information, who to trust, how to report Identify situations where age restrictions apply Identify and assess risk online/ offline? (Including in the home and when playing out) Discuss ways to reduce risks at home and in the local environment in order to stay safe Know that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable Know how to recognise and respond to pressure to do somethingthat makes them feel unsafe or uncomfortable (including online) **First Aid** Explain what first aid is and demonstrate basic techniques for dealing with common injuries such as asthma attacks and bites/ stings Identify why first aid is important and demonstrate how to ask for help including calling 999 in an emergency	Identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety) The concept of 'keeping something confidential or secret' when we should or shouldn't agree to this/ when it is right to 'break a confidence' or 'share a secret'. Judge what kind of physical contact is acceptable or unacceptable and to be aware of different types of use, how to respond and get help Demonstrate effective ways of resisting negative pressure, including from their peers (for example knowing where to get help, knowing that there is an option to delay, showing resilience)	Online, passwords, **trusted sites, misinformation, sharing information, report, age restrictions, risk, first aid, common injuries, emergency, hazard, injury, protection, permission, private, peer pressure, influence, online content**	Children create a safety roadshow to teach their guests about staying safe in our community
YEAR 5 & 6 	**Keeping safe** Identify strategies for keeping safe online including how to report the misuse of personal information or sharing of upsetting content/images, the importance of personal responsibility/balancing time online/offline Explain reasons for age restrictions/ regulations Explore how the pressure/ excitement in the moment can affect how we manage risk **First Aid** Identify hazards that may cause injury Know how to carry out basic first aid including for	Predict, assess, and manage risks online and offline. (Including road and water safety) Recognise when first aid is needed and recall the skills they might need to reduce harm. They understand the process for calling for help	**Personal responsibility, balancing time** online/offline, **age restrictions/regulations, predict, manage, assess risks online/offline,** pressure, **hazards, choking, bleeding, choking, scalds, cuts, burns, allergic reactions, emergency services**	Work alongside St. John Ambulance to learn these vital lifesaving skills Present a video diary of the skills learned

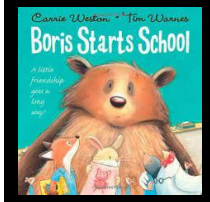
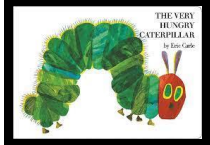
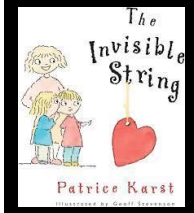
	burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions Know that if someone has experienced a head injury, they should not be moved Know when it is appropriate to use first aid and the importance of seeking adult help Know the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services			

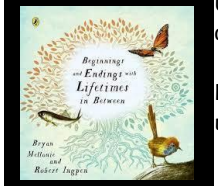
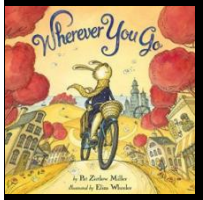
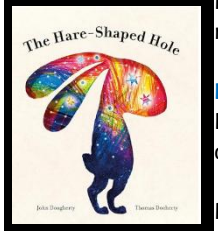
DRUG EDUCATION

	Procedural Knowledge What key knowledge do we want the children to have? What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?	**Propositional Knowledge** What skills do we want our children to have? How will these skills build on what went before and prepare our children for what is coming next?	**Vocabulary**	**What experiences do we want our children to have?**
EYFS 	Talk about the different factors that support their overall health and wellbeing	See themselves as a valuable individual	**Safe, unsafe, healthy, medicine, help**	
YEAR 1 & 2  	**Knowledge** Understand the role of medicines (use when we are ill/ prevent illness/ manage a condition), including vaccinations and immunisations Understand that household products, including medicines, can be harmful if not used properly **Managing Risk** Understand that things that people put into their body or on their skin can affect how people feel Talk about some simple rules for staying safe around medicines and other household substances/ products	Explore those medicines come in different forms and are used in different ways Identify people that they can go to if they are ill, worried or to help them/others to stay healthy	Medicine, **illness, prevent, harmful, body, skin, rules**	Children create a short film about how to keep healthy to be shared with our local GP surgery who might use this in their reception area
YEAR 3 & 4 	**Knowledge** Describe the different purposes that medicines have Explain the importance of taking medicines correctly and using household products safely **Managing Risk** Describe risk in relation to the use of medicines/household products and suggest what action to take to help prevent or minimise harm Recognise a circle of support and how to ask for help	Explore the possible risks and consequences of using/misusing legal drugs/ household products in everyday situations	Medicine, **purpose**, prevent **risks, misusing (legal drugs), circle of support, emergency**	

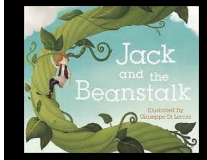
	Demonstrate what to do in an emergency			
YEAR 5 & 6  	**Knowledge** Understand that there are rules and laws surrounding the use of medicines and drugs and household products Know how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing Know that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal Know how laws surrounding the use of drugs exist to protect them and others Know why people choose to use or not use different drugs Know how people can prevent or reduce the risks associated with them Know that for some people, drug use can become a habit which is difficult to break Know how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use Know how to ask for help from a trusted adult if they have any worries or concerns about drugs **Managing Risk** Describe some ways in which alcohol, tobacco and other substances can affect the body/ decision making Explain why some substances are harmful for growing bodies Analyse mixed messages in the media relating and recognise how they might influence opinions/behaviour Identify a range of strategies to better manage situations involving peer influence/peer approval	Reflect on the risks/effects that legal drugs common to everyday life can have on health Research reliable sources of information/support for children/adults affected by their own List the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these Understand the term 'habit' and why these can be hard to change and differentiate between the terms 'risk, danger and hazard' Demonstrate effective ways of resisting negative pressure, including from their peers (for example knowing where to get help, knowing that there is an option to delay, showing resilience)	**Rules, laws**, risks, **effects, alcohol, tobacco, substances, peer influence, peer approval, reliable sources, drugs and medicines, names for illegal drugs, alcohol, tabaco, legal, illegal, addiction. peer pressure. choice, caffeine, herbal. Solvents, mushrooms, stimulant, depressant**	

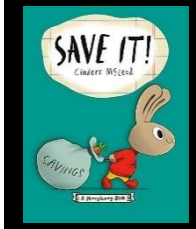
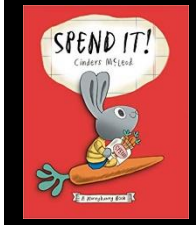
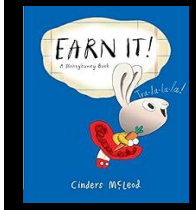
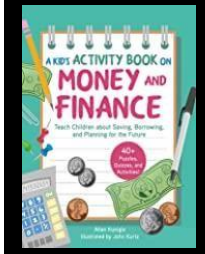
CHANGES

	Procedural Knowledge What key knowledge do we want the children to have? What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?	**Propositional Knowledge** What skills do we want our children to have? How will these skills build on what went before and prepare our children for what is coming next?	**Vocabulary**	**What experiences do we want our children to have?**
EYFS 	Confident to try new activities and show independence, resilience, and perseverance in the face of challenge such as change Understand the effect of changing seasons on the natural world around them	See themselves as a valuable individual	**Different, similar, same, patterns**	
YEAR 1 & 2 	**About Loss and Change** Identify examples of loss and change Understand that changes can produce big feelings **Managing Loss and Change** Identify feelings associated with loss and change Recognise some simple ways to prepare for change/ transition Identify different things that may help to manage big feelings Know that it is important to talk to someone if you are worried Identify people who can help us if we feel worried/unhappy	Recognise that loss and change can affect the way we think, feel, and behave Talk about some ways to help others when they are affected by change	**Loss, change, feel, behave, feelings, help, worried, unhappy**	
YEAR 3 & 4 	**About Loss and Change** Recognise that loss/change are a normal part of life Describe how change and loss, can affect feelings, thoughts, and behaviours Recognise that feelings associated with loss/ change can change over time and range in intensity **Managing Loss and Change**	Identify self-help strategies and the importance of support when preparing for change/ transitions Develop some ways of responding to others and showing support if they are affected by loss/change	Loss, change, feelings, **thoughts, behaviours, time, intensity, expressing feelings, strategies**	

	Use a varied vocabulary when talking about feelings associated with loss and change Describe everyday things that affect feelings and understand the importance of expressing feelings			
YEAR 5 & 6  	**About Loss and Change** Explore that loss, bereavement and change are part of the human life cycle Understand that change and loss, including death can create feelings and behaviours that are not the same for everyone Recognise that internal conflicting emotions can be normal when dealing with loss and change **Managing Loss and Change** Describe a range of emotions and intensities associated with loss and change Recognise the signs when someone may be struggling and understand how to seek support	Identify problem solving strategies to manage transitions between classes and key stages Identify strategies to respond to feelings, including intense or conflicting feelings	Loss, **bereavement, change, human, life cycle, internal, conflicting emotions, problem solving, strategies, intense,**	

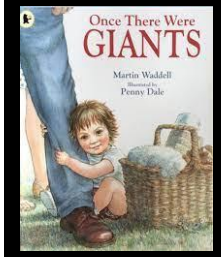
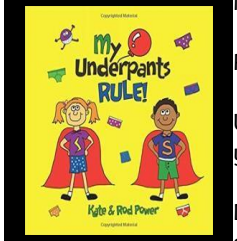
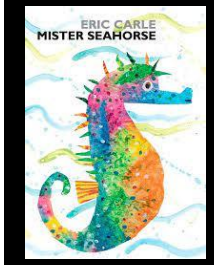
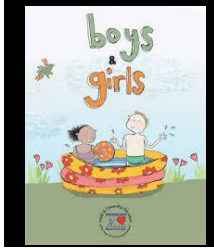
MONEY MATTERS

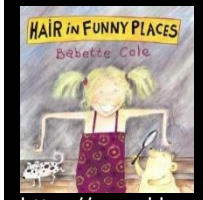
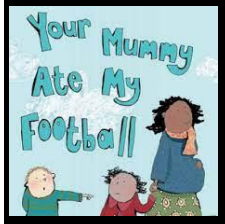
	Procedural Knowledge What key knowledge do we want the children to have? What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?	**Propositional Knowledge** What skills do we want our children to have? How will these skills build on what went before and prepare our children for what is coming next?	**Vocabulary**	**What experiences do we want our children to have?**
EYFS	Talk about the lives of the people around them and their roles in society Talk about members of their immediate family and community. E.g. occupation, appearance, likes and dislikes		**Coins, pence, pounds, kindness**	
YEAR 1 & 2 	**Economic Wellbeing** Understand what money is and its different forms Describe some ways money can be looked after Recognise that people make different choices about how to spend/ save money Talk about some things we all need and some things we want but don't need Identify the ways that money can impact on people's feelings Recognise that people's spending decisions can affect others and the environment Know the difference between needs and wants - that people may not always be able to have the things they want how to keep money safe and the different ways of doing this **Work, Aspirations, and Careers** Know that everyone has different strengths and talents, in and out of school Name some different jobs that people do Know about a range of different jobs, including those done by people	Demonstrate that money comes from different sources and can be used for different purposes (spending, saving) Understand the role money plays in their lives (how to manage, keep it safe, spending choices and what influences us) Children understand there are a wide range of jobs and challenge gender stereotypes about careers	**Money, bank account, earn, won, borrowed, presents, spend, save, needs, wants, choices, strengths, talents, jobs, earn, digital,**	Children research a local charity and explore how we could raise money to support it

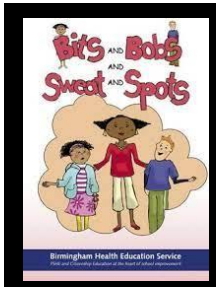
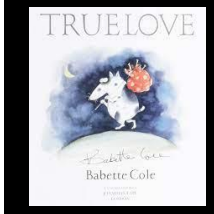
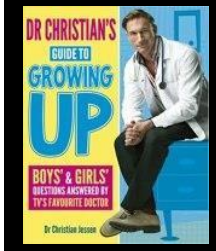
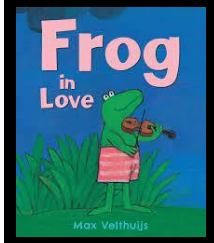
	Know they know or people who work in their community Know how people have different strengths and interests that enable them to do different jobs Know how people use the internet and digital devices in their jobs and everyday life			
YEAR 3 & 4   	**Economic Wellbeing** Explain some different ways to pay for things Explain some different ways to keep track of money Identify that people have different attitudes towards saving/spending Identify the ways that money can impact on people's feelings Recognise that people's spending decisions can affect others and the environment **Work, Aspirations, and Careers** Recognise positive things about themselves and their achievements	Demonstrate the role money plays in their/other's lives (how to manage and be a critical consumer). Recognise that people make spending decisions based on needs, wants and priorities Identify some of the skills that may help them in their future careers	**Saving, spending, track, needs, wants, priorities, achievements, strengths, careers, consumer, buyer, influences**	
YEAR 5 & 6 	**Economic Wellbeing** Know how to keep track of money so people know how much they have to spend or save Know how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) Know how to recognise what makes something 'value for money' and what this means to them	Demonstrate the role money plays in their/other's lives (how to manage and be a critical consumer) Develop an understanding of the concepts of interest, loan, debt and tax (VAT) Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment	**Bank account, payment, risks, gambling, financial risks, spending,** saving, **career, stereotypes, aspirations, community, track, loan, current account, savings account, store cards, credit cards, value for money, stolen, lost, decision**	Work alongside major bank education teams who will come into school to support our learning Organise a pop up shop for the local community. Research profit and loss and consider how to make the pop up shop financially successful

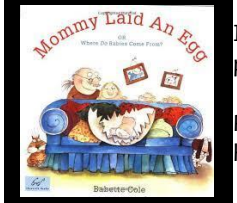
	Understand the risks associated with money and ways of keeping money safe Identify the risks involved in gambling activities Explain some ways to get help if they are concerned about gambling or other financial risks Reflect on the role that money plays in people lives, attitudes towards it and what influences decisions about spending and saving Identify the impact that having or not having money can have on a person's wellbeing Explain some ways that money is/ can be money distributed to benefit the community **Work, Aspirations, and Careers** Identify how skills can help them with their future career Identify jobs that they might like to do in the future Discuss their views on how or why someone may or may not choose a certain career Recognise a variety of routes into careers Explore some strategies to challenge stereotypes and to understand the impact this can have on aspirations			

GROWING UP

	Procedural Knowledge What key knowledge do we want the children to have? What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?	**Propositional Knowledge** What skills do we want our children to have? How will these skills build on what went before and prepare our children for what is coming next?	**Vocabulary**	**What experiences do we want our children to have?**
EYFS 	Know how to manage their own needs such as personal hygiene	See themselves as a valuable individual	**Help, young, old, babies, children, adults, grow, similar, different**	
YEAR 1 & 2   	**Growing and Changing** Name the main parts of the body including vagina and penis Recognise the difference between male and female body parts Understand the human life cycle and that people grow from young to old Describe ways that people's needs, and bodies change as we grow Talk about some ways to keep clean Understand that babies grow in the mothers' body and have needs when they are born Recognise what makes them special and unique **Privacy, Boundaries, and Consent** Understand that some parts of the body are private Identify different types of touch and how they make people feel Understand the difference between happy surprises and secrets that make them feel uncomfortable or worried and how to get	Know school rules about health and safety, basic emergency aid procedures, where and how to get help Describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely) Know how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them	**Penis, vagina, pregnant, testicles, breasts, genitals, foetus, anus, private, consent, male, female, touch, comfortable, uncomfortable, risk, pressure, trustworthy, unfamiliar, rules, safety, online**	

	help Know how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets Know how not everything they see online is true or trustworthy and that people can pretend to be someone they are not Know how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them			
YEAR 3 & 4  https://www.bbc.co.uk/cbbc/watch/operation-ouch-puberty 	**Growing and Changing** Name external genitalia and some reproductive organs including penis, vagina, testicles, womb, umbilical cord, ovaries Understand the processes of reproduction and birth as part of the human life cycle – those babies start from an egg and sperm Know about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing and erections Know how puberty can affect emotions and feelings Know how personal hygiene routines change during puberty Know how to ask for advice and support about growing and changing and puberty Explain how daily hygiene helps to reduce the spread of infection Explain how adults care for a baby during and after pregnancy Recognise that individuality and personal qualities contributes to who we are **Privacy, Boundaries, and Consent** Explain what privacy and personal boundaries are Recognise uncomfortable/ comfortable behaviour online/ offline	Explain how their body will change as they approach and move into puberty Identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety) Understand the concept of 'keeping something confidential or secret' when we should or shouldn't agree to this/ when it is right to 'break a confidence' or 'share a secret' Judge what kind of physical contact is acceptable or unacceptable and to be aware of different types of use, how to respond and get help	Penis, vagina, pregnant, testicles, breasts, genitals, foetus, anus, **womb, puberty, pubic hair, ovaries, umbilical cord, reproduction, sperm, egg, privacy, boundaries, consent, permission, protective, harm, online/offline, period, erection, emotions, menstruation, sweating**	

 	Know when it is right to break or keep a confidence or share a secret Know that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable Know how to recognise and respond to pressure to do somethingthat makes them feel unsafe or uncomfortable (including online)			
YEAR 5 & 6  	**Growing and Changing** Identify the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction Explain the how babies are conceived, born and cared for Know and describe the physical and emotional changes that occur during puberty and how to manage these Know and identify myths and facts about puberty, and what is important for a young person to know Know how or ask questions about puberty with people that can help us Know some key facts about the menstruation Know and identify the links between love, committed relationships / marriage, and conception Know and explain what sexual intercourse is, and explain that this may be one part of an intimate relationship between consenting adults Know and explain what pregnancy means, how long it lasts, and where it occurs, i.e. that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female).	Identify and value personal strengths, skills, achievements and interests identify differences between male and female. Identify how people change and grow and what makes us special Explore and discuss different types of relationships Identify the emotional and physical changes that take place during puberty Identify positive relationships and how babies are made Explain how a baby develops in the womb during pregnancy and how they are born Discuss images and pressures on young adults Talk about human reproduction including conception (and that this can be prevented)	Penis, vagina, pregnant, testicles, breasts, genitals, foetus, sperm, egg/**ovum**, ovaries, **fallopian tube, uretha,** anus, womb, puberty, pubic hair, period, **masturbation, hormones, sexual, intercourse, conception, semen, ovulation, labia, cervix, clitoris, fore skin, wet dream,** menstruation, **ejaculation,** erection, reproduction, boundaries, consent, private/privacy, permission, **unacceptable/acceptable, wanted/unwanted, love, fertilized, commitment, sex, adolescent, teenager, expectations, responsibilities,**	

	Identify the importance of keeping clean and how to maintain personal hygiene whilst growing and changing Reflect on the responsibilities of being a parent or carer and how having a baby changes someone's life **Privacy, Boundaries, and Consent** Understand what consent means and how to seek and give/ not give permission in different situations Analyse when behaviour including physical touch is acceptable, unacceptable, wanted, or unwanted in different situations Respond appropriately if someone asks them to keep a secret that makes you feel uncomfortable, identify who to ask for help			