

# Whole School PSHE Overview

## Intent

The OCL Curriculum Statement of Intent has been carefully considered for each curriculum area to ensure the content designed meets this at every opportunity.

The context that our children and young people live in:

- Our children live in a world where they require the skills and qualifications, flexibility, emotional intelligence and expertise to be leaders and to thrive as human beings.
- Our children live in world where accepting themselves as individuals and celebrating who they are is key in navigating a complex and ever-changing environment.
- Our children live in a world where they need to feel a sense of ability to change things for the better and have self-efficacy.
- Our children live in a world where they need a network of relationships and a network of support to thrive and excel.
- Our children live in a world where early development of vocabulary skills is the single most important factor to get right as early as possible.

We want our children and young people to:

- Be inspired to improve the world around them.
- Have the ambition, skills and expertise to thrive in a fast changing, interconnected and communication rich world, with the confidence and technical expertise to thrive.
- Have a network that supports them.
- Be comfortable in who they are and able to continuously explore who they are becoming.
- Be rich in language with a passion for learning.
- Seek to include others, be other-centred and celebrate difference.
- Have a values approach to life and a sense of what is right and wrong through the lived experience of the 9 habits.

At Oasis Academy Clarksfield we believe that it is our job to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. The intent of the PSHE curriculum is to help pupils to develop personal attributes including resilience, perseverance, kindness, integrity, generosity, and honesty. It is designed to enable pupils to live in an increasingly complex world (both online and offline) which presents many positive and exciting opportunities, but also challenges and risks, by introducing these in an age-appropriate manner. The PSHE curriculum also aims to equip children with the skills they need to function financially and collaboratively in modern Britain, and works alongside BLP to build the skills pupils will need in the workplace.

To ensure this, the curriculum is split into 7 thematic areas: Respectful Relationships (including bullying), Caring Friendships (including loneliness), Dreams and Goals, Families and People Who Care For Me, Being Safe and Staying Healthy (including physical and mental health), Change (including adolescence) and Living in the Wider World (including financial education and community work). E-safety is featured in each area as appropriate, to ensure that children understand that it features in all areas of modern life.

Children will touch on each of these areas at least once in each two-year block (Year 1 & 2, Year 3 & 4, Year 5 & 6) at an age-appropriate level. Each two-year block is intended to build on the learning of the block before, ensuring progression from one block to the next.

Therefore, we focus on developing character, competence and community. The Personal Development curriculum specifically meets the OCL statement of intent by focussing on character, competence and community in the following areas:

**Character:** A strong PHSE curriculum ensures children are well rounded, empathetic, respectful, tolerant citizens. Children will have strong social skills and be able to interact confidently with other children and adults. The 9 habits character approach ensures character development permeates all we do.

**Competence:** Through a well-rounded PHSE curriculum children will reach their full potential and will have opportunities to debate different issues. Children will understand equality and protected characteristics from a young age.

**Community:** Children will have strong relationships across the school community. Student leaders will be a part of each academy with strong links to the Hub Council and local community. Children will understand different communities both locally and globally and will learn about living in the wider world.

# Implementation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Settling in		Developing relationships		Goals	
Year 1	Respectful Relationships	Caring Friendships	Dreams and Goals	Families and People Who Care for Me	Being Safe and Staying Healthy	Change
Year 2	Caring Friendships	Living in the Wider World	Staying Healthy	Being Safe	Families and People Who Care for Me	Respectful Relationships
Year 3	Dreams and Goals	Families and People Who Care for Me	Respectful Relationships	Caring Friendships	Being Safe and Staying Healthy	Living in the Wider World
Year 4	Respectful Relationships	Caring Friendships	Families and People Who Love Me	Living in the Wider World	Staying Healthy	Changes
Year 5	Dreams and Goals	Respectful Relationships	Being Safe	Staying Healthy	Living in the Wider World	Caring Friendships
Year 6	Dreams and Goals	Respectful Relationships	Caring Friendships	Families and People Who Care for Me	Living in the Wider World	Changes

## Assessment points

### EYFS

Three and Four-Year-Olds	Communication and language	<ul style="list-style-type: none"> <li>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</li> <li>Start a conversation with an adult or a friend and continue it for many turns.</li> </ul>	
	Personal, social, and emotional development	<ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new social situations.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Understand gradually how others might be feeling.</li> <li>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>	
	Physical development	<ul style="list-style-type: none"> <li>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul>	
	Understanding the world	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> <li>Show interest in different occupations.</li> <li>Continue developing positive attitudes about the differences between people.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	
Reception	Communication and language	<ul style="list-style-type: none"> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Develop social phrases</li> </ul>	
	Personal, social, and emotional development	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs. - personal hygiene</li> <li>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</li> </ul>	
	Physical development	<ul style="list-style-type: none"> <li>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</li> </ul>	
	Understanding the world	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	
ELG	Communication and language	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> </ul>
		Speaking	<ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
	Personal, social, and emotional development	Self-Regulation	<ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in</li> </ul>

			activity, and show an ability to follow instructions involving several ideas or actions
		Managing self	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
		Building relationships	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and others' needs</li> </ul>
	Physical development	Gross Motor Skills	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others</li> </ul>
	Understanding the world	Past and Present	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> </ul>

### Year 1

Autumn 1	<ul style="list-style-type: none"> <li>• To recognise that my behaviour can affect other people.</li> <li>• Learn about my rights and responsibilities as a member of my class</li> <li>• Know how to make my class a safe place for everybody to learn</li> <li>• Recognise that choices have consequences</li> <li>• Understand how being bullied might feel</li> <li>• Know some people I could talk to if I was feeling unhappy or being bullied</li> </ul>
Autumn 2	<ul style="list-style-type: none"> <li>• To recognise that people's differences make them special and unique.</li> <li>• Know that everyone feels special</li> <li>• Identify some ways that I am the same as other people</li> <li>• Identify some ways that I am different from other people</li> <li>• Know what makes a good friend and how to make a new friend</li> <li>• Recognise my qualities as a good friend</li> <li>• Recognise which physical contact is acceptable/unacceptable to me</li> </ul>
Spring 1	<ul style="list-style-type: none"> <li>• To know how it feels when I succeed in a new challenge.</li> <li>• Identify my successes and achievements</li> <li>• Set a goal and work out how to achieve it</li> <li>• Understand how to work well with a partner</li> <li>• Know how it feels to see obstacles and overcome them</li> </ul>
Spring 2	<ul style="list-style-type: none"> <li>• To know that family relationships are important to everybody</li> <li>• Explain what makes people a family</li> <li>• Know that there are lots of different kinds of family</li> <li>• Know how being in a family helps me</li> <li>• Know what to do if someone in my family feels unhappy</li> </ul>
Summer 1	<ul style="list-style-type: none"> <li>• To know who can help me to stay safe and healthy.</li> <li>• Know that food can help me to stay healthy</li> <li>• Explain how I can keep myself safe from germs</li> <li>• Identify some ways to keep my body safe and healthy</li> <li>• Understand who and what can help me when I feel poorly</li> <li>• Know who can help me to feel safe</li> <li>• Know which information it is safe to share with others</li> </ul>
Summer 2	<ul style="list-style-type: none"> <li>• To know that changes are okay and that some will happen whether I want them to or not.</li> <li>• Begin to understand the lifecycles of animals and humans</li> <li>• Know how I have changed since I was a baby</li> <li>• Understand which parts are private</li> <li>• Know how change makes us feel</li> </ul>

### Year 2

Autumn 1	<p><b>Bridging topic – Managing change</b></p> <ul style="list-style-type: none"> <li>• To know that all people have similarities and differences and should be treated with respect.</li> <li>• Know that worries are normal and how to deal with them</li> <li>• To know what it means to belong to a class</li> <li>• Understand that my actions have consequences</li> <li>• Understand that sometimes people make assumptions about boys and girls.</li> <li>• Understand that it is okay to be different</li> <li>• Know how to help those who are being bullied.</li> <li>• Know that I can be friends with people who are different from me.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Know that our differences make our friends special and unique.</li> </ul>
Autumn 2	<ul style="list-style-type: none"> <li>• To know how to support my school.</li> <li>• Identify where money comes from.</li> <li>• Know the difference between needs and wants.</li> <li>• Identify some ways to help our school get the things we want.</li> <li>• Know how to raise awareness of a project.</li> <li>• Work cooperatively to create an end product.</li> </ul>
Spring 1	<ul style="list-style-type: none"> <li>• To know some ways to look after my mental health.</li> <li>• Understand that we all experience a range of feelings.</li> <li>• Know that we all experience good and not so good feelings.</li> <li>• Know how to manage big feelings.</li> <li>• Understand that the foods I eat can affect my mental and physical health.</li> <li>• Know that being active can improve my mental health.</li> </ul>
Spring 2	<ul style="list-style-type: none"> <li>• To know some ways to stay safe online.</li> <li>• Identify websites that are safe for me.</li> <li>• Understand what a digital footprint is.</li> <li>• Know what to do if I encounter cyber-bullying.</li> <li>• Know when it's okay to share online and when it's not.</li> <li>• Understand when it is not good to keep a secret.</li> </ul>
Summer 1	<ul style="list-style-type: none"> <li>• To understand that families give us love and keep us safe.</li> <li>• Recognise and explain what a family is.</li> <li>• Identify similarities between my own and other families.</li> <li>• Know how my family supports me.</li> <li>• Identify some ways to help others in my family.</li> </ul>
Summer 2	<ul style="list-style-type: none"> <li>• To know what to do if I am unhappy when someone touches me.</li> <li>• Understand what PANTS means and how it can help me.</li> <li>• Identify good and bad touch.</li> </ul> <p><b>Transition topic:</b></p> <ul style="list-style-type: none"> <li>• Identify what I want to share with my new teacher.</li> <li>• Ask questions to help me feel better about a change.</li> </ul>
<b>Year 3</b>	
Autumn 1	<ul style="list-style-type: none"> <li>• To understand what qualities, skills and habits I need to achieve my goals.</li> <li>• Set my own personal goals.</li> <li>• Face new challenges positively.</li> <li>• Understand why rules are needed and how they help us to achieve our goals.</li> <li>• Identify how people face tough challenges and overcome them.</li> <li>• Identify challenges I might face.</li> </ul>
Autumn 2	<ul style="list-style-type: none"> <li>• To understand that family relationships are important to everyone.</li> <li>• Understand that everybody's family is different and important to them.</li> <li>• Understand how to resolve differences and conflicts with my family.</li> <li>• Identify the roles and responsibilities of each member of my family.</li> <li>• Understand that families are similar across the globe.</li> <li>• Identify ways to help families that have less than mine.</li> <li>• Carry out a project with my team.</li> </ul>
Spring 1	<ul style="list-style-type: none"> <li>• To know ways that I can prevent bullying.</li> <li>• Know what it means to be a witness to bullying.</li> <li>• Understand that witnesses can make a situation better or worse, depending on what they do.</li> <li>• Recognise that some words are used in hurtful ways.</li> <li>• Explain a time when my words affected someone's feelings, and what the consequences were.</li> <li>• Understand that my behaviour online can affect other people's feelings.</li> </ul>
Spring 2	<ul style="list-style-type: none"> <li>• Know how and why it is important to have strong friendships.</li> <li>• Understand why we need friends.</li> <li>• Understand how loneliness can affect my mental health.</li> <li>• Understand what to do when friends fall out.</li> <li>• Identify and put into practice some of the skills of friendship.</li> </ul>
Summer 1	<ul style="list-style-type: none"> <li>• To explain to others how to stay healthy.</li> <li>• Recognise signs that my body is unwell.</li> <li>• Recognise signs that my mind is unwell.</li> <li>• Know that exercise can improve my mental and physical health.</li> <li>• Know that keeping my teeth clean keeps me healthy.</li> <li>• Know that drugs affect my mental and physical health.</li> </ul>
Summer 2	<ul style="list-style-type: none"> <li>• To understand how and why it is important to save money.</li> <li>• Know why it is important to check my change.</li> <li>• Know where I can keep my money safe.</li> <li>• Understand why people need to save money.</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand how to keep track of my money.</li> </ul>
<b>Year 4</b>	
Autumn 1	<ul style="list-style-type: none"> <li>• To understand how my actions and attitudes can impact upon others.</li> </ul>
	<ul style="list-style-type: none"> <li>• Know how my attitudes and actions make a difference to the class team.</li> <li>• Identify key rights and responsibilities for our class team.</li> <li>• Understand the consequences of mine and other's actions.</li> <li>• Understand how groups come together to make decisions.</li> <li>• Know that bullying is hard to spot.</li> <li>• Understand why witnesses sometimes join in with bullying and sometimes don't tell.</li> </ul>
Autumn 2	<ul style="list-style-type: none"> <li>• To understand that people don't always behave in the way I expect.</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand that sometimes we make assumptions based on the way people look.</li> <li>• Understand what influences me to make assumptions about people.</li> <li>• Reflect on a time when my first impression of somebody changed when I got to know them.</li> <li>• Recognise that there are different types of friendship group.</li> <li>• Recognise that there can be different roles in friendship groups.</li> <li>• Recognise when people are putting me under pressure.</li> </ul>
Spring 1	<ul style="list-style-type: none"> <li>• To understand that loss is part of family life, and how to deal with this.</li> </ul>
	<ul style="list-style-type: none"> <li>• Explain what family means to me.</li> <li>• Understand what loss means.</li> <li>• Talk about someone I love that I no longer see.</li> <li>• Explain how loss can make us feel.</li> <li>• Understand some ways I can help myself to cope with loss.</li> </ul>
Spring 2	<ul style="list-style-type: none"> <li>• To understand what it means to be part of a community.</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand who is in my local community and the roles they play.</li> <li>• Understand that my actions affect others in my community.</li> <li>• Identify what is good and what can be improved in my community.</li> <li>• Carry out a project to improve my community.</li> </ul>
Summer 1	<ul style="list-style-type: none"> <li>• To know active steps I can take to maintain a healthy body and mind.</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand how to check if food is good for my body and mind.</li> <li>• Plan and make a healthy lunch.</li> <li>• Understand how alcohol affects my body and mind.</li> <li>• Know what mindfulness is and how it can help me to stay mentally well.</li> </ul>
Summer 2	<ul style="list-style-type: none"> <li>• To know how to manage challenges and change.</li> </ul>
	<ul style="list-style-type: none"> <li>• To know what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected.</li> <li>• To know and recognise conflicting emotions and when these might be experienced.</li> <li>• To know and explain how feelings and emotions change over time.</li> <li>• To identify positive actions to support mental wellbeing during difficult times, including identifying their personal support network.</li> <li>•</li> </ul>
<b>Year 5</b>	
Autumn 1	<ul style="list-style-type: none"> <li>• To understand what a long term goal is and how to achieve it.</li> </ul>
	<ul style="list-style-type: none"> <li>• Face new challenges positively and set personal goals.</li> <li>• Understand my rights and responsibilities as a British citizen.</li> <li>• Understand my rights and responsibilities as a British citizen and a member of my school.</li> <li>• Understand that I will need money to help me achieve some of my dreams.</li> <li>• Know about a range of jobs and how much they earn.</li> <li>• Understand that people in other countries may have different dreams and goals to mine.</li> <li>• Understand what motivates me to achieve my goals.</li> </ul>
Autumn 2	<ul style="list-style-type: none"> <li>• Understand how differences in others can affect my behaviour.</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand that cultural differences can sometimes cause conflict.</li> <li>• Understand what racism is.</li> <li>• Understand how rumour-spreading and name calling can be hurtful behaviour.</li> <li>• Explain the difference between direct and indirect types of bullying</li> <li>• Identify different types of discrimination and understand that these relate to difference.</li> <li>• Understand how my actions can indirectly encourage discrimination.</li> </ul>
Spring 1	<ul style="list-style-type: none"> <li>• Know that my lifestyle choices can affect my health.</li> </ul>
	<ul style="list-style-type: none"> <li>• Know the health risks of smoking.</li> <li>• Know that exposure to the sun can be harmful.</li> <li>• Know what mental ill health might look like in others and how to help.</li> </ul>

	<ul style="list-style-type: none"> <li>Identify the dangers of a poor diet to my health.</li> <li>Know how to use basic first aid procedures</li> </ul>
Spring 2	<ul style="list-style-type: none"> <li>Know how to use online media and technology safely.</li> <li>Understand why some online content is restricted.</li> <li>Know how to identify information online that I can trust.</li> <li>Understand what spam is and how to deal with it.</li> <li>Know that online media can help to create stereotypes about boys and girls.</li> </ul>
Summer 1	<ul style="list-style-type: none"> <li>Understand that I make choices about money that affect my life.</li> <li>Understand how to pay for things.</li> <li>Understand how to use a bank account.</li> <li>Know how to keep my money safe.</li> <li>Know some different money from around the world.</li> <li>Explain what affects my choices about money.</li> </ul>
Summer 2	<ul style="list-style-type: none"> <li>Know that good friends help me to feel good.</li> <li>Accurately describe my characteristics and personal qualities.</li> <li>Understand how pressure from the media and our friends can affect my body image.</li> <li>Know that people can develop eating problems relating to body image pressure.</li> <li>Know how to manage when I fall out with friends.</li> <li>Understand the importance of self respect.</li> <li>Understand what jealousy means.</li> </ul>
<b>Year 6</b>	
Autumn 1	<ul style="list-style-type: none"> <li>Understand that I can have dreams and goals for myself and others.</li> <li>Know that there are universal rights for children.</li> <li>Identify my goals for the year.</li> <li>Work out the steps I need to achieve my goals.</li> <li>Identify problems in the world that concern me.</li> <li>Identify ways I can make the world a better place.</li> <li>Work with others to make the world a better place.</li> </ul>
Autumn 2	<ul style="list-style-type: none"> <li>Understand that having a disability does not mean you cannot achieve amazing things.</li> <li>Understand there are different perceptions of normal.</li> <li>Understand how having a disability can affect someone's life.</li> <li>Understand how to support people with disabilities.</li> <li>Describe the life of a person who has a disability and has achieved amazing things.</li> <li>Explain ways in which difference can be a source of conflict.</li> </ul>
Spring 1	<ul style="list-style-type: none"> <li>Understand that true friends appreciate me for who I am.</li> <li>Understand some of the ways one person can have power over another.</li> <li>Recognise when people are trying to gain power or control.</li> <li>Understand what trolling is and how it can affect my mental health.</li> <li>Explain what cyber-bullying is and how it can affect my mental health.</li> <li>Understand that people are not always who they say they are online.</li> </ul>
Spring 2	<ul style="list-style-type: none"> <li>Recognise that families support each other during times of hardship.</li> <li>Know some of the feelings we can have when someone dies or leaves.</li> <li>Understand that there are different stages of grief.</li> <li>Know that all families support one another in times of hardship.</li> <li>Reflect on ways my family have supported one another.</li> </ul>
Summer 1	<ul style="list-style-type: none"> <li>Understand how enterprise works.</li> <li>Understand the links between jobs and money.</li> <li>Know how to plan a simple budget.</li> <li>Identify a good idea for a business.</li> <li>Work cooperatively to create a business.</li> </ul>
Summer 2	<ul style="list-style-type: none"> <li>To understand how to feel good about my body image.</li> <li>Have an awareness of how my body image affects my identity.</li> <li>Explain what affects my physical, mental, and emotional health.</li> <li>To recognise how images in the media can affect how people feel about themselves.</li> <li>To reflect on and celebrate my achievements, identify my strengths, areas for improvements, set high aspirations and goals.</li> </ul>

## Links to RSE Curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in authority. Know about the impact of bullying and how to get help.</p>	<p>Know how important friendships are in making us feel happy and secure, and how people choose and make friends. Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Know the importance of respecting others, even when they are very different from them.</p>	<p>Know how to recognise and talk about their emotions. Know that there is a normal range of emotions and scale of emotions that all humans experience. Know the importance of respecting others, even when they are very different from them (e.g. physically).</p>	<p>Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in authority. Know about different types of bullying (including cyberbullying), the impact of bullying, the responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. Know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p>	<p>Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in authority. Know how to recognise and talk about their emotions (in relation to money and aspirations).</p>	<p>Know the benefits of community participation, voluntary and service-based activity, on mental wellbeing and happiness. Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in authority. Know the conventions and courtesies of manners.</p>
Autumn 2	<p>Know how to recognise and talk about their emotions. Know the importance of respecting others, even when they are very different from them. Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical contact.</p>	<p>Know the benefits of community participation on mental wellbeing and happiness.</p>	<p>Know that families are important for all children growing up because they provide love, security and stability. Know the characteristics of family life: commitment to each other; protection and care for family members; the importance of spending time together and sharing each other's lives. Know that stable, happy relationships, which may be of different types, are at the heart of happy families and are important for children's security growing up. Understand that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Know how to recognise if family relationships are making them feel unhappy or</p>	<p>Know what a stereotype is, and how stereotypes can be unfair, negative or destructive. Know the importance of permission-seeking and giving in relationships with friends and peers. Know the characteristics of friendship, including mutual respect and support during difficult times. Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	<p>Know the importance of respecting others, even when they are very different from them (e.g. physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Know practical steps they can take in a range of contexts to improve or support respectful relationships. Know the conventions of courtesy and manners. Know what a stereotype is and how stereotypes can be unfair, destructive or negative. Know about different types of bullying (including cyberbullying), the impact of bullying, the responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>	<p>Know what a stereotype is, and how stereotypes can be unfair, negative or destructive. Know the importance of respecting others, even when they are very different from them (e.g. physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Know practical steps they can take in a range of contexts to improve or support respectful relationships.</p>

			unsafe, and how to seek help and advice if needed.			
Spring 1	<p>Know how to recognise and talk about their emotions.</p> <p>Know that there is a normal range of emotions and scale of emotions that all humans experience.</p>	<p>Know how to recognise and talk about their emotions.</p> <p>Know that there is a normal range of emotions and scale of emotions that all humans experience.</p> <p>Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p>Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>Know that the internet can also be a negative place where online bullying can take place, which can have a negative impact on mental health.</p> <p>Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online.</p> <p>Know about different types of bullying (including cyberbullying), the impact of bullying, the responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>	<p>Know that families are important for all children growing up because they provide love, security and stability.</p> <p>Know the characteristics of family life: commitment to each other (including in times of difficulty); protection and care for family members; the importance of spending time together and sharing each other's lives.</p> <p>Know that there is a normal range of emotions (e.g. happiness, sadness, anger, surprise, fear, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>Know how to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' emotions.</p>	<p>Know the facts about legal and illegal harmful substances, including tobacco, and the risks associated with them.</p> <p>Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p> <p>Know where and how to seek support (including recognising the triggers for seeking support) including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing.</p> <p>Know the characteristics of a poor diet and risks associated with unhealthy eating (e.g. obesity, tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p>Know the concepts of basic first aid, for example dealing with common injuries, including head injuries..</p>	<p>Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>Know about different types of bullying (including cyberbullying), the impact of bullying, the responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>Know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>Know that the internet can also be a negative place where online bullying can take place, which can have a negative impact on mental health.</p> <p>Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online.</p>
Spring 2	<p>Know that families are important for children growing up because they can give love, security and stability.</p> <p>Know that others' families sometimes look different from their family.</p> <p>Know how to recognise if family relationships are making them feel unhappy or unsafe.</p>	<p>Know that sometimes people behave differently online.</p> <p>Know that the same principals apply to online relationships as to face-to-face relationships.</p> <p>Know the rules and principles for keeping safe online.</p> <p>Know about different types of bullying, including cyberbullying.</p> <p>Know that the internet can be a negative place where bullying and harassment can take place.</p> <p>Know where and how to report concerns and get support with issues online.</p>	<p>Know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>Know that isolation and loneliness can affect children, and that it is very important for children to discuss their feelings with an adult and seek support.</p>	<p>Know the benefits of community participation, voluntary and service-based activity, on mental wellbeing and happiness.</p> <p>Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in authority.</p> <p>Know the conventions and courtesies of manners.</p> <p>Know practical steps they can take in a range of different contexts to support or improve respectful relationships.</p>	<p>Know that people sometimes behave differently online.</p> <p>Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>Know how to critically consider their online friendships and sources of information.</p> <p>Know how information and data is shared and used online.</p> <p>Know about the concept of privacy and the</p>	<p>Know that families are important for all children growing up because they provide love, security and stability.</p> <p>Know the characteristics of family life: commitment to each other (including in times of difficulty); protection and care for family members; the importance of spending time together and sharing each other's lives.</p> <p>Know that there is a normal range of emotions (e.g. happiness, sadness, anger, surprise, fear, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p>

					<p>implications of it for both adults and children. Know about the benefits of rationing time spent online, the risks of excessive time spent electronic devices, and the impact of positive and negative content online on their own and others' mental and physical wellbeing. Know how to consider the effect of their actions online on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. Know why social media, computer games and online gaming are age-restricted. Know how to be a discerning consumer of information online, including that information from search engines is ranked, selected and targeted.</p>	<p>Know how to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' emotions.</p>
<p>Summer 1</p>	<p>Know what constitutes a healthy diet. Know about personal health and germs including bacteria and viruses, how they are spread and treated, and the importance of handwashing. Know how to make a clear and efficient call to emergency services if necessary. To know where and how to report concerns and get support with issues online.</p>	<p>Know that others' families sometimes look different from their family, but that they should respect those differences. Know that other children's families are also characterised by love and care. Know practical steps they can take to improve or support respectful relationships. Know about the concept of privacy and the implications of it for both adults and children, including that it is not always right to keep secrets if they relate to being safe.</p>	<p>Know that mental wellbeing is a normal part of everyday life, in the same way as physical health. Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Know the benefits of physical exercise and time outdoors for mental wellbeing and happiness. Know that it is common to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. Know where and how to seek support (including recognising the triggers for seeking support) including whom in school they should speak to if they are worried about their own or</p>	<p>Know what constitutes a healthy diet (including understanding calories and other nutritional content). Know the principles of planning and preparing a range of healthy meals. Know the facts about legal and illegal harmful substances, including alcohol, and the risks associated with them. Know the importance of sufficient, good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn. Know some simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	<p>Know how to recognise and talk about their emotions (in relation to money and financial choices).</p>	<p>Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in authority. Know how to recognise and talk about their emotions (in relation to money and aspirations).</p>

			<p>someone else's mental wellbeing.</p> <p>Know the importance of building regular exercise into daily and weekly routines and how to achieve this.</p> <p>Know how to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.</p> <p>Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups with the dentist.</p> <p>Know the facts about legal and illegal harmful substances and the risks associated with them.</p>			
Summer 2	<p>Know that each person's body belongs to them, and the differences between appropriate and inappropriate contact.</p> <p>To know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' emotions.</p>	<p>Know that each person's body belongs to them, and the differences between appropriate and inappropriate contact.</p> <p>Know the importance of permission seeking and giving in relationships with friends, peers and adults.</p>	<p>Know how to recognise and talk about their emotions (in relation to money and savings).</p>	<p>To know what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected.</p> <p>To know and recognise conflicting emotions and when these might be experienced.</p> <p>To know and explain how feelings and emotions change over time.</p> <p>To identify positive actions to support mental wellbeing during difficult times, including identifying their personal support network.</p>	<p>Know the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>Know the importance of self-respect and how this links to their own happiness.</p> <p>Know the characteristics of friendship, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>Know how to recognise who to trust and not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>	<p>Have an awareness of how my body image affects my identity.</p> <p>Explain what affects my physical, mental, and emotional health.</p> <p>To recognise how images in the media can affect how people feel about themselves.</p> <p>To reflect on and celebrate my achievements, identify my strengths, areas for improvements, set high aspirations and goals.</p>