



PROGRESSION OF KNOWLEDGE AND SKILLS – CURRICULUM 2022

SUBJECT:	PSHE
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BIG IDEA	ASPECT	EYFS AOL: World and PSED	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
HUMANKIND	WELLBEING	<p>Some everyday items can cause harm if not used properly. It is important to listen to adults and follow rules to keep them safe. It is important to tell a trusted adult if they are hurt or feel safe, scared or worried.</p> <p>Consider and manage some risks without direct adult supervision and is able to follow routines and structure with increasing independence.</p>	<p>People’s bodies can be hurt in some everyday activities. It is important to follow safety procedures and have adult supervision where there may be dangers, such as crossing a road or near water. People can feel different things and their feelings can be hurt by others saying unkind things. It is important to talk to a trusted adult if hurting, either physically or emotionally.</p> <p>Recognise that people’s bodies and feelings can be hurt by the activities, events and people encountered in everyday life and online.</p>	<p>Some types of physical contact are acceptable and comfortable, such as holding a hand to cross a road or a cuddle from a parent or grandparent. Some types of physical contact are unacceptable and can make someone feel uncomfortable. If this happens, it is important to talk about it with a trusted adult.</p> <p>Identify which kinds if physical contact are acceptable and comfortable or unacceptable and how to respond to each.</p>	<p>People may experience positive and negative feelings and it is important to relate appropriately to others’ feelings.</p> <p>Relate appropriately to a wide range of positive and negative feelings in others.</p> <p>There are strategies for building positive relationships, including mutual respect, trust, truthfulness, loyalty, kindness, generosity, share interests and experiences, support with problems and difficulties.</p> <p>Recognise the importance of positive friendships on wellbeing.</p>	<p>Self-respect is having pride and confidence in oneself and behaving in a way that doesn’t damage this. It is important to say no to anything that feels uncomfortable or unsafe, including physical contact, and talk to a trusted adult for help.</p> <p>Identify which behaviours positively and negatively affect their physical, mental and emotional health, including the importance of self-respect and what kind of physical contact is acceptable.</p> <p>The internet has many benefits, including research, communication and sharing information. It is important to balance time online with other activities for mental wellbeing and there are strategies for managing time online.</p> <p>Demonstrate the positive and negative benefits of the internet and being online for mental wellbeing.</p>	<p>Taking care of our mental health is just as important as our physical health. Strategies include good quality sleep, physical exercise or time outdoors, being involved in community groups doing things for others clubs and activities, hobbies and spending time with family and friends.</p> <p>Recognise that mental health, just like, physical health, is part of daily life. Ad anyone can experience physical or mental ill health.</p> <p>Warning signs about mental health and wellbeing can include changes in behaviour, physical appearance, appetite or sleeping patterns. Difficulties with mental health can be resolved with help and support but it is important to discuss feelings with a trusted adult.</p> <p>Recognise that anyone can experience mental ill health.</p>	<p>Unwanted contact and some actions, such as female genital mutilation are forms of abuse and criminal offences. They can have lasting consequences on victims, who may require support from outside agencies, such as Childline and the FGM National Clinical Group.</p> <p>Recognise that people have a right to protect their body from inappropriate and unwanted contact and that some actions, such as female FGM constitute abuse and are crimes.</p>

	<p>UNACCEPTABLE BEHAVIOUR</p>	<p>Things that they do or say can upset and hurt others. It is unacceptable to hurt someone and, if they do, they need to find a way to make things better.</p> <p>Think about the perspectives of others and understand that their own actions can affect other people and begin to act to make amends.</p>	<p>Teasing is laughing at someone or saying unkind things about them. This can be either as a joke or deliberately to upset them. Bullying (including cyberbullying) is hurting or frightening someone over a period of time and perhaps forcing them to do something that they do not want to do. Teasing and bullying can have a lasting impact on a person's mental wellbeing and are unacceptable ways to behave.</p> <p>Recognise different types of teasing and bullying and that both types of behaviour are unacceptable.</p>	<p>Teasing and bullying are wrong and can have a lasting impact on mental wellbeing. Strategies can be taught to deal with teasing and bullying without resorting to violence, such as assertively asking the perpetrators to stop and walking away. If the problems cannot be solved, it is important to speak to a trusted adult.</p> <p>Recall strategies that can be used to resist teasing or bullying (including cyberbullying) and how to get help.</p>	<p>People may feel a mixture of emotions about an event or thing and find these opposite emotions hard to manage. For example, they may feel very worried and excited at the same time about trying something new. Finding the reasons behind these conflicting emotions, refraining from acting on impulse and seeking help from friends, family or professionals can help people to make good decisions.</p> <p>Recognise that people experience conflicting emotions that they might need to acknowledge, act on or overcome.</p>	<p>The effects of teasing and bullying can include anxiety, mistrust, anger, fear, loneliness, low self esteem and worry. These feelings can affect people for a long period of time even after the teasing and bullying have ended.</p> <p>Describe how teasing and bullying can lead to trust issues, low self esteem and self-worth, and that these feelings may persist over long periods of times.</p>	<p>There are different types of bullying and abuse. These include verbal, prejudice based, physical, sexual, racial, emotional and online. These are behaviours that are intended to hurt victims physically or emotionally. It is important to ask for help if bullying or abuse is experienced or witnessed. Help is available from teachers, trusted adults and agencies, such as the NSPCC and Childline.</p> <p>Discuss bullying and abuse in all their forms and ways to ask for help.</p>	<p>Discrimination is treating someone unfairly on the grounds of their gender, sexual orientation, race or age. Teasing is making fun of or provoking someone. Bullying is hurting or frightening someone over a period of time. Aggressive behaviour is acting in a violent, angry way towards someone. These actions can come in many forms, such as cyberbullying, prejudice-based language and trolling. People who carry out these acts often have low self esteem and self worth. Victims can suffer long term consequences, such as damage to their physical, mental and emotional health and reputation.</p> <p>Examine the nature and consequences of discrimination, teasing, bullying and aggressive</p>
	<p>STAYING SAFE</p>	<p>Private means something that doesn't need to be told or shown to anyone else.</p> <p>Know that there are things that they don't need to tell or show anyone else.</p>	<p>Private things are things that you don't have to tell anyone else. They may only be known to one person or a small group. A person may have private thoughts or opinions or a private place that they like to go. Everyone has the right to privacy, which should be respected by others. Parts of the body are also private.</p> <p>Identify that some aspects of life should be kept private.</p> <p>They do not have to do things that may make them unsafe or worried for themselves or others. There are people</p>	<p>There are rules for keeping physically and emotionally safe, including safety online, responsible use of ICT, difference between secrets and surprises, understanding not to keep adults' secrets, safety in the sun, road safety, cycle safety and safety in the environment (including rail, water and fire safety).</p> <p>Recall rules for keeping physically and emotionally safe.</p> <p>There are occasions when they should seek permission from another, as well as when</p>	<p>There are strategies that people can use to keep themselves and others physically and emotionally safe. These strategies include blocking online users, using pedestrian crossings correctly, taking medicines correctly, using household products safely and sharing worries with a trusted adult or organisation.</p> <p>Demonstrate strategies for keeping physically and emotionally safe, including road safety and safety in the environment.</p>	<p>Personal information includes a person's full name, password, address, phone number and photographs. It is important not to share these online as it can make it easier for someone to steal someone's identity. Knowing someone online is different from knowing someone face to face.</p> <p>Explain the importance of protecting personal information when online.</p> <p>The signs of an asthma attack are coughing and wheezing, difficulty breathing or speaking,</p>	<p>Responsible use of mobile phone includes keeping it safe and protected, using it sensibly by setting time limits, turning it off at night and protecting it with a passcode. Safe use involves not divulging personal information and appropriate distribution of images and messages.</p> <p>Discuss the responsible use of mobile phones and other mobile devices.</p> <p>When an accident has happened, it is important to alert an adult; children should only give first aid</p>	<p>A dare is a request from another person to carry out an act that feels uncomfortable, shameful or it against the law. Everyone has the right to refuse to carry out any act that can be harmful to physical, emotional and mental wellbeing.</p> <p>Recognise and manage dares.</p> <p>In an emergency situation when someone is hurt, unresponsive or has become ill it is important to make sure you and others are safe, find out how the injured person feels and what condition they are in,</p>

			<p>they can ask for help and should keep trying until they are heard.</p> <p>Recognise that there are basic techniques for resisting pressure from others.</p>	<p>others should ask for their permission, such as physical contact, using belongings and going to places.</p> <p>Identify situations when they should ask for permission and also when their permission should be sought.</p>	<p>First aid is the help and treatment given after an accident has happened. An allergy is a reaction the body has to a particular food or substance. An allergic reaction can occur from a bite or sting. Most allergic reactions can be controlled with antihistamines. Severe reactions can occur and need urgent treatment and the emergency services should be contacted by ringing 999 or 112.</p> <p>Explain what is meant by first aid. Discuss or role play first aid concepts, such as allergies, bites and stings.</p>	<p>blue lips and panic. The treatment for a mild asthma attack includes taking slow breaths and using an inhaler. The signs of a head injury are a wound or swelling on the head, headache, sickness, dizziness, drowsiness and loss of memory. The treatment for a mild head injury includes a cold compress to the injured area. In severe cases of an asthma attack or head injury, the emergency services should be contacted by ringing 999 or 112.</p> <p>Discuss or role play first aid concepts for head injuries and asthma attacks.</p>	<p>treatment if they cannot be hurt themselves and no adult is available to take charge of the situation. Severe bleeding can be a medical emergency, needing urgent treatment so 999 or 112 should be called. During an emergency call, it is important to speak clearly and not too fast, providing the location of the incident so the emergency services can attend as quickly as possible.</p> <p>Understand when they should give first aid, and then discuss or role play first aid concepts for incidents of bleeding, identifying when the emergency services might be required and what to say.</p>	<p>comfort and reassure the injured person and give necessary first aid and seek medical help if required. A 999 or 112 call involves telling the call handler which emergency service is needed, the address or location of the incident and phone number. Staying calm, speaking clearly and staying on the line, remembering that the call handler is there to help so there is no need to be afraid.</p> <p>Explain or role play concepts of basic first aid for a range of common injuries, including bites and stings, allergic reactions, asthma attacks, head injuries, bleeding and choking. Explain what to do in an emergency situation and the steps required to make an emergency call to 999 or 112.</p>
	HEALTHY LIFESTYLE	<p>Healthy lifestyle choices include eating fruit and vegetables, drinking water, limiting sugary snacks, regular exercise, a good sleep routine, sensible amounts of screen time and good hygiene.</p> <p>Talk about what constitutes a healthy lifestyle.</p> <p>Wearing sunscreen, a hat and sunglasses can protect the skin and eyes from sun damage.</p> <p>Talk about why it is important to stay safe in the sun.</p>	<p>A healthy lifestyle includes doing things to maintain both physical and mental health, such as a balanced diet, regular exercise, good bodily and oral hygiene, limiting screen time, recognising and talking about emotions and good quality rest and sleep.</p> <p>State what constitutes a healthy lifestyle.</p> <p>Wearing sunscreen, a sun hat and sunglasses can protect the skin and eyes from sun damage. Too much sun can cause sunburn and lead to skin damage and skin cancer.</p>	<p>A healthy lifestyle includes doing things to maintain both physical and mental health, These include eating a balanced diet, building regular exercise and physical activity into their routines, good bodily and oral hygiene, limiting screen time, recognising and talking about emotions and good quality rest and sleep. Inactive lifestyles can increase the risk of obesity and obesity-related illnesses.</p> <p>Explain how to maintain a healthy lifestyle and the risks associated with an inactive lifestyle.</p>	<p>Eating a balanced diet has many health benefits. Short term benefits include maintaining a healthy weight and having more energy. Long term benefits include living a longer life and reducing the risk of diseases and other health conditions, such as tooth decay, obesity, cancer, diabetes and cardiovascular disease.</p> <p>Take opportunities to make choices about food by planning healthy meals and eating nutritionally rich food. Understand the risks associated with not eating a healthy diet.</p>	<p>A balanced lifestyle involves regular exercise, a healthy diet, rest, good dental hygiene, fulfilling relationships and a variety of activities and experiences. These contribute towards having good physical and mental health. Recognising early signs of physical illness can include changes in appetite, weight loss or gain, tiredness or weakness, consistent pain or changes to mental health.</p> <p>Discuss the concept of a balanced, healthy lifestyle and the benefits</p>	<p>Lifestyle choices, such as what diet to eat, whether to take regular exercise, good quality sleep and what activities and pastimes to engage in, can have a positive, neutral or negative impact on physical and mental health. There can be short or long term effects on health. For example, smoking causes bad breath and stained fingers in the short term. Long term problems include lung cancer and heart disease.</p> <p>Explain how lifestyle choice can have a positive, neutral or negative impact on</p>	<p>There are a wide range of good habits that support a healthy lifestyle for physical and mental wellbeing. These include a healthy diet with nutritionally rich food, physical activity, good quality sleep, good bodily and oral hygiene, time spent outdoors (considering the risk if overexposure to the sun), hobbies and interests, spending time with friends and family and managing time spent online.</p> <p>Explain comprehensively all aspects of a well balanced, healthy lifestyle.</p>

			<p>Recognise the importance of staying safe in the sun.</p>	<p>It is important to care for our mouths and teeth. We can do this by visiting the dentist, brushing our teeth correctly and regularly eating food and drink that support dental health.</p> <p>Explain the importance of good dental hygiene.</p>	<p>Short sun exposure helps our bodies to produce vitamin D, which helps the body to build stronger, healthier bones. Over exposure causes skin damage, eye damage and health problems, such as heat stroke and skins cancer.</p> <p>Explain the benefits of sun exposure and the risks of overexposure.</p>	<p>of having good physical health.</p> <p>Regular exercise benefits both physical and mental health. Regular activity can include walking to the shops or cycling to school.</p> <p>Explain the benefits of an active lifestyle and recognise opportunities to embed regular exercise into their normal routines.</p>	<p>physical and mental health.</p> <p>Good quality sleep is important for a healthy and productive lifestyle. A regular bedtime routine can support good sleep and includes going to bed and getting up at the same time, clearing the mind of distractions, having no access to digital devices in bed, relaxation exercises and taking a warm bath. Lack of or poor quality sleep can impact on the body, feelings, behaviour and the ability to learn.</p> <p>Understand the importance of how sleep contributes to a healthy lifestyle.</p>	<p>Medicines (legal drugs), vaccinations and immunisations, when used responsibly, contribute to health. For example, some diseases can be controlled through vaccination (seasonal flu vaccine), and others can be controlled through medication, such as antihistamines for allergic reactions.</p> <p>Describe the use of medicines, vaccinations and immunisation for supporting good health.</p>
	PERSONAL HYGIENE	<p>Brushing teeth twice daily and avoiding sugary drinks and snacks help keeps teeth healthy.</p> <p>Look after basic hygiene and personal needs and talks about the importance of good oral health.</p>	<p>Personal hygiene is important to prevent germs from getting into the body and causing illness. Washing hands before eating and after going to the toilet is important in preventing the spread of germs. Good dental hygiene means brushing teeth twice a day using fluoride toothpaste, visiting the dentist regularly and limiting sugary drinks and snacks.</p> <p>Recognise the importance of personal hygiene and how to maintain it.</p>	<p>Many diseases, such as colds and flu, are caused by germs spreading from one person to another. Germs can spread to other people via surfaces, such as door handles and tabletops. To prevent this spread, it is important that hands are always washed before eating and after going to the toilet. Some diseases can be controlled by medicines, including vaccinations and immunisations.</p> <p>Demonstrate how some diseases are spread and can be controlled.</p>	<p>Simple routines can contribute to good personal hygiene and reduce the spread of bacteria and viruses. These routines include regularly washing hands, covering your mouth and nose when you sneeze or cough and bathing or showering regularly.</p> <p>Recognise that simple hygiene routines can reduce the spread of bacteria and viruses.</p>	<p>Personal hygiene involves keeping yourself clean and preserving health. This can include showering or bathing regularly, using deodorant, flossing and brushing teeth twice a day and changing clothes regularly. Neglecting personal hygiene can result in poor dental hygiene, unpleasant body odour and the spread of diseases.</p> <p>Discuss how individuals can become responsible for their personal hygiene and the consequences of neglecting personal hygiene.</p>	<p>Puberty is the time when a person develops from a child to an adult because of changes in their body that make them able to have children. During puberty, skin can become oily, facial hair and pubic hair start to grow and sweating and body odour can increase. It is especially important to keep good personal hygiene during puberty. There are places to get more information, help and advice about growing up and changing.</p> <p>Understand the increased importance of personal hygiene during puberty.</p>	<p>Bacteria, viruses and fungi are types of microorganism (living things that are so small they can only be seen using a microscope). They can be helpful or harmful. Simple hygiene routines can limit the spread of microorganisms, such as hand washing and sneezing into a tissue before disposal. Some vaccines and medicines can manage microorganism infections.</p> <p>Understand that bacteria viruses and fungi are types of microorganism that are found everywhere and can affect health in positive and negative ways.</p>
	SETTING GOALS	Everybody is an individual and has things	Strengths are things that we are good at, such as	Everyone has different strengths. However, it is	Each person has strengths, skills and	Aspirations are things that an individual hopes	People can work collaboratively by	Facing new challenges is a positive choice and

		<p>that they can do well and things that they need to get better at.</p> <p>Talk about what they are good at and what they want to get better at and show resilience and perseverance in the face of challenge.</p>	<p>football, art or dancing. Goals are things that we are aiming to achieve, such as joining a football team, learning a new painting technique or performing in a show.</p> <p>Identify strengths and set simple but challenging goals.</p>	<p>important to learn from experiences to develop new strengths and strategies.</p> <p>Recognise that people have different strengths, but can also reflect upon and learn from their experiences.</p>	<p>qualities. A goal is an aim or a purpose that can be worked towards. An achievement is something that has been completed or gained through planning, hard work and challenges, which creates a sense of satisfaction.</p> <p>Recognise their individuality, personal qualities and strengths, skills, achievements, interests and identify personal goals.</p>	<p>to achieve. These can involve education, jobs, personality, hobbies or lifestyle. For example, a person may aspire to become more confident or eat a healthier diet.</p> <p>Outline aspirations and ways to achieve them, including how to manage setbacks.</p>	<p>modelling respectful behaviour; listening carefully to each other, sharing ideas and expertise, compromising, completing their roles effectively and making joint decisions.</p> <p>Demonstrate how people can work collaboratively to achieve shared goals.</p>	<p>can help individuals to achieve a goal or an aspiration. New challenges might include overcoming a fear of heights, spending time away from family members, asking for further help or taking part in a new activity.</p> <p>Understand the importance of facing new challenges to achieve a goal or an aspiration and how to manage setbacks. And reframe unhelpful thinking.</p>
PROCESSES	ENVIRONMENT	<p>Litter has a harmful effect on the areas where we live, work and play.</p> <p>Describe how they can look after their environment.</p>	<p>The local environment can be improved by the people that look after it. This might include picking up litter, planting wildflowers and trees to encourage wildlife and walking rather than travelling by car. The local area can be harmed by air pollution from car emissions and smoke, litter, graffiti and dog fouling.</p> <p>Recognise how people have a responsibility to care for their local, natural and built environments.</p>	<p>It is important to care for living things and the local, natural and built environment. Some strategies that can be used to care for the environment include recycling, avoiding using disposable products, growing fruit and vegetables, reusing materials, walking or cycling instead of travelling by car, turning off lights when they are not needed and conserving water.</p> <p>Demonstrate the strategies and skills needed to care for living things and their local, natural and built environments, including conserving energy.</p>	<p>There are many factors that can affect people's access to resources (wealth, age, disabilities, education, ethnicity, gender and geographic location). There are services available to help people that struggle to access resources. For example, WaterAid provides clean water to poor communities and the British Red Cross provides healthcare services to those in need.</p> <p>Explain why people in different countries do not have access to the same resources, and how people with few resources are helped.</p>	<p>Resources, such as clean water, food, housing and medical services, can be interrupted due to wars or natural disasters. Lack of access to these resources can cause starvation, the spread of disease, poverty and homelessness.</p> <p>Describe how interrupted access to resources can affect individuals or communities.</p>	<p>There is an uneven allocation and distribution of resources across the world. Trade agreements can help with resource allocation but do not always benefit all countries.</p> <p>Recognise that resources can be allocated in different ways and that this can affect individuals and communities.</p>	<p>Globalisation is the increase of trade around the world. There are some advantages, such as increased employment and fair trade. For example, the Fairtrade Foundation works to give farmers a fair price for products, giving opportunities to improve living standards, gain a stronger position in the global market and invest in local communities. There are also some disadvantages of globalisation, such as pollution and the loss of indigenous peoples' culture and land.</p> <p>Debate the advantages and disadvantages of globalisation.</p>
CREATIVITY	VOCABULARY	<p>Some feelings make them feel good and some not so good. It is important to be able to indicate feelings.</p> <p>Select vocabulary and pictures to express their feelings and consider the feelings of others.</p>	<p>Good feelings can be described as happy, glad, joyful, loved, cheerful and content. Not so good feelings may be sad, upset, miserable, scared, frightened, worried, tired and angry. It is important to be able to express feelings to</p>	<p>Having different feelings is a normal part of life and people react to their feelings in different ways. There are many strategies for managing feelings, such as resting, spending time with family or friends, taking a deep breath, moving away from the situation</p>	<p>A habit is something helpful or harmful that a person does regularly. Habits can be difficult to break because they may have advantages, rewards or enjoyable consequences. For example, exercising regularly is helpful and becomes a habit</p>	<p>A risk is the possibility that something bad or unpleasant might happen. A danger is the possibility that something or someone might be harmed. A hazard is something that is dangerous and likely to cause damage.</p>	<p>Interest is added to an amount of money that has been borrowed. A loan is money that has been borrowed and must be paid back. A debt is a sum of money that is owed to someone else. Tax is a direct payment to the government, usually</p>	<p>The sex of a person is whether they are male or female based in their reproductive system. Gender identity is a personal sense of gender, irrespective of the biological sex of the person. Sexual orientation refers to the gender to which a</p>

			<p>others, understand that feelings are normal and work out strategies for managing them.</p> <p>Select vocabulary to describe feelings.</p>	<p>and calming down before trying to discuss the cause of feeling angry.</p> <p>Discuss good and not so good feelings and develop simple strategies for managing feelings.</p>	<p>because people enjoy the health benefits. Smoking is a harmful habit that is addictive because cigarettes contain nicotine.</p> <p>Explain the term 'habit' and recognise why habits are hard to change.</p>	<p>Describe the difference between the terms 'risk', 'danger' and 'hazard'.</p>	<p>taken out of a monthly salary.</p> <p>Recognise the difference between the concepts of 'interest', 'loan', 'debt' and 'tax'.</p>	<p>person is attracted. It includes being heterosexual (attracted to people of the same gender) or bisexual (attracted to people of both genders).</p> <p>Recognise the difference between and the terms associated with biological sex, gender identity and sexual orientation.</p>
	SPEAKING AND LISTENING	<p>It is important to share resources and take turns in order to get on with others.</p> <p>Play cooperatively with others and take turns.</p>	<p>It is important to get along with other people. Listening to other people's points of view and compromising are essential skills in working and playing cooperatively.</p> <p>Listen to other people and play and work cooperatively.</p>	<p>People have different opinions, feelings and views. It is important to be able to express these views, as well as being respectful of others, to have successful relationships.</p> <p>Demonstrate that they can share opinions and feelings and explain views through discussions with one other person and the whole class.</p>	<p>Using specific vocabulary (slightly frustrated, completely let down or very isolated) can describe the range and intensity of feelings of others.</p> <p>Extend their vocabulary to explain the range and intensity of their feelings to others.</p>	<p>People's thought feelings and responses to a circumstance or event may be different. It is sometimes important to challenge others' points of view in a calm, fair, well-mannered and constructive way.</p> <p>Listen and interpret other people's feelings and opinions and try to understand, respect and constructively challenge others' points of view.</p>	<p>Disputes and conflicts are disagreements between people with opposing views. Strategies to resolve disputes can include identifying the problem, choosing and implementing a course of action and evaluating the outcome.</p> <p>Choose appropriate strategies to resolve disputes and conflict.</p>	<p>Constructive feedback is supportive guidance that is given to help people strengthen their areas for development. Strategies for providing constructive feedback include giving a 'feedback sandwich' (positive comment, area for improvement and positive comment), using the passive voice and giving specific areas for improvement,</p> <p>Explain the benefits of giving and receiving constructive feedback and support.</p>
INVESTIGATION	ISSUES EVIDENCE AND IDEAS	<p>Know who to ask for help when they need it</p> <p>Identify and moderate their feelings socially and emotionally and ask for help when they need it.</p>	<p>People can be unkind sometimes. It is important not to be unkind in return. Try to keep calm and consider other people's points of view. Respond by discussing the problems and seek help from an adult if unable to solve them.</p> <p>Identify times when people are unkind and understand how to respond, including online.</p>	<p>Rules are needed to help people live and work together safely and effectively. They involve how people should behave, treat other people, treat other people's possessions and keep themselves and their environment safe and clean.</p> <p>Construct and follow group, class and school rules and understand how these rules help individual pupils and the school community.</p>	<p>There are many ways to resolve differences with others. These include looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>Demonstrate ways to resolve differences.</p>	<p>Interdependence means depending on each other. Members of the school community need to listen and respond to each other constructively and positively, treating each other with kindness and respect.</p> <p>Discuss the interdependence of members of the school community.</p>	<p>A debate is a serious discussion of a subject in which many people take part. In a debate, facts and opinions are used to support a viewpoint. Topical issues might include global warming or whether a school uniform should be worn.</p> <p>Debate topical issues, problems and events that are of concern to them as individual and to society.</p>	<p>A stereotype is a prejudged belief about a particular person or group of people that is made without knowing them. Forming stereotypes of people can be hurtful and may lead to bullying and hate crimes.</p> <p>Recognise and challenge stereotypes.</p>

	MEDIA	<p>Talk about how digital technology is used in the home and at school.</p>	<p>Media is any way of getting news. It can include newspaper, the internet, magazines, television or radio. The internet and digital devices can be used safely to find things out and to communicate with others.</p> <p>Identify different types of media and how it is used in everyday life.</p>	<p>The media can influence how people feel and behave. For example, a news report about the effects of littering might encourage people to put litter in the bin or recycle. Not all information seen in the media is true and sometimes people may not be who they appear to be.</p> <p>Recognise that the media can influence personal views, feelings and behaviour.</p>	<p>Adverts attempt to make people buy products by influencing their views, feelings and behaviour. Words, images, music, design, slogans and promises are devices that are used to influence people.</p> <p>Discuss how advertising can influence personal views, feelings and behaviour, including those about unhealthy foods, drugs, smoking, vaping and alcohol.</p>	<p>Images the media can be manipulated and selected to give a false reality, such as having smoother skin or a different body shape. This can affect how some people feel about themselves and they may aspire to look that way in real life.</p> <p>Explain how images in the media and online do not always reflect reality and can affect how people feel about themselves.</p>	<p>The media can inform the public about important issues but may present an unbalanced view or give mixed messages. This can influence people's views, feelings and behaviour.</p> <p>Critique how media presents information, including mixed messages about drugs, alcohol and smoking and vaping.</p>	<p>Information presented in social media may be untrue, exaggerated or written to create a response. For example, 'flaming' is writing deliberately offensive comments to provoke reactions in others. It is used by some people on social media to create arguments and controversy.</p> <p>Explain how information contained in social media can misrepresent or mislead and how information can be targeted at specific individuals based on previous search history.</p>
MATERIALS	CONSUMERS	<p>Understand that they must wait for their turn to use equipment or take part in activities.</p> <p>Some household products need to be kept out of reach or only used by adults, as they can be harmful if not used properly.</p> <p>Understand that some household products, including medicines, are not to be played with, as they can be harmful when not used properly.</p>	<p>A need is something that is needed for survival, such as access to food and water. A want is something that people desire to have, that they may, or may not, be able to obtain.</p> <p>Recognise the difference between needs and wants.</p> <p>Some everyday products in our homes can be harmful if not used properly. These include: medicines; cleaning products, such as bleach and washing powder and pesticides. It is important not to touch these products and only use them under adult supervision when necessary.</p> <p>Recognise that household products, including medicines can be harmful if not used properly.</p>	<p>Money plays an important role in people's lives. People earn money by having a job and spend money on housing, food and entertainment. Many people have a bank account where their money is kept safe.</p> <p>Describe the role that money plays in people's lives, including sources of money, how to keep money safe, choices about spending or saving money and what influences those choices.</p> <p>People sometimes put substances onto or into their bodies. They can make the person feel good or not so good. Sometimes these substances are harmful.</p> <p>Identify that there are harmful substances that people can put into their body or on their skin.</p>	<p>Enterprise education is giving children the opportunity to practise using the skills and qualities that are needed when running a business. These skills and qualities include creativity, decision making, initiative, risk management, problem solving, positive attitude, independence, communication and cooperation.</p> <p>Demonstrate the skills needed to succeed in enterprise education.</p>	<p>People have access to different amounts of money depending on their age, employment and family circumstances. Money is important as it pays for housing, food, clothing and entertainment. People's spending decisions can affect others and the environment.</p> <p>Examine the role that money plays in the lives of children and adults today.</p>	<p>Managing money involves budgeting so that there is enough money to buy essentials, spending wisely and avoiding debt. A critical consumer researches goods, ensures that the price is fair, reads reviews and questions claims made in advertising.</p> <p>Explain how to manage money and the importance of being a critical consumer.</p>	<p>Some substances and drugs are legal to possess and use (tobacco and alcohol) and others are illegal to possess and use. Some people choose to use drugs, while others do not. There are organisations that can support people concerning alcohol, tobacco, nicotine and other drugs.</p> <p>Identify which commonly available substances, legal drugs (alcohol, tobacco, e-cigarettes and energy drinks) and illegal drugs can risk their immediate and future health and safety.</p> <p>Gambling is taking part in a game which you risk your own money in order to win more money or a prize, Gambling includes scratch cards and horse racing. Gambling can develop into an</p>

								<p>unhealthy obsession and can have serious consequences on people's health, wellbeing, emotions and future aspirations. There is support available for people struggling with gambling problems.</p> <p>Identify the risks of online gaming and gambling, the different ways that money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.</p>
NATURE	RIGHTS OF OTHERS	<p>People are entitled to food, water, a place to live and to feel safe.</p> <p>Be aware that people and other living things are entitled to the things that they need to survive and feel safe.</p>	<p>Rights are things to which all people are entitled. These include the right to life, food, water, housing, protection and sharing our opinions. We are all responsible for protecting these rights.</p> <p>Recognise that people and other living things have rights.</p>	<p>People's behaviour can affect others in both positive and negative ways and can also affect people's rights. It is important to always consider the effect of behaviour on others. For example, shouting out in class prevents others from learning.</p> <p>Recognise that a person's behaviour, both positive and negative, can directly affect the rights of others.</p>	<p>Human rights are entitlements that belong to everybody. They include the right to have and express an opinion, to an education, to a private and family life, to vote and not to be mistreated or wrongly punished.</p> <p>Identify and discuss the implications of human rights and understand that they belong to everybody.</p>	<p>Human rights can be breached in a variety of ways, such as unfair treatment and the inability to express an opinion or vote. This can have a negative effect on people's everyday lives and their physical, emotional and mental health.</p> <p>Discuss the consequences of breaching human rights.</p>	<p>Absolute human rights can never be interfered with, such as the right not to be hurt or tortured. Limited human rights come with exceptions, such as the right to liberty, which can be lawfully restricted. Qualified human rights can be interfered with by a government under special circumstances and when it is necessary for a democratic society, such as the right to peaceful assembly can be overridden when necessary to calm a riot.</p> <p>Recognise that human rights can be 'absolute', 'limited' or 'qualified' in certain circumstances.</p>	<p>Human rights were set out in 1948 by the member countries of the United Nations to ensure that the atrocities of the Holocaust never happened again. The Human Rights Act 1998 was passed by parliament to put the European Convention on Human Rights into British law.</p> <p>Explain where human rights came from and that there are laws to protect human rights in the UK.</p>
PLACE AND SPACE	DIVERSITY	<p>Everyone is different and special. There might be things that make them similar to or different from others, including their appearance or things that they like to do.</p> <p>See themselves as a valuable individual and</p>	<p>Unique means being the only one existing of its type. Every person in the world is unique as there is only one of them. There are some things that many people have, such as two legs, two arms, two eyes, a nose and a mouth. There are also many</p>	<p>People have many similarities and differences. These can include family background, school, appearance, community, religious beliefs, culture and life experiences. All people, including themselves should be treated with</p>	<p>An identity is who a person is or their qualities. National identity means belonging to a nation or country, such as being English or Indian. A regional identity means belonging to a part of a country. A religious identity means</p>	<p>Prejudice is a preconceived opinion that is not based on reason or actual experience. A stereotype is an oversimplified image or idea of a particular type of person or thing.</p>	<p>Stereotypes and prejudices can be challenged peacefully and constructively. Stereotyping can be spoken or implied, for example, using 'All...' or 'Every...'</p>	<p>Negative impacts of stereotyping and prejudice can lead to personal and social damage.</p> <p>Explain and offer a considered viewpoint on the negative impacts of prejudice and stereotyping on</p>

		<p>describe themselves in positive terms, talking about their abilities and interests.</p> <p>Talk about the different occupations that familiar adults and members of their community have.</p>	<p>differences between people, such as appearance, thoughts, feelings, family and friends. It is these things that make us unique.</p> <p>Recognise that each person is unique and that there never has been and never will be another 'them'.</p> <p>There are many different jobs that people can do within the community and the wider world.</p> <p>Recognise that they are many different jobs that people can do.</p>	<p>kindness, compassion, courtesy, manners and respect, regardless of difference.</p> <p>Identify the similarities and difference between people and give some examples of the ways in which people can be similar or different.</p>	<p>belonging to a religion, such as Buddhism or Islam, An ethnic identity is sense of belonging based on a person's cultural heritage, traditions, language and ancestry, such as indigenous peoples (people who were the original settlers of a place).</p> <p>Describe and reflect upon some of the similarities and difference between the social, religious or cultural aspects of different communities.</p> <p>Different family structures include single parents, same-sex parents, step-parents, blended families, foster parents and adopted parents. A positive family life has caring relationships.</p> <p>Recognise that families can look different from their own but all families should care for one another.</p> <p>There are many different types of job, which each require different skill sets. Often people have more than one career or job in a lifetime. Some jobs are paid more than others.</p> <p>Describe a broad range of different jobs or careers that people can have and the skills needed for a range of different roles.</p>	<p>Explain and understand the meaning of the terms 'prejudice' and 'stereotype' and begin to recognise the negative consequences of both.</p> <p>Marriage is a commitment freely entered into by two people. Each person makes promises that are legally binding. A civil partnership is a legal relationship between two people that gives them the same rights as people who are married. It is also important to remember that people can have committed relationships without going through a legal marriage or civil partnership ceremony.</p> <p>Recognise that civil partnerships and marriages are examples of a public demonstration of the commitment made between two people who love and care for each other, want to spend their lives together and who are of the legal age to make that commitment. People can have committed relationships without going through a legal marriage or civil partnership ceremony and may also live apart.</p> <p>Routes into careers and jobs include college, university and apprenticeships. Stereotypical assumptions based around gender, race, culture and economics,</p>	<p>Challenge their own and others' stereotyping or prejudiced viewpoints.</p> <p>Nobody should marry if they are not making the decision freely or if they do not want to marry. Forcing anyone to marry is a crime. Support is available from charities and helplines.</p> <p>Recognise that forcing anyone to marry is a crime and that support is available to prevent forced marriage.</p> <p>Some jobs are paid more than others. Money is a factor that can influence a person's job or career choice. Some people choose to work in the voluntary sector and receive no pay for their work.</p> <p>Describe a range of different jobs and recognise that some jobs are paid more than others.</p>	<p>communities and individuals.</p> <p>Different family structures include single sex parents, same-sex parents, step-parents, blended families, foster parents and adopted parents. Families of all types can give family members love, security, stability and commitment.</p> <p>Recognise and respect that there are different types of family structure and that regardless of structure, a healthy family life has common characteristics.</p> <p>Many factors influence people's decisions about a job or career, such as personal interests and family connections to certain trades or businesses, strengths and qualities. Stereotypes should not prevent aspiration to certain jobs. Often people have more than one career or job in a lifetime.</p> <p>Identify what kind of job or career they might like to do in the future and how they might achieve this goal, including skill development.</p>
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						for example, may deter people from pursuing a particular route. Recognise that there are different routes into careers and jobs, and that some stereotypical assumptions can deter people from pursuing certain routes and jobs.		
	PLACE IN THE WORLD	Show an awareness of the similarities and difference between people in different communities and groups from around the world.	Contributing to the life of the class and school could include joining a club or school team, taking part in a concert or play, volunteering as a playtime buddy or classroom helper and following the class and school rules. Describe how they can contribute to the life of the class and school.	Children belong to several different communities, including class, school, family, sports teams and faith groups. Recognise that they belong to different groups and communities.	A person has responsibilities (jobs or duties) and rights (entitlement that everyone has) at home, at school, in the community and towards the environment. For example, at school, children have a responsibility to follow the school's rules and a right to be treated fairly by the teachers and other children. Recognise that they have different rights and responsibilities at home, at school, in the community and towards the environment, and develop skills to exercise these responsibilities.	Most activities have some element of risk. It is important to success the risks involved and manage them appropriately. For example, this may include wearing a cycling helmet and high visibility jacket when cycling. Predict and assess risks in different situations and decide how to manage risk.		It is a shared responsibility to protect all living things and the environment. People's everyday choices and spending decisions can affect others and the environment, for example, buying fair trade products or single-use plastics and shopping in charity shops. Explain the importance of having compassion and a shared responsibility towards others, all living things and in protecting the environment.
COMPARISON	COMPARE AND CONTRAST		A surprise is something unexpected. This might be a nice surprise, like a birthday party or a present, or not a nice surprise like falling over in the playground. A secret is something private to the individual. However, if the secret makes them feel sad or scared, they should share it with a trusted adult. Identify the differences between surprises and secrets and recognise that some secrets shouldn't be kept.	Some things are unfair, unkind or wrong. It is important to recognise these situations and know how to act in a compassionate way. Recognise what is fair and unfair, kind and unkind, right or wrong.	Some information must be kept confidential or secret. For example, it is important not to share personal information online. Some secrets need to be shared with a trusted adult if they make the person feel uncomfortable, anxious or afraid. For example, children should tell a trusted adult if they are being bullied. Discuss the concept of keeping something confidential or secret, when a secret should be kept and when it is right	Some of the factors that result in similarities and difference between people include family background, culture, ethnicity, race, religious belief, age, sex, gender and disability. Recognise that similarities between people arise from several factors.	Every person is unique, which means that there is only one of them. This is because each individual has their own culture, ethnicity, set of experiences, values, beliefs, qualities, skills and talents. Describe how our differences make us unique and identify personal qualities, strengths, skills, achievements and individuality.	Diverse means showing a great deal of variety. Communities are made up of a diverse range of people that bring their own cultural influences, interests, celebrations and skills. Recognise how a place is enriched by the diversity of the people that live there.

					to break a confidence or share a secret.			
SIGNIFICANCE	SIGNIFICANT PEOPLE	<p>Special people include anyone important in a person's life. It could be parents, grandparents, brothers, sisters, friends or teachers.</p> <p>Build constructive and respectful relationships and talk about the special people in their lives and why they are important.</p>	<p>Special people include anyone important in a person's life. It could be parents, grandparents, brothers, sisters, friends or teachers. People can be special for providing love, security and stability and have a special place in someone's life for many different reasons. All people should be treated with love and respect, including love and respect for themselves.</p> <p>Identify special people, what makes them special and how they should be treated.</p>		<p>There are many types of relationship. An acquaintance is someone that a person has met but does not know well. A friend is a person that someone knows well and likes but is not usually part of the family. A family is a group of people who are related to each other, such as a mother, grandfather and child.</p> <p>Define different types of relationship.</p>	<p>A positive healthy relationship is one that is honest, inclusive, equal, supportive, caring and respectful of privacy and boundaries. Healthy relationships should not make people feel lonely or excluded.</p> <p>Demonstrate what constitutes a positive, healthy relationship.</p>	<p>Personal boundaries may relate to the physical contact, intellectual, emotional, social or spiritual aspects of life. Each person can set and keep these boundaries and permission should be sought in different situations. There are places to report concerns if worried about their own or someone else's personal safety, including online.</p> <p>Recognise that all people have personal boundaries and the right to privacy.</p>	<p>The amount and type of information shared can be different depending on the relationship that individuals have with each other. There are strict rules regarding the sharing of personal information, including images. Everyone has the right to privacy and permission should be sought in different situations.</p> <p>Identify what individuals are willing to share with people, including friends, family, classmates and others. Understand the importance of permission seeking in different situations.</p>
	RELATIONSHIPS	<p>Trusted adults include parents, carers, friends, family and other people who help us.</p> <p>Name and describe the trusted adults in their lives.</p>	<p>Trusted adults look after children and keep them safe. To help them to do this, it is important for children to listen to advice and do as they are told. Children also need to tell trusted adults if they feel worried or scared about anything so that help can be given.</p> <p>Identify ways that they can help the people who look after them, including family and school staff, to protect them more easily.</p> <p>You can make friends in different ways, such as at school, at home, online or on holiday. The characteristics of a good friendship include being kind, sharing, being a good listener, mutual respect, truthfulness, loyalty,</p>	<p>In different situations, it is important to know the appropriate response. For example, following online and road safety rules, listening to a trusted adult and knowing who to call in an emergency. Secrets do not need to be kept, even if they have promised.</p> <p>Recognise that they share responsibility for keeping themselves and others safe.</p> <p>There are ways of resolving arguments between friends positively, for example, taking time apart to calm down, talking about feelings, accepting that others have different opinions and making compromises. they can also ask for help from</p>	<p>Children can help trusted people (family members, teachers and others in a caring role) to keep them healthy and safe by asking for help, sharing worries, resisting pressure, avoiding unnecessary risks and taking responsibility for their behaviour.</p> <p>Demonstrate how they can help the people who are responsible for them to keep them healthy and safe.</p> <p>Friendships can change over time as people grow up and their interests and opinions change. It can be beneficial to have different types of friends.</p>	<p>A relationship can be unhealthy if it makes an individual feel anxious, excluded, lonely, confused, uncertain or unsafe. Support is available from a variety of sources, including parents, trusted relatives, teachers and agencies, such as NSPCC and Childline.</p> <p>Recognise ways in which a relationship can be unhealthy and who they should talk to if they need support.</p>	<p>Some images are not appropriate to request or share. There are rules surrounding the distribution of images. If a request makes them feel uncomfortable or concerned, they should seek help from a trusted adult.</p> <p>Recognise ways to manage requests for personal images or images of others.</p>	<p>Pressure to behave in unacceptable, unhealthy or risky ways can come g=from various sources, such as friends, family and social media. There are strategies to resist pressure, such as saying no, keeping eye contact, using mobile phones responsibly and walking away.</p> <p>Explain where the pressure to behave in unacceptable, unhealthy or risky ways can come from and how to withstand that pressure.</p> <p>Friendships can change over time as people grow up and their interest and opinions change. If a friendship is no longer positive, inclusive and healthy, help can be sought, strategies can be used to resolve the problems</p>

			trustworthiness, shared interests, respecting boundaries, caring and making someone feel better when they are feeling sad, isolated, lonely or have a problem or difficulty. Recognise the importance of friendship and that there are different ways of making friends.	others if the friendship is making them unhappy. Identify different strategies to resolve arguments between friends.	Recognise that friendships can change over time.			or new friends can be made. Recognise that friendships can change over time as we grow up and move up.
CHANGE	LIFE CHANGES	Change happens to everyone. Changes happen in families and environments. Recognise and begin to talk about how their lives have changed as they have grown.	Change is a natural part of life. Changes include: bodily changes; school changes, such as moving class or family changes, such as moving house or a new baby arriving. People suffer losses, such as friends leaving, toys going missing and pets dying. Recognise that time moves forward, and changes happen over time, including physical and emotional changes.	Loss can result in some negative emotions, including anger, sorrow and guilt. Change can cause mixed emotions, such as excitement, anticipation, anxiety and fear. It is important to recognise that these are normal feelings and talking with friends and family can help. Describe the effects of loss and change.	Life changes are inevitable, can be positive or negative or can impact on mental and physical health. They can teach us resilience and strategies for dealing with change, including talking about feelings. Describe strategies for managing life changes, such as moving classes, schools, key stages, homes and how growing up provides life experiences from which we can learn.	Separation is an arrangement when two married people stop living together as a couple. Divorce is an official, legal process that ends a marriage. These can create a variety of life changes, including loss of family life, change of home, exposure to negative emotions in others and feeling of sadness or anger. Recognise that separation or divorce can create a variety of life changes that can affect mental and emotional health.	It is normal that the death of a close family member or friend can affect all aspects of life. Grief is an emotion of great sadness. It can be long lasting but can ease with time and support Outline how death of a person can affect all aspects of life and create acute feelings of grief.	Transition to secondary school can create positive and negative feelings that can be managed using different strategies. These include: finding out information about transition; visiting the school; building up self esteem and resilience and talking to friends, family and teachers. Analyse and develop strategies to manage feelings during transition to secondary school.
	PHYSICAL DEVELOPMENT	People change as they grow and have changed since they were babies, both in their appearance and what they are able to do. Recognise and discuss how they have changed from when they were babies.	People grow from being babies to toddlers, then children to adolescents, adults and elderly people. As people grow older, they have more responsibilities such as having a job, buying a house, looking after children and elderly parents. Identify the stages that people go through as they grow older and recognise that their responsibilities, needs and lifestyles change over time.	The human body is made up of many different parts. Some of these are the same in boys and girls: head, ears, eyes, nose, mouth, neck, shoulders, arms, hands, chest, tummy, legs, ankles and feet. Some of these are different in boys and girls: boys have testicles and a penis and girls have a vagina. Recognise the names for the main parts of the body (including external genitalia) and the body similarities and	All people have similarities and difference in their physical appearance. Differences may be related to age, biological sex, gender, disability, culture or race. Explore physical differences between people.	Independence means the ability to live your life without being helped or influenced by other people. Responsibility means that something is your job or duty. Independence and responsibility include decision making, resisting peer pressure, keeping focused and keeping safe. Recognise that growing up brings increasing independence and responsibility.	The physical change associated with puberty include growth, spots, pubic hair growth, facial hair growth in boys and menstruation in girls. The emotional changes associated with puberty include mood swings and extreme emotional reactions. Describe the physical and emotional changes associated with puberty.	A fertilised egg is fertilised by a male sperm cell and the fertilised egg then divides many times and forms into a baby over nine months. There are methods available for preventing pregnancy. Describe the changes that happen during reproduction and pregnancy.

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