



Be the best you can be!

Knowledge Progression in the National Curriculum

PSHE Skills Progression

Key Stage 1		Key Stage 2			
<p>Recover, Repair, Rebuild material to support transition back into school is provided and used at teacher's discretion: Lessons regarding Managing Challenges, Transitions, Dealing with Disappointment, Friendships, Keeping Healthy, Worried and Anxieties, Hope, Social Distancing, Appreciation, Community, Empathy, Mental Health and Well-Being, and Resilience. Alongside Black History material, Mental Health Awareness and Anti – Bullying materials will be at the forefront of diversifying the curriculum throughout the year by focusing pupils attention on speaking up for the right cause and accepting and celebrating our diverse differences.</p>					
Being Me and My World					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children can explain different ways that family and friends should care for one another</p>	<p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.</p> <p>They can recognise the effect of their behaviour on other people and can cooperate with others (for</p>	<p>Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying and can express ways of responding to it. They can show how they care for the environment (e.g.</p>	<p>They can demonstrate why and how rules/laws protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>Children can realise the consequences of anti -</p>	<p>Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.</p> <p>Children can demonstrate the role money plays in their/other's lives (how to manage and be a critical consumer).</p>	<p>They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p> <p>Children understand possible routes to different careers and be able to set</p>



	<p>example by playing and working with friends or classmates). They can identify and respect differences and similarities between people.</p>	<p>animals and school grounds)</p>	<p>social behaviour and aggressive behaviours (bullying discrimination on individuals/communities)</p>		<p>goals towards these aspirations.</p> <p>They understand 'enterprise' and skills that make someone enterprising. Children can explore and critique how the media present information.</p>
Celebrating Differences					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children understand they belong to various groups and communities (family, school, faith).</p> <p>They can express some of their positive qualities, and identify, name and demonstrate that they can manage some feelings.</p>	<p>Identify, describe with confidence and respect differences and similarities between people and explain a wider range of ways that family and friends should care for one another.</p> <p>Children understand there are a wide range of jobs and challenge gender</p>	<p>Children understand what being part of a community means, and about local and national intuitions that support communities.</p> <p>Recognise the role of voluntary, community and pressure groups, particularly health and well-being (Childline, Age UK).</p>	<p>Recognise negative behaviours such as stereotyping and aggression and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.</p> <p>Children understand different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p>	<p>Demonstrate respect and tolerance towards others, and resolve differences by looking at alternatives, making decisions and explaining choices.</p> <p>Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and describe some of the different beliefs</p>	<p>Demonstrate respect and tolerance towards others, resolve differences, and support others to resolve differences, by looking at alternatives, making decisions and explaining choices.</p> <p>Appreciate and explain the range of national, regional, religious and ethnic identities in the United Kingdom and describe some of</p>



	stereotypes about careers.		Resolve differences by looking at alternatives, seeing and respecting others' point of view, making decisions and explaining choices.	and values in society.	the different beliefs and values in society.
Dreams and Goals					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
They can share their views and opinions and set themselves simple goals.	They can share their views and opinions and reasons for them and set more challenging goals both short and medium term.	To discuss and recognise their own worth, but may need support to demonstrate or express that, and also to identify ways to face new challenges.	To discuss and recognise their own worth, but may need support to demonstrate or express that, and also to identify ways to face new challenges.	To discuss and demonstrate that they recognise their own worth and that of others and identify positive ways to face new challenges.	To discuss and demonstrate more confidently that they recognise their own worth, support others in recognising theirs, and identify and demonstrate ways to face new challenges.
Healthy Me					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children can explain ways of keeping clean and they can name the main parts of the body. They can explain that people grow from young to old.	Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy. Children can talk about the harmful aspects of some household	Children can make choices about how to develop healthy Lifestyles. Looking at the impact different food groups have on their body. Name the different food groups and	They can list the commonly available substances and drugs that are legal and illegal and can describe some of the effects and risks of these. They understand when they should keep secrets and promises, and when they should tell somebody about them	They can identify some factors that affect emotional health and well-being. They can identify and explain how to manage the risks in different familiar situations.	They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They can list the commonly available substances and



	products and medicines and describe ways of keeping safe in familiar situations.	explain how they support the body.			drugs that are legal and illegal and can describe some of the effects and risks of these.
Relationships					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.	Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals.	Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others.	They can express their views confidently and listen to and show respect for the views of others. They know what a friend is and does and how to cope with some friendship problems.	They can identify ways to face new challenges.	They can identify positive ways to face new challenges (for example the transition to secondary school). They can talk about a range of jobs and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.
Changing Me and Sex and Relationships					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explain ways of keeping clean, name the main parts of the body and explain that people grow from young to old.	Explain ways of keeping clean, name the main parts of the body and describe some of the changes as	They can talk about some of the bodily and emotional changes at puberty, and, with support, how to deal with	They can talk about some of the bodily and emotional changes at puberty, and, with support, how to deal with these in a positive way.	They can discuss some of the bodily and emotional changes at puberty and can demonstrate some ways of dealing with	They can discuss some of the bodily and emotional changes at puberty and can demonstrate some ways of dealing with



	people grow from young to old and the implications of this.	these in a positive way.		these in a positive way.	these in a positive way.
--	---	--------------------------	--	--------------------------	--------------------------

Knowledge Progression in the National Curriculum PSHE Curriculum Progression

Year	Term			
EYFS	Term			
	Autumn 1	<p>Topic: Being Me and My World</p> <ul style="list-style-type: none"> Understands that own actions affect other people Initiates conversations, attends to and takes account of what others say. Children are confident to try new activities and say why they like some activities more than others. 	<p>Cross Curricular link Speaking, listening, understanding, playing and exploring, active learning</p>	<p>Key vocabulary Actions Behaviour</p>
		<p>Key Skill:</p> <ul style="list-style-type: none"> talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. show sensitivity to others' needs and feelings and form positive relationships with adults and other children. Can describe self in positive terms and talk about abilities. say when they do or don't need help. 	<p>Circle Time Talk about what they are good at, what they need help with</p>	
	Autumn 2	<p>Topic: Celebrating Difference</p> <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. 	<p>Cross Curricular link Speaking, listening, understanding, people and communities</p>	<p>Key vocabulary Same Different Interests Celebrate</p>
		<p>Key Skill:</p> <ul style="list-style-type: none"> show sensitivity to others' needs and feelings and form positive relationships with adults and other children. 	<p>Circle Time Discuss interests, explore differences, link to RE</p>	



	Spring 1	<p>Topic: Dreams and Goals</p> <ul style="list-style-type: none"> Children are confident to try new activities and say why they like some activities. 	<p>Cross Curricular link Speaking and listening Communication and language.</p>	<p>Key vocabulary Confidence Interests</p>
		<p>Key Skill:</p> <ul style="list-style-type: none"> Children can share where and what they would like to learn. 	<p>Circle Time Sharing with your friends.</p>	
	Spring 2	<p>Topic: Healthy Me</p> <ul style="list-style-type: none"> They know the importance for good health and physical exercise and healthy diet. They manage their own basic hygiene and personal needs successfully 	<p>Cross Curricular link Physical development. Communication and language.</p>	<p>Key vocabulary Health Healthy Clean</p>
		<p>Key Skill:</p> <ul style="list-style-type: none"> Children can explain ways of keeping clean. 	<p>Circle Time Why it is important to wash your hands? Why it is important to have a bath?</p>	
	Summer 1	<p>Topic: Relationships</p> <ul style="list-style-type: none"> They work as part of a group or class, and understand and follow the rules Children play cooperatively, taking turns with others. They take account of one another's ideas, about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children 	<p>Cross Curricular link Speaking, listening, understanding</p>	<p>Key vocabulary Group Class Cooperate relationship</p>
		<p>Key Skill:</p> <ul style="list-style-type: none"> Children play cooperatively, taking turns with others. 	<p>Circle Time Who can I talk to? Who helped you with your activity today?</p>	



	Summer 2	Topic: Changing me <ul style="list-style-type: none"> They adjust their behaviour to different situations and take changes of routine in their stride. 	Cross Curricular link Understanding	Key vocabulary Group Class Cooperate relationship
		Key Skill: <ul style="list-style-type: none"> Children adjust their behaviour to different situations 	Circle Time Discuss transition to y1	
Year				
1	Term			
	Autumn 1	Topic: Being Me in My World <ul style="list-style-type: none"> I know what PANTS stands for and how to keep safe. I know what stranger danger means and what safer strangers do in the community. I understand my rights and responsibilities in society. I talk about the responsibilities I have for my own learning. I know what Respect, Responsibility and Resilience looks like at BHP 	Cross Curricular link Science – labelling body parts English – description	Key vocabulary Responsibility Stranger Rights Community Safe Understand PANTS
		Key Skill: <ul style="list-style-type: none"> Begin to think about how to make safe choices. 	Circle Time Explain ideas Ask questions Being part of a team Respecting others	
	Autumn 2	Topic: Celebrating difference <ul style="list-style-type: none"> I can tell you some ways in which I am the same as my friend. I can tell you some ways I am different from my friends. I celebrate why I am unique. I understand how being bullied might feel. I can be kind to children who are bullied. I know how it feels to make a new friend. 	Cross Curricular link RE- Celebrating traditions and exploring differences Geography - cultures Art – creating a poster	Key vocabulary likes dislikes Unique similarities Calm Difference anti-bullying kind
		Key Skill: <ul style="list-style-type: none"> Demonstrate compassion, empathy and tolerance. 	Circle Time Respect Share Recognise feelings	



Spring 1	<p>Topic: Dreams and Goals</p> <ul style="list-style-type: none"> • I can talk about what success means to me. • I can listen to other children's successes and praise them. • I plan the steps I need to take to achieve my goal. • I discuss how it feels to achieve a goal I have set. • I explore obstacles that could stop me from achieving my goals. • I discuss ways that I can overcome obstacles that could stop me from achieving my goals. 	<p>Cross Curricular link Writing – talking about next step targets in their work</p>	<p>Key vocabulary Success Achievement Obstacles Decisions Praise Goal Plan overcome</p>
	<p>Key Skill:</p> <ul style="list-style-type: none"> • They can share their views and opinions and set themselves simple goals. 	<p>Circle Time Kindness Sharing</p>	
Spring 2	<p>Topic: Healthy Me</p> <ul style="list-style-type: none"> • I will learn about ways I can keep my body clean. • I can make healthy choices about sleep and exercise. • I will learn about the difference between healthy choices about food and drink and unhealthy choices for food and drink. • I will learn about what is safe to eat and drink. 	<p>Cross Curricular link Science – Healthy body and exercise Writing/Art – Healthy eating poster PE – physical activity/exercise</p>	<p>Key vocabulary Hygiene Choices Healthy Unhealthy Difference Exercise Sleep clean</p>
	<p>Key Skill:</p> <ul style="list-style-type: none"> • Children can explain ways of keeping clean and they can name the main parts of the body. They can explain that people grow from young to old. 	<p>Circle Time Resilience Hygiene Sharing</p>	
Summer 1	<p>Topic: Relationships</p> <ul style="list-style-type: none"> • We are learning to identify the members of our family. • I understand that there are lots of different types of families. • I know how it feels to belong to a family. • I can identify what a good friend means to me. • I know who can help me in my school. • I can recognise my qualities as a person and a friend. 	<p>Cross Curricular link English – description Drama – role play RE – celebrating differences Geography - cultures</p>	<p>Key vocabulary Respect Celebrate good relationships Praise Family</p>



		Key Skill: <ul style="list-style-type: none"> Children can explain the roles different people (e.g. acquaintances, friends and relatives) play in our lives. 	Circle Time Caring Responsibility What makes a good friend?	Belong Different same
	Summer 2	Topic: Changing me <ul style="list-style-type: none"> life cycles animals and humans. changes in me. changes since being a baby. linking growing and learning. coping with change. Transition. Keeping Clean. 	Cross Curricular link Science – Animals and humans Art – Self portrait Drama – role play (keeping clean)	Key vocabulary Humans Animals Cycle Changes Growing Transition Infant Childhood Boy Girl Body Private parts
		Key Skill: <ul style="list-style-type: none"> Children to understand the changes that occur throughout life. 	Circle Time Ask questions Share ideas Compare what they couldn't do before to what they can do now.	

Year	Term			
2				
	Autumn 1	Topic: Being Me and My World <ul style="list-style-type: none"> To make a goal for the year and discuss how we can achieve it. To discuss our fears for the year and how we can overcome those fears. To look at our school behaviour policy and discuss how we can show respect, responsibility and resilience. To discuss our rights and responsibilities within our classroom. To discuss our rights and responsibilities within our community. 	Cross Curricular link Drama – role play RE- celebrating differences in the community	Key vocabulary Achievement Goal Overcome Behaviour Respect Responsibility



		<p>Key Skill:</p> <ul style="list-style-type: none"> Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. 	<p>Circle Time</p> <p>Respect Sharing success Congratulating others Being part of a team</p>	<p>Resilience Community Congratulating Success Disappointment</p>
	Autumn 2	<p>Topic: Celebrating Difference</p> <ul style="list-style-type: none"> To understand how we are all unique. To develop an understanding of our similarities and differences. To explore what bullying is and how it can affect others. To discuss our hobbies and explain why they make us happy To look at hobbies and how they impact our physical and mental health To celebrate our achievements. 	<p>Cross Curricular link</p> <p>Drama – role play RE- Celebrating differences around the world</p>	<p>Key vocabulary</p> <p>Unique Similarities Differences Bullying Hobbies Physical Mental Health Impact Achievements Celebrate</p>
		<p>Key Skill:</p> <ul style="list-style-type: none"> Identify, describe with confidence and respect differences and similarities between people and explain a wider range of ways that family and friends should care for one another. 	<p>Circle Time</p> <p>Respect Explore the word unique Sharing</p>	
	Spring 1	<p>Topic: Dreams and Goals</p> <ul style="list-style-type: none"> To develop an understanding of what a new year's resolution is. To set their own resolution to achieve throughout the year. Set short term goals to ensure they can achieve their goal. Develop an understanding of the word unique. Explore how different children learn and reflect on how we learn. 	<p>Cross Curricular link</p> <p>Writing – Setting targets to achieve in their writing</p>	<p>Key vocabulary</p> <p>Unique Similarities Differences Resolutions Goals Reflect Achieve Short term Long term</p>
		<p>Key Skill:</p> <ul style="list-style-type: none"> To share their views and opinions and reasons for them and set more challenging goals both short and medium term. 	<p>Circle Time</p> <p>Teamwork Resilience</p>	



Spring 2	<p><u>Topic: Healthy Me</u></p> <ul style="list-style-type: none"> Looking at different foods and how they support the body. Designing a healthy eating plate to show the correct portions for a child. Look at exercise and the impact it has on the body. To compare different activities, we can do to keep our bodies healthy. To understand why we use some medicines and how they can help our body. To explore different illnesses and talk about how we can make ourselves better. 	<p><u>Cross Curricular link</u></p> <p>Science – looking at the impact exercise has on the body. Create a healthy living plate. Writing – creating a healthy living leaflet.</p>	<p><u>Key vocabulary</u></p> <p>Medicine Emergency Healthy Portions Balanced Illnesses Comparison</p>
	<p><u>Key Skill:</u></p> <ul style="list-style-type: none"> Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy. Children can talk about the harmful aspects of some household products and medicines and describe ways of keeping safe in familiar situations. 	<p><u>Circle Time</u></p> <p>Responsibility Kindness Hygiene</p>	
Summer 1	<p><u>Topic: Relationships</u></p> <ul style="list-style-type: none"> To explore what conflict is and the emotions others can feel because of it. To explore how to deal with conflict. To talk about our family tree and who is important to us. To look at the different roles in our families. To explore what trust means and why it is important to us. To explore the different types of secrets we might have. 	<p><u>Cross Curricular link</u></p> <p>Writing – Personal recount about my weekend Drama – Role play my emotions. Role play situations</p>	<p><u>Key vocabulary</u></p> <p>Relationship Conflict Emotions Resolution Family tree Secrets</p>
	<p><u>Key Skill:</u></p> <ul style="list-style-type: none"> Children can demonstrate that they can manage some feelings in a positive and effective way. 	<p><u>Circle Time</u></p> <p>Responsibility Caring Arguments</p>	



Summer 2	<p><u>Topic: Changing Me and Sex and Relationships</u></p> <ul style="list-style-type: none"> To discuss how Males and Females are similar. To discuss how Males and Females are different. To be able to name different parts of the body. To discuss Male and Female stereotypes. 	<p><u>Cross Curricular link</u></p> <p>Science – my changing body as I grow.</p>	<p><u>Key vocabulary</u></p> <p>Males Females Stereotypes Differences Similarities Changes</p>
	<p><u>Key Skill:</u></p> <ul style="list-style-type: none"> Explain ways of keeping clean, name the main parts of the body and describe some of the changes as people grow from young to old and the implications of this. 	<p><u>Circle Time</u></p> <p>Bodies Trust Pants rule Designated safeguarding team</p>	

Year	Term			
3	Term			
	Autumn 1	<p><u>Topic: Being Me in My World</u></p> <ul style="list-style-type: none"> Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying and can express ways of responding to it. They can show how they care for the environment (e.g. animals and school grounds) 	<p><u>Cross Curricular link</u></p> <p>Drama – Role Play</p>	<p><u>Key vocabulary</u></p> <p>Achievement Goal Overcome Behaviour Respect Responsibility Resilience Community Congratulating Success Disappointment</p>
		<p><u>Key Skill:</u></p> <ul style="list-style-type: none"> To recognise their own worth. 	<p><u>Circle Time</u></p> <p>Respect Sharing success Congratulating others Being part of a team</p>	
	Autumn 2	<p><u>Topic: Celebrating Difference</u></p> <ul style="list-style-type: none"> To understand how we are all unique. To develop an understanding of our similarities and differences. 	<p><u>Cross Curricular link</u></p> <p>History – different societies.</p>	<p><u>Key vocabulary</u></p> <p>Unique Similarities</p>



		<ul style="list-style-type: none"> To explore what bullying is and how it can affect others. To discuss our hobbies and explain why they make us happy To look at hobbies and how they impact our physical and mental health To celebrate our achievements. 		Differences Bullying Hobbies Physical Mental Health Impact Achievements Celebrate
		<p><u>Key Skill:</u></p> <ul style="list-style-type: none"> Identify, describe with confidence and respect differences and similarities between people and explain a wider range of ways that family and friends should care for one another. 	<p><u>Circle Time</u> Respect</p>	
	Spring 1	<p><u>Topic: Dreams and Goals</u></p> <ul style="list-style-type: none"> I can identify an ambition that is important to me. I can recognise obstacles which might hinder my achievement and can identify steps to overcome them. I enjoy facing new learning challenges and working out the best ways for me to achieve them. I can evaluate my own learning process and identify how it can be better next time. 	<p><u>Cross Curricular link</u> Growth Mindset across the curriculum.</p> <p>Setting targets in all subjects.</p>	<p><u>Key vocabulary</u> dreams ambition resilience challenge overcome difficulty achievement goals responsibilities</p>
		<p><u>Key Skill:</u></p> <ul style="list-style-type: none"> The ability to evaluate their own learning. 	<p><u>Circle Time</u> Resilience Managing negative emotions</p>	
	Spring 2	<p><u>Topic: Healthy Me</u></p> <ul style="list-style-type: none"> To understand the importance of keeping healthy. To understand the effects of smoking and how it can damage our health. To understand peer pressure and how to deal with it. 	<p><u>Cross Curricular link</u> Writing – to write an information booklet about the importance of keeping healthy Science – Animals including humans PE – exercise and keeping healthy</p>	<p><u>Key vocabulary</u> Health Weight Diet Exercise Stress Overworked</p>



		<p>Key Skill:</p> <ul style="list-style-type: none"> I can respect my body and know how to look after it. 	<p>Circle Time</p> <p>Congratulating others Being part of a team</p>	<p>Choices Nutrition Five-a-day</p>
Summer 1	<p>Topic: Relationships</p> <ul style="list-style-type: none"> To explore what conflict is and the emotions others can feel because of it. To explore how to deal with conflict. To talk about our family tree and who is important to us. To look at the different roles in our families. To explore what trust means and why it is important to us. To explore the different types of secrets we might have. 	<p>Cross Curricular link</p> <p>Teamwork in our work.</p>	<p>Key vocabulary</p> <p>Relationship Conflict Emotions Resolution Family tree Secrets</p>	
	<p>Key Skill:</p> <ul style="list-style-type: none"> Learning to form and maintain healthy relationships both within school and the wider community. 	<p>Circle Time</p> <p>Who is important to us?</p>		
Summer 2	<p>Topic: Changing Me and Sex and Relationships</p> <ul style="list-style-type: none"> To discuss how Males and Females are similar. To discuss how Males and Females are different. To be able to name different parts of the body. To discuss Male and Female stereotypes. 	<p>Cross Curricular link</p> <p>Teamwork in PE</p>	<p>Key vocabulary</p> <p>Males Females Stereotypes Differences Similarities Changes</p>	
	<p>Key Skill:</p> <ul style="list-style-type: none"> Name the main parts of the body and describe some of the changes as people grow from young to old and the implications of this. 	<p>Circle Time</p> <p>Bodies Trust Pants rule Designated Safeguarding team</p>		

Year		
4	Term	



Autumn 1	<p>Topic: Being me in my world</p> <ul style="list-style-type: none"> To know my actions and attitudes make a difference to my class and team To understand my school community and the roles others play To understand my actions affect me and others To understand how groups come together to make decisions To understand how having a voice impacts the school community 	<p>Cross Curricular link PE – teamwork Writing – speech writing</p>	<p>Key vocabulary Included Excluded Welcome Valued Team Charter Role Job description Responsibility Rights United Nations</p>
	<p>Key Skill:</p> <ul style="list-style-type: none"> They can demonstrate why and how rules/laws protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. Children can realise the consequences of anti - social behaviour and aggressive behaviours (bullying discrimination on individuals/communities). 	<p>Circle Time Class rules Being a good team player Who can I talk to? Democracy How to fill each other's buckets</p>	
Autumn 2	<p>Topic: Celebrating difference</p> <ul style="list-style-type: none"> To know bullying is hard to spot and I know what to do when I see it To know how it might feel to be a witness to and a target of bullying To understand what assumptions are and how we can challenge them To identify what is special about me and to value ways I am unique To be able to accept differences in self and others To be able to problem solve in a bullying situation with others 	<p>Cross Curricular link Writing – to write an information booklet about what to do if you are being bullied RE – understanding different religions</p>	<p>Key vocabulary Character Assumption Judgement Different Appearance Attitude Bullying Opinion Influence Accept Secret Deliberate Witness Bystander</p>
	<p>Key Skill:</p> <ul style="list-style-type: none"> Recognise negative behaviours such as stereotyping and aggression and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities. Children understand different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. 	<p>Circle Time Responsibilities at home and at school Resolving differences Self Esteem Anti-bullying week</p>	



		<ul style="list-style-type: none"> Resolve differences by looking at alternatives, seeing and respecting others' point of view, making decisions and explaining choices 		
	Spring 1	<p><u>Topic: Dreams and Goals</u></p> <ul style="list-style-type: none"> To tell you about my hopes and dreams To understand that sometimes hopes and dreams do not come true and that this can hurt. To know that reflecting on positive and happy experiences can help me to counteract disappointment. To be able to create realistic dreams and goals To discuss how to show resilience 	<p><u>Cross Curricular link</u> Growth mindset across curriculum Writing – setting targets</p>	<p><u>Key vocabulary</u> dream Hope Goal Feeling determination persevere Disappointment Fears positive experiences self-belief Resilience motivation commitment teamwork Enterprise Design cooperation strengths</p>
		<p><u>Key Skill:</u></p> <ul style="list-style-type: none"> To discuss and recognise their own worth, but may need support to demonstrate or express that, and also to identify ways to face new challenges. 	<p><u>Circle Time</u> Resilience Managing negative emotions Bag of worries Self- belief</p>	
	Spring 2	<p><u>Topic: Healthy Me</u></p> <ul style="list-style-type: none"> To understand the importance of keeping healthy. To understand the effects of smoking and how it can damage our health. To understand what peer pressure is and identify ways to deal with it. To know what assertiveness means and how to say 'no' if someone tries to make me do something that is wrong or bad for me To know what a healthy friendship looks like 	<p><u>Cross Curricular link</u> Writing – to write an information booklet about the importance of keeping healthy Science – Animals including humans and keeping teeth healthy PE – exercise and keeping healthy</p>	<p><u>Key vocabulary</u> Health Weight Diet Exercise Stress Overworked Choices Nutrition Five-a-day</p>



		<p>Key Skill:</p> <ul style="list-style-type: none"> • They can list the commonly available substances and drugs that are legal and illegal and can describe some of the effects and risks of these. • They understand when they should keep secrets and promises, and when they should tell somebody about them 	<p>Circle Time</p> <p>Peer pressure Being assertive Managing emotions Responsibility and making positive choices Mental Health</p>	<p>Friendship Peer pressure Promises Secret Assertiveness</p>
	Summer 1	<p>Topic: Relationships</p> <ul style="list-style-type: none"> • To identify the web of relationships that I am part of - starting from those closest to me and including those most distant from me • To express how most people feel when they lose a loved person or something they care about • To explain different points about vegetarianism and animal rights • To know how to show love to people and animals who are special to me • To identify getting on and falling out with friends and manage these situations 	<p>Cross Curricular links</p> <p>Writing – to write an information text about vegetarianism and different diet choices</p>	<p>Key vocabulary</p> <p>Belonging Caring Relationships Sadness Acceptance Vegetarianism Respect Love Appreciation Sadness Loss Debate</p>
		<p>Key Skill:</p> <ul style="list-style-type: none"> • They can express their views confidently and listen to and show respect for the views of others. • They know what a friend is and does and how to cope with some friendship problems. 	<p>Circle Time</p> <p>What makes a good friend? Building friendships Maintaining friendships Dealing with conflict</p>	
	Summer 2	<p>Topic: Changing Me and Sex and Relationships</p> <ul style="list-style-type: none"> • To name the main male and female body parts needed for reproduction • To describe some of the changes boys go through during puberty • To describe some of the changes girls go through during puberty • To describe some feelings young people might experience as they grow up • To talk about their own family and the relationships within it • To understand that there are many different types of families 	<p>Cross Curricular link</p> <p>Science – Animals including humans</p>	<p>Key vocabulary</p> <p>Puberty Emotions Family Reproduction Foetus Baby Love Partnership</p>



		<ul style="list-style-type: none"> To identify similarities and differences in different loving relationships 		Relationship Growing Up
		<p>Key Skill:</p> <ul style="list-style-type: none"> They can talk about some of the bodily and emotional changes at puberty, and, with support, how to deal with these in a positive way. 	<p>Circle Time</p> <p>Worries and concerns People who we trust Self Esteem Mental Health Pants</p>	

Year				
5	Term			
	Autumn1	<p>Topic: Being Me and My World</p> <ul style="list-style-type: none"> I can identify my personal traits and values as components of what makes me "me". I know what I value most about my school I can identify my hopes for the school year I understand my rights and responsibilities as a British citizen I can empathise with people whose lives are different to my own I can contribute to the group and understand how we can function best as a whole I understand how democracy and having a voice benefits the school community and know how to participate in this I understand why our school community benefits from a Learning Charter and can help others to follow it 	<p>Cross Curricular link</p> <p>Geography – cultures RE – religions / beliefs Writing Politics – democracy</p>	<p>Key vocabulary</p> <p>Education Appreciation Opportunities Goals Motivation Vision Hopes Challenge Rights British Citizen Empathise Responsibility Cooperation Collaboration Democracy</p>
			<p>Key Skill:</p> <ul style="list-style-type: none"> Describe and understand self, appreciating personal/family values and contributions to the wider community 	<p>Circle Time</p> <p>Exploring emotions Democracy and individual rights</p>



	Autumn 2	<p>Topic: Celebrating Difference</p> <ul style="list-style-type: none"> • I can identify my strengths and the things that make me unique • I understand that cultural differences sometimes cause conflict • I understand how racism negatively impacts the world we live in • I understand common bullying behaviours and their negative impact • I understand the importance of learning about cultures other than my own • I can appreciate the value of happiness regardless of material wealth 	<p>Cross Curricular link RE – religions Geography – Cultures Writing History – Racism</p>	<p>Key vocabulary Cultures Differences Equality Opportunities Appreciation Bullying Bystander Racism Prejudice Kindness Respect Responsibility</p>
		<p>Key Skill:</p> <ul style="list-style-type: none"> • Identify and appreciate uniqueness, including personal strengths, qualities and values • Explore different cultures, including the perception of those who are “different”, and appreciate diversity • Acknowledge, understand and practice equality 	<p>Circle Time Addressing unique qualities Conflict resolution Respect</p>	
	Spring 1	<p>Topic: Dreams and Goals</p> <ul style="list-style-type: none"> • I can investigate jobs and careers • I can define my dream job and how I will get there • I can investigate dreams and goals in other cultures • I can formulate a plan or steps to achieve my goal • I can support others in achieving their goals • I know how to rally support around me 	<p>Cross Curricular link Geography (cultures) Growth mindset</p>	<p>Key vocabulary Dream Hope Goals Target Aims Resilient Achieve Persevere</p>
		<p>Key Skill:</p> <ul style="list-style-type: none"> • Investigate jobs, careers, dreams and goals in other cultures 	<p>Circle Time Supporting others Rallying support Resilience</p>	



	Spring 2	<p><u>Topic: Healthy Me</u></p> <ul style="list-style-type: none"> • I know how to make healthy choices • I understand how to eat a balanced diet and the importance of it • I can keep physically active • I know how to keep myself and others safe • I know how to be a good friend and enjoy healthy relationships • I keep calm and deal with difficult situations if and when they arise • I can celebrate my own successes and feel proud 	<p><u>Cross Curricular link</u></p> <p>Science – health, balanced diet PE – physical activity and exercise Writing</p>	<p><u>Key vocabulary</u></p> <p>Health Weight Diet Exercise Stress Overworked Choices Nutrition Five-a-day</p>
		<p><u>Key Skill:</u></p> <ul style="list-style-type: none"> • Keep active and participate fully during active 15 and PE lessons • I know the scientific knowledge around the different food groups and what benefits they have • I have de-escalation techniques that I can use when I am faced with difficult situations • I can self-regulate and follow instructions when I am on trips • I can keep friendships and judge situations so as to keep my relationships healthy and beneficial • I know what a good friend looks like and I know how to act to be friendly • I understand and follow the school values – RRR 	<p><u>Circle Time</u></p> <p>What is a good friend to me?</p> <p>Conflict resolution</p> <p>Respectfully disagreeing</p> <p>Mental health and emotions</p>	
	Summer 1	<p><u>Topic: Relationships</u></p> <ul style="list-style-type: none"> • I know how to make and keep healthy relationships • I understand strategies to help work out friendship issues when they occur • I know how to include others and make them feel part of a group • I show respect in how I treat others • I can be a good friend and enjoy healthy relationships • I understand why healthy relationships are important 	<p><u>Cross Curricular link</u></p> <p>Geography – cultures Reading – Secret Friends, The Angel of Nitsville Road Drama – role play</p>	<p><u>Key vocabulary</u></p> <p>Respect Responsibility Honesty Integrity Choices Communication Compromise</p>
		<p><u>Key Skill:</u></p> <ul style="list-style-type: none"> • Learning to form and maintain healthy relationships both within school and the wider community 	<p><u>Circle Time</u></p> <p>Conflict resolution</p>	



		<ul style="list-style-type: none"> To identify the qualities that I bring to my friendship circles 	What makes a good friend? Different families	
	Summer 2	<u>Topic: Changing Me and SRE</u> <ul style="list-style-type: none"> I am aware of my own self-image and how my body image fits into that I know how to develop my own self-esteem I understand that puberty is a natural process that happens to everybody I can describe how boys' and girls' bodies change during puberty I am confident that I can cope with the changes that growing up will bring I can express how I feel about the changes that will happen to me during puberty 	<u>Cross Curricular link</u> Science – the human body Reading – body image in the media Writing	<u>Key vocabulary</u> Puberty Self-image Self-esteem Natural process Changes
		<u>Key Skill:</u> <ul style="list-style-type: none"> To understand and prepare for the physical and emotional changes that occur during puberty To address self-image and begin developing self-esteem 	<u>Circle Time</u> Worries and concerns Self-esteem Emotions Mental Health	

Year	Term			
6				
	Autumn 1	<u>Topic: Being Me in My World</u> <ul style="list-style-type: none"> I can positively describe myself and my place in the world I understand the diverse world I live in I can show tolerance and acceptance of diversity through acknowledging the British Values. 	<u>Cross Curricular link</u> R.E P.E Geography	<u>Key vocabulary</u> Individual Individuality Celebrate Important Empathy Tolerance British Values Strengths Diversity
		<u>Key Skill:</u> <ul style="list-style-type: none"> Acknowledgement of diversity, describe and understand myself, know the British Values and their importance in society. 	<u>Circle Time</u> What makes me special? Individuality	



Autumn 2	<p>Topic: Celebrating Difference</p> <ul style="list-style-type: none"> • Understand different perceptions of 'normal' • know there are different ideas for what being 'normal' means and to understand that people are equal • understand how having a disability could affect someone's life • understand and empathise with people who are living with disabilities • be aware of my attitude towards someone who has a disability or someone who is perceived to be different • give examples of people with disabilities who have achieved a lot and discuss these. 	<p>Cross Curricular link</p> <p>R.E Geography History Writing</p>	<p>Key vocabulary</p> <p>Celebrate Difference Tolerance Acceptance British Values Strength Individuality Disability Normal Perception Equality</p>
	<p>Key Skill:</p> <ul style="list-style-type: none"> • Understand different perceptions, acknowledge different ideas, understanding equality, be aware of my own attitude towards people who are perceived to be 'different', discuss achievements of people with disabilities and of people without disabilities 	<p>Circle Time</p> <p>What makes me different? Why is it important to tolerate and accept differences? How can we celebrate differences?</p>	
Spring 1	<p>Topic: Dreams and Goals</p> <ul style="list-style-type: none"> • Understand the need to stretch the boundaries of my current learning Set myself realistic goals • Recognise the steps I need to take to reach my goal • Understand how to motivate myself a reach my goal 	<p>Cross Curricular link</p> <p>P.E. - health goals History (drawing on historical figures and their achievements) Growth Mindset Writing</p>	<p>Key vocabulary</p> <p>Dream, Goal, Achieve, Learning, Hope, Strengths, Stretch, Personal, Realistic, Unrealistic, Achievement.</p>
	<p>Key Skill:</p> <ul style="list-style-type: none"> • Sharing their goals and opinions • Setting realistic goals and identifying the necessary steps to achieve these • Being mindful of others and their goals • Show motivation towards reaching goals 	<p>Circle Time</p> <p>Kindness Resilience in build up to SATs</p>	



Spring 2	<p>Topic: Healthy Me</p> <ul style="list-style-type: none"> Evaluate when alcohol is being used responsibly Know about different drugs, their uses and effects on the body Put in to practice basic emergency procedures Know how to get help in emergency situations 	<p>Cross Curricular link Science – Autumn term – Animals including Humans (Circulatory system)</p>	<p>Key vocabulary Alcohol, used, responsibly, anti-social, misuse, drug, effect, body, emergency, first aid, procedure, recovery procedure, situation</p>
	<p>Key Skill:</p> <ul style="list-style-type: none"> Show motivation towards having a healthy body through knowing impact Evaluate and express feelings about using alcohol when older Help keep themselves emotionally healthy 	<p>Circle Time Social awareness Responsibility and choices</p>	
Summer 1	<p>Topic: Relationships</p> <ul style="list-style-type: none"> Describe my relationships with those around me Understand the different relationships people have with one another Understand positive relationships and the roles within these Evaluate my relationships Understand how relationships change over time Understand that as I get older, my feelings and relationships will change Know that my emotions will impact my relationships 	<p>Cross Curricular link R.E Writing Reading Drama</p>	<p>Key vocabulary Relationships Positive Roles Power Balance/imbalance Change Feelings Friend Love Impact Emotions Attraction</p>
	<p>Key Skill:</p> <ul style="list-style-type: none"> Describe Understand Evaluate Discuss 	<p>Circle Time What makes a good friend? How can I look after my relationships?</p>	
Summer 2	<p>Topic: Changing Me (SRE)</p> <ul style="list-style-type: none"> I am aware of my own self-image and how my body image fits into that I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally I can ask the questions I need answered about changes during puberty 	<p>Cross Curricular link Science</p>	<p>Key vocabulary Self-image body image bodies change puberty physical emotional</p>



	<ul style="list-style-type: none"> • I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born • I understand how being physically attracted to someone changes the nature of the relationship • I can identify what I am looking forward to and what worries me about the transition to secondary school 		develop conception pregnancy birth menstration respect attracted relationship
	<p>Key Skill:</p> <ul style="list-style-type: none"> • Being aware of self-image, explain how our bodies change, understand how to look after myself, asking questions, describe conception to birth, understand relationships and how they change over time, identify my goals and my fears for secondary school. 	<p>Circle Time</p> Dreams and worries about secondary. SRE lessons have anonymous question time where the children write their questions on paper and we answer them the next lesson.	

Diverse Curriculum Offering in this Subject area : In PSHE we have the units 'Me in My World,' 'Celebrating Differences,' and 'Relationships,' (which comprise half the units throughout the curriculum year). Throughout these units, each year group will address different forms of diversity within the family unit, backgrounds, skin colour, differences in personality and ability, and other forms of diversity. We will also focus on distinct PSHE lessons for Black History, Mental Health, and Anti - Bullying, to promote inclusion within the pupils and school community. This year, an objective to raise the profile of celebrating diversity can be to raise pupil voice throughout lessons and topics to be distinctly pro- inclusion, pro- diversity and anti- racist.

Current objectives that aid in promoting diversity

Objectives in which we can help promote diversity