



# Brooklands Primary School Curriculum Overview

## PSHCE

*“Knowing yourself is the beginning of all wisdom” Aristotle*

Stage		Focus	Skills
EYFS	Themes	Progression	EYFS Objectives
	<b>Health and Mental Well Being</b> Physical Health Hygiene Healthy Choices Independence Mental Health  <b>Vocabulary:</b> Independent Choices Healthy Happy Sad Angry Worried Feelings Confidence	This builds on Birth to Three by labelling emotions and using talk to share feelings. Continuing to develop levels of independency in terms of personal care and hygiene.  This leads to Reception by introducing the concept of independency and starting to label and understand emotions.	<b>Healthy life style:</b> I can be increasingly independent in meeting my own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly. I can be increasingly independent as I get dressed and undressed, for example, putting coats on and doing up zips I can make healthy choices about food, drink, activity and tooth brushing  <b>Mental well-being:</b> I can talk about my feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. I can understand gradually how others might be feeling I can talk with others to solve conflicts. I can show more confidence in new social situations.
	<b>Living in the Wider World</b> Community People in our community Diversity Rules Environment  <b>Vocabulary:</b> Responsibility Community Job Difference Rules Respect Environment	This builds on Birth to Three by introducing the term community, responsibility and building on their understanding of differences between people.  This leads to Reception by introducing the concept of rules and respect for the natural environment.	<b>Me and my Community:</b> I can develop my sense of responsibility and membership of a community. I can continue to develop positive attitudes about the differences between people. I can show an interest in different occupations. I can make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. <b>Me and my World:</b> I know that there are different countries in the world and talk about the differences they have experienced or seen in photos. . <b>Rules, Rights and Responsibilities:</b> I can increasingly follow rules, understanding why they are important. I can remember rules without needing an adult to remind them. I can begin to understand the need to respect and care for the natural environment and all living things.



		<p><b>Living in the Wider World</b></p> <p>Community People in our community Diversity Beliefs Culture Rules Environment</p> <p><b>Vocabulary:</b> Society Beliefs Religion Culture Experiences Right Wrong Choices Natural World</p>	<p>This builds on Preschool by delving further into the lives of people that make our community – focusing on religion and cultural differences. As well as showing an appreciation for our natural environment and our responsibility to care for it.</p> <p>This leads to Year 1 by introducing school rules and routine.</p>	<p><b>Me and my Community:</b> I can talk about the lives of the people around them and their roles in society. I understand that some places are special to members of their community. I can recognise that people have different beliefs and celebrate special times in different ways. I know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p><b>Me and my World:</b> I can recognise some similarities and differences between life in this country and life in other countries. I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><b>Rules, Rights and Responsibilities:</b> I can explain the reasons for rules, know right from wrong and try to behave accordingly. I can further develop the skills I need to manage the school day successfully: - lining up and queuing – mealtimes. I can explore the natural world around me.</p>
		<p><b>Relationships</b></p> <p>Family Trusted Adults - Teachers Friendship Social skills</p> <p><b>Vocabulary:</b> Family Community Friendship Positive Sensitivity Respect Relationships Control (Regulate) Cooperatively Perspective Opinions Assertive Solutions Conflicts</p>	<p>This builds on Preschool by building on their knowledge of their own family and using communication to develop friendships.</p> <p>This leads to Year 1 by recognizing how others in their social setting feel and developing skills to work and play in a social group.</p>	<p><b>Families and people who care for me:</b> I can talk about members of my immediate family and community. I can name and describe people who are familiar to me.</p> <p><b>Caring friendships:</b> I can form positive attachments to adults and friendships with peers I understand how to listen carefully and why listening is important. I can develop social phrases. I can hold a conversation when engaged in back-and-forth exchanges with my teacher and peers. I can show sensitivity to my own and to others' needs.</p> <p><b>Respectful relationships:</b> I can build constructive and respectful relationships. I can show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly. I can work and play cooperatively and take turns with others. I can think about the perspectives of others.</p>
Year	Themes	Key knowledge linked to themes	Progression	Skills

I	<p><b>Health and Mental Well Being</b></p>	<p>Physical Health Hygiene Mental Health Personal Safety Support – Trusted adults</p> <p><b>Vocabulary:</b> Lifestyle Benefits Personal Hygiene Illness Infection Germs Happiness Sadness Fear Surprise Nervousness Choice Harmful Safety</p>	<p>This builds on Reception by developing an understanding of the importance of good personal hygiene and self-care. Recognising and managing emotions. Building on from being a safe pedestrian, we will start to introduce being safe in our local environment i.e. bike safety and road safety.</p> <p>This leads to Year 2 by introducing simple strategies that help to manage overwhelming emotions. As well as introducing the concept of dangers and hazards through learning about what is safe and unsafe at home. Understanding the importance of speaking to an adult.</p>	<p><b>Healthy life style:</b> I can understand what constitutes and how to maintain a healthy lifestyle including the benefits of physical activity. I can understand the importance of and how to maintain good personal hygiene.</p> <p><b>Mental well-being:</b> I can think about myself, to learn from my experiences, to recognise and celebrate my strengths and set simple but challenging goals. I can recognise good and not so good feelings, vocabulary to describe my feelings to others and simple strategies for managing feelings.</p> <p><b>Being safe (including online safety):</b> I can understand that household products, including medicines, can be harmful if not used properly. I can understand rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT; road safety, cycle safety and safety in the environment (including rail, water and fire safety) I can recognise that I share a responsibility for keeping myself and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.</p>
	<p><b>Living in the Wider World</b></p>	<p>Community Individuality Rules Money</p> <p><b>Vocabulary:</b> Unique Rules Rights Responsibilities Borrowed Money Spending Saving</p>	<p>This builds on Reception by building on their knowledge of school rules and routines and how they can contribute to life at school.</p> <p>This leads to Year 2 by introducing the concept of rights and the role money plays in our lives.</p>	<p><b>Me and my Community:</b> I can understand the ways in which we are all unique; I understand that there has never been and will never be another 'me'. I can contribute to the life of the classroom.</p> <p><b>Rules, Rights and Responsibilities:</b> I can understand how to help construct, and agree to follow, group and class rules and to understand how these rules help me. I can understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting other's bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</p> <p><b>Money:</b> I can understand that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p>
	<p><b>Relationships</b></p>	<p>Family constructs Friendship Social skills Personal Boundaries Bullying</p> <p><b>Vocabulary:</b> Differences Similarities Friendship Negotiation Kind Unkind Right</p>	<p>This builds on Reception by comparing family constructs and recognising people who care for them in different settings. Further developing communication skills and the importance of listening.</p>	<p><b>Families and people who care for me:</b> I can identify special people in my life (family, friends, carers), what makes them special and how special people should care for one another. I can identify and respect the differences and similarities between people and understand families can be different but still share the same values of love and care.</p> <p><b>Caring friendships:</b> I can understand how important friendships are in making me feel happy and secure. I can understand that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). I can listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p><b>Respectful relationships:</b></p>

		Wrong Teasing Bullying Unacceptable Solutions Conflicts	This leads to Year 2 by introducing family and friendship values - starting to look at what positive relationships look like, as well as starting to recognise negative relationships including bullying.	I can understand the importance of respecting others and I can demonstrate good manners. I can recognise that there are different types of teasing and bullying, I understand that these are wrong and unacceptable. I can recognise when people are being unkind either to myself or others, how to respond, who to tell and what to say. I can recognise the difference between secrets and surprises (that everyone will find out about it eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. I can recognise what is fair and unfair, kind and unkind, what is right and wrong.
Year	Themes	Key knowledge linked to themes	Progression	Skills
2	<b>Health and Mental Well Being</b>	Physical Health Hygiene Dental Health Mental Health Personal Safety Support – family and school  <b>Vocabulary:</b> Disease Bacteria Wellbeing Emotions Change Loss Informed Choices Consequences Growing Changing Protect	This builds on Year 1 by revisiting healthy eating and the importance of exercise as well as building on from EYFS to learn about dental health. Builds on from personal hygiene lessons to introduce terms like disease. Continues to build on strategies to manage feelings and introduces the concept of experiencing a range of emotions and how our environment and life events can impact them.  This leads to Year 3 by introducing the concept of informed choices and how those choices can improve our health and well-being. Also introduces the notion of online safety and knowing when and how to ask for help from trusted adults.	<b>Healthy life style:</b> I can understand what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. I can understand how some diseases are spread and can be controlled and the responsibilities I have for my own health and that of others.  <b>Mental well-being:</b> I can recognise what or how I am feeling and use vocabulary to describe my feelings to others and simple strategies for managing feelings. I can understand that there is a normal range of emotions (happiness, sadness, anger, fear, surprise, nervousness) and that these emotions can be felt strongly in different experiences and situations. I can understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends).  <b>Being safe (including online safety):</b> I can recognise what I like and dislike how to make real, informed choices that improve my physical and emotional health, I can recognise that choices can have good and not so good consequences. I know about growing and changing and new opportunities and responsibilities that increasing independence may bring. I can understand rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT; road safety, cycle safety and safety in the environment (including rail, water and fire safety) <ul style="list-style-type: none"> <li>I recognise the people who look after me, my family networks, I know who to go to if I am worried and how to attract their attention, I understand ways to help these people to look after and protect me.</li> </ul>
	<b>Living in the Wider World</b>	Community Emergency Services Rules Rights Environment Money  <b>Vocabulary:</b> Emergency Natural Environment Built Environment Harm	This builds on Year 1 by revisiting how we all belong to our school community as well as looking at other groups in our community children may belong to (revisiting aspects from EYFS looking at culture and religious groups in our community). Also continuing to develop the understanding of money and choices people make when managing money. From EYFS, children will build on their understanding of their own environment by looking at what can harm their local environment.	<b>Me and my Community:</b> I can understand that I belong to various groups and communities such as family and school. I can understand about the 'special people' who work in my community and who are responsible for looking after me and protecting me; I understand how people contact those 'special people' when they need their help, including dialing 999 in an emergency.  <b>Rules, Rights and Responsibilities:</b> I can understand how to help construct, and agree to follow, group and class rules and to understand how these rules help me. I can understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting other's bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).

		Pollution Spending Saving		I can understand what improves and harms my local, natural and built environments and understand some of the ways people look after them.  <b>Money:</b> I can understand about the role money plays in life including how to manage money, keep it safe, choices about spending money.
	<b>Relationships</b>	Family constructs Love Care Characteristics of Friendship Social skills Personal Boundaries Healthy Friendships  <b>Vocabulary:</b> Characteristics Respect Truthfulness Trustworthy Loyal Kindness Generosity Sharing Support Difficulties Secrets Surprises Fair Unfair Comfortable Uncomfortable	This leads to Year 3 by introducing the people who work in our community to help others – Year 2 particularly focusing on the emergency services.  This builds on Year 1 by recognising different family constructs and family values. Deepening their understanding of friendship values and the importance of friendships. Revisiting the importance of communication, working/ playing cooperatively and listening.  This leads to Year 3 by introducing personal boundaries – learning what is acceptable / not and knowing how to as for support including who to tell and how to tell them.	<b>Families and people who care for me:</b> I can identify special people in my life (family, friends, carers), what makes them special and how special people should care for one another. I can understand that other’s families, either in school or in the wider world, sometimes look different from my family, but I should respect those differences and know that other children’s families are also characterised by love and care.  <b>Caring friendships:</b> I can recognise the characteristics of friendship, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties. I can recognise how my behaviour affects other people. I can communicate my feelings to others, to recognise how others show feelings and how to respond. I can understand that healthy friendships are positive and welcoming towards others, and we do not make others feel lonely or excluded.  <b>Respectful relationships:</b> I can identify and respect the differences and similarities between people I can recognise what is fair and unfair, kind and unkind, what is right and wrong. I can share my opinions on things that matter to me and explain my views through discussions with one other person and the whole class. I can listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). I can judge what kind of physical contact is acceptable. Comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).
<b>Year</b>	<b>Themes</b>	<b>Key knowledge linked to themes</b>	<b>Progression</b>	<b>Skills</b>
<b>3</b>	<b>Health and Mental Well Being</b>	Physical Health Making Choices Sun Safety Hygiene Mental Health Personal Safety Risks, Dangers and Hazards Online Safety Support – school  <b>Vocabulary:</b> Virus	This builds on Year 2 by continuing to learn about making informed choices - what positively/negatively affects physical health. Builds on knowledge of disease by introducing terms like bacteria and viruses and how that links to good personal care. Continues to build on self-belief and introduces more complex emotions and vocabulary. Revisits and builds upon household dangers taught in Year 1 and dangers in the community in Year 2 by introducing terms like risk and hazard.	<b>Healthy lifestyle:</b> I can research, discuss and debate topical issues, problems and events concerning health and wellbeing. I can understand what positively and negatively affects my physical health. I can make informed choices (including recognising that choices have positive, neutral and negative consequences) and begin to understand the concept of a balanced lifestyle. I can understand the dangers of sun exposure and how to reduce the risk of sun damage, including skin cancer. I can understand that bacteria and viruses can affect health and that following simple routines including dental health can reduce their spread.  <b>Mental well-being:</b>

	<p>Balanced Lifestyle Strengths Achievements Positive Negative Emotional Health Conflicting Transition Loss Separation Divorce Bereavement Personal Social Media Restricted Risk Danger Hazard</p>	<p>This leads to Year 4 by developing strategies to keep safe including online safety and developing a deeper understanding of making informed choices.</p>	<p>I can reflect on and celebrate my achievements, identify my strengths and areas for improvement, and set high aspirations and goals. I can understand what positively and negatively affects my mental and emotional health. I can recognise that I may experience conflicting emotions and when I might need to listen to my emotions or overcome them. I can deepen my understanding of good and not so good feelings, to extend my vocabulary to discuss those feelings. I can understand about change, including transition, loss, separation, divorce and bereavement.</p> <p><b>Being safe (including online safety):</b> I can understand strategies for keeping physically and emotionally safe including road and safety online (including social media, the responsible use of ICT and mobile phones) I can understand the importance of protecting personal information such as my address or a password I can understand why social media, some computer games and online gaming are age restricted. I can understand about people who are responsible for helping me stay healthy and safe and ways that I can help these people. I can differentiate between the terms, 'risk', 'danger' and 'hazard'. I can understand school rules about health and safety including where and how to get help.</p>
<b>Living in the Wider World</b>	<p>Community Local Environment Law Rules Rights Social Media Money</p> <p><b>Vocabulary:</b> Law Authority Anti-social Discrimination</p>	<p>This builds on Year 2 by learning more about our community as well as building on children's knowledge of rules, we begin to introduce law and how they are enforced – revisiting job roles within our community such as the police and the court system etc. Continues to develop understanding of money and what influences spending.</p> <p>This leads to Year 4 by introducing how to critically examine items posted online as well as introduces terms like anti-social behaviour and discrimination and the impact it can have on a community.</p>	<p><b>Me and my Community:</b> I can understand what being part of a community means, and about the varied institutions that support communities locally. I can understand what improves and harms my local, natural and built environments and understand some of the ways people look after them. I can realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.</p> <p><b>Rules, Rights and Responsibilities:</b> I can understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. I can understand that in school and in the wider society I can expect to be treated with respect by others, and that in turn I show respect to others, including those in positions of authority. I can understand why and how rules and laws that protect myself and others are made and enforced and why different rules are needed in different situations. I can critically examine what is presented to me in social media and why it is important to so do.</p> <p><b>Money:</b> I can understand the role money plays in my own and others' lives including how to manage money, keep it safe, choices about spending money and what influences those choices.</p>
<b>Relationships</b>	<p>Family constructs Characteristics of Friendship Social skills Healthy and unhealthy friendships Online Relationships Bullying</p> <p><b>Vocabulary:</b> Security Stability Acquaintances Friends</p>	<p>This builds on Year 2 by recognising the importance of family and identifying positive and negative relationships. Using knowledge gained from what a good friendship is to choose and make friends. Using communication skills to maintain healthy relationships and resolve conflicts.</p>	<p><b>Families and people who care for me:</b> I can understand how important my family is to me because they can give love, security and stability. I can recognise that families can look different from my own, but I should respect those differences and know that other children's families are also characterised by love and care. I can recognise different types of relationships, including those between acquaintances, friends, relatives and families. I can recognise ways in which a relationship can be unhealthy and whom to talk to, and how to talk about it, if I need support.</p> <p><b>Caring friendships:</b> I can understand how important friendships are in making me feel happy and secure.</p>

		Relatives Happy Secure Lonely Excluded Welcoming Maintain Preferences Beliefs Collaborative Abuse Anonymous	This leads to Year 4 by developing an understanding that not all beliefs or views have to be the same but there should still be a level of respect given to others. Introducing online relationships and developing the awareness of how people may behave online.	I can understand how people choose and make friends and that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. I can recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain a healthy relationship. <b>Respectful relationships:</b> I can recognise the importance of respecting others, even when they are very different from me, make different choices or have different preferences or beliefs. I can work collaboratively towards shared goals. I can recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). <b>Online relationships:</b> I can understand that sometimes people behave differently online, including by pretending to be someone they are not. I can understand that the rules and principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
Year	Themes	Key knowledge linked to themes	Progression	Skills
4	Health and Mental Well Being	Physical Health Making Choices Dental Health Mental Health Personal Safety Risks Online Safety First Aid Support – Family, School, Community  <b>Vocabulary:</b> Influences Oral Hygiene Improvement Aspirations Mental Wellbeing Down (sadness) Anxious Stressed Excited Contented Harmful Content Online Inappropriate Peer pressure	This builds on Year 3 by developing an understanding of how illnesses effects on health. Building on from EYFS and KS1, children will learn more about dental and oral hygiene including importance of regular visits to the dentist. From learning about range of emotions and conflicting emotions, in Year 4 children start to understand what mental health is.  This leads to Year 5 by introducing the term harm to danger, risks and hazards. Children will develop an understanding of what is considered harmful content and contact online and learn how to seek help and support.	<b>Healthy lifestyle:</b> I can understand what positively and negatively affects my physical health. I can recognise early signs of physical illness, such as weight loss or unexplained changes to the body. I can recognise opportunities and develop my skills to make my own choices about food, understanding what might influence my choice and the benefits of eating a balanced diet. I can understand the importance of dental health and the benefits of good oral hygiene and dental flossing, including regular visits to the dentist.  <b>Mental well-being:</b> I can reflect on and celebrate my achievements, identify my strengths and areas for improvement, and set high aspirations and goals. I can understand that mental well-being is a normal part of daily life, in the same way as physical health. I can understand what positively and negatively affects my mental and emotional health. I can deepen my understanding of good and not so good feelings and I can extend my vocabulary to enable me to explain both the range and intensity of my feelings to others.  <b>Being safe (including online safety):</b> I can understand some strategies for keeping physically and emotionally safe including road safety, water safety and safety online (including social media, the responsible use of ICT and mobile phones). I can understand how to recognise risks, harmful content and contact online and how to report it. I can understand the importance of taking care of my body, I can understand that I have the right to protect my body from inappropriate and unwanted contact. I can deepen my understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. I can recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes me uncomfortable, anxious or that I believe to be wrong (including online).



			I can understand where and how to get help using basic emergency procedures.
<b>Living in the Wider World</b>	<p>Community Law Rules Rights Social Media Money</p> <p><b>Vocabulary:</b> Institution Local National Anti-Social Discrimination Strategy Misrepresented Mislead Critical Consumer</p>	<p>This builds on Year 3 by continuing to develop an understanding of anti-social, aggressive and discriminatory behaviour and how that impacts communities. Building on knowledge of law and what laws are there to protect children and others. Developing knowledge and skills of spending money and influences to being a critical consumer.</p> <p>This leads to Year 5 by looking at UN Rights of the Child and introduces issues such as stereotyping people and communities.</p>	<p><b>Me and my Community:</b> I can understand what being part of a community means, and about the varied institutions that support communities locally and nationally. I can realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities, I can develop strategies for getting support for myself and for others at risk.</p> <p><b>Rules, Rights and Responsibilities:</b> I can understand why and how rules and laws that protect myself and others are made and enforced and why different rules are needed in different situations. I can understand how information contained in social media can be misrepresented or misleading.</p> <p><b>Money:</b> I can understand how to manage my own money and understand how to be a critical consumer.</p>
<b>Relationships</b>	<p>Family constructs Characteristics of Friendship Social skills Healthy/ Unhealthy Friendships Personal Boundaries Online Relationships</p> <p><b>Vocabulary:</b> Security Stability Commitment Protection Shared Interests Disputes Conflicts Negotiate Compromise Prejudice-based bullying Boundaries Privacy Anonymous</p>	<p>This builds on Year 3 by revisiting and reflecting on family values and positive, healthy relationships. Continuing to build on the understanding that people can have different points of view and how to negotiate and appropriately compromise in a friendship.</p> <p>This leads to Year 5 by introducing concepts such as marriage and civil partnerships as well as further develop an understanding of personal boundaries particularly in online relationships and sharing information.</p>	<p><b>Families and people who care for me:</b> I can recognise how important my family is to me because they can give love, security and stability. I can recognise the importance of a healthy family life and recognise characteristics including commitment to each other, protection and care for family members and the importance of spending time together and sharing each other's lives. I can recognise ways in which a relationship can be unhealthy and whom to talk to if I need support.</p> <p><b>Caring friendships:</b> I can recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain a healthy relationship. I can recognise that friendships have ups and downs and I can develop strategies to resolve disputes and conflicts through negotiation and appropriate compromise and that resorting to violence is never right.</p> <p><b>Respectful relationships:</b> I can recognise the importance of respecting others, even when they are very different from me, make different choices or have different preferences or beliefs. I can feel confident to raise my own opinions and concerns and recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge other's points of view. I can recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). I can understand I have personal boundaries; I also understand I have rights to privacy and I can identify what information I am willing to share with significant people in my life; friends, classmates and others.</p>

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5	<b>Health and Mental Well Being</b>	Physical Health Making Choices Sleep Self-Care Mental Health Personal Safety Independence Risks Online Safety Support – Family, School, Community help and support.  <b>Vocabulary:</b> Topical Balanced Lifestyle Inactive Habits Self-respect Mental health Isolation Loneliness Independence Pressure Unacceptable Unhealthy Risky Autonomy Inappropriate Unwanted Contact Integral Responsible	<p>This builds on Year 4 by revisiting the concept of informed choices and introducing the concept of a balanced lifestyle. Revisiting the importance of sleep and limiting screen time from previous key stages.</p> <p>Building on self-belief and self-worth by introducing the term self-respect. Building on understanding of mental health and what to do if concerned with own or another person’s mental well-being.</p> <p>Revisiting the term independency and importance of personal safety both online and when out in the community.</p> <p>This leads to Year 6 by introducing terms like habit and recognising negative consequences on health through lifestyle choices.</p> <p>Introducing an awareness to ill mental health such as isolation and loneliness and the ability to control emotions.</p>	<p><b>Online relationships:</b>            I can understand that sometimes people behave differently online, including by pretending to be someone they are not.            I can understand that the rules and principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p><b>Healthy lifestyle:</b>            I can research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.            I can understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’,            I can understand the risks associated with an inactive lifestyle (including obesity and tooth decay) and the importance of building regular exercise into daily and weekly routines and how to achieve this.            I can understand what is meant by the term ‘habit’ and why habits can be hard to change.            I can understand the importance of sufficient, good quality sleep for good health and the negative effects of poor sleep.</p> <p><b>Mental well-being:</b>            I can reflect on and celebrate my achievements, identify my strengths, areas for improvement and set high aspirations and goals.            I can understand the importance of self-respect and how this links to my own happiness.            I can understand and can discuss what positively and negatively affects my mental and emotional health, using extended vocabulary to explain feelings and emotions. I know who to speak to in school if I am worried about mine or another’s mental well-being or ability to control emotions.            I can understand that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p><b>Being safe (including online safety):</b>            I can recognise that my increasing independence brings increased responsibility to keep myself and others safe.            I can understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people I know and the media.            I can understand about taking care of my body, understanding that I have autonomy and the right to protect my body from inappropriate and unwanted contact. I know how to judge what kind of physical contact is acceptable or unacceptable and how to respond.            I can understand strategies for keeping physically and emotionally safe including road safety, and safety online (including social media, the responsible use of ICT and mobile phones).            I can understand that for most people the internet is an integral part of life and has many benefits, I also recognise the responsible use of technology and mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p>
	<b>Living in the Wider World</b>	Community Diversity Law Rules Rights Stereotypes Social Media	<p>This builds on Year 4 by looking at the laws to protect children by introducing UN Declaration to the Rights of the Child.</p> <p>Building on knowledge of spending money by introducing concepts of loans and debt.</p> <p>Revisits stereotypes and how they can be damaging to a community.</p>	<p><b>Me and my Community:</b>            I can think about the lives of people living in other places, and people with different values and customs.            I can recognise the role of voluntary, community and pressure groups, especially in relation to health and well-being.</p>

	<p>Money</p> <p><b>Vocabulary:</b>  Values  Customs  Voluntary  Community  Pressure Groups  UN  Critically  Stereotype  Destructive  Interest  Loan  Debt  Tax  Debit  Credit</p>	<p>This leads to Year 6 by learning to appreciate the range of national, regional, religious and ethnic identities in the UK, as well as learning about Human Rights. Children will also use their knowledge gained on money – spending, saving and being a critical consumer to learning about the skills that make someone enterprising.</p>	<p><b>Rules, Rights and Responsibilities:</b>  I can understand that all people and societies have human rights and that children have their own special rights set out in the UN Declaration of the Rights of the Child.  I can critically examine what is presented to me in social media and why it is important to do so.  I can understand what a stereotype is, how stereotypes can be unfair, negative or destructive.</p> <p><b>Money:</b>  I can develop an initial understanding of the concept of interest, loan, debt and tax (e.g. where to get a loan, the dangers of credit cards).</p>
<p><b>Relationships</b></p>	<p>Marriage and civil partnership.  Family constructs  Characteristics of Friendship  Social skills  Healthy/ Unhealthy Friendships  Personal Boundaries  Bully and Discrimination  Online Relationships</p> <p><b>Vocabulary:</b>  Commitment  Marriage  Civil Partnership  Confidential  Secrets  Discrimination  Aggressive Behaviours  Trolling</p>	<p>This builds on Year 4 by revisiting family constructs and values to introducing marriage and loving relationships between two people.  Revisits concepts in KS1 exploring surprises and secrets and when to ask or tell by introducing the concept of keeping something confidential and when we should/ should not agree to do this.</p> <p>This leads to Year 6 by securing an understanding of what a stable, loving relationship is when introducing forced marriage and consent. Introduces terms like trolling and cyber bullying and where to ask for help.</p>	<p><b>Families and people who care for me:</b>  I can understand that marriage and civil partnership is an example of a stable, loving relationship and is a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.  I can recognise and respect that families can be different from that of my own and understand that they are also characterised by love care and commitment.  I can recognise ways in which a relationship can be unhealthy and whom to talk to if I need support.</p> <p><b>Caring friendships:</b>  I can recognise that healthy friendships are characterised by mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, shared interests and experiences and support with problems and difficulties.  I can understand that friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.  I can understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’.</p> <p><b>Respectful relationships:</b>  I can understand the importance of respecting others even when they are different from myself (physically, in character, personality or backgrounds,) or make different choices or have different preferences or beliefs.  I can recognise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice based language, ‘trolling’. How to respond and ask for help).</p> <p><b>Online relationships:</b>  I can critically consider my online friendships and sources of information including awareness of the risks associated with people they have never met.  I can understand what sorts of boundaries are appropriate in friendships with peers and others in a digital context.  I can understand how to respond safely to an individual I may encounter in all contexts (including online) who they do not know. I know who to go to if I need help and support e.g. family and school and/or other sources.</p>

	<b>SRE</b>	<p>Puberty. Menstrual cycle. Emotional wellbeing.</p> <p><b>Vocabulary:</b> Breasts Bladder Cervix Change Egg Ejaculate Erection Fallopian Tube Gender Identity Hormones Labia Uterus (Womb) Oestrogen Ovary Menstruation (Periods) Penis Progesterone Prostate gland Puberty Pubic Hair Scrotum Testosterone Voice Breaks Nocturnal Emission (Wet Dreams)</p>	<p>This leads to Year 6 by developing an understanding of what puberty is for both boys and girls. Learning about the menstrual cycle and the different types of period products available. As well as the impact puberty can have on a person's emotional wellbeing.</p>	<p>I can understand key facts about puberty and the changing adolescent body including key facts about the menstrual cycle. I can understand how my body will, and emotions may, change as I approach and move through puberty. I understand the key facts relating to the menstrual cycle.</p>
Year	Themes	Key knowledge linked to themes	Progression	Skills
<b>6</b>	<b>Health and Mental Well Being</b>	<p>Physical Health Making Choices Self-Care Immunisation and Vaccinations Drugs (legal and non-legal) Mental Health Mental illness Personal Safety Independence Risks Online Safety Support – Family, School, Community.</p> <p><b>Vocabulary:</b></p>	<p>This builds on Year 5 by increasing their understanding of illness and disease by introducing facts and the science relating to immunisation and vaccinations. Building on negative consequences of choices and habits, learning will also focus on the impact of drugs and alcohol. Building on the understanding of mental health, children will develop an awareness of mental ill health, recognising symptoms and how to access the right support.</p>	<p><b>Healthy lifestyle:</b> I can research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer recommendations to appropriate people. I can understand what positively and negatively affects my physical health and recognise simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. I can understand the importance of a healthy balanced diet and understand the principles of planning and preparing healthy meals. I can understand the facts and science relating to immunisation and vaccination. I can understand which, why and how, commonly available substances and drugs could damage my immediate and future health and safety, that some are legal, some are restricted, and some are illegal to own, use and supply to others.</p> <p><b>Mental well-being:</b></p>

		<p>Recommendations Self-care Techniques Hobbies Interests Planning Preparing Immunisation Vaccination Substances Restricted Illegal Mental Ill Health Requests Privacy</p>	<p>By the end of KS2, children will have an understanding of what a healthy lifestyle is – healthy diet, exercise, sleep, dental health and personal self-care and hygiene. They will have the skills and knowledge to make informed choices on their life style choices and understand where and who to speak to for support.</p> <p>Children will also have an awareness of the dangers in their community and know how to keep themselves safe both online and out in the real world. They will know of the people who work in our community and understand the importance of setting boundaries and knowing what is appropriate/ not, as well as who/ where to go to for support.</p>	<p>I can reflect on and celebrate my achievements, identify my strengths, areas for improvement and set high aspirations and goals.</p> <p>I can understand and can discuss what positively and negatively affects both my own and other’s mental and emotional health (including time spent online) I know who to speak to in school if I am worried about mine or another’s mental well-being or ability to control emotions.</p> <p>I can understand that it is common for people to experience mental ill health, for many people that don the problems can be resolved if the right support is made available, especially if recognised and accessed early enough.</p> <p>I can recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p><b><u>Being safe (including online safety):</u></b></p> <p>I can understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people I know and the media.</p> <p>I can understand strategies for keeping physically and emotionally safe such as: road safety (including cycle safety), safety in the environment (including rail, safety), fire safety and safety online (including social media, the responsible use of ICT and mobile phones).</p> <p>I can understand how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.</p> <p>I can understand the importance of protecting personal information, including passwords and addresses and the distribution of images of themselves and others. I also understand that posts, pictures and videos on social media can be shared and altered.</p> <p>I can understand the concept of privacy and the implications of it for both children and adults; including it is not always right to keep secrets if they relate to being safe.</p>
	<p><b>Living in the Wider World</b></p>	<p>Community Diversity Law Rules Rights Stereotypes Social Media Money and Economics</p> <p><b>Vocabulary:</b> National Regional Ethnic Human Rights Critique Enterprise Economic Sustainability</p>	<p>This builds on Year 5 by introducing Human Rights and builds upon their critical awareness and knowledge of social networks and media.</p> <p>Building upon their knowledge of money, children will have the experience of setting up a business and develop their enterprising skills.</p> <p>By the end of KS2, children will have knowledge of their rights and responsibilities in the world around them. They have learnt about school rules and our laws and will have an understanding of what harms our environment, as well as our communities including discrimination and antisocial behaviour. Children will also have an understanding of the role money plays in our lives and have an awareness of the consequences of over spending, loans and debt. As well as have an understanding of how to save money and be a critical consumer.</p>	<p><b><u>Me and my Community:</u></b></p> <p>I can appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p><b><u>Rules, Rights and Responsibilities:</u></b></p> <p>I can understand that human rights are there to protect everyone and have priority over family and community practices.</p> <p>I can explore and critique how the media present information.</p> <p>I can understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</p> <p>I can understand how information and data is shared and used online.</p> <p><b><u>Money:</u></b></p> <p>I can understand enterprise and the skills that make someone ‘enterprising’.</p> <p>I can understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p>

	<p><b>Relationships</b></p> <p>Marriage and civil partnership. Forced marriage. Family constructs Characteristics of Friendship Social skills Healthy/ Unhealthy Friendships Personal Boundaries Protected Characteristics Bully and Discrimination Online Relationships</p> <p><b>Vocabulary:</b> Forced Marriage Unlawful Trust Conflict Family Culture Protected Characteristics Equality Act Ethnic Racial Religious Sex Gender Identity Sexual Orientation Disability Permission Consequences Awareness Boundaries Appropriate</p>	<p>This builds on Year 5 by exploring relationships and family constructs as well as recognising unhealthy relationships. Children will revisit the values and characteristics of a healthy friendship exploring what trust is. Building on knowledge gain from learning about online relationships, learning will focus on setting boundaries when talking to people online and how to respond safely to a person they have never met both in person and online. Revisiting how to get help and support from trusted adults and other sources.</p> <p>By the end of KS2, children will have an awareness and respect for families and how diverse family constructs are. They will recognise what a healthy family life is and characteristics of a loving, supportive family. Children will also develop and maintain friendships using friendship values. They will also have an awareness of the impact bullying, isolation, trolling and aggressive behaviours have on a person's wellbeing. In addition, children will also be able to set boundaries, recognising what is acceptable/ not in a relationship and have the knowledge of who and where to go to get support and help. Children will also be aware of the dangers online and understand what behaviour is acceptable/ not when communicating online.</p>	<p><b>Families and people who care for me:</b> I can understand that marriage and civil partnership is an example of a stable, loving relationship and is a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. I can understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership and that forcing anyone to marry is a crime. I can recognise and respect that families can be different from that of my own and understand that they are also characterised by love care and commitment. I can recognise ways in which a relationship can be unhealthy and whom to talk to if I need support.</p> <p><b>Caring friendships:</b> I can recognise that healthy friendships are characterised by mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, shared interests and experiences and support with problems and difficulties. I can recognise who to trust and who not to trust, how to judge when a friendship is making me feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships:</b> I can recognise that my actions affect myself and others. I can recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability. I can understand the importance of respecting others and the importance of permission seeking and giving in relationships with friends, peers and adults. I can recognise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.</p> <p><b>Online relationships:</b> I can critically consider my online friendships and sources of information including awareness of the risks associated with people they have never met. I can understand what sorts of boundaries are appropriate in friendships with peers and others in a digital context. I can understand how to respond safely to an individual I may encounter in all contexts (including online) who they do not know. I know who to go to if I need help and support e.g. family and school and/or other sources.</p>	
	<p><b>SRE</b></p>	<p>Puberty. Menstrual cycle. Human reproduction. Emotional well-being.</p> <p><b>Vocabulary:</b></p>	<p>This builds on Year 5 by exploring how the menstrual cycle and puberty links to human reproduction and learning how babies are made.</p>	<p>I can understand key facts about puberty and the changing adolescent body including key facts about the menstrual cycle I can understand the basics of human reproduction. I can understand how my body will, and emotions may, change as I approach and move through puberty.</p>

		Age of Consent Assisted Fertility Fertilisation Foetus Identical Twins Pregnancy Trimester Seminal Vesicle Sexual Intercourse Sexual orientation Reproduction	By the end of KS2, children will know what to expect during puberty, what happens during a menstrual cycle and products available. As well as facts on human reproduction.	
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