



Lawford Curriculum Overview - PSHE

Year Group	Autumn		Spring		Summer	
	Question/curriculum area Key Knowledge Key Skills	Concepts BV	Question/curriculum area Key Knowledge Key Skills	Concepts BV	Question/curriculum area Key Knowledge Key Skills	Concepts BV
Reception	<u>Me and My Relationships</u> Skills: - Describe different feelings; - Identify who can help if they are sad, worried or scared; - Identify ways to help others or themselves if they are sad or worried. Key Knowledge: - Talk about similarities and differences; - Name special people in their lives <u>Valuing Difference</u> Skills: - Be sensitive towards others and celebrate what makes each person unique - Use speaking and listening skills to learn about the lives of their peers; - Demonstrate skills in building friendships and cooperation.. Key Knowledge: - Know the importance of showing care and kindness towards others; - Recognise that we can have things in common with others	Identity Care Fairness	<u>Keeping Safe</u> Skills: - Identify ways to stay safe online, outside and in the home. Key Knowledge: - Know about how to keep their bodies healthy and safe; - Name ways to stay safe around medicines; - Know how to stay safe in their home, classroom and outside; - Know age-appropriate ways to stay safe online; - Name adults in their lives and those in their community who keep them safe. <u>Rights and Respect</u> Skills: - Understand that they can make a difference; - Identify how they can care for their home, school and special people; - Demonstrate building relationships with friends. Key Knowledge: - Talk about similarities and differences between themselves; - Know how they can care for their home, school and special people;	Care Identity Fairness	<u>Being my Best</u> Skills: - Feel resilient and confident in their learning; - Learn and use strategies or skills in approaching challenges; - Understand that they can make healthy choices; Key Knowledge: - Name and discuss different types of feelings and emotions; - Know the difference between healthy and unhealthy choices; <u>Growing and Changing</u> Skills: - Know how to keep themselves safe. Key Knowledge: - Understand that there are changes in nature and humans; - Name the different stages in childhood and growing up; - Understand that marriage and civil partnerships are a lifelong promise made by two grown-ups; - Understand that babies are made by a man and a woman; - Understand that some children are adopted; - Use the correct vocabulary when naming the different parts of the body;	Identity Change

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1	<u>Me and My Relationships</u> Skills: • Demonstrate attentive listening skills • Recognise how others might be feeling by reading body language/facial expressions; • Suggest strategies for someone experiencing 'not so good' feelings to manage these. • Suggest simple strategies for making up Key Knowledge: • Know that classroom rules help everyone to learn and be safe; • Know simple strategies for resolving conflict situations; • Know that people's bodies and feelings can be hurt; • Identify a range of feelings; • Identify how feelings might make us behave; • Identify simple qualities of friendship <u>Valuing Difference</u> Skills: • Empathise with those who are different from them; • Identify the differences and similarities between people. • Recognise and explain what is fair and unfair, kind and unkind; • Suggest ways they can show kindness to others • Recognise that they belong to various groups and communities such as their family; Key Knowledge: • Know the difference between unkindness, teasing and bullying; • Understand that bullying is usually quite rare. • Understand that bullying can happen online.	Identity Care Fairness	<u>Keeping Safe</u> Skills: • Recognise emotions and physical feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe. • Explain the difference between appropriate and inappropriate touch; • Start thinking about who they trust and who they can ask for help. • Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable. • Explain simple issues of safety about medicines and their use. • Recognise the range of feelings that are associated with loss. Key Knowledge: • Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; • Know simple bedtime routines that promote healthy sleep; • To know how screen use can make us feel and learn how to make healthy and sensible choices. • Understand and learn the PANTS rules; • Name and know which parts should be private; • Understand that they have the right to say “no” to unwanted touch; • Know how to stay safe online, including safety around sharing images; • Know that medicines can sometimes make people feel better when they’re ill; <u>Rights and Respect</u> Skills: • Recognise how a person's behaviour (including their own) can affect other people. • Identify what they like about the school environment;	Care Identity Fairness	<u>Being My Best</u> Skills: • Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch • Recognise which foods we need to eat more of and which we need to eat less of to be healthy. • Sequence personal hygiene routines into a logical order. • Recognise and use simple strategies for preventing the spread of diseases. • Give and receive positive feedback, and experience how this makes them feel. Key Knowledge: • Recognise the importance of fruit and vegetables in their daily diet; • Know that eating at least five portions of vegetables and fruit a day helps to maintain health • Recognise the importance of regular hygiene routines; • Know how diseases can spread; <u>Growing and Changing</u> • Skills: To explore how screen use can make us feel and learn how to make healthy and sensible choices. • Identify the people who help/helped them at those different stages. • Give examples of what they can do if they experience or witness bullying; • Say who they could get help from in a bullying situation Key Knowledge: • Understand that the body gets energy from food, water and air (oxygen); • Recognise that exercise and sleep are important parts of a healthy lifestyle; • know things they could do as a baby, a toddler and can do now; • Know the difference between teasing and bullying;	Identity Change Power Conflict Care

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	- Understand that they should not share unkind photos of other people online. - Know some of their school rules and how those rules help to keep everybody safe.		- Demonstrate responsibility in looking after something (e.g. a class pet or plant); - Understand that when they want to buy something, online or offline, they need to ask their grownups for help first. - Identify safe places to keep money; - Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). Key Knowledge: - Know who cares for and looks after the school environment. - Know where people get money from; - Know some of the things that money may be spent on in a family home - Recognise that different notes and coins have different monetary value; - Explain the importance of keeping money safe;		Understand that bullying can happen online;	
2	Me and My Relationships Skills: - Identify helpful ways of responding to other's feelings - Explain where someone could get help if they were being upset by someone else's behaviour. - Recognise that friendship is a special kind of relationship - Explain the difference between bullying and isolated unkind behaviour; - Understand that bullying and unkind behaviour are both unacceptable ways	Identity Care Fairness Conflict Power	<u>Keeping Safe</u> Skills: - Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; - Explain simple issues of safety about medicines and their use. - Identify situations in which they would feel safe or unsafe;	Care Identity Fairness	<u>Being My Best</u> Skills: - Explain things that they like and dislike, and understand that they have choices about these things; - Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. - Describe simple dental hygiene routines - Recognise that exercise and sleep are important to health.	Identity Change Power Conflict Care

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	of behaving; • Key Knowledge: • Know that people have different ways of expressing their feelings • Know some of the ways that good friends care for each other • name and understand how to deal with feelings (e.g. anger, loneliness); • Know that that there are different types of bullying and unkind behaviour; • Know that bullying can happen online, as well as in person, and to know what to do if this happens; • Know that they should not share images of themselves or others without permission. • Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; <u>Valuing difference</u> Skills: • Identify some of the physical and non-physical differences and similarities between people; • Identify people who are special to them; • Explain some of the ways those people are special to them. • Recognise and explain how a person's behaviour can affect other people. • Explain how it feels to be part of a group; • Explain how it feels to be left out from a group; • Identify groups they are part of; • Suggest and use strategies for helping someone who is feeling left out. • Suggest kind words and actions they can show to others; • Show acts of kindness to others in school.		• Suggest actions for dealing with unsafe situations including who they could ask for help • Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. • Recognise that some touches are not fun and can hurt or be upsetting; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • Identify safe secrets (including surprises) and unsafe secrets; • Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable Key Knowledge: • Know that they can ask someone to stop touching them; • Know that medicines can sometimes make people feel better when they're ill; <u>Rights and respect</u> Skills: • Describe and record strategies for getting on with others in the classroom. • Explain, and be able to use, strategies for dealing with impulsive behaviour. • Identify special people in the school and community who can keep them safe; • Explain how they might feel when they spend money on different things. • Understand the money risks related to online gaming. Key Knowledge: • Know the importance of keeping personal information private, when online and only talking to people they know in real life;		• Explore how screen use can make us feel and learn how to make healthy and sensible choices. • Key Knowledge: • Explain how germs can be spread; • Describe simple hygiene routines such as hand washing; • Understand that vaccinations can help to prevent certain illnesses. • Know the importance of good dental hygiene; • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); • Know how food, water and air get into the body and blood. • Know that the body gets energy from food, water and oxygen; <u>Growing and Changing</u> Skills: • Demonstrate simple ways of giving positive feedback to others. • Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. • Explain what privacy means; • Identify how inappropriate touch can make someone feel; • Understand that there are unsafe secrets and secrets that are nice surprises; Key Knowledge: • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); • Understand and describe some of the things that people are capable of at these different stages. • Know which parts of our body are private; • Know that our genitals help us make babies when we are older;	

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	- Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. Key Knowledge - Know and use words and phrases that show respect for other people. - Recognise and describe acts of kindness and unkindness;		- Know that they can tell an adult they trust if anything happens that makes them worried - Know that money can be saved for a use at a future time; Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this;		- Understand that we mostly have the same body parts but how they look is different from person to person. - Know that you are not allowed to touch someone's private belongings without their permission; - Give examples of different types of private information	
3	Me and My Relationships Skills: - Explain why we have rules; - Explore why rules are different for different age groups, in particular for internet-based activities; - Suggest appropriate rules for a range of settings; - Consider the possible consequences of breaking the rules. - Identify people who they have a special relationship with; - Suggest strategies for maintaining a positive relationship with their special people. - Rehearse and demonstrate simple strategies for resolving given conflict situations. - Define and demonstrate cooperation and collaboration; - Identify the different skills that people can bring to a group task; - Demonstrate how working together in a collaborative manner can help everyone to achieve success. - Suggest reasons why friends sometimes fall out; - Express opinions and listen to those of others; - Consider others' points of view; - Practice explaining the thinking behind their ideas and opinions. - Understand that no-one has the right to	Identity Care Fairness Conflict Power	<u>Keeping Safe</u> Skills: - Identify situations which are safe or unsafe; - Identify people who can help if a situation is unsafe; - Suggest strategies for keeping safe. - Demonstrate strategies for dealing with a risky situation. - Identify risk factors in given situations; - Suggest ways of reducing or managing those risks - Recognise potential risks associated with browsing online; - Give examples of strategies for safe browsing online; - To think about screen usage and understand that online gaming can be addictive. - Demonstrate strategies for assessing risks; - Understand and explain decision-making skills; - Understand where to get help from when making decisions. Key Knowledge: - Define the words danger and risk and explain the difference between the two; - Know that medicines are drugs and suggest ways that they can be helpful or harmful. - Identify some key risks from and	Care Identity Fairness	<u>Being My Best</u> Skills: - Give examples what foods might make up a healthy balanced meal. - Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; - Develop skills in discussion and debating an issue; - Demonstrate their understanding of health and wellbeing issues that are relevant to them; - Empathise with different viewpoints; - Make recommendations, based on their research. - Identify their achievements and areas of development; - Recognise that people may say kind things to help us feel good about ourselves; - Explain why some groups of people are not represented as much on television/in the media. - Explain some of the different talents and skills that people have and how skills are developed; - Recognise their own skills and those of other children in the class. - Demonstrate how working together in a collaborative manner can help everyone to achieve success;	Identity Change Power Conflict Care

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	force them to do a dare; - Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. - Explain some of the feelings someone might have when they lose something important to them; - Understand that these feelings are normal and a way of dealing with the situation. Key Knowledge - Know qualities of friendship; - Know what a dare is; <u>Valuing difference</u> Skills: - Reflect on listening skills; - Give examples of respectful language; - Give examples of how to challenge another's viewpoint, respectfully. - Identify the different communities that they belong to; - Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together - Recognise that repeated name calling is a form of bullying; - Suggest strategies for dealing with name calling (including talking to a trusted adult). Key Knowledge - Know that there are many different types of family; - Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' - Define the term 'community'; - Know that people living in the UK have different origins; - Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;		effects of cigarettes and alcohol; - Know that most people choose not to smoke cigarettes; (Social Norms message) - Define the word 'drug' and understand that nicotine and alcohol are both drugs. <u>Rights and respect</u> Skills: - Identify key people who are responsible for them to stay safe and healthy; - Suggest ways they can help these people - Understand how an event can be perceived from different viewpoints; - Identify people who are volunteers in the school community; - Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. - Recognise that there are times we can buy items we want and times when we need to save for them; - Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.); - Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.). - Evaluate and explain different methods of looking after the school environment; - Devise methods of promoting their priority method. Key Knowledge: - Know the difference between 'fact' and 'opinion'; - Define what a volunteer is; - Understand the terms 'income',		Key Knowledge: - Know how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; - Know what is meant by the term 'balanced diet'; - Know how some infectious illnesses are spread from one person to another; - Suggest medical and non-medical ways of treating an illness. - Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); - Describe how food, water and air get into the body and blood. - Understand and explain how the brain sends and receives messages through the nerves. <u>Growing and Changing</u> Skills: - Identify different types of relationships; - Recognise who they have positive healthy relationships with. - Identify when it is appropriate or inappropriate to allow someone into their body space; - Rehearse strategies for when someone is inappropriately in their body space. Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; - Recognise and describe appropriate behaviour online as well as offline; - Identify what constitutes personal information and when it is not appropriate or safe to share this; - Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs; - Understand that people online may not always be who they say they are, and to learn how to stay safe by checking with a	

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	Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is		'saving' and 'spending'; - Know the financial risks related to online gaming - Define what is meant by the environment;		trusted adult before communicating with others - Think carefully before sharing any information about themselves; - Recognise how different surprises and secrets might make them feel; - Know who they could ask for help if a secret made them feel uncomfortable or unsafe. Key Knowledge: - Understand what is meant by the term body space (or personal space); - Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; - Understand that they should not share images of others without their permission; - Understand that once something is posted online it is very hard to remove or delete it. - Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; - Recognise that babies come from the joining of an egg and sperm; - Explain what happens when an egg doesn't meet a sperm; - Understand that for girls, periods are a normal part of puberty.	
4	Me and My Relationships Skills: - Demonstrate strategies for working on a collaborative task; - Define successful qualities of teamwork and collaboration. - Recognise that there are times when they might need to say 'no' to a friend; - Describe appropriate assertive strategies for saying 'no' to a friend. - Describe 'good' and 'not so good'	Identity Care Fairness Conflict Power	<u>Keeping Safe</u> Skills: - Identify situations which are either dangerous, risky or hazardous; - Suggest simple strategies for managing risk. - Identify from given scenarios which are dares and which are not; - Suggest strategies for managing dares. - Describe stages of identifying and managing risk;	Care Identity Fairness	<u>Being My Best</u> Skills: - Identify ways in which everyone is unique; - Appreciate their own uniqueness; - Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. - Give examples of choices they make for themselves and choices others make for	Identity Change Power Conflict Care

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	feelings and how feelings can affect our physical state; - Explain how different words can express the intensity of feelings. - Identify a wide range of feelings; - Recognise that different people can have different feelings in the same situation; - Explain how feelings can be linked to physical state. - Demonstrate a range of feelings through their facial expressions and body language; - Recognise that their feelings might change towards someone or something once they have further information. - Give examples of strategies to respond to being bullied, including what people can do and say; Key Knowledge - Define successful qualities of teamwork and collaboration. - Explain what we mean by a 'positive, healthy relationship'; - Describe some of the qualities that they admire in others. - Explain what we mean by a 'positive, healthy relationship'; - To understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult. - Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from; - To understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult. <u>Valuing difference</u>		- Suggest people they can ask for help in managing risk. - Understand that we can be influenced both positively and negatively; - Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. - Identify images that are safe/unsafe to share online; - Know and explain strategies for safe online sharing; - Understand and explain the implications of sharing images online without consent. - Understand that medicines are drugs; - Explain safety issues for medicine use; - Suggest alternatives to taking a medicine when unwell; - Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). - Identify strategies for keeping personal information safe online; - Exercise caution when sharing information about themselves; - Know that a trusted adult can help them if they see something online which makes them feel uncomfortable, worried or scared. Key Knowledge: - Understand some of the key risks and effects of smoking and drinking alcohol - Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). - Describe safe behaviours when using communication technology; - Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; - Define what is meant by the word 'dare'; - Understand the importance of privacy and location settings to protect		them; - Recognise that there are times when they will make the same choices as their friends and times when they will choose differently; - Understand that making healthy choices around food is important for their wellbeing - Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate); - Suggest ways the Seven Rs recycling methods can be applied to different scenarios. - Suggest ways in which different people support the school community; - Identify qualities and attributes of people who support the school community. - Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer. Key Knowledge: - Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; - Understand the importance of a healthy relationship with food - Understand the importance of good quality sleep and take practical steps for improving sleep. - Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); - Define what is meant by the word 'community'; - Define what a volunteer is; <u>Growing and Changing</u> Skills: - Name some positive and negative feelings;	

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	Skills: - Recognise potential consequences of aggressive behaviour; - Suggest strategies for dealing with someone who is behaving aggressively; - List some of the ways that people are different to each other (including differences of race, gender, religion); - Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); - Give examples of features of these different types of relationships, including how they influence what is shared. - Understand that they have the right to protect their personal body space; - Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; - Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. Key Knowledge - Define the terms 'negotiation' and 'compromise'; - Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. - Understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult; - Understand they should not share images of other people online without their permission. - Understand and identify stereotypes, including those promoted in the media.		information online; <u>Rights and respect</u> Skills: - Describe the various responsibilities of those who help them stay healthy and safe; - Suggest ways they can help the people who keep them healthy and safe. - Identify some rights and also need to respect the rights of others that come with these rights. - Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); - Recognise that reports in the media can influence the way they think about an topic; - Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. - List some of the items and services of expenditure in the school and in the home; - Prioritise items of expenditure in the home from most essential to least essential. Key Knowledge: - Define what is meant by 'being responsible'; - Understand that humans have rights and also need to respect the rights of other; - Understand the reason we have rules; - Know that everyone can make a difference within a democratic process; - Understand the risks relating to online gaming and that gaming can become addictive. - Define the word influence; - Explain the role of the bystander and		- Suggest reasons why young people sometimes fall out with their parents; - Take part in a role play practising how to compromise. - Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; - Recognise how different surprises and secrets might make them feel; - Know who they could ask for help if a secret made them feel uncomfortable or unsafe. Key Knowledge: - Identify parts of the body that males and females have in common and those that are different; - Know the correct terminology for their genitalia; - Understand and explain why puberty happens. - Recognise that babies come from the joining of an egg and sperm; - Explain what happens when an egg doesn't meet a sperm; - Understand that periods are a normal part of puberty for girls; - Identify some of the ways they can cope better with periods. - Understand that marriage or civil partnership is a commitment to be entered into freely and not against someone's will; - Recognise that marriage or civil partnership includes same sex and opposite sex partners; - Know the legal age for marriage or civil partnership in England or Scotland; - Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.	

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			how it can influence bullying or other anti-social behaviour; - Define the terms 'income' and 'expenditure'; - Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; - Understand how a payslip is laid out showing both pay and deductions; - Understand some of the ways that various national and international environmental organisations work to help take care of the environment; - Understand and explain the value of this work.			
5	Me and My Relationships Skills: - Explain what collaboration means; - Give examples of how they have worked collaboratively; - Describe the attributes needed to work collaboratively. - Explain what is meant by the terms negotiation and compromise; - Describe strategies for resolving difficult issues or situations. - Understand that online communication can be misinterpreted; - Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. - Demonstrate how to respond to a wide range of feelings in others; - Give examples of some key qualities of friendship; - Reflect on their own friendship qualities - Identify what things make a relationship unhealthy; - Identify who they could talk to if they needed help. - Recognise basic emotional needs, understand that they change according to circumstance; - Identify risk factors in a given situation	Identity Care Fairness Conflict Power	<u>Keeping Safe</u> Skills: - Demonstrate strategies to deal with both face-to-face and online bullying; - Demonstrate strategies and skills for supporting others who are bullied; - Recognise and describe the difference between online and face-to-face bullying. - Recognise disrespectful behaviour online and know how to respond to it - Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; - Consider what information is safe/unsafe to share offline and online; - Think about the consequences of not keeping personal information private; - Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; - Know to tell a trusted adult if something online is making them feel upset, worried or uncomfortable;		<u>Being My Best</u> Skills: - Identify their own strengths and talents; - Identify areas that need improvement and describe strategies for achieving those improvements. - Explain what being part of a school community means to them; - Suggest ways of improving the school community. - Identify people who are responsible for helping them stay healthy and safe; - Identify ways that they can help these people. - Describe 'star' qualities that 'ordinary' people have. Key Knowledge: - State what is meant by community; - Describe 'star' qualities of celebrities as portrayed by the media; - Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; <u>Growing and Changing</u> Skills: - Use a range of words and phrases to describe the intensity of different feelings;	

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	(involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. - Understand and rehearse assertiveness skills Key Knowledge - Know characteristics of passive, aggressive and assertive behaviours; <u>Valuing difference</u> Skills: - Define some key qualities of friendship; - Describe ways of making a friendship last; - Explain why friendships sometimes end. - Rehearse active listening skills; - Demonstrate respectfulness in responding to others; - Respond appropriately to others. - Recognise some of the feelings associated with feeling excluded or 'left out'; - Give examples of ways in which people behave when they discriminate against others who are different from them; - Understand the importance of respecting others, even when they are different from themselves. - Identify and describe the different groups that make up their school/wider community/other parts of the UK; - Describe the benefits of living in a diverse society; - Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. - Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; - Recognise that some people can get		- Recognise which situations are risky; - Explore and share their views about decision making when faced with a risky situation; - Suggest what someone should do when faced with a risky situation. - Describe some of the health risks caused by vaping; - Understand that there are potential health risks of vaping that are not yet fully known; - Use critical thinking skills when reading information/media; - Understand that companies selling vaping products do so to make money; Describe some of the possible outcomes of taking a risk. - Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; - Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these - Think about making healthy choices; - Understand what our bodies need to grow and develop. Key Knowledge: - Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; - Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; - Know how to protect personal information online; - Know how to protect personal information online; - Understand what cyberbullying/online bullying is, and recognise different forms it can take, and know how to		- Distinguish between good and not so good feelings, using Identify people who can be trusted; - Describe strategies for dealing with situations in which they would feel uncomfortable - Explain the difference between a safe and an unsafe secret; - Identify situations where someone might need to break a confidence in order to keep someone safe. - Identify some products that they may need during puberty and why; - Recognise how our body feels when we're relaxed; - List some of the ways our body feels when it is nervous or sad; - Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. - Explain how someone might feel when they are separated from someone or something they like; - Suggest ways to help someone who is separated from someone or something they like. Key Knowledge: - Know what menstruation is and why it happens. - Know the correct words for the external sexual organs; - Discuss some of the myths associated with puberty - Identify the changes that happen through puberty to allow sexual reproduction to occur; - Know a variety of ways in which the sperm can fertilise the egg to create a baby; - Know the legal age of consent and what it means.	

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	bullied because of the way they express their gender; - Give examples of how bullying behaviours can be stopped. - Understand what online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens. Key Knowledge - Know the benefits of living in a diverse society; - Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. - Understand that the information we see online either text or images, is not always true or accurate; - Identify the consequences of positive and negative behaviour on themselves and others; - Give examples of how individual/group actions can impact on others in a positive or negative way.		respond safely and responsibly if it happens. - Understand that once something is posted online and shared there is no way to delete it permanently; - Know where to go for advice and support when they feel worried or concerned about something they have seen or experienced online. - Describe some of the possible outcomes of taking a risk - Explain what a habit is, giving examples; - Describe why and how a habit can be hard to change. - Understand some of the complexities of categorising drugs; - Know that all medicines are drugs but not all drugs are medicines; - Understand ways in which medicines can be helpful or harmful and used safely or unsafely. <u>Rights and respect</u> Skills: - Understand the difference between a fact and an opinion; - Understand what biased reporting is and the need to think critically about things we read. - Explain what we mean by the terms voluntary, community and pressure (action) group; - Give examples of voluntary groups, the kind of work they do and its value. - Suggest questions a consumer should ask before buying a product. - Suggest advice for a range of situations involving personal finance. . . Key Knowledge: - Define the differences between respect, rights and duties; - State the costs involved in producing and selling an item;			

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			Define the terms loan, credit, debt and interest;			
6	<u>Me and My Relationships</u> Skills: - Demonstrate a collaborative approach to a task; - Describe and implement the skills needed to do this. - Explain what is meant by the terms 'negotiation' and 'compromise'; - Suggest positive strategies for negotiating and compromising within a collaborative task; - Demonstrate positive strategies for negotiating and compromising within a collaborative task. - Recognise some of the challenges that arise from friendships; - Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. - Describe the consequences of reacting to others in a positive or negative way; - Suggest ways that people can respond more positively to others. - Recognise and empathise with patterns of behaviour in peer-group dynamics; - Recognise basic emotional needs and understand that they change according to circumstance; - Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. - Recognise peer influence and pressure; - Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. - Describe ways in which people show their commitment to each other - List some assertive behaviours; Key Knowledge	Identity Care Fairness Conflict Power	<u>Keeping Safe</u> Skills: - Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; - Understand and describe the ease with which something posted online can spread; - Understand that once something is posted online it is very hard to remove; - Understand that sometimes people spread fake information, misinformation and disinformation, and to begin to think critically about how to respond to this. - Identify strategies for keeping personal information safe online; - Describe safe and respectful behaviours when using communication technology; - Understand they should not share images of other people online without their permission; - Think carefully before sharing any information about themselves online; - Understand that once something has been posted online it can be circulated quickly and there is no way of deleting it permanently; Explain how these emotional needs impact on people's behaviour; - Suggest positive ways that people can get their emotional need met. Key Knowledge: - Know where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. - Know that it is illegal to create and share sexual images of children under 18 years old; - Explore the risks of sharing photos and films of themselves with other people directly or online; - Know how to keep their information private online; - Understand that once something is posted online and shared there is no way to delete it permanently; - Know where to go for advice and support when they feel worried or concerned about something they have seen or experienced online.		<u>Being My Best</u> Skills: - Identify aspirational goals; - Describe the actions needed to set and achieve these. - Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. - Develop a holistic approach to healthy eating. - Identify risk factors in a given situation (including online); - Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; - Identify risk factors in a given situation; - Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; - Recognise that some situations can be made less risky e.g. only sharing information with someone you trust. - See link to external resources for further information - Explain what the five ways to wellbeing are; - Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. Key Knowledge: - Know where to go for advice and support when they feel worried or concerned about something online.	

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	- Know the ages at which a person can marry or have a civil partnership; - Understand that everyone has the right to be free to choose who and whether to marry or have a civil partnership. - Recognise that some types of physical contact can produce strong negative feelings; - Know that some inappropriate touch is also illegal. <u>Valuing difference</u> Skills: - Suggest strategies for dealing with bullying, as a bystander; - Describe positive attributes of their peers. - Consider how a bystander can respond to someone being rude, offensive or bullying someone else; - Demonstrate ways of offering support to someone who has been bullied. - Describe the benefits of living in a diverse society; - Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. - Explain the difference between a friend and an acquaintance; - Describe qualities of a strong, positive friendship; - Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). - Define what is meant by the term stereotype; - Recognise how the media (including digital platforms) can sometimes reinforce gender stereotypes - Identify and describe the different groups that make up their school/wider community/other parts of the UK; - Recognise that people fall into a wide range of what is seen as normal; - Challenge stereotypical gender portrayals of people Key Knowledge - Know that all people are unique but that we have far more in common with each other than what is different about us;		- Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; - Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. - Explain how drugs can be categorised into different groups depending on their medical and legal context; - Demonstrate an understanding that drugs can have both medical and non-medical uses; - Explain in simple terms some of the laws that control drugs in this country. - Understand some of the basic laws in relation to drugs; - Explain why there are laws relating to drugs in this country. - Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; - Describe some of the effects and risks of drinking alcohol. - Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; <u>Rights and respect</u> Skills: Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques that make up a biased report; Analyse a report also extract the facts from it. Know the legal age (and reason behind these) for having a social media account; - Understand why people don't tell the truth and often post only the good bits about themselves, online; - Recognise that people's lives are much more balanced in real life, with positives and negatives. - Explain some benefits of saving money; - Describe the different ways money can be saved, outlining the pros and cons of each method; - Describe the costs that go into producing an item; - Suggest sale prices for a variety of items, taking into account a range of factors;		<u>Growing and Changing</u> Skills: - Recognise how the media can sometimes reinforce gender stereotypes; - Recognise that people fall into a wide range of what is seen as normal; - Challenge stereotypical gender portrayals of people. - Recognise some of the changes they have experienced and their emotional responses to those changes; - Suggest positive strategies for dealing with change; - Identify people who can support someone who is dealing with a challenging time of change. - Suggest strategies that would help someone who felt challenged by the changes in puberty - Identify the qualities of a caring, safe, happy and healthy relationship; Key Knowledge: - Define what is meant by the term stereotype; - Understand that fame can be short-lived; - Recognise that photos can be changed to match society's view of perfect; - Identify qualities that people have, as well as their looks; - Understand the importance of avoiding putting pressure on others to share information and images online. - Understand the risks of sharing images online and how these are hard to control, once shared; - Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; - Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. - Define the word 'puberty' giving examples of some of	

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	- Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; - Understand and explain the term prejudice and discrimination; .		- Explain what is meant by the term interest; - Understand financial risks of online gaming; - Understand the importance of developing digital resilience. - Evaluate the different public services and compare their value. - Explain what is meant by living in an environmentally sustainable way; - Suggest actions that could be taken to live in a more environmentally sustainable way. - Explain what we mean by the terms voluntary, community and pressure (action) group; - Continue to develop the skills to exercise these responsibilities. Key Knowledge: - Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. - That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; - Understand the value of community members and how they can be valued for contributing to communities. - Recognise and explain that different jobs have different levels of pay and the factors that influence this; - Explain the different types of tax (income tax and VAT) which help to fund public services; - Define the term 'community'; - Recognise the benefits to mental health and wellbeing of being part of community groups Why and how rules and laws that protect them and others are made and enforced; - Why different rules are needed in different situations and how to take part in making and changing rules; - Begin to understand the way in which democracy in Britain works. - Why and how rules and laws that protect them and others are made and enforced;		the physical and emotional changes associated with it; - Understand that a healthy attitude towards food can really support growth and puberty changes; - Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; - Understand that a healthy attitude towards food can really support growth and puberty changes; - Suggest strategies that would help someone who felt challenged by the changes in puberty; - Understand what FGM is and that it is an illegal practice in this country; - Know where someone could get support if they were concerned about their own or another person's safety. - Identify the changes that happen through puberty to allow sexual reproduction to occur; - Know a variety of ways in which the sperm can fertilise the egg to create a baby; - Know the legal age of consent and what it means. - Explain how HIV affects the body's immune system; - Understand that HIV is difficult to transmit; - Know how a person can protect themselves from HIV. - Understand the internet contains a lot of content that can be inappropriate and upsetting for children, some of which is sexual in nature; - Understand the laws around viewing online sexual content; - Understand the potential impact for children who have viewed this content and know where to go for advice and support.	