



Ridgmont Lower School

PSHE Curriculum

Intent:

When children leave Ridgmont Lower School, we hope they do so with the knowledge, understanding and emotions to be able to play an active role in today’s society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. We aim to enable children to: -

- Develop a confidence in sharing their own thoughts and opinions with others;
- Develop skills and attributes to keep themselves healthy and safe;
- Develop an attitude of a responsible global citizen;
- Show tolerance of others' beliefs, religions and life choices;
- Build positive, respectful relationships with other people.

Implementation:

With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, we deliver PSHE within a whole-school mindfulness approach allowing children to advance their emotional awareness, concentration and focus. Children have the opportunity to reflect on their learning and its implications for their lives. We make cross-curricular links where appropriate.

Impact – Ridgmont Lower School will have citizens who:

- Demonstrate a healthy outlook towards school and their wider community, achieved through a mindful approach to PSHE
- Have enhanced academic performance and life chances and therefore increased employability and social mobility
- From exposure to a range of global issues and problems, build up tolerance and a sense of responsibility of being a global citizen
- Have empathy, understanding and awareness to make thoughtful and safe choices.

DfE Statutory Guidance

By the end of primary school, pupils should know:

Families and people who care for me	1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children’s security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, kind relationships	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge

	a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online and safety awareness	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

PSHE in the Early Years Foundation Stage

Skills and knowledge are developed across EYFS to form the foundations of the national curriculum. The following is taken from Development Matters, age range three to four year olds and the Early Learning Goals in the Early Years statutory framework. PSHE in the Early Years falls into four of the seven areas of learning: ❖ Communication and Language (C&L) ❖ Personal, Social and Emotional Development (PSED) ❖ Physical Development (PD) ❖ Understanding the World (UtW)		
Three and four year olds	C&L	• Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns.
	PSED	• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing.
	PD	• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	UtW	• Begin to make sense of their own life-story and family’s history. • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	C&L	• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases
	PSED	• See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally.

			• Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian
	PD		• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes
	UtW		• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways.
Early Learning Goals	C&L	Listening, Attention and Understanding	• Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	PSED	Self-Regulation	• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
		Managing Self	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
		Building Relationships	• Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others’ needs.
	PD	Gross Motor Skills	• Negotiate space and obstacles safely, with consideration for themselves and others.
	UtW	Past and Present	• Talk about the lives of people around them and their roles in society.

KS1

FIRST YEAR

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stimulus	CONNECTING WITH OTHERS How can I help myself and others to feel safe?	THE ONLINE WORLD How do we spend time online?	HEALTH PROTECTION How can I protect myself and others in daily life?	STAYING SAFE How can I stay safe?	CONNECTING WITH OTHERS How can I build safe, kind and caring relationships with others?	THE ONLINE WORLD How can we stay safe online?
Key Skills	• Talking about how families are special • Recognising and admitting when they or others have behaved in an unkind way • Showing respectful behaviour towards others by listening, sharing and taking turns • Identifying different ways family members help each other • Expressing basic feelings (e.g. I feel sad) and needs politely (e.g. Please stop) • Practising using quiet voices and calm bodies in shared spaces (e.g. classroom, library, hall) • Recognising when someone in a family might need support • Using polite words to ask for help or solve small problems • Talking about things they are good at and enjoy • Exploring why spending time with family is important to them • Identifying some appropriate and inappropriate responses to family disagreements • Beginning to express disagreement calmly (e.g. ‘I don’t agree’ or ‘Can I have a turn too?’) • Solving minor disagreements with peers, using compromise, turn-taking r asking for help from an adult • Beginning to use calming strategies with adult support • Discussing what makes a good friend (e.g. kind, sharing) • Discussing why friendships are important to them • Using simple, polite phrases in everyday situations • Recognising and naming their own feelings and achievements • Beginning to set simple personal goals e.g. ‘I want to learn to tie my shoe laces’ • Practising positive self-talk with adult support, e.g. ‘I can do it if I keep trying’	• Recognising some occasions when they are online in their everyday life • Identifying activities that can be done online with others and those that are in person • Recognising that polit behaviour in person is the same as polite behaviour online • Recognising that screen time can distract people from doing something important • Asking a trusted adult to check something unfamiliar that appears online (e.g. adverts or cookie pop ups) • Checking with a trusted adult before they use new apps or websites	• Practising how to wash their hands properly using soap and water • Recognising when thy need to wash their hands (e.g. after using the toilet, before eating, after sneezing) • Recognising the difference between a small injury (e.g. a graze) and something more serious (e.g. a break or a head bump) • Choosing appropriate clothing and preparing for different weather conditions (e.g. a hat, sunglasses and sun cream when it is hot) • Telling an adult when they feel unwell, tired or hurt • Beginning to describe common signs f illness (e.g. “My tummy hurts”, “I feel dizzy”) • Identifying some emergency situations	• Recognising when something may be dangerous at home • Following simple safety rules in different settings • Using roleplay to ask for help with clear, simple phrases, such as “I need help” or “something’s wrong” • Naming some items that thy should not touch at home without an adult present (e.g. tools, sharp knives, laundry pods, matches, a kettle, an oven) and explaining why • Naming things that are safe and unsafe to out in or on the body (e.g. food vs cleaning products) • Identifying safe places to walk on the pavement • Explaining how to safely cross a road with an adult and identifying other simple actions they can take to stay safe near and on roads • Naming some trusted adults at home and school • Identifying some emergency situations	• Describing who is in their family • Asking permission before touching or using someone else’s things • Naming trusted adults at home and school • Discussing how families are all unique • Expressing their own boundaries using simple language (e.g. ‘I don’t like that’) • Recognising bullying behaviour in simple scenarios • Identifying and discussing people’s similarities and differences (e.g. family, culture, traditions, physically, personality and beliefs) • Recognising unkind behaviour and considering how it may affect someone’s feelings or sense of belonging • Respecting when others say no or need space • Using roleplay to ask for help with clear, simple words, such as ‘I need help’ or ‘something is wrong’ • naming how someone might feel if they are being bullied	• Recognising some occasions when they are online in everyday life • Asking a trusted adult to check something unfamiliar that appears online (e.g. adverts or cookies pop-ups) • Checking with a trusted adult before they use new apps or websites • Beginning to identify when someone has shard too much information about themselves online • Recognising when something online makes them feel scared, worried, uncomfortable or unsafe

Key Knowledge To know...	- How some families show love and care to each other (e.g. giving hugs, saying kind words, spending time together or caring for each other when they are ill) - Spending time with family is important because it helps people build strong relationships and feel loved and supported - All families have disagreements sometimes - Home should feel like a ‘safe space’ and if it does not, they should speak with a trusted adult at school - Within families, just like in all relationships, violence is not an acceptable way to deal with problems - Respectful disagreement is part of healthy relationships - It is okay to feel upset but it is not okay to act in an unkind way or to hurt others - Sometimes they may need to pause before reacting - Saying sorry can help make things better when something goes wrong - Everyone has feelings and kind words can help solve problems - We might feel cross, upset or disappointed when things do not go our way - We can say what we need or do not like in a kind way - Friends are people who like to spend time together and who are kind and helpful to one another - Having friends can help you feel happy and stop you from feeling lonely - Loneliness means feeling alone, not just being alone - Friends will not always agree on everything - Being polite is a way of treating others with kindness - We share spaces with others and need to be kind and consider others around us - Everyone has different likes, dislikes and feelings - Something we enjoy might not be enjoyable for someone else - Everyone is unique and important - Everyone has different strength or things they are good at - They can feel proud of themselves for trying their best	- Using a digital device (e.g. TV, tablet, mobile phone, games console, smart speaker) often involves being online - Polite online behaviour includes listening, taking turns, considering others and using kind words – just as it does in person - Too much screen time can interfere with other healthy habits - Some content on the internet is not intended or suitable for children - People can search online for information or answers to questions - Who trusted adults are and how to report concerns about online content or behaviour	- Germs can live on hands and surfaces even when they cannot be seen - Washing hands with soap and water helps remove germs that can make people ill - People should cover their mouths when they cough or sneeze and put tissues in the bin - People have check-ups with doctors, nurses and dentists to help them stay healthy - Sometimes people have injections or nasal sprays (vaccines) to help stop them getting poorly - Some people need to use medicine often, such as inhalers, to help keep them well - Head bumps should always be told to an adult - First aid is the immediate help given to someone who is hurt or unwell - Ice packs can help with bruises or bumps - It is important for broken skin to be cleaned to ensure germs cannot enter the body - Their role is to get help from a trusted adult, not to try and fix the injury themselves - Wearing a hat and covering skin can help keep them safe in the sun - They should drink water when it is hot to stay well - They should tell a trusted adult if something hurts or feels wrong in their body - Some common signs of illness include a tummy ache, feeling hot or cold, coughing and sneezing - Medicines when used properly, can help people feel better 999 is the number to dial in an emergency	- Some things in the home can be harmful - They should never touch or taste something if they do not know what it is - Their body can give warning signs when something does not feel right or feels unsafe (e.g. heart beating faster, tummy feeling funny, feeling frozen or shaky, wanting to cry) - Household cleaning products can contain chemicals that are harmful to the body and should not be touched without an adult’s permission - The ‘Stop, Look and Listen’ rule for crossing a road - It is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is - If things are not used as intended, they can be harmful, especially to children (e.g. someone else’s medicine, cleaning products, etc) - A helmet should be worn when biking or scooting - Some things people put in or on their bodies can help them (e.g. medicine), and some can be harmful - Some basic risks around roads (e.g. crossing without looking, running out into the road, or not being seen by drivers) - The emergency services are the police, fire and ambulance services 999 is the number to dial in an emergency	- People in a community can be different from each other, which makes the community interesting and special - The differences between people are something to celebrate - It is unfair to treat someone differently just because they are different from you - It is important to treat everyone with kindness and respect - Families can include different members (e.g. siblings, single/multiple parents, adoptive parents, step-parents) - Everyone has the right to say no, even to people they know - It is never their fault if someone does something that makes them feel uncomfortable or unsafe - They should seek help if someone is unkind, hurts them or someone else - They should seek help if someone asks them to keep a secret that makes them uncomfortable - They should seek help if they feel scared, worried or confused - They can talk to a trusted adult if someone crosses a boundary - Bullying is when someone is hurtful or unkind to someone else, on purpose and more than once (‘several times on purpose’) - They should tell an adult if they or someone they know is being bullied (‘start telling other people’)	- Using a digital device (e.g. TV, tablet, mobile phone, games console, smart speaker) often involves being online - People choose what they share online and that not everything shared online is real or true - Some online content is not intended or suitable for children - Information shared online might be seen by a lot of people - It is unsafe to share some information online - No-one should share photos or videos of someone else online without permission - Who trusted adults are and how to report concerns about online content or behaviour
Vocabulary	Fair Friendly Lonely Polite Safe Share Strengths Trust Trusted adult Unfair	Balance Digital device Healthy Internet Online Rule Safe Screen time Trusted adult	999 Dentist Doctor Emergency First aid Germs Illness Injury Medicine Prevent Protect Serious Spread Unwell Urgent	Body clues Comfortable Danger Emergency Harm Road safety Rule Safe Trusted adult Uncomfortable Unsafe 999	Belong Bullying Calm Carer Family	Digit device Internet Online Private information Rule Safe Sharing online Trusted adult Uncomfortable
What children will have learnt by the end of the topic; pupils who are <i>secure</i> will be able to:	- Describe what makes them special - Notice what makes others special - Identify how families show love and care - Name places and people that help them feel safe - Identify a trusted adult - Name the qualities of a good friend - Choose, kind polite ways to solve disagreements - Explain how speaking kindly and politely can make people feel - Demonstrate kind and respectful behaviour whilst working in a group	- Recognise different ways they go online in everyday life - Understand that many online activities can also be done in person and that being online can sometimes distract us from these activities - Recognise that polite behaviour online is the same as polite behaviour in person - Explain why it is important to balance screen time with in-person activities - Recognise when something online is not meant for children and know when to stop and tell a trusted adult - Can explain simple ways to help stay safe online	- Describe germs as tiny living things that can spread between people and surfaces and cause illness - Accurately demonstrate the correct handwashing routine, ensuring all parts of the hands are cleaned - Choose suitable clothing for different weather conditions - Describe how to stay safe in hot weather - Name a range of health workers and explain ways they help prevent illness - Describe signs they may be unwell using simple words and/or actions, identifying where on their body something feels wrong - Recognise that telling an adult helps keep them safe and healthy, giving key information about their discomfort - Identifying which injuries need to be reported to an adult immediately - Recognise when and illness or injury is an emergency - Knowing that 999 should be called in a medical emergency	- Identify common items in the home that are safe and unsafe for children and explain simply how they could cause harm - Name things that are safe or unsafe to put in or on their body - Describe and use simple safety rules in familiar places such as the home and school - Recognise some basic body clues or warning signs that might show how they feel worried, unsafe or uncomfortable - Describe how to stay safe near roads - Follow the steps ‘Stop, Look and Listen’ to explain how to cross a road safely with a trusted adult - Name some trusted adult at home and at school and say who they could go to for help in different places - Use simple, clear phrases to ask a trusted adult for help	- Identify similarities and differences between themselves and others - Recognise that everyone has unique qualities which make them special - Explain why kindness towards people who are different is important - Comment or answer questions about families with respect for others - Ask for help with a falling out if they need it - Say when something feels okay or not okay - Know it is never their fault if they feel unsafe - Identify and name trusted adults at home and at school - Use clear phrases to ask for help when something feels wrong or not okay - Recognise when they or someone else is being bullied	- Give examples of things people do online - Say what sharing online means - Recognise that many people might see something shared online - Understand that private information should not be shared online - Recognise when someone has shared private information online - Say what to do if private information is shared online - Recognise that not everything seen online is real or shows the whole story - Recognise when something online might make them feel worried, uncomfortable or unsure - Recall simple rules to help them stay safe online
Cross Curricular Links	- British Values ~ <i>Mutual respect; Tolerance of those with different faiths and beliefs</i> - English - RE	British Values ~ <i>Individual liberty</i>	- English - Geography ~ <i>Human and Physical</i>	- English - British Values ~ <i>Individual liberty; Mutual respect</i>	- British Values ~ <i>Mutual respect; Tolerance of those with different faiths and beliefs.</i> - English	- Computing - English - British Values ~ <i>Individual liberty</i>
Building on from... 	- Know about me - Know what makes me special - Know someone who can help me - Know when I am happy or sad - Know how I am the same or different to my friends - Know how my family is the same or different - Know how my home is the same or different					

	· Know how to be kind and care for someone/ thing · Know not to give up · know that exercise is good for me · Know that food can be good or bad for me · Know that sleep is good for my energy and health · Know how to keep myself safe outside · Know what I can put on/in my body · Know who can help me if I’m ill · Know how to look after my class and people I know · Know that I will get bigger · Know that boys and girls are different · Know some stages of life
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KS1

SECOND YEAR

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stimulus	MY HEALTHY SELF How can we look after our emotions?	CITIZENSHIP How can I help others and the environment?	CITIZENSHIP How do people belong to a community and earn money?	MY HEALTHY SELF How can we look after our bodies?	GROWING UP How can we look after and respect our bodies as we grow?	STAYING SAFE How can I make safe choices in different places?
Key Skills	• Beginning to recognise and name a wider range of emotions and feelings in themselves (including the six basic emotions) • Beginning to recognise how others are feeling by examining facial expressions and body language cues • Beginning to express why they are feeling a certain way, e.g. in response to a particular emotion or situation • Beginning to describe how strong their feelings are using simple scales and language • Talking about whether something made them feel ‘a little bit’ or ‘very’ upset, excited, angry etc • Beginning to notice when they or others might need help with their feelings from a trusted adult • Identifying a trusted adult (e.g. teacher, TA, parents) to talk to if needed • Talking about things that make them feel calm or happy (e.g. playing, hugging a loved one, quiet time, etc) • Noticing when thy or others feel sad, worried, left out or lonely • Talking about how someone might feel when someone else is repeatedly unkind to them	• Giving reasons for their opinions • Describing some different jobs • Explaining why babies and young children need help from adults to meet their needs • Explaining why voting is a fair way to decide something that affects many people • Describing some of the ways they and others help the school and local environment • Explaining why rules are important • Sharing their opinions and trying to persuade others	• Describing some different jobs • Identifying some groups they belong to	• Talking about how they feel when they have had enough sleep or not enough sleep • Recognising when they are active and how it makes them feel • Independently choosing active play or movement during the school day • Recognising opportunities for them to be active outside of school • Beginning to join in with movement breaks or suggest when they need one • Explaining why it is important to brush their teeth regularly • Demonstrating how to brush teeth using an electric and a manual toothbrush correctly • Sorting foods into basic groups (e.g. fruit, vegetables, sugary snacks, drinks) • Making simple healthy food choices (e.g. choosing water instead of juice, fruit instead of sweets, etc)	• Identifying simple physical changes in themselves and others (e.g. growing taller, losing teeth) and discussing how they are growing and changing • Describing things they can do now which they could not do as a baby or a toddler (e.g. feeding themselves, dressing themselves etc) • Expressing personal boundaries using simple language (e.g. Don’t touch me there) • Identifying when touch is okay (e.g. a hug from a parent) and when it is not (e.g. someone touching private parts or not stopping when asked) • Discussing what types of touch they do and do not like from friends and family members • Using roleplay to ask for help with clear, simple phrases such as, “I need help” or “something’s wrong” • Naming some trusted adults at home and school	• Identifying when touch is okay (e.g. a hug from a parent) and when it is not (e.g. someone touching private parts or not stopping when asked) • Using roleplay to ask for help with clear, simple phrases, such as “I need help” or “something’s wrong” • Naming some trusted adults at home and school • Identifying different type of water environment (e.g. the sea, swimming pool, lake or river) and understanding some potential dangers associated with each • Recognising when something may be dangerous in the home • Naming some items that they should not touch at home without an adult present (e.g. tools, sharp knives, laundry pods, matches, a kettle, an oven) and explaining why • Following simple safety rules in different settings • Identifying some emergency situations • Naming things that are safe or unsafe to put in or on the body (e.g. food vs cleaning products)
Key Knowledge To know...	• Basic emotions (happiness, sadness, anger, fear, surprise, disgust) are the body’s natural responses • Feeling is the word used to describe emotions • It is normal and okay to feel both positive and negative feelings in response to different situations • Feelings can change and vary in intensity and may seem small, medium or big, depending on the situation • Talking to a trusted adult can help when thy feel upset or worried • Resting and doing things they enjoy can help them feel better • Talking to someone can help when they feel sad or left out • Repeatedly feeling hurry by others can affect how someone feels for the rest of the day or longer • How to recognise and name the following emotions and associated feelings: happiness (excited, calm); sadness (lonely, upset); fear (worried, nervous); anger (cross, annoyed); disgust (uncomfortable); surprise (amazed, shocked)	• To know it is important to listen carefully to others’ ideas • To know that babies and young children need help to eat, sleep, get dressed and stay clean • To know that different pets need looking after in different ways • To know that everybody has a responsibility to care for the school and the local environment	• Different coins and notes are worth different amounts • Many people earn money by having a job but income can also come from other sources	• That resting and doing things they enjoy can help them feel better • That sleeps helps their body and brain rest and grow • A good bedtime routine (for example, bath, story and quiet time) helps them fall asleep more easily and sleep better • That being active does not just happen during PE lessons and they can move and be active, at other times, both in and out of school, every day • That moving their bodies every day helps them feel good and stay healthy • Running, jumping and playing helps their bodies grow strong • That feeling tired can make it harder to run, play and have fun • They should brush their teeth twice a day, in the morning and at night • They need to brush every tooth and all surfaces • That sugary food and drink can damage teeth and should be limited • They need to visit the dentist for check-ups, even of their teeth do not hurt • Some food and drink are best for everyday, and others for only sometimes	• Bodies have similarities and differences (e.g. height, hair colour, skin colour or other physical features) and this makes each person unique • Bodies are different and unique and that it is not kind or respectful to comment on someone else’s body • Humans grow and change as they get older, from babies to children to teenagers to adults • Growing up means becoming more independent in looking after ourselves • Their body is special and belongs to them • Some parts of the body are private and that they should always respect their own and others’ privacy • The correct names for private body parts • They should always talk to a trusted adult if someone says or does something they are not comfortable with • Physical changes to the body are a normal part of growing up and becoming an adult • Underwear covers the parts of their body that are private and no one has the right to see or touch them without their permission They should always seek help if: someone is unkind, hurts them or someone else, including online; they feel scared, worried or confused, including online; someone asks them to keep a secret that makes them uncomfortable, including online	• The correct names for private body parts, including the penis, testicles, vulva and vagina • Underwear covers the parts of their body that are private and no one has the right to see or touch them without their permission • A stranger is anybody they do not know • Their body can give warning signs when something does not feel right or feels unsafe (e.g. heart beating faster, tummy feeling funny, feeling frozen or shaky, wanting to cry) • It is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is • The ‘Stop, Look and Listen’ rule for crossing the road • They should never enter the water without an adult supervising • If they fall into water or become tired when swimming, they should try and stay calm, float on their back and shout for help • Some things in the home can be harmful • The emergency services are the police, fire and ambulance services • 999 is the number to dial in an emergency • Some things people put in or on their bodies can help them (e.g. medicine) and some can be harmful • They should never touch or taste something if they do not know what it is • Household cleaning products can contain chemicals that are harmful to the body and should not be touched without an adult’s permission • If things are not used as intended, they can become harmful, especially to children (e.g. someone else’s medicine, cleaning products etc) • They should always seek help if someone is unkind, hurts

						them or someone else, including online • They should always seek help if they feel scared, worried or confused, including online • They should always seek help if someone asks them to keep a secret that makes them uncomfortable, including online
Vocabulary	Anger Disgust Fear Rule Surprise Uncomfortable Body clues Emotions Happiness Sadness Trust Calm Face clues Relax Safe Trusted adult	Baby Child Toddler Care Need Pet Environment Responsibility Improve Respect Opinion Vote Job Volunteer Rule safe	Belong Community Contribute Different Similar Job Skills Knowledge Buy Gods Note Service Coin Money Pay Gift Support	Active Dentist Exercise Five-a-day Healthy Healthy habits	Body Change Grow Nipples Penis Private parts Scrotum Testicles Trusted adult Vagina Vulva	Body Healthy Trusted adult Clean Safe Unsafe Body clues Penis Rule Testicles Uncomfortable Vulva Nipples Private parts Scrotum Vagina Burn Cut Harm Poisonous Chemicals Danger Medicine Safe adult Algae Emergency Reeds 999 Drowning Float
What children will have learnt by the end of the topic; pupils who are <i>secure</i> will be able to:	✓ Name the six basic emotions and recognise them using face and body clues ✓ Explain that people can feel different emotions in the same situation and give simple reasons why ✓ Describe emotions as comfortable or uncomfortable ✓ Describe how feelings can change and vary in strength, for example, ‘a little bit’ or ‘a lot’ ✓ Identify what makes them feel calm, relaxed or excited ✓ Explain why rest and enjoyable activities are important for wellbeing ✓ Identify what might make themselves and others feel worried, annoyed or upset and suggest ways to feel better ✓ Say how they feel and identify trusted adults who can help when feelings feel difficult	✓ Name some things that babies and younger children need and explain how adults care for them ✓ Describe safe ways they can help to care for a baby r younger child ✓ Name some needs of different animals and give examples of how people can care for them ✓ Explain ways they can help to look after the school environment ✓ Share ideas respectfully and give reasons for their opinions ✓ Name people who help to look after the school and local environment and explain why their work is important ✓ Give examples of rules that help people animals and places ✓ Explain simply how rules help people	✓ Identify some of the groups and communities they belong to and recognise that people can belong to more than one community ✓ Recognise that some groups or communities are chosen and some are not ✓ Give examples of how people contribute to a community and compare different ways people contribute ✓ Name jobs people do in the local and wider community and describe how they help people or communities ✓ Explain why jobs are important and what might happen in nobody did them ✓ Identify what money is used for and explain how it is used to buy goods and service ✓ Identify and compare different ways adults get money, recognising that adults do not all get money in the same way	✓ Name a variety of ways that they can move their bodies and describe how moving their body makes them feel healthy, strong and happy ✓ Identify some things that help them have a good night’s sleep ✓ Explain why sleep is important and describe how they feel depending on how well they have slept ✓ Name and describe a range of fruit and vegetables ✓ Sort foods into simple groups and explain that fruits and vegetables are a healthy choice ✓ Identify which foods and drink should be enjoyed often and which should be enjoyed sometimes ✓ Explain in simple terms why water and healthy foods help the body ✓ Explain why teeth should be brushed twice a day and demonstrate correct brushing technique Create a visual timetable that includes a variety of healthy habits from across the unit and explain how these habits help to keep the body and and healthy	✓ Identify physical changes in people as they grow ✓ Recognise that changes to the body are a normal part of growing up ✓ Give examples of things children can do that they could not do as babies or toddlers ✓ Explain what personal boundaries are ✓ Use simple language to say if thy feel uncomfortable or want to say no ✓ Use the correct names for body parts ✓ Describe what to do if someone tries to touch a private body part without permission ✓ Recognise situations where privacy should be respected ✓ Explain ways to respect other people’s bodies and personal belongings ✓ Identify a trusted adult they could talk to if they feel worried about privacy or boundaries	✓ Give reasons why their body is special ✓ Give examples of the PANTS rules ✓ Recall the stop, do not touch, tell and ask rules ✓ Identify how dangers could cause harm ✓ Recall simple safety rules such as stop, look, listen and think for roads; stop and do not touch unfamiliar objects ✓ Recall the stop, stay, ask rule ✓ Tell a safe adult their name and who they are looking for ✓ Identify that water can be dangerous ✓ Recallsimple rules to themselves safe around water
Cross Curricular Links	❖ British Values ~ <i>Individual liberty and Mutual respect</i>	❖ Science ❖ Geography ❖ English ❖ British Values ~ <i>Democracy, Individual liberty, Rule of law and Mutual respect</i>	❖ English ❖ British Values ~ <i>Democracy, Mutual respect and Tolerance of those with different faiths and beliefs</i>	❖ Maths ❖ Science British Values ~ <i>Individual liberty and Mutual respect</i>	❖ Science ❖ English ❖ British Values ~ <i>Mutual respect</i>	❖ English ❖ British Values ~ <i>The Rule of law, Individual liberty and Mutual respect</i>
What comes next..? 	• I can usually accept the views of others and understand that we don’t always agree with each other. • I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we’ve fallen out. • I can give examples of different community groups and what is good about having different groups. • I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place. • I can say what I could do to make a situation less risky or not risky at all. • I can say why medicines can be helpful or harmful. • I can tell you things about keeping my personal details safe online. • I can explain why information I see online might not always be true. • I can say some ways of checking whether something is a fact or just an opinion. • I can say how I can help the people who help me, and how I can do this. I can give an example of this. • I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I’ve done which shows this. • I can explain and give an example of a skill or talent that I’ve developed and the goal-setting that I’ve already done (or plan to do) in order to improve it. • I can name a few things that make a positive relationship and some things that make a negative relationship. • I can identify when someone hasn’t been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stimulus	CONNECTING WITH OTHERS What helps us feel safe and included?	THE ONLINE WORLD How should we communicate online?	CITIZENSHIP What careers do people choose and why?	STAYING SAFE What signs help me recognise what is safe and unsafe?	CONNECTING WITH OTHERS How can we respect each other?	THE ONLINE WORLD How can we decide what to trust online?
Key Skills	- Describing different ways families can spend time together - Describing ways family members can support each other (listening, helping around the home, looking after when ill, etc.) - Identifying some common challenges that families might face (e.g. parental separation, moving home, bereavement, etc) - Identifying characteristics they look for in a friend and why - Considering practical ways they can be a good friend to others - Using respectful language when disagreeing or solving problems with others - Analysing situations and discussing appropriate and inappropriate responses - Handling minor disagreements independently and fairly, using learnt techniques like negotiation and compromise - Communicating personal boundaries clearly (e.g. ‘I am not comfortable with that) - Recognising when someone’s behaviour makes them feel uncomfortable and taking appropriate action (e.g. telling a trusted adult) - Practising saying no or expressing disagreement respectfully - Communicating simple boundaries clearly (e.g. ‘I don’t want to play that game’) - Identifying their own characteristics, strengths, skills and interests - Reflecting on personal achievements and progress - Describing examples of unfair treatment or exclusion based on visible or invisible differences and explaining how those who experience it might feel - Identifying examples of different types of bullying in various contexts, including online - Explaining how bullying can affect someone’s feelings and mental wellbeing, and developing empathy towards those who are targeted	- Identifying what the internet can be used for - Identifying the benefits and challenges of online and in-person communication - Communicating respectfully and appropriately in an online environment - Recognising that disrespectful online communication can have a negative impact on others - Identifying some types of online bullying behaviour - Recognising that excessive screen time can affect people’s mood or stop them from doing other things they enjoy - Choosing whether to accept a friend request in an online game - Recognising that some online features re not suitable for all ages - Role-playing how to report concerns about bullying, upsetting content or contact from strangers online to a trusted adult	COMING NOVEMBER 2026	- Recognising that different relationships have different personal boundaries (e.g. friend vs teacher vs family member) - Noticing when someone’s behaviour is too familiar or inappropriate for the context (e.g. touching, asking private questions, asking to keep secrets) - Identifying early warning signs and recognising their own feelings that a situation or person might not be safe when looking at examples, stories or a role-play - Practising how they would ask for help and say ‘no’ in certain situations - Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards) - Explaining how to safely cross roads using a variety of crossing types - Identifying various risks on roads and ways to make them safer - Identifying potential hazards in different types of water environments (e.g. strong currents, dirty water, unknown depths, steep or vertical banks, cold temperatures) - Explaining some water safety signs and their meaning - Recognising and explaining potential hazards at home, including fire and electrical risks, and identifying these in different scenarios - Recognising common warning signs in various environments and on household products or equipment, and explaining what they mean - Identifying different ways of getting help in an emergency, including phoning 999 - Recognising when a substance is meant to help (e.g. medicine) and when it could harm the body (e.g. cigarettes/vapes, cleaning products, alcohol)	- Beginning to recognise unhealthy or unhappy friendships - Taking ownership of their actions and explaining how they have acted impulsively or unkindly - Using manners when getting someone’s attention, eating meals together, moving around the school or the classroom and speaking to new people - Considering how words, tone and body language can show respect or disrespect, and recognising how this influences how others perceive them - Identifying respectful and disrespectful behaviours in a range of scenarios - Recognising when their own behaviour might affect others (e.g. running indoors, shouting, playing music) - Exploring how to share spaces fairly and respectfully in real-life situations (e.g. on a bus, in the cinema) - Listening and responding respectfully when someone makes a request or expresses a boundary - Using strategies to manage frustrations or disappointment (e.g. walking away, positive self-talk) - Setting and working towards personal goals with more independence - Beginning to challenge negative self-talk and compare themselves less to others - Recognising and describing examples of unfair treatment, disrespect or exclusion based on differences (e.g. racial discrimination, gender stereotypes) - Rehearsing what to do or say when they see bullying happening - Practising how they would ask for help and say ‘no’ in certain situations - Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards)	- Identifying what the internet can be used for - Recognising that excessive screen time can affect people’s mood or stop them from doing other things they enjoy - Recognising that some online features are not suitable for all ages - Role-playing how to report concerns about bullying, upsetting content or contact from strangers online to a trusted adult - Questioning whether online information, including from search engines is accurate - Comparing several sources of information before choosing one
Key Knowledge To know...	- Family members often share responsibilities to keep the household running smoothly (e.g. doing chores/jobs, helping with younger siblings, or supporting with schoolwork) - Every family faces challenges - That families should make them feel loved, safe and supported - That different families might show love and spend time together in different ways - Even though families may look very different, they usually have love and care for each other at their core - That there are many different family types: families come in many forms and deserve to be treated with kindness - That every family	- The same respectful behaviours apply online as in person - Online communication can make misunderstandings more likely - Thy should only communicate online with others they know, not with people they do not know - Bullying can happen online - Once something is shared online, even privately, they no longer have control over who sees it - Even when they are speaking to friends online, they should not share private information - Some apps and websites have age restrictions which are there to keep children safe - How to take a screenshot or screen-grab to save online information as evidence		- Their body belongs to them and that they can say no to any touch or behaviour that makes them feel uncomfortable, even from someone they know - To know signs that an adult may be unsafe (e.g. they are ignoring ‘no’, they are asking you to keep secrets, offering gifts when it is not a special occasion, asking you for help instead of another adult) - That feeling and being unsafe can happen even with someone they know - That when an adult they do not know approaches them, they can respond politely but move away from the situation to make a trusted adult aware - That they should not share personal information with people they do not know and trust, including online - That they can speak to more than one trusted adult if the first person does not help or take action straightaway - That they should seek help if: - Someone touches them or speaks to them in a way that feels	- Within families, just like in all relationships, violence is not an acceptable way to deal with problems - They do not have to be friends with everyone and others do not have to be friends with them, but everyone has the right to be treated with respect and kindness - Healthy friendships should help them feel included, valued and supported, especially during difficult times - That many people experience feelings of loneliness at times - They should trust people who are kind, honest and respect their boundaries, as this shows they are good friends - That respectful disagreement is a normal part of healthy relationships - That compromise and fairness are vital to any friendship - Respect means treating others as you would like to be treated: with kindness and fairness - Good manners are a way of showing respect to other people - That different people may have	- Many everyday activities involve being online, even when it is not obvious - Some apps and websites have age restrictions to keep children safe - Some information online may be inaccurate or misleading

	faces challenges at some point, and help is always available to children when they need it - That apologising and discussing feelings can help solve problems and maintain good relationships - Respect means treating others as you would like to be treated: with kindness and fairness - Respecting boundaries helps keep relationships safe and healthy - Self-respect means valuing yourself and treating yourself with kindness - Trying new things, learning from mistakes and achieving goals can build confidence - That there are different types of bullying, including physical, verbal and online (cyberbullying) - That bullying may target someone's appearance, beliefs or abilities			wrong, including online. – They feel pressured to do something unsafe or that they don't want to do, including online. – They see or hear something that worries them, even if it's not about them, including online - Some common road-crossing types - Some common safety issues when walking, riding a bike or scooting. (e.g. cars coming out of driveways) - That swimming in open water is usually more dangerous than swimming in a swimming pool - What beach safety flags tell us about the conditions - That thinking ahead and considering potential risks can help prevent accidents - That fire can spread quickly and should never be played with - That appliances and household products should only be used for the purpose they are designed for - That an operator will ask which emergency service is needed, what happened and where - That alcohol and smoking/ vaping are legal for adults but illegal for children - That alcohol and smoking/vaping both have harmful effects on the body - That medicines should only be used as directed by a trusted adult or health professional or they can be harmful	different needs and preferences in the same space - That respecting boundaries helps keep relationships safe and healthy - That physical, emotional and digital boundaries are all important - That some secrets are safe (e.g. a surprise party) but others may be unsafe if they make someone feel worried, scared or uncomfortable - That being kind does not always mean agreeing or giving in - They cannot always have what they want and that others may want different things, so it is often important to find a compromise - Disappointment and frustration are normal feelings and will pass - Self-respect means valuing yourself and treating yourself with kindness - A stereotype is an unfair assumption about a group of people, without considering them as individuals	
Vocabulary	Behaviour Boundaries Falling-in Friendship Relationship Respect Self-respect	Age restriction Anonymous Block Communicate Report Respect Respectful Screenshot Trusted adult Online Internet		Alcohol Boundaries Cigarettes Crossing Current Hazard/s Inappropriate Operator Personal space Pressure Risks Tide Vape	Self-esteem Self-respect Self-talk Body language Manners Tone Disrespect Respect Loneliness Trust Trustworthy Assertive Compromise Conflict Bullying Trusted adult Individual Stereotype	AI Internet Mood Online Offline Search engine Search result Screen time Appropriate Age-restriction Online content Report Trusted adult Fake Mislead Source Reliable Responsible Question Hoax
What children will have learnt by the end of the topic; pupils who are <i>secure</i> will be able to:	✓ Recognise what self-respect is ✓ Value their own strengths, skills and achievement ✓ Build confidence by trying new things, learning from mistakes and challenging negative self-talk ✓ Identify and communicate personal boundaries clearly ✓ Treat others with kindness, fairness and respect ✓ Recognise the qualities of good friendship and ways to support friends ✓ Learn to manage minor conflicts respectfully through negotiation, compromise and apology ✓ Understand different ways families spend time together and support each other ✓ Identify different types of bullying and their effects on wellbeing	✓ Identify what the internet can be used for ✓ Identify the benefits and challenges of online and in-person communication ✓ Communicate respectfully and appropriately in an online environment ✓ Recognise that disrespectful online communication can have a negative impact on others ✓ Identify some types of online bullying behaviour ✓ Choose whether to accept a friend request in an online game ✓ Recognise that some online features are not suitable for all ages ✓ Role-play how to report concerns about bullying, upsetting content from strangers online to a trusted adult		✓ Identify warning signs that something is unsafe in a range of everyday situations (personal, online, road, water, home), including signs you can see (e.g. road signs, "deep water", notices, hazard symbols) and signs you can feel (e.g. uncomfortable feelings, pressure from others, unsafe online behaviour) ✓ Demonstrate strategies to help in or leave uncomfortable or unsafe situations ✓ Explain how recognising hazards and planning ahead can prevent accidents ✓ Choose safe places to cross roads and explain why (considering traffic, speed and visibility) ✓ Explain key reasons why water can be dangerous, even for confident swimmers (e.g. because of depth, currents and cold temperatures) ✓ Distinguish between helpful and harmful medicines and explain how to use medicine safely	✓ Recognise how their words, tone and behaviour show respect in different places and situations ✓ Use positive self-talk to stay calm, build confidence and manage frustration ✓ Explain what trust looks like in friendship and how to strengthen or repair it when problems arise ✓ Set and respect personal boundaries and respond assertively when something feels unfair or unsafe ✓ Practise resolving disagreements fairly, including through compromise ✓ Understand why a bystander is and describe safe, appropriate ways to act if they witness or experience bullying ✓ Learn what stereotypes are and how they can be unfair	✓ Identify the benefits and challenges of using the internet ✓ Identify age restriction symbols and why they exist ✓ Develop an understanding that some online information may be misleading ✓ Give examples of what can happen if people share misleading information
Cross Curricular Links	❖ English ❖ British Values ~ <i>Individual liberty; Mutual respect; Tolerance</i>	❖ Computing ❖ English	❖ British Values ❖ Science ❖ Art	❖ English ❖ British Values ~ <i>Mutual respect: Individual liberty; The rule of law</i> ❖ Geography ❖ Science	❖ English ❖ British Values ~ <i>Individual liberty and Mutual respect</i>	❖ Computing

LKS2

SECOND YEAR

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stimulus	MY HEALTHY SELF How can I take care of my mind and body?	CITIZENSHIP What rights and responsibilities do we have?	HEALTH PROTECTION How can we prevent illness and injury and respond if thy happen?	MY HEALTHY SELF How can I make healthy choices?	CITIZENSHIP How can I spend money responsibly?	GROWING UP How can will my body and emotions change as I grow up?
Key Skills	- Using more nuanced language to discuss their own and others’ emotions and feelings - Recognising changes in their body that happen with different emotions (e.g. heart racing when scared) - Noticing and describing when others might be feeling strong feelings using body language, voice and actions - Identifying who they would speak to for support about their feelings in different situations and when to do this - Recognising habits that are conducive to a good night’s sleep - Describing how bullying could negatively affect someone’s feelings and how they view themselves - Reflecting on how people who are bullied might think and feel - Describing how different activities make their body feel (e.g. out of breath, sweaty, energised, tired) - Recognising and explaining some the benefits of being physically active	- Identifying things that can and cannot be recycled - Explaining how reducing, reusing and recycling resources can help the environment - Describing the local council’s role in looking after the local area - Recognising the ways in which people’s rights can support and protect them	- Explaining how germs and infection can spread from person to person - Explaining how personal hygiene routines and behaviours reduce the risk of spreading illness - Beginning to explore how decision about health (like vaccination) are based on evidence and advice from medical professionals - Recognising whether an injury needs a short rest, help from an adult, help from a first aider or the emergency service - Applying sunscreen with supervision - Describing ways they can protect themselves in the sun (e.g. slip, slop, slap) - Describing physical health concerns clearly to an adult - Escribing when a health concern needs adult help (e.g. pain that will not go away, feeling dizzy or sick, visible injury) and when they can try a simple solution first (e.g. having a drink, resting, stretching) - Beginning to judge when a physical concern may need help from a health professional - Role-playing making 999 calls - Recognising what makes a call to 999 clear and efficient - Identifying different ways of getting help in an emergency, including phoning 999	- Describing various personal ways they look after their feelings and mood (for example, resting, playing, talking, spending time with others) and explaining why these can be helpful - Reflecting on how helping others makes them and others feel - Identifying different ways they are regularly active during the school day and outside of school - Recognising when they have been inactive for too long and choosing to move or be active - Describing how different activities make their body feel (for example, out of breath, sweaty, energised, tired) - Recognising and explaining some of the benefits of being physically active - Planning a healthy lunchbox or snack - Describing the role of different food groups and what makes for a healthy, balanced diet - Recognising natural and processed foods and what makes them different - Recognising when they or someone else might be struggling with feelings and knowing that this is a common experience - Noticing when they might need extra help with their feelings (e.g. around change, loss or bereavement) - Identifying who they would speak to for support about their feelings in different situations	There are no key skills for this unit	- Describing some physical changes in adolescence and beginning to be aware of the changes puberty brings - Describing some emotional changes that happen during adolescence - Communicating personal boundaries clearly (e.g. I’m not comfortable with that’)
Key Knowledge To know...	- Many different feeling words can be used to identify and describe their emotions - How to recognise and the following emotions and associated feelings: happiness (confident, hopeful); sadness (disappointed); fear (nervous); anger (frustrated, jealous, guilty); disgust (offended); surprise (curious) - Heir feelings and behavioural responses to a situation (e.g. bereavement, change) may differ from those of others - Feelings can feel stronger or weaker depending on the situation - Emotions and feelings can affect thoughts, decisions and behaviour - Recognising and talking about feelings and emotions early can help us stay in control of our behaviour - Taking care of their own feelings is part of staying healthy - Many people can struggle with their feelings and some of the signs might be seeming sad, crying, being unusually quiet, getting angry more easily or finding it hard to concentrate - Trusted adults (including teachers and other school staff) are there to help with problems, whether big or small - Seeking help early can make a significant difference for someone struggling with their feelings or mood - Children of their age should get between 9-12 hours of sleep every night - Poor sleep can affect concentration and mood, making people fell grumpy, worried or upset more easily - When someone is bullied repeatedly, they may start to believe the negative things said about them	- Right are basic freedoms that belong to every person in the world ‘Reduce’ means using less. ‘Reuse’ means using things again and ‘Recycle’ means turning old materials into new ones - Reducing waste is better than reusing and reusing is better than recycling - Different people (e.g. adults, police, politicians) work to protect people’s rights - Responsibilities are things people need to do to look after themselves, other people and places - The local council is responsible for deciding how money is best spent in the local community	- Germs can spread through touch, coughs, sneezes and shared objects - Handwashing, cleaning surfaces and covering coughs and sneezes help stop germs from spreading - Vaccines help the body build protection (immunity) against certain diseases without getting the illness first - Vaccines teach the body how to fight off germs - Vaccines have helped reduce or stop the spread of some serious diseases - Viruses and bacteria are both types of germs that can cause illness - If someone cannot breathe, it is a medical emergency - If someone is unable to respond to you, it may be a medical emergency - Pressure can help to stop bleeding - Back blows can help dislodge an object that is causing someone to choke - Minor burns can be treated by holding the are in cool water for 20 minutes - Someone having an asthma attack or allergic reaction may struggle to breathe and thy will need emergency help - First aid is the immediate help given to someone who is hurt or unwell before the arrival of professional help - Sun exposure can lead to skin damage, such as sunburn, and can cause illness later in life, such as skin cancer - Sunscreen should go on all uncovered skin on sunny days, even in the UK - Sunscreen needs reapplying every two hours or after swimming - Sunscreens come in different sun protection factors (SPFs) and a higher SPF offers more protection against the sun - They should stay out of the sun in the hottest part of the day - Giving clear information (like where it hurts, what it feels like and when in started) helps adults understand how to help - Not all physical discomfort needs an adult straight away, and some small problems (e.g. feeling tired, a bit chilly, needing the toilet) can be managed by themselves - Some unexplained changes to the body can be a sign of illness e.g. rashes, persistent	- Trusted adults (including teachers and other school staff) are there to help with problems, whether big or small - Sleep, hobbies, exercise and time with others can all help them to look after their feelings - Some simple ways that they can help others each day - Some simple healthy choices thy can make to incorporate physical activity into their normal day (for example, walking or cycling to school, taking the stairs, carrying their own bag) - About opportunities in their community to be physically active - Some activities make their heart beat faster, their body warmer, and their breathing heavier, and this means their body is working hard and getting stronger - Physical activity strengthens their heart, lungs, muscles and bones - Being active helps with coordination, balance and energy levels - Sitting still for long periods (for example, lot of screen time with no breaks) is not good for their bodies and can cause low energy - A balanced diet includes a a variety of food groups - Different food groups do different jobs in the body - Too much sugar, salt or fa can cause health problems over time and these are commonly found in processed foods - Thy should aim to eat at least five portions of fruit or vegetables a day to get the vitamins and minerals they need - They should aim to drink 1.5 litres (6-8 glasses) of water a day to stay hydrated - Nutrients are the helpful parts in food that the body needs to grow, stay healthy and have energy - Processed foods are foods that have been changed or added to, like turning potatoes into crisps or fruit into fruit-flavoured sweets - Natural or less processed foods usually have more nutrients - Poor sleep can affect concentration and mood, making people feel grumpy, worried and upset more easily	- Getting value for money involves considering the cost, usefulness and quality of items - Budgeting involves planning how to spend and save available money	- Respecting boundaries helps keep relationships safe and healthy - Unkind or negative comments about someone’s body can affect how they feel about themselves and that it is important to treat all bodies with respect - Their bodies will change as thy grow into adults and these changes happen at different times and rates for everyone, which is completely normal - As their bodies change during puberty their emotions and feelings may also change and that this can sometimes feel difficult to manage (e.g. experiencing mood swings) - One of the physical changes that happen to female bodies when they go through puberty is starting their period (menstrual cycle) - During a period a small amount of blood leaves the body from the vagina each month - Periods can start unexpectedly and that there are ways to manage them, such as wearing pad or period pants and asking a trusted adult for help - The correct names for the external parts of the body that may change in adolescence (e.g. breasts, armpits, Adam’s apple, pubic hair) - They should talk to a trusted adult if they have any worries or concerns, including around body changes and growing up - Their bodies belong to them and that they can say no to any touch or behaviour that makes them feel uncomfortable, even from someone they know - The correct terms for private body parts including the scrotum and nipples - Signs that an adult may be unsafe (e.g. thy are ignoring ‘no’, they are asking you to keep secrets, offering gifts when it is not a special occasion, asking you for help instead of another adult) - They can speak to more than one trusted adult is the first person does not help or take action straight away

			coughing, a high temperature, weight loss and tiredness • There are different types of medicine: some relieve symptoms (such as pain), some help people recover from illness and some prevent illness from developing • Getting help early can help prevent a health issue from getting worse • Antibiotics can treat some illnesses caused by bacteria but so not work against viruses • An operator will ask which emergency service is needed, what happened and where • How to dial 999 on a locked mobile phone			They should seek help if: ➤ Someone touches them or speaks to them in a way that feels wrong, including online ➤ They see or hear something that worries them, even if it’s not about them, including online ➤ They feel pressured to do something unsafe or that they don’t want to do, including online	
Vocabulary	Body clues Emotions Experience Feelings Body language Face clues Body Mind Health Mood Routine Sleep Manage Strategy Bullying Support Trust Trust team Trusted adult <td> Human rights Responsibilities Respect Rules United Nations The UN Convention on the Rights of the Child (UNCRC) Energy Environment Landfill Materials Reduce Resource Responsibilities Recycle Reuse Upcycle Waste Business Local council Recycling centre Budget Community Councillor Priorities <td> Antibiotics Droplet Hygiene Medicine Spread Bacteria Germes Infection Prevent Cancer Heatstroke Shade Sunburn Dehydrated Hydrated SPF Sun cream Disease Immunity Injection Vaccination Nasal spray Vaccine Allergy Illness Symptom Urgent Asthma Unwell Rash Burn First aid Pressure (physical) Choking Cold pack Injury 999 Emergency Location Ambulance service Hazard Operator <td> Balanced diet Carbohydrates Nutrients Processed food Protein Vitamins & minerals Active Exercise Health Mental health Physical activity Physical 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What children will have learnt by the end of the topic; pupils who are <i>secure</i> will be able to:	✓ Describe how our minds and bodies are connected ✓ Describe physical factors that can influence how a person feels ✓ Explain why sleep is important to maintain good mental and physical health ✓ Explain that emotions affects actions and decisions ✓ Describe ways to manage difficult emotions ✓ Recognise signs that someone needs help ✓ Identify trusted adults and appropriate adults <td> ✓ Recognise that human rights are rights everyone has and give examples of these ✓ Explain that rights help people live safely, fairly and with respect ✓ Describe some ways adults can help make sure children can access their rights ✓ Suggest practical ways individuals can reduce materials or energy use ✓ Explain why reducing usually comes before reusing and recycling in the waste reduction triangle ✓ Explain that reusing is often better than recycling because recycling still uses energy and resources ✓ Give examples of how familiar items can be reused or upcycled ✓ Explain why recycling is important for the environment ✓ Identify examples of local council responsibilities ✓ Explain simply why councils need to choose spending priorities <td> ✓ Describe how germs spread through touch, droplets and shared objects ✓ Identify hygiene habits and classroom rules that help prevent the spread of illness ✓ Describe ways to protect the skin from skin damage, including where and when to apply and reapply sun cream ✓ Apply sun cream carefully to uncovered skin with adult supervision ✓ Explain how vaccines train the body to fight particular germs ✓ Describe how vaccination reduces serious illness and the spread of disease, recognising that health decisions should involve trusted adults and healthcare professionals ✓ Describe a health concern clearly, including where it hurts, what it feels like and when it started ✓ Distinguish between health concerns they can try to manage and those requiring adult or urgent help, explaining why it is important to seek help early ✓ Explain the purpose of first aid and match common injuries to suitable responses and sources of help ✓ Recognise signs of a medical emergency and demonstrate how to make a clear, calm 999 call, including from a locked mobile phone <td> ✓ Describe the role of different food groups in keeping healthy ✓ Explain why eating a variety of foods matter ✓ Name activities that help them stay active at school and at home ✓ Explain how being active helps their bodies stay strong and healthy ✓ Explain the importance of diet and hydration in maintaining energy levels ✓ Identify behaviours that can positively and negatively affect energy levels ✓ Describe simple signs of emotional or mental health challenges using familiar vocabulary ✓ Explain why asking for help is important ✓ Describe the difference between a fixed and growth mindset ✓ Recognise how helping others can make them feel good <td> By the end of the unit, pupils should be able to: </td><td> ✓ Name different payment methods ✓ Identify some advantages and disadvantages of different ways to pay ✓ Record and track money spent, saved and left ✓ Explain what a budget is and plan how to spend and save a set amount of money ✓ Decide whether something offers value for money by considering its cost, usefulness and quality ✓ Identify some of the things that can influence people to spend money ✓ Explain how spending choices can affect people and the environment ✓ Recognise feelings that may arise in money-related situations and suggest helpful ways to respond <td> ✓ Explain what boundaries are ✓ Identify and correctly name some physical changes that happen during puberty ✓ Use appropriate terminology to talk about puberty changes with confidence and respect ✓ Recognise that everyone goes through puberty and that changes happen at different times and rates ✓ Recognise that emotions and feelings change as people grow up, including during puberty ✓ Explain 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What comes next..? 	Please refer to your child’s chosen middle school for a detailed breakdown of how the statutory aspects of UKS2 PSHE will be covered.						