

PSHE Curriculum Map

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Nursery</b>  <b>Core Concepts</b>                      within                      PSED&amp;UW/ELG</p>	<p><b>Self-Regulation ELG</b>                      Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• 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.</li> </ul> <p><b>Building Relationships ELG - develops into KS1/KS2 Relationships Strands</b>                      Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul> <p><b>Managing Self ELG - develops into KS1/KS2 Health &amp; Wellbeing Strands</b>                      Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</li> </ul> <p><b>Understanding the World ELG - develops into KS1/KS2 Living in the Wider World Strands</b>                      Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their role in society</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read.</li> </ul>					
<p><b>Reception</b></p>	<p><b>Me, myself and others</b></p> <p>See Reception Curriculum Map</p>	<p><b>Celebrations</b></p> <p>See Reception Curriculum Map</p>	<p><b>Superheroes</b></p> <p>See Reception Curriculum Map</p>	<p><b>Animals &amp; their Habitats</b></p> <p>See Reception Curriculum Map</p>	<p><b>Growing and Living</b></p> <p>See Reception Curriculum Map</p>	<p><b>Journeys</b></p> <p>See Reception Curriculum Map</p>

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p><b>Health and wellbeing: Growing and Changing</b> How we are the same and different to others; managing when things become difficult</p> <p><b>Living in the wider world: Media Literacy and Digital Resilience</b> Using the internet and digital devices; communicating online</p>	<p><b>Relationships: Friends and Families</b> Roles of different people; families; feeling cared for</p> <p><b>Living in the wider world: Belonging to a Community</b> What rules are; caring for others'; looking after the environment</p>	<p><b>Health and wellbeing: Physical Health and Mental Wellbeing</b> Keeping healthy; food and exercise; hygiene routines; sun safety</p>	<p><b>Relationships: Respecting Ourselves and Others</b> Understanding Race and Racism; recognise kind and unkind behaviour, know how our behaviour affects others</p>	<p><b>Relationships: Safe Relationships</b> Recognising privacy; staying safe; seeking permission and giving consent</p>	<p><b>Living in the wider world: Money and Work</b> Individual strengths and interests; jobs in the Community</p> <p><b>Health and wellbeing: Keeping Safe</b> How rules and age restrictions help keep us safe</p>
Year 2	<p><b>Relationships: Safe Relationships</b> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p><b>Living in the wider world: Media Literacy and Digital Resilience -</b> Distinguish between facts and entertainment on the internet; know that not everything on the internet is true</p>	<p><b>Relationships: Friends and Families</b> Making friends; feeling lonely and getting help</p> <p><b>Living in the wider world: Belonging to a Community</b> Belonging to a group; roles and responsibilities; being the same and different in the community</p>	<p><b>Health and wellbeing: Physical Health and Mental Wellbeing</b> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p>	<p><b>Relationships: Respecting Ourselves and Others</b> Recognising things in common and differences; understand Race &amp; Racism, identify unconscious bias, know how to be anti-racist</p>	<p><b>Health and wellbeing: Growing and Changing</b>  The human life cycle (ageing/not puberty), identifying gender stereotypes, naming of body parts; preparing for change: moving class or year</p>	<p><b>Living in the wider world: Money and Work</b> What jobs are, what money is; how to look after money, decide to spend or save</p> <p><b>Health and wellbeing: Keeping Safe</b> Safety in different environments; risk and safety at home; emergencies</p>
Year 3	<p><b>Physical Health and wellbeing: Growing and Changing</b> Personal strengths and achievements; managing and reframing setbacks</p> <p><b>Living in the wider world: Media Literacy and Digital Resilience</b> Know how to assess if images and information online are true and accurate, what to do if we see or experience something online that is unkind or inappropriate</p>	<p><b>Relationships: Safe Relationships</b> Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p><b>Living in the wider world: Belonging to a Community</b> The value of rules and laws; rights, freedoms, responsibilities</p>	<p><b>Health and wellbeing: Physical Health and Mental Wellbeing</b> Health choices and habits; what affects feelings</p>	<p><b>Relationships: Respecting Ourselves and Others</b> Understanding Race &amp; Racism, the importance of self-respect and their right to be treated respectfully by others, recognise and challenge stereotypes, know how to model respectful behaviour</p>	<p><b>Relationships: Friends and Families</b> Understand the positive aspects of being part of a family, recognise and respect different families, Know what to do and whom to tell if family relationships are making them feel unhappy or unsafe</p>	<p><b>Living in the wider world: Money and Work</b> Different jobs and skills; job stereotypes; personal goals</p> <p><b>Health and wellbeing: Keeping Safe</b> Risks and hazards; safety in the local environment and unfamiliar places</p>
Year 4	<p><b>Relationships: Safe Relationships</b> Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p><b>Living in the wider world: Media Literacy and Digital Resilience</b> Recognise how we</p>	<p><b>Relationships: Friends and Families</b> Recognise the features of healthy, positive friendships, recognise the risks in online relationships, know when and how to seek support with relationships if we are</p>	<p><b>Health and wellbeing: Physical Health and Mental Wellbeing</b> Maintaining a balanced lifestyle; what to do when we are ill, oral hygiene and dental care</p>	<p><b>Relationships: Respecting Ourselves and Others</b> Recognise differences between people such as gender, race, faith and understand the importance of respecting these differences Understand Race &amp;</p>	<p><b>Health and wellbeing: Growing and Changing</b> Identify physical differences between the genders (external genitalia and reproductive organs); Recognise physical and emotional changes during puberty, the importance of</p>	<p><b>Living in the wider world: Money and Work</b> Recognise the different ways people can pay for things, the decisions we make about using and keeping money safe and that how people spend money can have positive or</p>

	<p>have a digital footprint, how search results are ordered and how this affects the information we access, Understand how organisations use personal information to encourage us to buy things and how to distinguish between factual and advertising content</p>	<p>feeling lonely or excluded</p> <p><b><u>Living in the wider world: Belonging to a Community</u></b> What makes a community; shared responsibilities, compassion</p>		<p>Racism, Know how to respect difference and how to discuss difference sensitively</p>	<p>personal hygiene; know to discuss the challenges of puberty with a trusted adult</p>	<p>negative effects on others</p> <p><b><u>Health and wellbeing: Keeping Safe</u></b> What is a drug, how drugs common to everyday life affect health and wellbeing and that for some people using drugs can be a habit which is difficult to break</p>
Year 5	<p><b><u>Health and wellbeing: Growing and Changing</u></b> Personal identity including gender; recognising individuality and different qualities; mental wellbeing</p> <p><b><u>Living in the wider world: Media Literacy and Digital Resilience</u></b> Secure some basic strategies to assess whether content online is based on fact, opinion, or is biased, know that some media and online content promote stereotypes and know how to recognise unsafe or suspicious content online</p>	<p><b><u>Relationships: Friends and Families</u></b> Managing challenges/changes in friendships and have strategies in place to resist peer influence</p> <p><b><u>Living in the wider world: Belonging to a Community</u></b> Understand the importance of protecting, how everyday actions can support or damage it and how to express their own opinions about their responsibility towards the environment</p>	<p><b><u>Health and wellbeing: Physical Health and Mental Wellbeing</u></b> Healthy sleep habits; medicines, vaccinations, immunisations and allergies</p>	<p><b><u>Relationships: Respecting Ourselves and Others</u></b> Understand what discrimination means and identify different types of discrimination e.g. racism, sexism, homophobia, Extend our definition of racism and how to be anti-racist in our actions, Know how to responding respectfully to a wide range of people; recognise prejudice and discrimination</p>	<p><b><u>Relationships: Safe Relationships</u></b> Distinguish between appropriate and inappropriate touch, Know some strategies for asking for and giving/not giving consent, Identify healthy and unhealthy friendships and know how and when to ask for help if physical contact is making them feel unsafe</p>	<p><b><u>Living in the wider world: Money and Work</u></b> Job interests and aspirations; the role ambition plays with our choices; identify workplace stereotypes and recognise the importance of diversity and inclusion to promote people's career opportunities</p> <p><b><u>Health and wellbeing: Keeping Safe</u></b> Differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour, Know that female genital mutilation (FGM) is against British law<sup>1</sup> and know what to do and whom to tell if they think they or someone they know might be at risk of FGM Know how to deal with common injuries using basic first aid techniques and how to respond in an emergency</p>
Year 6	<p><b><u>Relationships: Safe Relationships</u></b> Know what consent means and how to give/not give permission in different situations, Distinguish between healthy and unhealthy friendships, Identify some strategies for resisting peer pressure Know how to report</p>	<p><b><u>Relationships: Friends and Families</u></b> Know what it means to be attracted to someone and that people who love each other can be of any gender, ethnicity or faith Understand what marriage and civil partnership mean e.g. a</p>	<p><b><u>Health and wellbeing: Physical Health and Mental Wellbeing</u></b> Recognise mental health is as important as physical health and needs looking after, Know that anyone can be affected by mental ill-health and recognise how changes (including loss and grief) may affect our</p>	<p><b><u>Relationships: Respecting Ourselves and Others</u></b> Understand the link between values and behaviour and know how to be a positive role model, Know how to discuss race and racism, Know how to be anti-racist in our actions</p>	<p><b><u>Health and wellbeing: Growing and Changing</u></b> Recognise that growing and changing (and puberty) is part of being human, Identify the key changes to male and female bodies during puberty, Know a range of strategies to cope with the emotional</p>	<p><b><u>Living in the wider world: Money and Work</u></b> Understand how money impacts a person's health and wellbeing, Identify how money can be stolen through scams or lost through gambling and recognise debt</p>

	<p>concerns about personal safety, including online</p> <p><b>Living in the wider world: Media Literacy &amp; Digital Resilience</b> Recognise why people choose to communicate through social media, Know that social media sites have age restrictions and regulations for use, Identify some of the rules and laws relating to sharing things online and how to recognise what is appropriate to share online and how to report inappropriate online content or contact</p>	<p>legal declaration of commitment made by two adults, Know that people have the right to choose whom they marry or whether to get married and that to force anyone into marriage is illegal</p> <p><b>Living in the wider world: Belonging to a Community</b> Recognise stereotypes in different contexts and the influence they have on attitudes to and understanding of different groups, Identify how stereotypes are perpetuated and know how to challenge this</p>	<p>mental health Understand how balancing time online with other activities helps to maintain health and wellbeing</p>	<p>and how to constructively challenge points of view we disagree with</p>	<p>changes during puberty, Recognise different forms of healthy loving relationships, marriage and civil partnerships Know that sex can be part of a loving relationship, Understand the process of human reproduction and birth;</p>	<p><b>Health and wellbeing: Keeping Safe</b> Identify ways to stay safe on-line including dealing with requests for personal information and identifying types of images that are appropriate to share with others, Understand the different age rating systems for social media, T.V, films and games and recognise how age restrictions help people make safe decisions about what to watch, use or play Know the laws relating to drugs and recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</p>
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Progression of skills in PSHE

	EYFS:		Key Stage 1:		Key Stage 2:			
Statutory Framework Objectives	Statutory: Personal, Social and Emotional Development ELG Understanding the World ELG  <b>Development Matter Statements in bold</b>		Statutory: Respectful Relationships (Families, Friends and On-line) Statutory: Physical and Mental Wellbeing Non-mandatory: Living in the Wider World		Statutory: Respectful Relationships (Families, Friends and On-line) Statutory: Physical and Mental Wellbeing Non-mandatory: Living in the Wider World			
Skill	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Skill 1: Understanding and Building Safe (Respectful) Relationships</b>	<p>Understand gradually how others might be feeling.</p> <p>* Form positive attachments with adults and peers outside of own family</p>	<p><b>Build constructive and respectful relationship</b></p> <p><b>Think about the perspective of others</b></p> <p>Begin to take turns / take turns with little support / take turn independently</p> <p>Co-operate as part of a group</p>	<p>Recognise privacy and personal space; Know to seek permission from others</p>	<p>Resist pressure and recognise hurtful behaviour: Know when and how to get help</p>	<p>Understand the consequences of bullying and hurtful behaviour and that it is unacceptable</p>	<p>Recognise hurtful behaviour and bullying, including online and know how to respond if they witness it</p>	<p>Identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</p> <p>Know how to ask for, give and not give permission for physical contact</p>	<p>Compare the features of a healthy and unhealthy friendship</p> <p>Recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</p> <p>Know what consent means and how to seek and give/not give permission in different situations</p>

<p><b>Skill 2: Developing and managing Relationships with Friends and Families</b></p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. * Play cooperatively with others</p>	<p><b>Build constructive and respectful relationships</b></p> <p><b>Express their feelings and consider the feelings of others</b></p> <p>Separate from their parent / carer with increasing confidence</p> <p>Gain confidence to speak to other children and familiar adults</p> <p>Begin to form friendships</p> <p>Have positive relationship with peers and Reception adults</p> <p>Begin to develop relationship with Year 1 adults and children (a part of transition work and assemblies)</p>	<p>Understand what it means to be a family and recognise the people who care for them</p> <p>Recognise that families are different, e.g. single parents, same-sex parents</p> <p>Know how and who to tell if they are worried about something in their family</p>	<p>Know how to make friends and how to be a good friend</p> <p>Think about how to positively resolve arguments between friends</p> <p>Understand how to recognise, and ask for help, when they feeling lonely or unhappy or to help someone else</p>	<p>Recognise/respect different types of families, including single parents, same-sex parents, step-parents, blended families, foster, adoptive parents</p> <p>Understand the positive aspects of being part of a family, such as spending time together and caring for each other</p> <p>Know what to do and whom to tell if family relationships are making them feel unhappy or unsafe</p>	<p>Recognise/respect the features of positive healthy friendships such as mutual respect, trust and sharing interests</p> <p>Know how to seek support with relationships if they feel lonely or excluded</p> <p>Know how to communicate respectfully with friends when using digital devices</p> <p>What to do or whom to tell if they are worried about any contact online</p>	<p>Know some strategies to positively resolve disputes and reconcile differences in friendships</p> <p>Understand that friendships can change over time and how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</p> <p>Recognise and manage peer influence and know how it can make people feel or behave</p> <p>Know some strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</p>	<p>Know what it means to be attracted to someone and that people who love each other can be of any gender, ethnicity or faith</p> <p>Understand the ways in which couples show their love and commitment to one another and what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</p> <p>Know that people have the right to choose whom they marry or whether to get married and that to force anyone into marriage is illegal</p>
<p><b>Skill 3: Respecting Ourselves and Others in Relationships</b></p>	<p>Begin to understand emotions</p> <p>Start to show understanding of the feelings of others</p>	<p><b>See themselves as a valuable individual</b></p> <p><b>Identify and moderate feelings socially and emotionally</b></p> <p>Understand that other people might have different ideas to them</p> <p>Know how to play with others and begin to find solutions without adult input</p>	<p>Understand how behaviour affects others</p> <p>Know what kind and unkind behaviour mean in and out school and how it can make people feel</p>	<p>Recognise how friends can have both similarities and differences</p> <p>Know how to play and work cooperatively in different groups and situations</p> <p>Understand how to share ideas and listen to others, take part in discussions, and give reasons for their views</p>	<p>Recognise respectful behaviour</p> <p>Understand the importance of self-respect and their right to be treated respectfully by others</p> <p>Know how to model respectful behaviour in different situations e.g. at home, at school, online</p> <p>Identify some of the ways in which people show respect and courtesy in different cultures and in wider society</p>	<p>Know what they have in common with others e.g. shared values, likes and dislikes, aspirations</p> <p>Recognise and respect differences between people such as gender, race, faith</p> <p>Understand and develop a vocabulary to discuss difference sensitively</p>	<p>Recognise that everyone should be treated equally and that it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>Understand what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</p> <p>Identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</p> <p>Recognise the impact of discrimination on individuals, groups and wider society</p>	<p>Know how to express opinions and respect other points of view, including discussing topical issues</p> <p>Understand the link between values and behaviour and how to be a positive role model</p> <p>Know how to constructively challenge points of view you disagree with</p> <p>Know ways to participate effectively in discussions online and manage conflict or disagreements</p>

							Know ways to safely challenge discrimination and how to report discrimination online	
<p><b>Skill 4: Health &amp; Well-being: Coping with Growing and Changing</b></p>	<p>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.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>* Begin to feel confident to start new activities</p> <p>*Develop independence</p>	<p><b>Develop resilience and perseverance in the face of challenge</b></p> <p>Develop confidence and skills needed to manage the school day</p> <p>Put on a coat independently / doing up a zip / doing up buttons</p> <p>Explore the indoor and outdoor environment</p> <p>Understand and begin to follow the class rules</p> <p>Make choices at lunchtime and begin to talk about healthy eating</p> <p>Recognise that they can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks them to do something that makes me feel sad, embarrassed or upset.</p> <p>Try new activities</p> <p>Spend a sustained period of time engaged in an activity</p> <p>Focus during short / longer whole class sessions</p> <p>Set a simple goal and work towards it</p>	<p>Recognise what makes them special and unique</p> <p>Know how they are the same and different to others</p> <p>How to manage and whom to tell when finding things difficult</p>	<p>Understand the human life cycle and how people grow from young to old</p> <p>Know how needs, bodies and responsibilities change as we grow up</p> <p>Identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>Prepare for life in a new class and setting goals for the year</p>	<p>Recognise that everyone is an individual and has unique and valuable contributions to make</p> <p>Understand how strengths and interests and what we're proud of form part of a person's identity</p> <p>Identify some of the common challenges to self-worth e.g. finding school work difficult, friendship issues</p> <p>Know some basic strategies to manage and reframe setbacks e.g. asking for help, learning from mistakes, remembering what they are good at</p>	<p>Identify external genitalia and reproductive organs</p> <p>Recognise the physical and emotional changes during puberty</p> <p>Know the key facts about the menstrual cycle, erections, wet dreams</p> <p>Identify some strategies to manage the changes during puberty</p> <p>Know the importance of personal hygiene routines during puberty including washing and using deodorant</p> <p>Know how to discuss the challenges of puberty with a trusted adult and how to get information, help and advice about puberty</p>	<p>Recognise personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</p> <p>Know that for some people their gender identity does not correspond with their biological sex</p> <p>Know how to recognise, respect and express their individuality and personal qualities</p> <p>Know ways to boost their mood and improve emotional wellbeing</p> <p>Understand the link between participating in interests, hobbies and community groups and mental wellbeing</p>	<p>Reflect on the transition to secondary school and how this may affect feelings/relationships</p> <p>Identify strategies to manage times of change</p> <p>Know what sexual intercourse is, and how it is one part of an intimate relationship between consenting adults</p> <p>Understand how pregnancy occurs i.e. a sperm meets an egg and the fertilised egg settles in the lining of the womb</p> <p>Recognise how the responsibility of a baby changes someone's life</p> <p>Know that pregnancy can be prevented with contraception</p>

<p><b>Skill 5: Health and Well-being: Maintaining Physical Health &amp; Mental Well-being</b></p>	<p><i>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</i></p> <p><i>Make healthy choices about food, drink, activity and toothbrushing.</i></p> <p><i>* Start to manage their own hygiene and personal needs independently</i></p> <p><i>* Begin to regulate impulses and emotions</i></p>	<p><b>See themselves as a valuable individual</b></p> <p><b>Manage their own needs - personal hygiene</b></p> <p><i>Use the toilet independently</i></p> <p><i>Wash hands as appropriate</i></p> <p><b>Know and talk about the different factors that support their overall health and wellbeing;</b></p> <ul style="list-style-type: none"> <li>• <b>regular physical activity</b></li> <li>• <b>healthy eating</b></li> <li>• <b>toothbrushing</b></li> <li>• <b>sensible amounts of 'screen time'</b></li> <li>• <b>having a good sleep routine</b></li> <li>• <b>being a safe pedestrian</b></li> </ul> <p><i>Identify and moderate their own feelings socially and emotionally</i></p>	<p><i>Recognise what it means to be healthy and why it is important</i></p> <p><i>Know about healthy and unhealthy foods, including sugar intake</i></p> <p><i>Know about physical activity and how it keeps people healthy</i></p> <p><i>Identify people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</i></p>	<p><i>Know why sleep and rest are important for growing and keeping healthy</i></p> <p><i>Understand that medicines, vaccinations and immunisations, help people stay healthy and manage allergies</i></p> <p><i>Know the importance of routines and habits to maintain dental health</i></p> <p><i>Recognise feelings</i></p> <p><i>Identify ways to feel good, calm down or change mood e.g. playing outside, music, spending time with others</i></p> <p><i>Know how to manage big feelings including those associated with change, loss and bereavement</i></p> <p><i>Identify when and how to ask for help, and how to help others with feelings</i></p>	<p><i>Identify healthy and unhealthy choices and recognise the positive and negative effects of these choices (e.g. in food, exercise, sleep)</i></p> <p><i>Recognise a healthy, balanced diet including foods that can be eaten regularly or occasionally</i></p> <p><i>Know that regular exercise such as walking or cycling has positive benefits for their mental and physical health</i></p> <p><i>Identify some strategies to understand and talk about their feelings</i></p> <p><i>Recognise how feelings change and can become more or less powerful over time</i></p>	<p><i>Identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</i></p> <p><i>How to recognise early signs of physical illness and that common illnesses can be treated with the right care e.g. visiting the doctor</i></p> <p><i>How to maintain oral hygiene and dental health, including how to brush and floss correctly</i></p> <p><i>The importance of regular visits to the dentist and the effects of different foods and drinks on dental health</i></p>	<p><i>Understand how sleep contributes to a healthy lifestyle</i></p> <p><i>Know some healthy sleep strategies and how to maintain them</i></p> <p><i>Understand the benefits of being outdoors and in the sun for physical and mental health and how to manage risk in relation to sun exposure</i></p> <p><i>Recognise how medicines can contribute to health and how allergies can be managed</i></p> <p><i>Know that some diseases can be prevented by vaccinations and immunisations</i></p> <p><i>Understand that bacteria and viruses can affect health and how they can prevent the spread of bacteria and viruses with everyday hygiene routines</i></p>	<p><i>Recognise that mental health is as important as physical health and that both need looking after</i></p> <p><i>Know that anyone can be affected by mental ill-health and difficulties can be resolved with help and support</i></p> <p><i>Know how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</i></p> <p><i>Know where and who to ask for help and support with feelings/mental health in/out of school</i></p> <p><i>Know how to ask for help and support with loss, grief or change</i></p> <p><i>Understand how balancing time online with other activities helps to maintain health and wellbeing</i></p> <p><i>Identify some strategies to manage time spent online and foster positive habits e.g. switching phone off at night</i></p>
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<p><b>Skill 6: Health and Well-being: Keeping Safe</b></p>	<p><i>Increasingly follow rules, understanding why they are important.</i></p> <p><i>Remember rules without needing an adult to remind them.</i></p> <p><i>* Begin to develop an understanding of right and wrong</i></p> <p><i>* Explain rules to others</i></p>	<p><i>Discuss the class rules and know the difference between right and wrong</i></p> <p><i>Know how to play with others and find solutions without adult input</i></p> <p><i>Begin to understand the Hitherfield Learning Dispositions</i></p>	<p><i>Understand how rules can help to keep us safe</i></p> <p><i>Know why some things have age restrictions, e.g. TV and film, games, toys, play areas</i></p> <p><i>Start to understand how to stay safe on-line and who to tell if they see something that makes you feel unhappy, worried, or scared</i></p>	<p><i>Recognise risk in everyday situations, e.g. road, water and rail safety, medicines</i></p> <p><i>Know how to keep themselves safe in familiar and unfamiliar environments, such as in school, online and when 'out and about'</i></p> <p><i>Understand how to help keep themselves safe at home in relation to electrical appliances, fire safety, medicines/ household products</i></p> <p><i>Start to think about things that people can put into their body or onto skin (medicines and creams) and how these can affect how people feel</i></p> <p><i>Know how to respond if there is an accident and someone is hurt</i></p>	<p><i>Know how to identify typical hazards at home and in school</i></p> <p><i>Recognise fire safety at home including the need for smoke alarms</i></p> <p><i>Know how to predict, assess and manage risk and how to keep themselves safe at home, in the local environment and in unfamiliar places e.g. in the kitchen, crossing the road, playing by water,</i></p> <p><i>Recognise fire safety at home including the need for smoke alarms</i></p> <p><i>Understand the importance of following safety rules from parents and other adults</i></p>	<p><i>Understand the importance of taking medicines correctly and using household products safely</i></p> <p><i>Recognise what is meant by a 'drug' and identify drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) and how these can affect health and wellbeing</i></p> <p><i>Identify some of the effects and risks related to different drugs and that all drugs, including medicines, may have side effects</i></p> <p><i>Know that for some people using drugs can become a habit which is difficult to break</i></p> <p><i>Know how to ask for help or advice</i></p>	<p><i>Identify when situations are becoming risky, unsafe or an emergency</i></p> <p><i>Differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</i></p> <p><i>Know how to deal with common injuries using basic first aid techniques</i></p> <p><i>Know how to respond in an emergency, including when and how to contact different emergency services</i></p> <p><i>Understand that female genital mutilation (FGM) is against British law</i></p> <p><i>What to do and whom to tell if they think they or someone they know might be at risk of FGM</i></p>	<p><i>Know how to protect personal information online and identify the potential risks of this information being misused</i></p> <p><i>Know some strategies for dealing with requests for personal information or images of themselves</i></p> <p><i>Identify types of images that are appropriate to share with others and those which might not be appropriate</i></p> <p><i>Know that images or text can be quickly shared with others, even when sent to one person, and what the impact might be</i></p> <p><i>Know what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</i></p> <p><i>Know how to report misuse of personal information or sharing of upsetting images online</i></p> <p><i>Understand the different age rating systems for social media, T.V, films, games and online gaming</i></p> <p><i>Recognise why age restrictions are important and how they help people make safe decisions</i></p>



								<p>Understand the risks and effects and laws relating to different drugs common to everyday life and illegal drugs</p> <p>Recognise why people choose to use/not use drugs, including nicotine, alcohol/medicines/illegal drugs</p> <p>Know organisations where people can get help and support concerning drug use</p>
<p><b>Skill 7: The Wider World: Media Literacy and Digital Resilience</b></p>	<p>* Play cooperatively with others</p> <p>* Begin to develop an understanding of right and wrong</p>	<p><b>Consider the feelings of others</b></p> <p><b>Know and talk about factors that support health and wellbeing: screen time and sleep routine</b></p>	<p><b><u>LINK TO COMPUTING CURRICULUM see online safety progression framework</u></b></p> <p><i>Online Relationships &amp; Bullying</i></p> <p>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><b><u>LINK TO COMPUTING CURRICULUM see online safety progression framework</u></b></p> <p><i>Online Relationships &amp; Bullying</i></p> <p>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><b><u>LINK TO COMPUTING CURRICULUM see online safety progression framework</u></b></p> <p><i>Online Relationships &amp; Bullying</i></p> <p>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><b><u>LINK TO COMPUTING CURRICULUM see online safety progression framework</u></b></p> <p><i>Online Relationships &amp; Bullying</i></p> <p>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><b><u>LINK TO COMPUTING CURRICULUM see online safety progression framework</u></b></p> <p><i>Online Relationships &amp; Bullying</i></p> <p>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><b><u>LINK TO COMPUTING CURRICULUM see online safety progression framework</u></b></p> <p><i>Online Relationships &amp; Bullying</i></p> <p>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
<p><b>Skill 8: The Wider World: Belonging to a Community</b></p>	<p><i>Develop their sense of responsibility and membership of a community.</i></p> <p><i>UW: Continue developing positive attitudes about the differences between people.</i></p> <p><i>* Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and</i></p>	<p><b><i>UW: Recognise that people have different beliefs and celebrate special times in different ways.</i></b></p> <p><b><i>UW: Talk about members of their immediate family and community</i></b></p> <p><b><i>UW: Name and describe some people who are familiar to them</i></b></p> <p><b><i>UW: Understand that</i></b></p>	<p><i>Recognise the rules in different situations, e.g. class, home, outside</i></p> <p><i>Identify different people's needs</i></p> <p><i>Know how we care for people and living things and how to look after the environment, e.g. recycling</i></p>	<p><i>Recognise the ways in which they are the same and different to others in their community and that they are all equal</i></p> <p><i>Understand the role they play in different groups e.g. classes, teams, faith groups</i></p> <p><i>Identify the different rights and responsibilities that they have in school and the wider community</i></p>	<p><i>Recognise the reasons for rules and laws in wider society</i></p> <p><i>Understand the importance of abiding by the law and what might happen if rules and laws are broken</i></p> <p><i>Know what human rights are and how they protect people</i></p> <p><i>Identify basic examples of human rights including the</i></p>	<p><i>Understand the meaning and benefits of living in a community</i></p> <p><i>Recognise that they belong to different communities as well as the school community</i></p> <p><i>Know different groups that make up and contribute to a community</i></p> <p><i>Identify individuals and groups that help</i></p>	<p><i>Know how resources are allocated and the effect this has on individuals, communities and the environment</i></p> <p><i>Understand the importance of protecting the environment and how everyday actions can support or damage it</i></p> <p><i>Recognise how to show compassion for the environment, animals</i></p>	<p><i>Understand what prejudice means</i></p> <p><i>Differentiate between prejudice and discrimination</i></p> <p><i>Recognise acts of discrimination</i></p> <p><i>Know some strategies to safely respond to and challenge discrimination</i></p> <p><i>Recognise stereotypes in different contexts and the influence they</i></p>

	reading.	<p><b>some places are special to members of their community</b></p> <p>Extend their knowledge about the lives of people around them and their role in society</p> <p>Be part of an audience</p>		<p>Know how a community can help people from different groups feel included</p>	<p>rights of children</p> <p>Understand rights and responsibilities</p> <p>Know that with every right there is a responsibility - eg. the right to education and the responsibility to learn</p>	<p>the local community, including through volunteering and work</p> <p>Understand how to show compassion towards others in need and the shared responsibilities of caring for them</p>	<p>and other living things</p> <p>Understand the way that money is spent and how it affects the environment</p> <p>Know how to express their own opinions about their responsibility towards the environment</p>	<p>have on attitudes towards and understanding of different groups</p> <p>Identify how stereotypes are perpetuated and how to challenge this</p>
<p><b>Skill 9: The Wider World: Money and Work</b></p>	<p>Show interest in different occupations.</p> <p>* Talk about the lives of people around them and their role in society</p>	<p><b>UW: Talk about members of their immediate family and community</b></p> <p>* Extend their knowledge about the lives of people around them and their role in society</p>	<p>Know that everyone has different strengths, in and out of school and how different strengths and interests are needed to do different jobs</p> <p>Identify people whose job it is to help us in the community</p> <p>Know about some of the different jobs and the work people do</p>	<p>Know what money is and its different forms e.g. coins, notes, debit cards, electronic payments</p> <p>Understand earning, keeping, spending and saving money</p> <p>Recognise the difference between needs and wants</p> <p>Know whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</p>	<p>Know some jobs that people may have from different sectors e.g. teachers, business people, charity work</p> <p>Recognise people can have more than one job at once or in their lifetime</p> <p>Identify and challenge common misconceptions and gender stereotypes related to work e.g. women in STEM</p> <p>Know some of the skills needed to do a job, such as teamwork and decision-making</p> <p>Recognise their own interests, skills and achievements and how these might link to future jobs</p>	<p>Understand how people make different spending decisions based on their budget, values and needs</p> <p>Know how to keep track of money and why it is important to know how much is being spent</p> <p>Identify different ways to pay for things such as cash, cards, e-payments</p> <p>Recognise how people spend money can have positive or negative effects e.g. charities, single use plastics</p>	<p>Identify jobs that they might like to do in the future</p> <p>Understand the role ambition can play in achieving a future career</p> <p>Know what might influence people's decisions about a job or career: pay, working conditions, personal interests, strengths, qualities, family, values</p> <p>Recognise the importance of diversity and inclusion to promote people's career opportunities</p> <p>Understand the impact of stereotyping in the workplace and how to challenge it</p>	<p>Know the role that money plays in people's lives, attitudes towards it and what influences decisions about money</p> <p>How to judge value for money</p> <p>Recognise companies encourage customers to buy things and why it is important to be a critical consumer</p> <p>Know how having or not having money can impact on a person's emotions, health and wellbeing</p> <p>Recognise common risks associated with money, including debt, fraud and gambling</p> <p>Know how money can be gained or lost e.g. stolen, through scams/gambling</p> <p>Know how to get help if they are concerned about gambling or other financial risks</p>

**Personal Development & PSHE The Hitherfield Year**

Area	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Delivery: Macro	Delivery: Micro
School Values	<b>RESPECT</b>	<b>UNITY</b>	<b>EXCELLENCE</b>	<b>DETERMINATION</b>	<b>TRUST</b>	<b>EXPLORE</b>	Behaviour Policy School Displays Assemblies Newsletters	Class Contracts Shared Language Learning Environments Class Displays
Learning Dispositions	<b>REFLECTIVE</b>	<b>COLLABORATIVE</b>	<b>CREATIVE</b>	<b>RESILIENT</b>	<b>RISK-TAKING</b>	<b>CURIOS</b>	Behaviour Policy Reports/Shared language Learning Displays Good News Assemblies	Class Contracts Shared Language Displays Weekly Good News Cards
Whole School PSHE strands	<b>Door Work : Introducing &amp; Celebrating Individual Identity</b>  <b>Whole School E-Safety/Media Literacy and Digital Resilience</b>  <b>Citizenship - Class Councillor Elections to the School Council</b>	<b>Whole School RSE - Growing and Changing &amp; Building Respectful Relationships (after parental consent letter at half-term)</b>	<b>Caring for the Environment</b>	<b>Physical Health and Mental Wellbeing</b>	<b>Whole School World of Work Week - lessons, visitors, trips, workshops.</b>	<b>Whole School Migration Topic - recognising and celebrating difference</b>  <b>Keeping Safe - recognising and managing risks</b>	'First News' copies and supporting learning activities  Votes for Schools - assemblies, lessons, discussion packs	
National Days and Weeks	<b>Recycle Week 16th - 22nd Sept 2023</b>  <b>Black History Month 1st - 31st Oct 2023</b>	<b>Anti-Bullying Week 13th - 17th Nov 2023 'Make a Noise about Bullying'</b>  <b>Road Safety Week 19th-25th Nov 2023</b>  <b>Human Rights Day 10th Dec</b>	<b>Children's Mental Health Week 5-11th Feb 2024</b>  <b>Race Equality Week 5th -11th Feb 2024</b>  <b>Eat them to Defeat Them Feb 2024</b>  <b>Safer Internet Day Tues 6th Feb</b>	<b>International Women's Day 8th March</b>  <b>Neuro-Diversity Celebration Week Week 13th -19th March</b>  <b>Red Nose Day 17th March</b>	<b>Earth Day 22nd April</b>  <b>Mental Health Awareness Week May 2024</b>	<b>Pride Month June 2024</b>  <b>Windrush Day 22nd June 2024</b>  <b>Refugee Week 20-26th June 2024</b>		
Partnerships	<b>Anti-racism Education</b>	<b>Lambeth Road Safety</b>  <b>Scooter, Pedestrian &amp; Bike Training KS1/KS2</b>	<b>London Fire Brigade</b>  <b>Fire safety at home (Year 2)</b>	<b>Growing Against Violence</b>  <b>Workshops on protection from gangs and grooming (Year 6)</b>	<b>Equaliteach</b>  <b>Workshops on equality, diversity, inclusion (KS2)</b>	<b>London Junior Citizenship training</b>  <b>Personal Safety (Year 6)</b>	Learning Mentors ELSA SALT Play Therapist Art Therapist	