

# Spring Meadow Primary and 'School House' Nursery



## PSHE Curriculum Overview

## PSHE Curriculum

### Purpose of study

A purposeful and encouraging PSHE education will enable children to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. Our PSHE curriculum will help children and young people to stay healthy and safe, while preparing them to make the most of life and work. Pupils are inspired to be independent in their thoughts whilst also being supportive and respectful of others ideas and beliefs. Tolerance and acceptance of difference will be thread through all lessons to harbour a safe environment for pupils to share their thoughts whilst planning and preparing for life outside of school. PSHE helps pupils to understand their responsibilities as a person and as a British citizen and how to live a healthy life including understanding of their own bodies, relationships with others and how to keep themselves safe.

### Aims

‘The final forming of a person's character lies in their own hands’ - Anne Frank

The Spring Meadow PSHE curriculum aims to ensure that all pupils:

- Become healthy, independent and responsible members of society.
- Know and understand the importance of physical and mental health.
- Understand what a healthy relationship looks like and how to protect themselves from external influences.
- To understand the role of the internet in their lives and the importance of how to keep themselves safe online.
- Recognise the role they have in the local community.
- Know how to keep themselves safe in a variety of different situations.
- Think about their future and life beyond Spring Meadow.

### Organisation

- PSHE is broken up into three core units: Health and Wellbeing, Relationships and Living in the Wider World which are taught at the same time across the school.

- Whilst PSHE units are the same across the school, each year group will learn an age appropriate aspect of the unit, building upon what they have learnt previously whilst supporting them to gain an in-depth knowledge of the topic by the end of their primary education.
- PSHE is taught weekly and is adaptable to the needs of the class.
- Knowledge progression has been taken directly from guidance written by the Government Funded PSHE Association and the EYFS Profile.

### Progression

Aspect	Nursery	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Health and Wellbeing</b>	<p>Learn to use the toilet with help and independently</p> <p>To feel strong enough to express a range of emotions.</p> <p>Grow in independence Being able to talk about and manage their emotions.</p> <p>Manage feelings of sadness</p>	<p>Know basic hygiene e.g. washing hands, brushing their hair, having a bath etc.</p> <p>They can explain that people grow from young to old.</p> <p>They can talk about good and not so good feelings.</p>	<p>To understand that good hygiene can limit the spread of germs.</p> <p>To know that sleep helps my body to repair itself.</p> <p>To know the words to describe some positive and negative emotions.</p> <p>To know that some types of physical</p>	<p>To know that food and drinks with lots of sugar are bad for our teeth.</p> <p>To understand the importance of exercise to stay healthy.</p> <p>To know that we can feel more than one emotion at a time.</p> <p>To know that I should tell an adult if I see something which makes</p>	<p>To understand ways to prevent tooth decay.</p> <p>To know the different food groups and how much of each of them we should have to have a balanced diet.</p> <p>To understand what a problem or barrier is and that these can be overcome.</p>	<p>To know key facts about dental health.</p> <p>To know that it is normal to experience a range of emotions.</p> <p>To understand that there are risks to sharing things online.</p> <p>To know the difference between private and public.</p>	<p>To understand the risks of sun exposure.</p> <p>To know that calories are the unit that we use to measure the amount of energy certain foods give us.</p> <p>To understand that failure is an important part of success.</p> <p>To know some of the possible risks online.</p>	<p>To know that changes in the body could be possible signs of illness.</p> <p>To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation ).</p> <p>To understand that online relationships should be treated in the same way as</p>

			<p>contact are never appropriate.</p> <p>To know that some things are unsafe to put onto or into my body.</p>	<p>me uncomfortable online.</p> <p>To know that medicine can help us when we are ill.</p>	<p>To understand that cyberbullying is bullying which takes place online</p> <p>To know that it is important to maintain the safety of myself and others, before giving first aid.</p>	<p>To understand the risks associated with smoking tobacco.</p>	<p>To understand the process of the menstrual cycle. To know the names of the external sexual parts of the body and the internal reproductive organs.</p> <p>To know that puberty happens at different ages for different people.</p>	<p>face to face relationships.</p> <p>To understand how a baby is conceived and develops.</p>
<b>Relationships</b>	<p>Play with increasing confidence on their own and with other children</p> <p>Develop friendships with other children.</p> <p>Show more confidence in</p>	<p>To explain different ways that family and friends should care for one another.</p> <p>To recognise what is fair/unfair, kind/unkind, right/wrong.</p>	<p>To understand that families look after us.</p> <p>To know some words to describe how people are related (eg. aunty, cousin).</p> <p>To know that some information about me and</p>	<p>To know that families can be made up of different people.</p> <p>To know that families may be different to my family.</p> <p>To know some problems which might</p>	<p>To know that bullying can be physical or verbal.</p> <p>To know that bullying is repeated, not a one off event.</p> <p>To know that violence is never the right way to solve a</p>	<p>To know that families are varied in the UK and across the world.</p> <p>To understand the different roles related to bullying including victim, bully and bystander.</p>	<p>To know that marriage is a legal commitment and is a choice people can make.</p> <p>To know what attributes and skills make a good friend.</p> <p>To understand what might</p>	<p>To know that a conflict is a disagreement or argument and can occur in friendships.</p> <p>To understand the concepts of negotiation and compromise.</p> <p>To understand that everyone</p>

	<p>social situations</p> <p>Become more outgoing with unfamiliar people</p> <p>Find solutions to conflicts and suggesting other ideas</p>	<p>To describe how to be a good friend.</p> <p>To name and describe feelings.</p> <p>To understand that people's bodies and feelings can be hurt.</p>	<p>my family is personal.</p> <p>To understand some characteristics of a positive friendship.</p> <p>To understand that friendships can have problems but that these can be overcome.</p>	<p>happen in friendships.</p> <p>To understand some ways people show their feelings.</p> <p>To understand what good manners are.</p>	<p>friendship problem .</p> <p>To understand that there are similarities and differences between people.</p> <p>To understand some stereotypes related to age.</p>	<p>To understand that everyone has the right to decide what happens to their body.</p> <p>To understand some stereotypes related to disability.</p>	<p>lead to someone bullying others.</p> <p>To know that stereotypes can be unfair, negative and destructive.</p> <p>To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.</p>	<p>deserves respect but respect can be lost.</p> <p>To understand that stereotypes can lead to bullying and discrimination.</p>
<b>Living in the Wider World</b>	<p>Feel confident when taken out round the local neighbourhood.</p>	<p>To contribute to the life of the classroom.</p> <p>To have an understanding of the class rules.</p> <p>To start to understand that people</p>	<p>To know the rules in school.</p> <p>To understand the needs of younger children and that these change over time.</p>	<p>To know some of the different places where rules apply.</p> <p>To know that some rules are made to be followed by everyone and are known as 'laws'.</p>	<p>To understand how recycling can have a positive impact on the environment.</p> <p>To know that the local council is responsible for</p>	<p>To know that human rights are specific rights that apply to all people.</p> <p>To know some of the people who protect our human rights such as</p>	<p>To know what happens when someone breaks the law.</p> <p>To understand the waste hierarchy.</p> <p>To know that parliament is made up of the</p>	<p>To know that education is an important human right.</p> <p>To know that our food choices can affect the environment.</p>


		<p>are all different.</p> <p>To have an awareness of money and what it is used for.</p>	<p>To understand that people are all different.</p> <p>To know that coins and notes have different values.</p> <p>To know some of the ways you may receive money.</p> <p>To know that it is wrong to steal money.</p> <p>To know that banks are places where we can store our money.</p> <p>To know some jobs in school.</p> <p>To know that different jobs need different skills.</p>	<p>To know some of the jobs people do to look after the environment in school and the local community.</p> <p>To understand how democracy works in school through the school council.</p> <p>To understand that everyone has similarities and differences.</p> <p>To know some of the ways in which adults get money.</p> <p>To know the difference between a 'want' and 'need'.</p>	<p>looking after the local area.</p> <p>To understand some of the consequences of breaking rules.</p> <p>To understand the role of charities in the community.</p> <p>To understand that there are different ways to pay for things.</p> <p>To know that budgeting money is important.</p> <p>To understand that there are a range of jobs available.</p> <p>To understand that some stereotypes</p>	<p>police, judges and politicians.</p> <p>To know that reusing items is of benefit to the environment.</p> <p>To know that there are a number of groups which make up the local community.</p> <p>To know that money can be lost in a variety of ways.</p> <p>To understand the importance of tracking money.</p> <p>To know that many people will have more than one job</p>	<p>House of Commons, the House of Lords and the Monarch.</p> <p>To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p> <p>To know that when money is borrowed it needs to be paid back, usually with interest.</p> <p>To know that income is the amount of money received and expenditure is the amount of money spent.</p>	<p>To know that prejudice is making assumptions about someone based on certain information.</p> <p>To know that discrimination is treating someone differently.</p> <p>To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.</p> <p>To understand that different jobs have different</p>
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					can exist around jobs but these should not affect people's choices.	or career in their lifetimes.  Exploring ways to overcome stereotypes in the workplace.	To know some ways that people lose money.	routes into them.  To understand that people change jobs for a number of reasons.
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**Unit Planner**

Year	Units	Book Led Curriculum Coverage
Nursery	Sense of self Building Relationships Families	
EYFS	Managing Self Self Regulation Building Relationships Past and Present and People Culture and Communities	

<p>Year 1</p>	<p><b>Health and Wellbeing:</b> Healthy Lifestyles Mental health</p> <p><b>Relationships:</b> Families and Close Positive Relationships</p> <p><b>Living in the Wider World:</b> Shared Responsibilities and Communities</p>	
<p>Year 2</p>	<p><b>Health and Wellbeing:</b> Ourselves, Growing and Changing Keeping Safe (including Drugs Alcohol and Tobacco)</p> <p><b>Relationships:</b> Managing Hurtful Behaviour and Bullying Safe relationships</p> <p><b>Living in the Wider World:</b> Media Literacy and Digital Resilience Economic Well Being: Money, Aspirations, Work and Career</p>	
<p>Year 3</p>	<p><b>Health and Wellbeing:</b> Healthy Lifestyles Mental health</p> <p><b>Relationships:</b> Families and Close Positive Relationships</p> <p><b>Living in the Wider World:</b> Shared Responsibilities and Communities</p>	

<p>Year 4</p>	<p><b>Health and Wellbeing:</b>  Ourselves, Growing and Changing  Keeping Safe (including Drugs Alcohol and Tobacco)</p> <p><b>Relationships:</b>  Managing Hurtful Behaviour and Bullying  Safe relationships</p> <p><b>Living in the Wider World:</b>  Media Literacy and Digital Resilience  Economic Well Being: Money, Aspirations, Work and Career</p>	
<p>Year 5</p>	<p><b>Health and Wellbeing:</b>  Healthy Lifestyles  Mental health</p> <p><b>Relationships:</b>  Families and Close Positive Relationships</p> <p><b>Living in the Wider World:</b>  Shared Responsibilities and Communities</p>	
<p>Year 6</p>	<p><b>Health and Wellbeing:</b>  Ourselves, Growing and Changing  Keeping Safe (including Drugs Alcohol and Tobacco)</p> <p><b>Relationships:</b>  Managing Hurtful Behaviour and Bullying  Safe relationships</p> <p><b>Living in the Wider World:</b>  Media Literacy and Digital Resilience</p>	

	Economic Well Being: Money, Aspirations, Work and Career	
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### Knowledge Progression

Unit	Knowledge
ELG: Managing Self  Healthy Lifestyles	<p>Nursery:</p> <ul style="list-style-type: none"> <li>● To feel strong enough to express a range of emotions.</li> <li>● Grow in independence</li> <li>● Being able to talk about and manage their emotions.</li> <li>● Learn to use the toilet with help and independently</li> </ul> <p>EYFS:</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>Year 1, to learn:</p> <ul style="list-style-type: none"> <li>● About what keeping healthy means. About foods that support good health and the risks of eating too much sugar.</li> <li>● About how physical activity helps us to stay healthy; and ways to be physically active everyday.</li> <li>● About why sleep is important and different ways to rest and relax.</li> <li>● About different ways to learn and play; recognising the importance of knowing when to take a break from time online on TV.</li> <li>● Simple hygiene routines that can stop germs from spreading.</li> <li>● That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</li> </ul>

- About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.
- How to keep safe in the sun and protect skin from sun damage.
- About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.
- About the people who help us to stay physically healthy.

Year 3, to learn:

- About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
- How to make informed decisions about health including a balanced and healthy lifestyle.
- How regular (daily/weekly) exercise benefits mental and physical health.
- About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
- That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
- How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential.
- About the benefits of sun exposure and risks of overexposure.
- About the benefits of the internet; the importance of balancing time online with other activities.

Year 5, to learn:

- About choices that support a healthy lifestyle, and recognise what might influence these.
- About what good physical health means; how to recognise early signs of physical illness.
- Recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.

	<ul style="list-style-type: none"> <li>● How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</li> <li>● The impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).</li> <li>● How to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</li> <li>● Strategies for managing time online.</li> </ul>
<p>ELG: Self-Regulation</p> <p>Mental Health</p>	<p>Nursery:</p> <ul style="list-style-type: none"> <li>● Find ways to calm themselves through being calmed and comforted by their key person.</li> <li>● Establish a sense of self</li> <li>● Manage feelings of sadness when their parents leave them</li> <li>● Develop self-assurance</li> </ul> <p>EYFS to:</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, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p>Year 1 to learn:</p> <ul style="list-style-type: none"> <li>● About different feelings that humans can experience. How to recognise what others might be feeling.</li> <li>● To recognise that not everyone feels the same at the same time, or feels the same about the same things.</li> <li>● About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</li> <li>● About how feelings can affect people’s bodies and how they behave.</li> <li>● How to recognise what others might be feeling.</li> <li>● Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good</li> <li>● To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</li> <li>● About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</li> </ul>

	<p>Year 3 to learn:</p> <ul style="list-style-type: none"> <li>● That mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</li> <li>● To recognise that feelings can change over time and range in intensity.</li> <li>● About everyday things that affect feelings and the importance of expressing feelings</li> <li>● To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</li> <li>● About change and loss, including death, and how these can affect feelings.</li> </ul> <p>Year 5 to learn:</p> <ul style="list-style-type: none"> <li>● About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</li> <li>● A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</li> <li>● Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</li> <li>● To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.</li> <li>● Ways of expressing and managing grief and bereavement.</li> <li>● Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</li> </ul>
<p>Ourselves Growing and Changing</p>	<p>Nursery to learn:</p> <ul style="list-style-type: none"> <li>● Play with increasing confidence on their own and with other children.</li> <li>● Feel confident when taken out round the local neighbourhood.</li> </ul> <p>Year 2 to learn:</p> <ul style="list-style-type: none"> <li>● To recognise what makes them special and ways in which we are all unique.</li> </ul>

	<ul style="list-style-type: none"> <li>● To identify what they are good at and what they like and dislike.</li> <li>● To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</li> <li>● About growing and changing from young to old and how people’s needs change.</li> <li>● About preparing to move to a new class/year group</li> </ul> <p>Year 4 to learn:</p> <ul style="list-style-type: none"> <li>● About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).</li> <li>● To recognise their individuality and personal qualities.</li> <li>● To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</li> <li>● About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</li> </ul> <p>Year 6 to learn:</p> <ul style="list-style-type: none"> <li>● That for some people gender identity does not correspond with their biological sex.</li> <li>● To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams). About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</li> <li>● About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made).</li> <li>● About where to get more information, help and advice about growing and changing, especially about puberty.</li> <li>● About the new opportunities and responsibilities that increasing independence may bring.</li> </ul>
Keeping Safe	<p>Year 2 to learn:</p> <ul style="list-style-type: none"> <li>● About rules and age restrictions that keep us safe. To recognise risk in simple everyday situations and what action to take to minimise harm.</li> </ul>

- About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).
- That household products (including medicines) can be harmful if not used correctly.
- Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.
- About the people whose job it is to help keep us safe.
- Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.
- About what to do if there is an accident and someone is hurt. How to get help in an emergency (how to dial 999 and what to say).

Year 4 to learn:

- About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe.
- Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.
- About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.
- About what is meant by first aid; basic techniques for dealing with common injuries.
- How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.

Year 6:

- Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.

	<ul style="list-style-type: none"> <li>• how to predict, assess and manage risk in different situations.</li> <li>• About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).</li> <li>• About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</li> <li>• That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.</li> </ul>
Drugs, Alcohol and Tobacco	<p>Year 2:</p> <ul style="list-style-type: none"> <li>• About things that people can put into their body or on their skin; how these can affect how people feel.</li> </ul> <p>Year 4:</p> <ul style="list-style-type: none"> <li>• About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health.</li> </ul> <p>Year 6:</p> <ul style="list-style-type: none"> <li>• About the risks and effects of legal drugs and recognise that drug use can become a habit which can be difficult to break.</li> <li>• About why people choose to use or not use drugs (including nicotine, alcohol and medicines).</li> <li>• To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</li> <li>• About the mixed messages in the media about drugs, including alcohol and smoking/vaping.</li> <li>• About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.</li> </ul>
Families and Close Positive Relationships	<p>Nursery:</p> <ul style="list-style-type: none"> <li>• Notice and ask questions about differences such as skin colour, types of hair, gender, special needs, disabilities and religion.</li> </ul>

Year 1 to learn:

- About the roles different people (e.g. acquaintances, friends and relatives) play in our lives. To identify common features of family life.
- To identify the people who love and care for them and what they do to help them feel cared for.
- About different types of families including those that may be different to their own.
- To identify common features of family life.
- That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.

Year 3 to learn:

- To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.
- That a feature of positive family life is caring relationships; about the different ways in which people care for one another.
- To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.

Year 5 to learn:

- That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.
- That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.
- To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.
- To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.

<p>ELG: Building Relationships</p> <p>Friendships</p>	<p>Nursery:</p> <ul style="list-style-type: none"> <li>● Develop friendships with other children.</li> <li>● Show more confidence in social situations</li> <li>● Become more outgoing with unfamiliar people</li> <li>● Find solutions to conflicts and suggesting other ideas</li> </ul> <p>EYFS to:</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>Year 2 to learn:</p> <ul style="list-style-type: none"> <li>● About how people make friends and what makes a good friendship.</li> <li>● About how to recognise when they or someone else feels lonely and what to do.</li> <li>● simple strategies to resolve arguments between friends positively.</li> <li>● how to ask for help if a friendship is making them feel unhappy.</li> <li>● That bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</li> <li>● About how people may feel if they experience hurtful behaviour or bullying.</li> <li>● That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</li> </ul> <p>Year 4 to learn:</p> <ul style="list-style-type: none"> <li>● About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing and that the same principles apply to online friendships.</li> <li>● To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.</li> <li>● The importance of seeking support if feeling lonely or excluded.</li> <li>● That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</li> <li>● About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</li> <li>● About discrimination: what it means and how to challenge it.</li> </ul> <p>Year 6 to learn:</p>
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	<ul style="list-style-type: none"> <li>● What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</li> <li>● That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.</li> <li>● To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</li> <li>● Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.</li> <li>● How friendships can change over time, about making new friends and the benefits of having different types of friends.</li> <li>● Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</li> <li>● About discrimination: what it means and how to challenge it.</li> </ul>
<p>Safe Relationships</p>	<p>Year 2 to learn:</p> <ul style="list-style-type: none"> <li>● To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</li> <li>● That sometimes people may behave differently online, including by pretending to be someone they are not.</li> <li>● How to respond safely to adults they don't know.</li> <li>● About how to respond if physical contact makes them feel uncomfortable or unsafe.</li> <li>● About knowing there are situations when they should ask for permission and also when their permission should be sought. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).</li> <li>● Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.</li> <li>● What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary</li> </ul> <p>Year 4 to learn:</p> <ul style="list-style-type: none"> <li>● About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</li> <li>● How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</li> <li>● Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</li> </ul>

	<ul style="list-style-type: none"> <li>● To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</li> <li>● About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</li> <li>● Where to get advice and report concerns if worried about their own or someone else’s personal safety (including online).</li> </ul> <p>Year 6 to learn:</p> <ul style="list-style-type: none"> <li>● About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</li> <li>● About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</li> <li>● About seeking and giving permission (consent) in different situations.</li> <li>● How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</li> <li>● Where to get advice and report concerns if worried about their own or someone else’s personal safety (including online).</li> </ul>
<p>ELG: Past and Present ELG: People Culture and Communities</p> <p>Shared Responsibilities and Communities</p>	<p>Nursery to:</p> <ul style="list-style-type: none"> <li>● Develop their sense of responsibility and membership of a community</li> </ul> <p>EYFS to:</p> <ul style="list-style-type: none"> <li>● Talk about the lives of the people around them and their roles in society.</li> <li>● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>● Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</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 in class;</li> <li>● Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul> <p>Year 1 to learn:</p> <ul style="list-style-type: none"> <li>● About what rules are, why they are needed, and why different rules are needed for different situations.</li> </ul>

	<ul style="list-style-type: none"> <li>● How people and other living things have different needs; about the responsibilities of caring for them.</li> <li>● About things they can do to help look after their environment.</li> <li>● About the different groups they belong to.</li> <li>● About the different roles and responsibilities people have in their community.</li> </ul> <p>Year 3 to learn:</p> <ul style="list-style-type: none"> <li>● To recognise reasons for rules and laws; consequences of not adhering to rules and laws.</li> <li>● The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</li> <li>● About the different groups that make up their community; what living in a community means.</li> <li>● About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</li> <li>● About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</li> <li>● About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</li> </ul> <p>Year 5 to learn:</p> <ul style="list-style-type: none"> <li>● To recognise there are human rights that are there to protect everyone.</li> <li>● About the relationship between rights and responsibilities.</li> <li>● to value the different contributions that people and groups make to the community.</li> <li>● Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</li> <li>● About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</li> <li>● About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</li> </ul>
Media Literacy and Digital Resilience	<p>Year 2 to learn:</p> <ul style="list-style-type: none"> <li>● About how the internet and digital devices can be used safely to find things out and to communicate with others.</li> <li>● About the role of the internet in everyday life.</li> <li>● That not all information seen online is true.</li> </ul> <p>Year 4 to learn:</p> <ul style="list-style-type: none"> <li>● Recognise ways in which the internet and social media can be used both positively and negatively.</li> </ul>

	<ul style="list-style-type: none"> <li>● How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</li> </ul> <p>Year 6 to learn:</p> <ul style="list-style-type: none"> <li>● About some of the different ways information and data is shared and used online, including for commercial purposes.</li> <li>● About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</li> <li>● Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.</li> </ul>
<p>Economic Well Being: Money, Aspirations, Work and Career</p>	<p>Year 2 to learn:</p> <ul style="list-style-type: none"> <li>● What money is; forms that money comes in; that money comes from different sources.</li> <li>● That people make different choices about how to save and spend money.</li> <li>● About the difference between needs and wants; that sometimes people may not always be able to have the things they want.</li> <li>● That money needs to be looked after; different ways of doing this.</li> <li>● That jobs help people to earn money to pay for things.</li> <li>● Different jobs that people they know or people who work in the community do.</li> <li>● About some of the strengths and interests someone might need to do different jobs</li> </ul> <p>Year 4 to learn:</p> <ul style="list-style-type: none"> <li>● About the different ways to pay for things and the choices people have about this.</li> <li>● That people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</li> <li>● To recognise that people make spending decisions based on priorities, needs and wants.</li> <li>● About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.</li> <li>● To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</li> <li>● That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.</li> <li>● That some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid.</li> </ul> <p>Year 6 to learn:</p> <ul style="list-style-type: none"> <li>● To recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’.</li> </ul>

	<ul style="list-style-type: none"> <li>● Different ways to keep track of money.</li> <li>● About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.</li> <li>● To identify the ways that money can impact on people’s feelings and emotions.</li> <li>● About stereotypes in the workplace and that a person’s career aspirations should not be limited by them.</li> <li>● About what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</li> <li>● About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</li> <li>● To identify the kind of job that they might like to do when they are older.</li> <li>● To recognise a variety of routes into careers (e.g. college, apprenticeship, university).</li> </ul>
<p style="text-align: center;"><b>Conceptual Links</b></p> <p><b>Health and Personal</b> – Physical and emotional health and the effects on personal wellbeing.</p> <p><b>Citizenship and British Values</b> – Democracy, Rights and Responsibilities, Individual Liberty, Rule of Law, Respect and Tolerance as a person in society.</p> <p><b>Citizenship and Education</b> – Work related skills used to play an effective role in society.</p> <p><b>Social and Personal</b> – How relationships with friends and family affect personal life and how personal attitudes can affect relationships.</p> <p><b>British Values and Personal</b> – Individual liberty and personal choice.</p>	
<p style="text-align: center;"><b>Key Events and Celebrations</b></p> <p>October 20th: Show Racism the Red Card Day  November 18th: Children in Need  November 13th-17th: Anti-bullying Week  February 5th-11th: Children’s Mental Health Week  February 6th: Safer Internet Day  March 20th: International Day of Happiness  May 21st: World Day for Cultural Diversity  June 5th: World Environmental Day</p>	