

PSHE Progression Map

	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Reception Autumn 1 st half term	Objectives woven throughout the year: See themselves as a valuable individual. • Build constructive and respectful relationships • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge • Identify and moderate their own feelings socially and emotionally • Think about the perspectives of others. - regular physical activity • Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes Super me! See themselves as a valuable individual. Manage their own needs. - personal hygiene - healthy eating - toothbrushing - sensible amounts of 'screen time - having a good sleep routine. -Recognise that people have different beliefs and celebrate special times in different ways. (Diwali)	Super me! Autumn Starting School Timetable Superhero Toothbrush toothpaste Celebrations Harvest Diwali		Healthy eating: Y2 spring 1 Children will learn about making healthy choices. They will learn about what affects food can have on our bodies. Brushing teeth- Y3 • understand why we need to brush our teeth • be able to practise brushing your teeth • know the differences between healthy and unhealthy choices • be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy
Reception Autumn 2 nd half term	Objectives woven throughout the year: See themselves as a valuable individual. • Build constructive and respectful relationships • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge • Identify and moderate their own feelings socially and emotionally • Think about the perspectives of others. - regular physical activity	Fantastic families Past Present Grandparents Families Homes Celebrations Christmas		In KS2 pupils will learn through the World Without Judgement units of work about how people are different and about different beliefs. They will learn how to identify positive attributes in people and why being

	• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes Fantastic Families • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. -Recognise that people have different beliefs and celebrate special times in different ways. (Christmas)	Hanukkah		different is ok. They will learn the importance of diversity and equality.
Reception Spring 1 st half term	Objectives woven throughout the year: See themselves as a valuable individual. • Build constructive and respectful relationships • Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge • Identify and moderate their own feelings socially and emotionally • Think about the perspectives of others. - regular physical activity • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes			
Reception Spring 2 nd half term	Objectives woven throughout the year: See themselves as a valuable individual. • Build constructive and respectful relationships • Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge • Identify and moderate their own feelings socially and emotionally • Think about the perspectives of others. - regular physical activity • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes	Celebrations Holi Easter		In KS2 pupils will learn through the World Without Judgement units of work about how people are different and about different beliefs. They will learn how to identify positive attributes in people and why being different is ok. They will learn the importance of diversity and equality.

	-Recognise that people have different beliefs and celebrate special times in different ways. (Easter story)			
Reception Summer 1 st half term	Objectives woven throughout the year: See themselves as a valuable individual. • Build constructive and respectful relationships • Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge • Identify and moderate their own feelings socially and emotionally • Think about the perspectives of others. - regular physical activity • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes Recognise that people have different beliefs and celebrate special times in different ways. (Eid)	Celebrations Eid		In KS2 pupils will learn through the World Without Judgement units of work about how people are different and about different beliefs. They will learn how to identify positive attributes in people and why being different is ok. They will learn the importance of diversity and equality.
Reception Summer 2 nd half term	Objectives woven throughout the year: See themselves as a valuable individual. • Build constructive and respectful relationships • Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge • Identify and moderate their own feelings socially and emotionally • Think about the perspectives of others. - regular physical activity • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes			

	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 1 Autumn 1 st half term	<u>Module: Being Responsible</u> <i>What I know now</i> Pupils can... share their existing ideas about what they can do for themselves and what they are responsible for	<u>Module: Being Responsible</u> Responsibility Responsible Accident Honesty Dishonest		
Year 1 Autumn 2 nd half term	- begin to recognise responsibilities they have at home and at school. - identify ways their responsibilities may change as they grow and become more independent. - suggest who can help and support them when they need guidance or assistance. <i>Water Spillage</i> Pupils should... - explain how you can help people around you understand the types of things you are responsible for. - know-how and understand the importance of preventing accidents. - recognise the differences between being responsible and being irresponsible. <u>Module :A world without judgement</u> <i>What I know now</i> Pupils can: - share their existing ideas about rules, fairness and how we treat others kindly - begin to recognise why rules help keep classrooms and communities fair and safe - identify ways they can show kindness, respect and fairness to others - suggest simple ways they can make positive choices and help everyone feel included <i>Democracy</i> Pupils should... - understand what a democracy is	<u>Module: A world without judgement</u> Democracy Tolerance Fair Rules Vote conflict		

	• spot times when people vote or choose things together • know that people can think differently • talk about ways to make fair choices when we do not agree Module: Feelings and emotions <i>What I know now</i> Pupils can... • share their existing ideas about different feelings and emotions they may experience. • begin to recognise situations that may cause different feelings. • identify a range of feelings in everyday situations. • suggest simple ways they and others can express and manage their emotions. Jealousy Pupils should... • identify and name difficult feelings, such as jealousy, and describe some physical signs they may notice. • know that these feelings are normal and begin to recognise helpful and unhelpful ways of showing them. • learn and practise simple strategies to manage difficult feelings in positive ways. • recognise that feelings can be shown through words, actions, and body language.	Module: Feelings and emotions Recognising Loneliness Frustration Experience Jealousy		
Year 1 Spring 1 st half term	Module: Keeping/Staying healthy <i>What I know now</i> Pupils can... • share their existing ideas about what helps people stay healthy.	Module: Keeping/Staying healthy Germ Healthy Unhealthy		
Year 1 Spring 2 nd half term	• begin to recognise choices that help keep their bodies healthy. • identify healthy and less healthy choices in everyday situations.			

	- suggest simple habits that help keep themselves and others healthy. Washing hands <i>Pupils should...</i> - understand why it is important to wash our hands. - explain how germs spread and how they affect our health. - demonstrate correct handwashing technique. - begin to identify healthy and unhealthy choices. Module: Computer safety What I know now Pupils can... - share their ideas about using computers and the internet - begin to recognise when something online may not be safe - identify safe and unsafe choices when using technology - suggest ways to stay safe online and ask an adult for help Online Bullying Pupils should... - understand how your online actions can affect others - identify the positives and negatives of using technology - know who and how to ask for help - recognise kind and unkind comments Module: Keeping/Staying Safe What I know now Pupils can... - share their existing ideas about how to stay safe in different environments. - begin to recognise situations that may involve risk. identify safe and unsafe choices in everyday scenarios. - suggest simple strategies that can help keep themselves and others safe.	Module: Computer safety Online Positive Negative Module :Keeping/Staying Safe Pedestrian Zebra Crossing Pelican Crossing Puffin Crossing Toucan Crossing Risk Choice		
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	Road Safety Pupils should... • understand why it is important to stay safe when crossing the road. • recognise a range of safe places to cross the road • understand the differences between safe and risky choices. • know different ways to help us stay safe.			
Year 1 Summer 1 st half term	Module: Our World What I know now Pupils can... • share their existing ideas about what lives and grows in our world	Module: Our World Protect Unique Common Human World Environment		
Year 1 Summer 2 nd half term	• begin to recognise that people, animals and plants need care to grow and stay healthy • identify who helped to look after them when they were babies • suggest simple ways they are learning to look after themselves as they grow Growing in our world <i>Pupils should...</i> • understand the needs of a baby • explain what you can do for yourself now you are older • describe the common features of family life • recognise the ways in which your family is special and unique Module: Fire Safety Basic First aid (SIMPLY RSHE UNIT) Pupils should know: • First aid means helping someone who is hurt or unwell until a grown-up or emergency helper arrives.	Module: Fire Safety Basic First aid (SIMPLY RSHE UNIT) First aid Trusted adult Emergency 999 injury		

	- When someone gets hurt they should: stay calm, tell a trusted adult and be kind while you wait for help. - Head bumps are more serious and need an adult's attention straight away. - If there is not a grown up near by and someone is seriously hurt, you might need to call 999. - If you call 999 you will need to tell them – where you are, what happened and who is hurt. Module: Relationships <i>What I know now</i> <i>Pupils can...</i> - share their existing ideas about how people can treat others kindly and respectfully. - begin to recognise behaviours that help build positive relationships. - identify kind and unkind behaviours in everyday situations. - suggest simple ways they can show kindness and respect to others. Friendships <i>Pupils should...</i> - explain how to be a good friend. - recognise kind and thoughtful behaviours. - understand the importance of caring about other people's feelings. - be able to see a situation from another person's point of view.	Module: Relationships Relationship Love Security Stability Disagree		
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	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 2 Autumn 1 st half term	<u>Module: Being Responsible</u> Practice Makes Perfect <i>Pupils should...</i> • name ways you can improve in an activity or sport • understand the importance of trying hard and not giving up	<u>Module: Being Responsible</u> Abilities Thoughtful Qualities Manners Courteous Appropriately Self-respect Improve		
Year 2 Autumn 2 nd half term	• recognise the benefits of practising an activity or sport • learn how to set goals and work to reach them Helping Someone in Need <i>Pupils should...</i> • know how you can help other people • recognise kind and thoughtful behaviours and actions • understand the risks of talking to people you don't know very well in the community • identify the differences between being responsible and being irresponsible <u>Module :A world without judgement</u> Individual Liberty <i>Pupils should...</i> • understand that people can make their own choices and that these choices may be different from others • explain why it is important that everyone can make safe choices • recognise ways to respect the choices of others while making responsible choices themselves • identify their own strengths, interests and goals, understanding that these may be different from those around them	<u>Module: A world without judgement</u> Pressure Law Rules Chaotic. Agree Disagree		

	Rule of Law Pupils should... • explain how rules help groups work and learn together at home, at school and in the community • understand why rules are important in helping people stay safe and treat others fairly • identify examples of rules that people follow in everyday life • recognise that rules apply to everyone and help people make fair and responsible choices Module: Feelings and emotions Worry Pupils should.. • identify and name feelings of worry and describe some physical signs they may experience • understand that worry is a normal emotion and identify situations that may cause someone to feel worried • learn and practise strategies to manage feelings of worry in positive ways • explain that feelings of worry can be communicated through words, actions and body language Anger Pupils should... • identify and name feelings of anger and describe some physical signs they may experience • understand that anger is a normal emotion and distinguish between helpful and unhelpful ways of expressing it • learn and practise strategies to manage feelings of anger in positive ways • explain that anger can be communicated through words, actions and body language	Module: Feelings and emotions Fidgety Annoyed Worry Anger Manage Control Trust		
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Year 2 Spring 1 st half term	<u>Module: Keeping healthy</u> Healthy Eating Pupils should... • know that different foods help our bodies to stay healthy and grow strong • understand why some foods are healthier than others • be able to explain ways to keep healthy • recognise and begin to make healthy choices	<u>Module: Keeping healthy</u> Ingredients Energy Repair Vitamins Natural Saturated fat Decay		
Year 2 Spring 2 nd half term	Brushing Teeth Pupils should... • understand why it is important to brush our teeth • demonstrate how to brush our teeth properly • suggest ways to remember to brush teeth when we forget, are tired, or busy • recognise and begin to make healthy choices <u>Module: Computer safety</u> Image Sharing Pupils should... • identify the positives and negatives of using technology • know who and how to ask for help • list rules for keeping and staying safe • understand how your online activity can affect others Computer Safety Documentary Pupils should... • recognise that we should not share personal information online • understand that we should be kind and respectful when using technology • identify when it is important to ask a trusted adult before downloading apps or sharing images • explain that people online may not always be who they say they are	<u>Module: Computer safety</u> Permission Opinion Rules Declaration		

	<u>Module: Keeping Safe</u> <i>Tying Shoelaces</i> <i>Pupils should...</i> • know the reasons to make sure your laces are tied • learn how to tie up laces properly • know rules to keep yourself and others safe • understand the differences between safe and risky choices <i>Staying Safe</i> <i>Pupils should...</i> • know ways to keep yourself and others safe • recognise risky situations • identify trusted adults around you • understand the differences between safe and risky choices	<u>Module: Keeping Safe</u> Laces Buckle Velcro Accident Unsafe PCSO		
Year 2 Summer 1 st half term	<u>Module: Our World</u> <i>Living in Our World</i> <i>Pupils should..</i> • understand why we should look after living things • identify how we can look after living things both inside and outside of the home • recognise why it is important to keep our communities and countryside clean • encourage others to help keep their communities and countryside clean	<u>Module: Our World</u> Wildlife Community Credit Card Debit Card Spend Receive Save		
Year 2 Summer 2 nd half term	<i>Working in Our World</i> <i>Pupils should...</i> • understand different ways we can receive money • know how to keep money safe • describe the skills you may need in a future job or career • recognise the differences between wants and needs <u>Module: Fire Safety</u> <i>Enya and Deedee Visit the Fire station</i> <i>Pupils should...</i> • explain the importance of being responsible and how our actions/ choice can affect others	<u>Module: Fire Safety</u> Flammable Fire Emergency Fire Service		

	• show my knowledge of fire safety to others • understand the importance of being responsible and how our actions/ choices can affect others • practise simple ways of staying safe and finding help <u>Module: Relationships</u> <i>Bullying</i> <i>Pupils should...</i> • name a range of feelings • understand why we should care about other people's feelings • be able to see and understand bullying behaviours • know how to cope with these bullying behaviours <i>Body Language</i> <i>Pupils should...</i> • recognise and name a range of feelings • understand that feelings can be shown without words • be able to see a situation from another person's point of view • explain why it is important to care about other people's feelings	<u>Module: Relationships</u> Bullying Mean Describe Teasing Threatening Advice Imagine Anti-bullying		
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	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 3 Autumn 1 st half term	<u>Module: Being Responsible</u> <i>Stealing</i> <i>Pupils should...</i> • understand the differences between borrowing and stealing	<u>Module: Being Responsible</u> Borrowing Stealing Consequence Responsible Irresponsible		
Year 3 Autumn	• describe how you might feel if something of yours is borrowed and not returned • know why it is wrong to steal	<u>Module :A world without judgement</u>		

2 nd half term	• explain the differences between being responsible and irresponsible <i>What I've Learnt</i> <i>Pupils can...</i> • confidently demonstrate responsible behaviours that support themselves and others in different environments • recognise and respond appropriately to situations where responsible choices are needed • apply strategies to show responsibility at home, at school and in the wider community • clearly explain the difference between responsible and irresponsible choices <u>Module: A world without judgement</u> <i>Tolerance</i> <i>Pupils should...</i> • understand that people may have different beliefs, opinions and ways of living • explain why it is important to respect and tolerate differences between people • identify ways to show kindness and respect towards people whose views or backgrounds may be different from their own • recognise how respectful behaviour helps create a fair and inclusive community <i>What I've Learnt</i> <i>Pupils can...</i> • confidently demonstrate respectful behaviour towards people with different beliefs, opinions or backgrounds • recognise and respond appropriately when fairness, respect and tolerance are important • apply strategies that help create inclusive environments at home, at school and in the community • clearly explain why respect, tolerance and fairness help people live and work together positively	<u>Module :A world without judgement</u> Disrespectful Preferences Judge Represent Respectfully		
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	<u>Module: Feelings and emotions</u> <i>Grief</i> <i>Pupils should...</i> • identify and name feelings linked to loss and grief and describe some physical signs of sadness or upset • understand that grief is a natural response to loss and identify situations that may cause these feelings • learn and practise strategies to cope with feelings related to loss and grief in healthy ways • explain that feelings of loss and grief can be communicated through words, actions and body language <i>What I've Learnt</i> <i>Pupils can...</i> • confidently recognise and describe a range of emotions and how they may affect thoughts, behaviour and physical feelings • recognise and respond appropriately to situations that may cause different emotions for themselves or others • apply strategies to help manage and express their feelings in positive ways at home and at school • clearly explain the difference between pleasant and unpleasant emotions and how they can be managed	<u>Module: Feelings and emotions</u> Grief Confusion Memory box		
Year 3 Spring 1st half term	<u>Module :Keeping/Staying healthy</u> <i>Medicine</i> <i>Pupils should...</i> • understand and explain simple safety rules about medicine • explain when it is safe to take medicine and why • know who it is safe to accept medicine from and why • recognise and make important healthy choices	<u>Module :Keeping/Staying healthy</u> Medicine Allergies Vaccination Antibodies Research Immune System Doctor		
Year 3 Spring 2nd half term	<i>What I've Learnt</i>			

<i>Pupils can...</i> • confidently explain ways to help keep their bodies healthy • recognise and make healthy choices in everyday situations • apply simple routines that support good health, such as washing hands and brushing teeth • clearly explain the difference between healthy and less healthy choices <u>Module: Computer safety</u> <i>Making Friends Online</i> <i>Pupils should...</i> • identify possible dangers and consequences of talking to strangers online • know how to keep safe in online chatrooms • name the positives and negatives of using technology • understand the difference between safe and risky choices online <i>What I've Learnt</i> <i>Pupils can...</i> • confidently demonstrate how to use technology safely and responsibly in different environments • recognise and respond appropriately to situations that may make themselves or others feel unsafe when using technology • apply strategies to stay safe when using devices at home and at school • clearly explain the difference between safe and unsafe choices when using technology <u>Module: Keeping/Staying Safe</u> <i>Leaning out of windows</i> <i>Pupils should...</i> • recognise a range of warning signs • spot the dangers we may find at home • know the importance of listening to our trusted adults	<u>Module: Computer safety</u> Chatroom Report Reply Respond Childline	
<i>Pupils can...</i> • confidently explain ways to help keep their bodies healthy • recognise and make healthy choices in everyday situations • apply simple routines that support good health, such as washing hands and brushing teeth • clearly explain the difference between healthy and less healthy choices <u>Module: Computer safety</u> <i>Making Friends Online</i> <i>Pupils should...</i> • identify possible dangers and consequences of talking to strangers online • know how to keep safe in online chatrooms • name the positives and negatives of using technology • understand the difference between safe and risky choices online <i>What I've Learnt</i> <i>Pupils can...</i> • confidently demonstrate how to use technology safely and responsibly in different environments • recognise and respond appropriately to situations that may make themselves or others feel unsafe when using technology • apply strategies to stay safe when using devices at home and at school • clearly explain the difference between safe and unsafe choices when using technology <u>Module: Keeping/Staying Safe</u> <i>Leaning out of windows</i> <i>Pupils should...</i> • recognise a range of warning signs • spot the dangers we may find at home • know the importance of listening to our trusted adults	<u>Module: Keeping/Staying Safe</u> Appliances Dangerous Chemicals Warning sign Permission	

	• understand ways we can keep ourselves and others safe at home • know the differences between safe and risky choices What I have learnt <i>Pupils can...</i> • confidently demonstrate how to keep themselves and others safe in different environments • recognise and respond appropriately to situations that may place themselves or others at risk • apply strategies to stay safe at home, at school and in the community • clearly explain the difference between safe and risky choices			
Year 3 Summer 1 st half term	Module: Our World Looking After Our World <i>Pupils should...</i> • explain the meaning of reduce, reuse, and recycle • recognise how we can help look after our planet • identify how to reduce the amount of water and electricity we use • understand how we can reduce our carbon footprint What I've Learnt <i>Pupils can...</i> • confidently demonstrate ways to care for living things and the world around them in different environments • recognise and respond appropriately to situations where people, animals or the environment may need care or protection • apply strategies to help look after their surroundings at home, at school and in their community • clearly explain how people grow, live and work in the world, and why it is important to care for living things and the environment	Module: Our World Reduce Re-use Recycle Environment Carbon footprint Carbon dioxide Global warming		
Year 3 Summer 2 nd half term				

	<u>Module: Fire Safety</u> <i>Texting Whilst Driving</i> <i>Pupils should...</i> • understand how our actions and choices can affect others • recognise how drivers can be distracted • know how to help others stay safe • describe the differences between safe and risky choices <i>What I've Learnt</i> <i>Pupils can...</i> • confidently demonstrate ways to help keep themselves and others safe in different situations • recognise and respond appropriately to situations where actions may place themselves or others at risk • apply strategies that help keep people safe at home, at school and in the community, including around roads and vehicles • clearly explain the difference between safe and risky choices and how these choices can affect others <u>Module: Relationships</u> <i>Touch</i> <i>Pupils should...</i> It is not always right to keep secrets if they relate to being safe • Each person's body belongs to them • It is important to seek help or advice if a relationship is making you feel unsafe or unhappy • In school and in wider society, you can expect to be treated with respect by others, and in turn, you should show due respect to others, including those in positions of authority • It is important to understand how to report concerns or abuse <i>What I've Learnt</i>	<u>Module: Fire Safety</u> Distraction Declaration <u>Module: Relationships:</u> Communicate Situation Penis Testicles Vagina Vulva Anus Private parts Appropriateoutu		
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	<i>Pupils can...</i> • understand the difference between appropriate and inappropriate touch • know why it is important to care about other people's feelings • understand personal boundaries • know who and how to ask for help • be able to name human body parts			
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	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 4 Autumn 1 st half term	<u>Module: Being Responsible</u> <i>What I know now</i> <i>Pupils can...</i> share and reflect on their understanding of what it means to be responsible as they begin to explore more complex aspects of responsibility. • recognise situations where responsible choices and actions are needed and consider the positive impact these actions can have	<u>Module: Being Responsible</u> Punctual Responsible Irresponsible Appointment		
Year 4 Autumn 2 nd half term				

	• identify people and support who can help guide them in making responsible decisions • suggest and explain ways they can act responsibly in a range of everyday situations and how these actions can benefit others Coming home on time <i>Pupils should...</i> • recognise the importance of behaving in a responsible manner in a range of situations • describe a range of situations where being on time is important • explain the importance of having rules in the home • describe ways that behaviour can be seen to be sensible and responsible <u>Module :A world without judgement</u> <i>What I know now</i> <i>Pupils can...</i> • share and reflect on their understanding of how communities work together as they begin to explore ideas about judgement and fairness • recognise situations where unfair judgement or discrimination may affect individuals or groups • identify people and groups that help support fairness and respect within communities • suggest and explain ways they can show respect for themselves and others and help create inclusive communities <i>Breaking down barriers</i> <i>Pupils should...</i> • recognise positive attributes in others • explain why being different is okay • explore your own strengths and goals, and understand that these may be different from those around you	<u>Module :A world without judgement</u> Equality Diversity Cohesion Barrier Courteous		
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	• identify some of the ways we can overcome barriers and promote equality <u>Module: Feelings and emotions</u> <i>What I know now</i> <i>Pupils can...</i> • share and reflect on their understanding of feelings and emotions as they begin to explore more complex emotional experiences • recognise situations that may cause different emotions for themselves or others • identify people and support who can help them manage difficult or uncomfortable emotions • suggest and explain strategies that can help them express and manage their feelings in positive ways <i>Jealousy</i> <i>Pupils should...</i> • identify and name difficult emotions, such as jealousy, and describe some physical signs they may experience • understand that difficult emotions are a normal part of life and distinguish between helpful and unhelpful ways of expressing them • learn and practise strategies to manage challenging emotions in positive ways • explain that emotions can be communicated through words, actions and body language	<u>Module: Feelings and emotions</u> Feelings Emotions Physical health Mental health Strategies		
Year 4 Spring 1 st half term Year 4 Spring	<u>Module :Keeping/Staying healthy</u> <i>What I know now</i> <i>Pupils can...</i> • share and reflect on their understanding of how to keep their bodies healthy as they begin to explore more complex health topics • recognise choices and behaviours that can affect their health and wellbeing	<u>Module :Keeping/Staying healthy</u> Lifestyle Blood pressure Vital Organs Food chart Balanced diet		

2 nd half term	• identify people and support who can help them stay healthy and make positive choices • suggest and explain healthy habits that support physical and personal wellbeing in everyday life Healthy living Pupils should... • explain what is meant by a balanced diet and plan a balanced meal • recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older • understand nutritional information on packaged food and explain what it means • describe different ways to maintain a healthy lifestyle Module: Computer safety What I know now Pupils can... • share and reflect on their understanding of how to stay safe when using technology as they begin to explore more complex online safety topics • recognise situations that may place themselves or others at risk when using technology or communicating online • Identify trusted people and support who can help them if something online or on a device worries them • suggest and explain safe actions that help them use technology responsibly in everyday situations, Online Bullying Pupils should... • recognise the key values that are important in positive online relationships • explain the feelings and emotions that may arise from online bullying • develop coping strategies to use if we or someone we know is being bullied online • identify how and who to ask for help	Module: Computer safety Online relationship Offensive Insulting Bullying Posting False content Rumour Opinion. Module :Keeping/Staying Safe Statement Opinion		
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	<u>Module :Keeping/Staying Safe</u> <i>What I know now</i> <i>Pupils can...</i> • share and reflect on their understanding of how to stay safe as they begin to explore more complex safety topics • recognise situations that may place themselves or others at risk • identify trusted people and support that can help them stay safe • suggest and explain safe actions in a range of everyday situations <i>Cycle safety</i> <i>Pupils should...</i> • identify strategies we can use to keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident • identify what is a risky choice • create a set of rules for and identify ways of keeping safe	Fact Strategies Junction		
Year 4 Summer 1 st half term	<u>Module: The Working World</u> <i>What I know now</i> <i>Pupils can...</i> • share and reflect on their understanding of how people support their families, communities and wider society • recognise responsibilities they may have at home and how helping with everyday tasks contributes to family life • identify skills and qualities that may be useful in different jobs and roles people do	<u>Module: The Working World</u> Income tax VAT Contribution HM revenue and customs Chore Self-motivation Volunteer		
Year 4 Summer 2 nd half term				

	• suggest and explain simple ways money is used, earned and saved in everyday life Chores at home Pupils should... • recognise ways in which we can help those who look after us • explain the positive impact of our actions • describe the ways in which we can contribute to our home, school, and community • identify the skills we may need in our future job roles Module: First aid What I know now Pupils can... • share and reflect on their understanding of how people can help in medical emergencies as they begin to explore first aid topics • recognise situations where someone may need help due to illness, injury or breathing difficulties • identify trusted adults and emergency services who can provide help and support in an emergency suggest and explain simple actions that can help keep someone safe until help arrives Pupils should... • identify and name situations that may require first aid • list reasons why someone may struggle to breathe • recognise the signs of an asthma attack or choking • identify the signs of an allergic reaction and anaphylactic shock	Module: First aid Treatment Emergency Severe Clinical Advisor Life-threatening Conscious Asthma Anaphylaxis Allergic Prescribed Obstruction		
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	• understand the correct steps for seeking immediate emergency help • provide first aid treatment to someone who is struggling to breathe <u>Relationships</u> <i>What I know now</i> <i>Pupils can...</i> • share and reflect on their understanding of positive relationships as they begin to explore more complex relationship topics • recognise behaviours and situations that may affect relationships or cause others to feel upset • identify trusted people and support who can help them manage relationship difficulties or worries • suggest and explain ways to show respect, kindness and consideration in everyday relationships <i>Relationships</i> <i>Pupils should...</i> • recognise the different types of relationships we can have and describe how these can change as we grow • explain how our families support us and how we can support our families • identify how relationships can be healthy or unhealthy • explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable	<u>Relationships</u> Nervous Scared Inappropriate Connection Civil partnership Marriage		
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	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year5 Autumn 1 st half term	<u>Module: Being Responsible</u> <i>Looking out for others</i> <i>Pupils should...</i> • recognise why we should take action when someone is being unkind • describe caring and considerate behaviour, including the importance of looking out for others • demonstrate why it is important to behave in an appropriate and responsible way • identify how making some choices can impact others' lives in a negative way	<u>Module: Being Responsible</u> Considerate Inconsiderate		
Year 5 Autumn 2 nd half term	<i>Adult and children's views</i> <i>Pupils can...</i> • listen to and observe a range of views from adults and children about what it means to act responsibly in different situations • identify key ideas and strategies shared by others that help people make responsible choices and support those around them • reflect on and build their own understanding of responsibility using information gathered from discussions and observations • share their ideas and learning with peers, contributing thoughtfully to discussions about acting responsibly and supporting others <u>Module :A world without judgement</u> <i>Inclusion and acceptance</i> <i>Pupils should...</i> • identify some of the ways in which we are different and unique • explain some of the elements which help us to have a diverse community	<u>Module :A world without judgement</u> Inclusion Acceptance Hate crime		

	• describe strategies to overcome barriers and promote diversity and inclusion • recognise the importance of inclusion and acceptance and identify ways we can help others feel valued and respected Adult and children's views Pupils can... • listen to and observe a range of views from adults and children about respect, equality and inclusion in communities • identify key ideas and actions shared by others that help challenge judgement and support fairness • reflect on and build their own understanding of acceptance and inclusion using information gathered from discussions and observations • share their ideas and learning with peers, contributing thoughtfully to discussions about respecting differences and supporting others Module: Feelings and emotions Anger Pupils should... • recognise triggers that may lead to feelings of anger and describe how anger can affect thoughts, behaviour and physical reactions • explain how anger can influence actions and relationships and evaluate helpful and unhelpful ways of responding • apply a range of strategies to manage feelings of anger in positive and responsible ways • reflect on how anger can be communicated and managed through words, actions and self-control Adult and children's views Pupils can... • listen to and observe a range of views from adults and children about managing feelings and emotions in different situations • identify key ideas and strategies shared by others that help people understand and manage their emotions	Discrimination Unique Anti-social Module: Feelings and emotions Annoyance Displeasure hostility		
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	• reflect on and build their own understanding of emotions using information gathered from discussions and observations • share their ideas and learning with peers, contributing thoughtfully to discussions about feelings and emotions			
Year 5 Spring 1 st half term	<u>Module: Keeping/Staying healthy</u> <i>Smoking</i> <i>Pupils should...</i> • explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc. • describe how smoking can affect your immediate and future health and wellbeing • give reasons why someone might start and continue to smoke • identify and use skills and strategies to resist any pressure to smoke <i>Adult and children's views</i> <i>Pupils can...</i> • listen to and observe a range of views from adults and children about ways to stay healthy and maintain wellbeing • identify key ideas and healthy habits shared by others that support physical and personal health • reflect on and build their understanding of healthy choices using information gathered from discussions and observations • share their ideas and learning with peers, contributing thoughtfully to discussions about maintaining a healthy lifestyle	<u>Module: Keeping/Staying healthy</u> Nicotine Addictive Cardiovascular disease Cigarette E-Cigarette Tobacco		
Year 5 Spring 2 nd half term	<u>Module: Computer safety</u> <i>Image sharing</i> <i>Pupils should...</i> • list reasons for sharing images online • identify rules to follow when sharing images online • describe the positive and negative consequences of sharing images online • recognise possible influences and pressures to share images online	<u>Module: Computer safety</u> Application Survey Kind action Image sharing Illegal		

	Adult and children's views Pupils can... • listen to and observe a range of views from adults and children about staying safe when using technology and the internet • identify key ideas and strategies shared by others that help people use technology safely and responsibly • reflect on and build their own understanding of online safety using information gathered from discussions and observations • share their ideas and learning with peers, contributing thoughtfully to discussions about safe and responsible use of technology <u>Module :Keeping/Staying Safe</u> Peer Pressure Pupils should... • identify strategies we can use to keep ourselves and others safe • understand ways to manage peer pressure • explain the potential outcomes that may happen when we take risks • recognise the impact and possible consequences of an accident or incident Adult and children's views Pupils can... • listen to and observe a range of views from adults and children about how to stay safe and ask for help • identify key ideas and strategies shared by others that help people manage risks and stay safe • reflect on and build their own understanding of safety using information gathered from discussions and observations	<u>Module :Keeping/Staying Safe</u> Peer pressure Encourage Risk Risk assessment Support network		
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	• share their ideas and learning with peers, contributing thoughtfully to discussions about staying safe			
Year 5 Summer 1 st half term	<u>Module: The Working World</u> Enterprise Pupils should... • understand and explain why people might want to save money	<u>Module: The Working World</u> Enterprise Priority Fundraising		
Year 5 Summer 2 nd half term	• identify ways in which you can help out at home • budget for items you would like to buy • recognise ways to make money and the early stages of enterprise Adult and children's views Pupils can... • listen to and observe a range of views from adults and children about how people work, support their families and contribute to society • identify key ideas and skills shared by others that help people succeed in different jobs and roles • reflect on and build their own understanding of how money is earned, spent and looked after using information gathered from discussions and observations • share their ideas and learning with peers, contributing thoughtfully to discussions about future jobs, responsibilities and the role money plays in everyday life <u>Module: First aid</u> Part 1 Pupils should... • complete a primary survey for first aid • demonstrate the recovery position for an unresponsive breathing casualty • know when to deliver CPR • demonstrate how to do CPR • understand when to call for emergency help (Part 2)	<u>Module: First aid</u> Unresponsive Underlying Casualty Compressions Unconscious seizure		

	<i>Pupils can...</i> • identify a range of situations that may require first aid • explain how to support someone with a minor or serious head injury • recognise how to support someone who is having a seizure • understand how to support someone with a severe bleed • know when to call for medical help <u>Module: Relationships</u> <i>Puberty</i> <i>Pupils should...</i> • explain what puberty means • describe the changes that boys and girls may go through during puberty • identify why our bodies go through puberty • develop coping strategies to help with the different stages of puberty • identify who and what can help us during puberty <i>Adult and children's views</i> <i>Pupils can...</i> • listen to and observe a range of views from adults and children about positive relationships and how to seek support when needed • identify key ideas and strategies shared by others that help people build and maintain healthy relationships • reflect on and build their own understanding of relationships using information gathered from discussions and observations	<u>Module: Relationships</u> Puberty Hormone Anonymous question Vagina Vulva Penis Testicles Bladder Scrotum		
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	• share their ideas and learning with peers, contributing thoughtfully to discussions about respectful and healthy relationships			
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	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 6 Autumn 1 st half term	<u>Module: Being Responsible</u> <i>Stealing</i> <i>Pupils should...</i> • explain what consent means • recognise the importance of being honest and not stealing	<u>Module: Being Responsible</u> Consent Possession Permission Trust Stealing		
Year 6 Autumn 2 nd half term	• understand why it is important to have a trusting relationship between friends and family • identify how making some choices can impact others' lives in a negative way <i>What I've learnt</i> <i>Pupils can...</i> • confidently demonstrate and justify responsible behaviours that support themselves and others in different environments • evaluate situations and respond appropriately when responsible choices are needed • clearly explain and justify the difference between responsible and irresponsible choices • take increasing responsibility for their actions and decisions at home, at school and in the community <u>Module :A world without judgement</u> <i>British values</i> <i>Pupils should...</i> • understand that there are a wide range of religions and beliefs in the UK • describe each of the British values • create a range of values for your educational setting	<u>Module :A world without judgement</u> Democracy Rule of law Individual liberty Mutual respect		

• explain how all religions can live in cohesion What I've learnt Pupils can... • confidently demonstrate and justify respectful behaviours that support fairness, equality and inclusion in different environments • evaluate situations and respond responsibly when people's beliefs, values or backgrounds may be treated unfairly • clearly explain and justify the importance of British values, including respect for different religions and beliefs • take increasing responsibility for promoting respect, tolerance and cohesion within their school and wider community Module: Feelings and emotions Worry Pupils should... • recognise situations that may cause feelings of worry, including changes and new experiences such as moving to secondary school • explain how worry can affect thoughts, behaviour and physical responses and why it is a normal emotion during times of change • apply a range of strategies to manage feelings of worry in positive and responsible ways during challenging or unfamiliar situations • reflect on ways to communicate worries and seek support from trusted people when preparing for new experiences such as secondary school What I've learnt Pupils can... • confidently apply and justify strategies that help them manage and express their emotions in positive and responsible ways • evaluate situations and respond appropriately when emotions may affect their behaviour or relationships • clearly explain and justify the difference between helpful and unhelpful ways of expressing emotions • take increasing	Tolerance of those with different faith and beliefs Stereotype Cohesion Module: Feelings and emotions Troubled Positive action Prepare for change Mindfulness Manage emotions		
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	responsibility for managing their feelings and supporting the emotional wellbeing of themselves and others			
Year 6 Spring 1 st half term	Module :Keeping/Staying healthy Alcohol and Drugs Pupils should... • identify what is a risky choice • explain the risks associated with alcohol • describe how alcohol can affect your immediate and future health • develop and recognise skills and strategies to keep safe • understand the difference between ‘legal’ and ‘illegal’ drugs • identify the risks associated with using cannabis What I've learnt Pupils can... • confidently apply and justify healthy choices that support their own health and wellbeing • evaluate situations and influences that may affect their health and respond responsibly • clearly explain and justify the difference between healthy and unhealthy choices • take increasing responsibility for maintaining healthy habits and supporting the wellbeing of themselves and others	Module :Keeping/Staying healthy Alcohol Ethanol Fermentation Unit Legal age limit Alcohol poisoning Cannabis Illegal drugs Criminal offence Substances		
Year 6 Spring 2 nd half term	Module: Computer safety Making friends online Pupils should... • list the key applications that we may use now and in the future • know and understand why some applications have age restrictions • identify ways to keep yourself and others safe in a range of situations online and offline • recognise that people may not always be who they say they are online What I've learnt Pupils can...	Module: Computer safety Pretending Age restriction Online activity Social media site password		

	• confidently apply and justify strategies that help them use technology safely and responsibly in different environments • evaluate online situations and respond appropriately when they or others may be at risk or feel pressured to share information or images • clearly explain and justify the difference between safe and risky choices when using technology and communicating online • take increasing responsibility for making safe and respectful decisions when using devices at home, at school and in the wider community <u>Module :Keeping/Staying Safe</u> Water safety Pupils should... • identify a range of danger signs • develop and name strategies that can help keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident What I've learnt Pupils can... • confidently apply and justify strategies that help keep themselves and others safe in different environments • evaluate situations and respond responsibly when they or others may be at risk • clearly explain and justify the difference between safe and risky choices • take increasing responsibility for making safe decisions at home, at school and in the community	<u>Module :Keeping/Staying Safe</u> Danger Consequences Water pollution Hidden currents Warning flags		
Year 6 Summer 1 st half term	<u>Module: The Working World</u> In – App Purchases Pupils should...	<u>Module: The Working World</u> Bank account Loan Interest Debit card		

Year 6 Summer 2nd half term	• know and understand various money related terms • recognise some of the ways in which we can spend money via technology • describe the potential impact of spending money without permission • identify strategies to save money What I've learnt Pupils can... • confidently apply and justify responsible decisions when managing money and considering spending choices in everyday and online situations • evaluate situations and respond appropriately when spending, saving or making purchases that may affect themselves or their household • clearly explain and justify the difference between responsible and irresponsible choices when using money, including online and in-app purchases • take increasing responsibility for understanding how work, earning, saving and spending money can affect individuals, families and communities Module: First aid First aid Pupils should... • identify a range of situations that may require first aid • recognise how to support someone with a minor burn or scald • explain how to support someone who is having a heart attack • understand how to support someone with a fractured bone • know when to call for medical help What I've learnt Pupils can... • confidently apply and justify first aid strategies that help keep themselves and others safe in a range of emergency situations	Credit Card Wages Debt Budget Gambling fairtrade Module: First aid Minor Nauseous Incident		
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	• evaluate situations and respond appropriately when someone may require first aid or urgent medical support • clearly explain and justify appropriate first aid responses for injuries or illnesses such as burns, fractures or suspected heart attacks • take increasing responsibility for recognising when to seek medical help and supporting others safely until help arrives <u>Module: Relationships</u> Conception <i>Pupils should...</i> • explain the terms ‘conception’ and ‘reproduction’ • describe the function of the female and male reproductive systems • identify the various ways adults can have a child • explore various different stages of pregnancy • understand the laws around consent <i>What I've learnt</i> <i>Pupils can...</i> • confidently demonstrate and justify behaviours that support positive, respectful and healthy relationships • evaluate situations and respond responsibly when relationships or interactions may cause upset, discomfort or harm • clearly explain and justify the difference between healthy and unhealthy relationship behaviours • take increasing responsibility for maintaining respectful relationships and supporting the wellbeing of themselves and others	<u>Module: Relationships</u> Conception Reproduction Consent Conceived Caesarean Foreskin Cervix Womb (uterus) Urethra Fertilised IVF		
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