



PSHE

KEY STAGE ONE - YEAR A

	AUTUMN 1	AUTUMN 2	SPRING 1
Description	Being Me in My World - Children learn about hopes and fears, rights and responsibilities and understand what makes a safe and fair learning environment	Celebrating Differences - children will celebrate their differences and understand that everyone is different	Dreams and Goals - children will understand what dreams and goals are and how they have to persevere to achieve them
NC Objectives	PSHE Association <ul style="list-style-type: none"> Learn about rules and why they are needed in different situations Learn about the different roles and responsibility people have in their communities 	PSHE Association <ul style="list-style-type: none"> Recognise what makes them and other unique Identify what they are good at, what they like and dislike Learn about what is kind and unkind behaviour and how this can affect others Understand how people may feel if they experience bullying How to talk about and share their opinions on things that matter to them 	PSHE Association <ul style="list-style-type: none"> Understand that everyone has different strengths
Substantive Knowledge	<ul style="list-style-type: none"> Identify some hopes and fears for this year Understand the rights and responsibilities for being a member of their class and school Listen to others and contribute their own ideas about rewards and consequences Recognise that choices they make have consequences 	<ul style="list-style-type: none"> Start to understand that sometimes people make assumptions about boys and girls (stereotypes) Understand what bullying is and that sometimes it is about difference Recognise what is right and wrong and know how to look after themselves Understand that it is OK to be different from other people and to be friends with them Be able to explain how they are different from their friends 	<ul style="list-style-type: none"> Children will be able to identify realistic goals and think about how they can achieve them Know that they can keep trying (persevering) even when things are difficult Recognise who they work well with and who is more difficult to work with Understand what is needed to work well in a group
Disciplinary Skills	<ul style="list-style-type: none"> Children will recognise that, when they feel worried, they should ask for help Contribute ideas to make their class a safe and fair place Children will work cooperatively 	<ul style="list-style-type: none"> Children will understand some ways in which boys and girls are similar and feel good about this Understand how someone who is bullied might feel Know when to stand up for themselves and other Understand that people should not be judged for being different and that differences make us all special and unique 	<ul style="list-style-type: none"> Explain things that they have achieved and how that made them feel Explain their individual strengths as a learner Explain how working with others helps them to learn Work in groups to solve problems Understand that working as part of a successful group can feel good
Vocabulary	hopes, fears, roles, responsibilities, consequences	similarities, differences, stereotypes, bullying, special, unique	strengths, persevere, group, goals, dreams
Assessment	Children working together to create a learning charter	Children will be able to explain their differences and celebrate their friends differences	Children will be able to state what their goals are and how they might achieve them.

	SPRING 2	SUMMER 1	SUMMER 2
Description	Healthy Me - children will learn about healthy choices	Relationships - children will learn about different types of families. They will learn about physical contact boundaries.	Changing Me - children will learn about life cycles in nature and growing from young to old. They will learn about the differences in female and male bodies
NC Objectives	<p>PSHE Association</p> <ul style="list-style-type: none"> Children will understand what healthy means and different ways to keep healthy They will learn about foods that support good health They will understand how physical activity help us to stay healthy They will understand why sleep is important Children will learn that medicines can help people to stay healthy but that they must be used safely 	<p>PSHE Association</p> <ul style="list-style-type: none"> Learn about the roles different people play in our lives Identify the people who love and care for them and what they do to help them feel cared for Learn about different types of families, including those that may be different to their own Know that it is important to tell someone if something about their family makes them unhappy or worried Learn about how people make friends and what makes a good friend Learn simple strategies to resolve arguments between friends positively 	<p>PSHE Association</p> <ul style="list-style-type: none"> Name the main parts of the body including external genitalia Learn about growing and changing from young to old and how people's needs change Learn about preparing to move to a new class
Substantive Knowledge	<ul style="list-style-type: none"> Children will understand what they need to keep their bodies healthy Children will be able to identify how it feels to be relaxed and how they can become relaxed They will understand how medicine works in their bodies and the importance of using them safely They will sort foods into the correct food groups and know which keep them healthy They will be able to decide which food to eat to give them energy 	<ul style="list-style-type: none"> Identify the different members of my family and my relationships with each of them Understand that there are lots of forms of physical contact within a family and what is and is not acceptable Identify some things that might cause conflict with their friends Understand that sometimes it is good to keep a secret and sometimes it is not Recognise people who can help me in my family, school and community 	<ul style="list-style-type: none"> Recognise cycles of life in nature and the natural process of growing from young to old Recognise how their bodies have changed since they were babies Recognise the physical differences between boys and girls and use the correct names for parts of the body, including genitalia, and know that parts of their bodies are private Understand that there are different types of touch and explain which they do and don't like
Disciplinary Skills	<ul style="list-style-type: none"> Children will be motivated to make healthy lifestyle choice They will feel positive about caring for their body and keeping it healthy They will be able to explain which foods they enjoy the most as well as knowing which are the most nutritious 	<ul style="list-style-type: none"> Understand and accept that everyone's family is different Know which types of physical contact they like and which they don't like Demonstrate how to solve conflict with their friends Understand how it feels to be asked to keep a secret they don't want to and who to talk to about this Understand how it feels to trust someone 	<ul style="list-style-type: none"> Understand that there are changes outside of their control and recognise how they feel about this Identify people who they respect who are older than them Feel proud about becoming more independent Explain what they do/don't like about being a boy/girl Be confident to say what they do/don't like about being able to ask for help
Vocabulary	healthy, nutritious, choices, lifestyle	friends, family, different, physical touch, conflict, secrets, safe adults, resolve	male, female, boy, girl, penis, anus, testicles, vagina, vulva, physical touch, private
Assessment	Children will be able to explain how they can make healthy choices to keep themselves healthy	Explain why they appreciate someone who is special to them	Children will be able to name the parts of the body, using correct terminology and understand that our bodies change from young to old



PSHE

KEY STAGE ONE - YEAR B

	AUTUMN 1	AUTUMN 2	SPRING 1
Description	Being Me in My World - Children learn about feeling special and safe. They will learn about rights and responsibilities	Celebrating Differences - children will celebrate their differences and understand that everyone is different	Dreams and Goals - children will understand what dreams and goals are and how to set them
NC Objectives	PSHE Association <ul style="list-style-type: none"> Learn about rules and why they are needed in different situations Learn about the different roles and responsibility people have in their communities 	PSHE Association <ul style="list-style-type: none"> Recognise what makes them and other unique Identify what they are good at, what they like and dislike Learn about what is kind and unkind behaviour and how this can affect others Understand how people may feel if they experience bullying How to talk about and share their opinions on things that matter to them 	PSHE Association <ul style="list-style-type: none"> Understand that everyone has different strengths
Substantive Knowledge	<ul style="list-style-type: none"> Understand the rights and responsibilities for being a member of their class and school Recognise that choices have consequences Understand the consequences that might result from a choice they have made 	<ul style="list-style-type: none"> Understand similarities and differences between people in their class Explain what bullying is Know who to talk to if they were feeling unhappy Understand how to make new friends Explain how they are different from their friends 	<ul style="list-style-type: none"> Children will be able to set simple goals and work out how to achieve them They will understand how to work well with a partner They will be able to tackle new challenges and understand that this might stretch them Children will be able to identify obstacles which may make it more difficult to achieve goals and work out how to overcome them They will be able to explain how it feels to succeed
Disciplinary Skills	<ul style="list-style-type: none"> Children will know how to make their class a safe place for everyone in it They will understand how it feels to be proud of an achievement They will recognise the range of feeling that could be present when facing consequences 	<ul style="list-style-type: none"> Children will understand some ways in which they are the same and different as their friends Understand how someone who is bullied might feel Understand how it feels to make a new friend Understand that differences make us special 	<ul style="list-style-type: none"> Explain things that they do well Explain how they learn best Be able to celebrate achievements with a partner Identify how they feel when facing a new challenge Know how they feel when they face obstacles and know how they feel when they overcome them Know how to internally store feelings of success
Vocabulary	special, safe, roles, responsibilities, consequences, proud	similarities, differences, stereotypes, bullying, special, unique	success, obstacles, goals, dreams, challenges
Assessment	Children working together to create a learning charter	Children will be able to explain how they are different from their friends	Children will be able to state what their goals are and how they might achieve them.

	SPRING 2	SUMMER 1	SUMMER 2
Description	Healthy Me - children will learn about healthy choices and keeping safe	Relationships - children will learn about belonging to a family. They will learn about people who help them and qualities in friendships	Changing Me - children will learn about life cycles in nature and growing from young to old. They will learn about the differences in female and male bodies
NC Objectives	<p>PSHE Association</p> <ul style="list-style-type: none"> Children will understand what healthy means and different ways to keep healthy They will learn about foods that support good health They will understand how physical activity help us to stay healthy They will understand why sleep is important Children will learn that medicines can help people to stay healthy but that they must be used safely 	<p>PSHE Association</p> <ul style="list-style-type: none"> Learn about the roles different people play in our lives Identify the people who love and care for them and what they do to help them feel cared for Learn about different types of families, including those that may be different to their own Know that it is important to tell someone if something about their family makes them unhappy or worried Learn about how people make good friends Learn simple strategies to resolve arguments between friends positively 	<p>PSHE Association</p> <ul style="list-style-type: none"> Name the main parts of the body including external genitalia Learn about growing and changing from young to old and how people's needs change Learn about preparing to move to a new class
Substantive Knowledge	<ul style="list-style-type: none"> Children will understand the difference between health and unhealthy They will know how to make healthy life choices They will understand how to keep themselves clean and how germs can cause illness They will understand that household products, including medicines, can be harmful if not used properly They will know how to keep safe when crossing the road They will explain who can help them to stay safe 	<ul style="list-style-type: none"> Identify the different members of my family and that there are lots of types of families Identify what a good friend means to them Know appropriate ways of physical contact to greet their friends and know which they prefer Know who can help them in their school community Recognise qualities as a person and a friend Explain why they appreciate someone special 	<ul style="list-style-type: none"> Recognise cycles of life in nature and the natural process of growing from young to old Recognise how their bodies have changed since they were babies Recognise the physical differences between boys and girls and use the correct names for parts of the body, including genitalia, and know that parts of their bodies are private Understand that every time they learn something new, they change a little
Disciplinary Skills	<ul style="list-style-type: none"> Children will feel good about themselves when they make healthy choices They will know that they are special so need to be kept saf They will know some ways that could help them to feel better when they are feeling poorly They will recognise that being healthy helps them to feel happy 	<ul style="list-style-type: none"> Understand and accept that everyone's family is different Know which types of physical contact they like and which they don't like Demonstrate how to solve conflict with their friends Understand how it feel to be asked to keep a secret they don't want to and who to talk to about this Understand how it feels to trust someone 	<ul style="list-style-type: none"> Understand that there are changes outside of their control and recognise how they feel about this Know that changes are OK and that sometimes they happen whether they want them to or not Respect their bodies and understand which parts are private Know some ways to cope with change
Vocabulary	healthy, nutritious, choices, lifestyle, germs, illness, safe	friends, family, different, physical touch, conflict, secrets, safe adults, resolve	male, female, boy, girl, penis, anus, testicles, vagina, vulva, physical touch, private, change, respect
Assessment	Children will be able to explain how they can make healthy choices to keep themselves healthy	Explain why they appreciate someone who is special to them	Children will be able to name the parts of the body, suing correct terminology and understand that our bodies change from young to old



PSHE

LOWER JUNIORS - YEAR A

	AUTUMN 1	AUTUMN 2	SPRING 1
Description	Being me in my world - children to understand what it means to be a school citizen and to understand about rights, responsibilities and democracy.	Celebrating Difference - Children learn about challenging assumptions and learn to accept themselves and others.	Dreams and Goals - Children learn about creating realistic dreams and goals, think about how they can achieve these and learn to overcome disappointment and show resilience and a positive attitude to overcome barriers
NC Objectives	<ul style="list-style-type: none"> To recognise reasons for rules and laws; consequences of not adhering to rules and laws To recognise there are human rights that are there to protect everyone Understand the relationship between rights and responsibilities Understand the importance of having compassion towards others; shared responsibilities we all have for caring for others, living things and our environment. 	<ul style="list-style-type: none"> Understand about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) Recognise their individuality and personal qualities Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth Recognise the impact of bullying Understand strategies to respond to hurtful behaviour experienced or witnessed Understand discrimination: what it means and how to challenge it. 	<ul style="list-style-type: none"> Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
Substantive Knowledge	<ul style="list-style-type: none"> Understand our attitudes and actions make a difference to the class team Understand who is in my school community, the roles they play and how I fit in Understand how democracy works through the School Council Understand that my actions affect myself and others - empathise with others Understand how groups come together to make decisions Understand how democracy and having a voice benefits the school community. 	<ul style="list-style-type: none"> Understand that, sometimes, we make assumptions based on what people look like Understand what influences me to make assumptions based on how people look Know that sometimes bullying is hard to spot and know what to do if you think it is happening Identify what is special about you and value the way you are unique Identify a time when your first impression of someone changes when you get to know someone. 	<ul style="list-style-type: none"> Be able to explain some of your hopes and dreams Understand that sometimes hopes and dreams do not come true and that this can hurt Know that reflecting on positive and happy experiences can help to counteract disappointment Know how to make a new plan and set goals even if you have been disappointed Know how to work out the steps to take to achieve a goal and can do this successfully as part of a group Identify the contributions made by myself and others to the group's achievement.
Disciplinary Skills	<ul style="list-style-type: none"> Know how good it feels to be included in a group and understand how it feels to be excluded Take a role in a group and contribute to the overall outcome Understand how rewards and consequences motivate people's behaviour Understand why our school community benefits from Rules and can follow it and help others to follow it. 	<ul style="list-style-type: none"> Try to accept people for who they are Question why you think what you do about other people Know how it might feel to be a witness and target of bullying Problem solve a bullying situation with others Like and respect the unique features of your physical appearance Explain why it is good to accept people for who they are. 	<ul style="list-style-type: none"> Know how it feels to have hopes and dreams Know how disappointment feels and identify when you have felt that way Know how to cope with disappointment and how to help others cope with theirs Know what it means to be resilient and to have a positive attitude Enjoy being part of a group challenge Know how to share in the success of a group and how to remember this success experience.
Vocabulary	Community, rules, rights, respects, responsibilities, UNICEF, government, school, laws, human rights, compassion, democracy, empathy	Behaviour, bullying, impact, identity, qualities, strengths, values, positive, negative, self-belief, impression, peer pressure	Hopes, dreams, goals, resilience, teamwork, steps, achieve, support, setback, positive attitude, mindset
Assessment	To explain why being listened to and listening to others is important in my school community. Explain why being democratic is important and how it helps people feel valued.	To identify a time when your first impression of someone changed as you got to know them. Explain why it is good to accept yourself and others for who you are.	To plan and set new goals even after a disappointment. To explain what it means to be resilient and to have a positive attitude.

	SPRING 2	SUMMER 1	SUMMER 2
Description	Healthy Me - Children learn about healthy friendships. Children learn about the dangers of smoking, alcohol.	Relationships - Children learn about key emotions: jealousy, love and loss. They learn about healthy relationships and getting on and falling out.	Changing Me - Understand how bodies change both inside and outside and learn how babies grow.
NC Objectives	<ul style="list-style-type: none"> Understand the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes, alcohol and medicine) and their impact on health About why people choose to use or not use drugs (including nicotine, alcohol and medicines) Understand the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing Develop strategies for recognising and managing peer influence and a desire for peer approval in friendships 	<ul style="list-style-type: none"> To recognise that there are different types of relationships (e/g/ friendships, family relationships, romantic relationships, online relationships) That healthy friendships make people feel included 	<ul style="list-style-type: none"> To identify the external genitalia in males and females Learn about the physical and emotional changes that happen when approaching and during puberty Develop strategies to manage transitions between classes and key stages
Substantive Knowledge	<ul style="list-style-type: none"> Recognise how different friendship groups are formed; how to fit into them Understand there are people who take on the roles of leaders or followers in a group; know the role you take on in different situations Understand the facts about smoking and its effects on health and also some of the reasons some people start to smoke Understand the facts about alcohol and its effects on health, particularly the liver and also some of the reasons some people drink alcohol Recognise when people are putting you under pressure and can explain ways to resist this Know yourself well enough to have a clear picture of what you believe is right and wrong. 	<ul style="list-style-type: none"> Recognise situations which can cause jealousy in relationships Identify someone you love and say why they are special Recognise how friendships change, know how to make new friends and how to manage when you fall out with your friends Understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when you are older Know how to show love and appreciation to people and animals who are special to you 	<ul style="list-style-type: none"> Correctly label the external parts of male and female bodies that are necessary for making a baby Describe how a girl's body changes in order for her to be able to have babies when she is an adult and that menstruation is a natural part of this (Year 4 only) Know how the circle of change works Identify changes that are outside your control that you learn to accept Identify what you are looking forward to when you move to a new class
Disciplinary Skills	<ul style="list-style-type: none"> Identify the feelings you have about friends and your different friendship groups Be aware of different people and groups impact on me and recognise the people you most want to be friends with Recognise negative feelings in peer pressure situations and know how to act assertively to resist pressure from yourself and others Identify feelings of anxiety and fear associated with peer pressure Understand how to be assertive and tap into your inner strength. 	<ul style="list-style-type: none"> Identify feelings associated with jealousy and suggest strategies to problem-solve when this happens Know how most people feel when they lose someone or something they love Understand that we can remember people even if we no longer see them Know how to stand up for myself and how to negotiate and compromise Understand that boyfriend/girlfriend relationships are personal and special and there is no need to feel pressured into have a boyfriend/girlfriend 	<ul style="list-style-type: none"> Appreciate that you are a truly unique human being Understand that having a baby is a personal choice and express how you feel about having children when you are an adult Develop strategies to help you cope with the physical and emotional changes you will experience during puberty Be confident enough to try to make changes when you think they will benefit you Express your fears and concerns about changes that are outside your control and know how to manage these feelings positively Reflect on the changes you would like to make next year and describe how to go about these
Vocabulary	Friendships, dynamics, values, personal qualities, leaders, followers, roles, smoking, health, alcohol, liver, peer pressure	Relationships, friendship, boyfriend, girlfriend, love, jealousy, emotions, loss, grief, self-belief, compromise	Change, relationships, menstruation, periods, sanitary products, develop, penis, testicles, scrotum, urethra, genitalia, hips, breasts, vulva, urethra,
Assessment	Recognise when people are putting you under peer pressure and explain ways to resist this.	Recognise how people are feeling when they miss a special person or animal. Give ways that might help them manage their feelings when missing a special person or animal.	To summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.



PSHE

LOWER JUNIORS - YEAR B

	AUTUMN 1	AUTUMN 2	SPRING 1
Description	Being Me in My World - To set personal goals, recognise why rules are needed and understand how my actions affect others.	Celebrating Difference - To understand that conflicts happen but recognise what to do if you see them occur and the impact this can have.	Dreams and Goals - Be able to explain the different ways you learn and how this can help you achieve your dreams and goals.
NC Objectives	<ul style="list-style-type: none"> To recognise reasons for rules and laws; consequences of not adhering to rules and laws To recognise there are human rights that are there to protect everyone Understand the relationship between rights and responsibilities Understand the importance of having compassion towards others; shared responsibilities we all have for caring for others, living things and our environment. 	<ul style="list-style-type: none"> Understand about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) Recognise their individuality and personal qualities Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth Recognise the impact of bullying Understand strategies to respond to hurtful behaviour experienced or witnessed Understand discrimination: what it means and how to challenge it. 	<ul style="list-style-type: none"> Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
Substantive Knowledge	<ul style="list-style-type: none"> Recognise my worth and identify positive things about myself and my achievements Set personal goals Understand how to face new challenges positively, make responsible choices and ask for help if needed Understand why rules are needed and how they relate to rights and responsibilities Understand that my actions affect myself and others and I care about other people's feelings Make responsible choices and take action Understand my actions affect others and try to see things from their points of view 	<ul style="list-style-type: none"> Understand that everybody's family is different and important to them Understand that differences and conflicts sometimes happen among family members Know what it means to be a witness to bullying Know that witnesses can make the situation better or worse by what they do Recognise that some words are used in hurtful ways Tell you about a time when my words affected someone's feelings and what the consequences were. 	<ul style="list-style-type: none"> Explain a situation where a person has faced difficult challenges and achieved success Identify a dream/ambition that is important to me Enjoy facing new learning challenges and working out the best ways to achieve them Be motivated and enthusiastic about achieving new challenge Recognise obstacles which might hinder my achievement and take steps to overcome them Evaluate my own learning process and identify how it can be better next time.
Disciplinary Skills	<ul style="list-style-type: none"> Know how to value myself and how to make someone else feel welcome and valued Recognise how it feels to be happy, sad or scared and be able to identify if other people are feeling these emotions Know how to make others feel valued Understand that my behaviour brings rewards/consequences Work cooperatively in a group 	<ul style="list-style-type: none"> Appreciate my family/the people who care for me Know how to calm myself down and can use the 'Solve it together' technique Know some ways of helping to make someone who is bullied feel better Can problem solve a bullying situation with others Try hard not to use hurtful words Give and receive compliments and know how this feels. 	<ul style="list-style-type: none"> Respect and admire people who overcome obstacles and achieve their dreams and goals Imagine how I will feel when I achieve my dreams Break down a goal into a number of steps and how others could help me achieve it Know that I am responsible for my own learning and use my strengths as a learner to achieve the challenge Manage the feelings of frustration that may arise when obstacles occur Be confident in sharing my success with others
Vocabulary	Welcome, valued, achievements, proud, pleased, personal goal, praise, acknowledge, affirm, emotions, feelings, nightmare, fears, worries, solutions, support, rights, responsibilities, dream, behaviour, rewards, consequences, actions, feelings, fairness, choices, co-operate, challenge, group dynamics, team work	Family, loving, caring, safe, connected, difference, special, conflict, solutions, resolve, witness, bystander, bullying, gay, unkind, tell, feelings, consequences, hurtful, compliment, special, unique, difference, similarity	Perseverance, challenges, success, obstacles, dreams, goals, ambitions, future, aspirations, cooperation, challenge, team work, strengths, motivated, enthusiastic, excited, efficient, responsible, frustration, celebrate, evaluate
Assessment	Explain how my behaviour can affect how others feel and behave. Explain why it is important to have rules and how that helps me and others in my class learn. Explain why it is important to feel valued.	Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. Explain how being involved with conflict makes me feel and offer strategies to help.	Be able to explain the different ways that help me learn and what I need to do to improve. I can share my success with others and explain how these feelings can be stored in my internal treasure chest and why this is important.

	SPRING 2	SUMMER 1	SUMMER 2
Description	Healthy Me - Know how healthy and unhealthy choices can affect my body and know how to keep safe.	Relationships - Understanding relationships, how to solve problems when they occur and understand how to treat one another with respect.	Changing Me - Understand how bodies change both inside and outside and learn how babies grow.
NC Objectives	<ul style="list-style-type: none"> Understand the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes, alcohol and medicine) and their impact on health About why people choose to use or not use drugs (including nicotine, alcohol and medicines) Understand the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing Develop strategies for recognising and managing peer influence and a desire for peer approval in friendships 	<ul style="list-style-type: none"> To recognise that there are different types of relationships (e/g/ friendships, family relationships, romantic relationships, online relationships) That healthy friendships make people feel included 	<ul style="list-style-type: none"> To identify the external genitalia in males and females Learn about the physical and emotional changes that happen when approaching and during puberty Develop strategies to manage transitions between classes and key stages
Substantive Knowledge	<ul style="list-style-type: none"> Understand how exercise affects my body and know why my heart and lungs are such important organs Know that the amount of calories, fat and sugar I put into my body will affect my health Tell you my knowledge and attitude towards drugs Know strategies for keeping myself safe, who to go to for help and how to call emergency services Identify when something feels safe or unsure Understand how complex my body is and how important it is to take care of it 	<ul style="list-style-type: none"> Identify the roles and responsibilities of each member of a family and reflect on the expectations for males and females Identify and put into practice some of the skills of friendship, e.g. taking turns, being a good listener Use some strategies for keeping myself safe online Explain how some of the actions and work of people around the world help and influence my life Understand how my needs and rights are shared by children around the world and can identify how our lives may be different Express my appearance to my friends and family 	<ul style="list-style-type: none"> Correctly label the external parts of male and female bodies that are necessary for making a baby Describe how a girl's body changes in order for her to be able to have babies when she is an adult and that menstruation is a natural part of this (Year 4 only) Know how the circle of change works Identify changes that are outside your control that you learn to accept Identify what you are looking forward to when you move to a new class
Disciplinary Skills	<ul style="list-style-type: none"> Set myself a fitness challenge Know what it feels like to make a healthy choice Identify how I feel towards drugs Express how being anxious or scared feels Take responsibility for keeping myself and others safe Respect my body and appreciate what it does for me 	<ul style="list-style-type: none"> Describe how taking some responsibility in my family makes me feel Know how to negotiate in conflict situations to try to find a win-win solution Know who to ask for help if I am worried or concerned about anything online Show an awareness of how this could affect my choices Empathise with children whose lives are different to mine and appreciate what I may learn from them Enjoy being part of a family and friendship groups 	<ul style="list-style-type: none"> Appreciate that you are a truly unique human being Understand that having a baby is a personal choice and express how you feel about having children when you are an adult Develop strategies to help you cope with the physical and emotional changes you will experience during puberty Be confident enough to try to make changes when you think they will benefit you Express your fears and concerns about changes that are outside your control and know how to manage these feelings positively Reflect on the changes you would like to make next year and describe how to go about these
Vocabulary	Energy, calories, kilojoules, heartbeat, lungs, heart, fitness, labels, sugar, fat, saturated fat,	Role, job, responsibilities, differences, similarities, respect, stereotype, conflict, solution, problem solving, friendship, safe, unsafe, risky, internet, social media, gaming, global, communications, interconnected, trade, inequality, needs, wants, rights, deprivation, equality, justice	Change, relationships, menstruation, periods, sanitary products, develop, penis, testicles, scrotum, urethra, genitalia, hips, breasts, vulva, urethra,
Assessment	Identify things, people and places that you need to keep safe from and be able to explain some strategies for keeping yourself safe and healthy including who to go to for help. Express how being anxious/scared and unwell feels.	Explain how my life is influenced positively by people I know and also by people from other countries. Explain why my choices might affect my family, friendships and people around the world who I don't know.	To summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.



PSHE

UPPER JUNIORS - YEAR A

	AUTUMN 1	AUTUMN 2	SPRING 1
Description	Being Me In My World: children learn about their rights and responsibilities and discuss how their choices affect others	Celebrating Difference: children learn about types of prejudice and the importance of understanding diversity	Dreams and Goals: children talk about their aspirations and learn about different jobs
NC Objectives	PSHE Association <ul style="list-style-type: none"> Recognise there are human rights, that are there to protect everyone Understand the relationship between rights and responsibilities Know 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 	PSHE Association <ul style="list-style-type: none"> Know the impact of stereotyping, prejudice and discrimination on individuals and relationships Understand the unacceptability of prejudice-based language and behaviour, offline and online Understand the need to promote inclusion and challenge discrimination, and how to do so safely, including online 	PSHE Association <ul style="list-style-type: none"> Know about some of the skills that will help them in their future careers Identify the kind of job that they might like to do Know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice Know that there is a broad range of different jobs/careers that people can have Learn about the different ways to pay for things Understand that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
Substantive Knowledge	<ul style="list-style-type: none"> Face new challenges positively and know how to set personal goals Understand my rights and responsibilities as a citizen of my country Understand my rights and responsibilities as a citizen of my country and as a member of my school Make choices about my own behaviour because I understand how rewards and consequences feel Understand how an individual's behaviour can impact on a group Understand how democracy and having a voice benefits the school community 	<ul style="list-style-type: none"> Understand that cultural differences sometimes cause conflict Understand what racism is Understand how rumour-spreading and name-calling can be bullying behaviours Explain the difference between direct and indirect types of bullying Compare my life with people in the developing world Understand a different culture from my own 	<ul style="list-style-type: none"> Understand that I will need money to help me achieve some of my dreams Know about a range of jobs carried out by people I know and have explored how much people earn in different jobs Identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it Describe the dreams and goals of young people in a culture different to mine Understand that communicating with someone in a different culture means we can learn from each other Encourage my peers to support young people here and abroad to meet their aspirations, e.g. through charity
Disciplinary Skills	<ul style="list-style-type: none"> Know what I value most about my school and can identify my hopes for this school year Can empathise with people in this country whose lives are different to my own Can empathise with people in this country whose lives are different to my own Understand that my actions affect me and others Contribute to the group and understand how we can function best as a whole Understand why our school community benefits from a Learning Charter and can help others to follow it 	<ul style="list-style-type: none"> Show awareness of my own culture Show awareness of my attitude towards people from different races List a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one Know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied Appreciate the value of happiness regardless of material wealth Respect my own and other people's cultures 	<ul style="list-style-type: none"> Identify what I would like my life to be like when I am grown up Appreciate the contributions made by people in different jobs Appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future Appreciate the similarities and differences in aspirations between myself and young people in a different culture Understand why I am motivated to make a positive contribution to supporting others
Vocabulary	Opportunities goals motivation vision hopes choices rights responsibilities citizen empathise consequences	Culture conflict similarity difference racism discrimination bullying cyber bullying	Dream hope goal aspiration achievement career profession salary
Assessment	Children work together to create a learning charter	Summarise by discussing the importance of understanding difference and diversity	Children consider their own aspirations and reflect upon routes into their own career path

	SPRING 2	SUMMER 1	SUMMER 2
Description	Healthy Me: children learn how to stay healthy by exploring issues such as alcohol, smoking and image	Relationships: children learn about having a healthy relationship with technology and staying safe online	Changing Me: children learn about puberty and reproduction and how to cope with periods of change
NC Objectives	<p>PSHE Association</p> <ul style="list-style-type: none"> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour 	<p>PSHE Association</p> <ul style="list-style-type: none"> Recognise ways in which the internet and social media can be used both positively and negatively Understand the different ways information and data is shared and used online Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images Know how text and images in the media and on social media can be manipulated or invented Know where to get advice and report concerns if worried about their own or someone else's personal safety Understand that someone may behave differently online, strategies for recognising risks, harmful content and contact; how to report concerns 	<p>PSHE Association</p> <ul style="list-style-type: none"> Know strategies to manage transitions Identify reproductive organs in males and females and how the process of puberty relates to human reproduction Understand the physical and emotional changes that happen when approaching and during puberty Know that hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene Understand the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born; how babies need to be cared for
Substantive Knowledge	<ul style="list-style-type: none"> I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations I understand how the media, social media and celebrity culture promotes certain body types I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy 	<ul style="list-style-type: none"> I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities I understand there are rights and responsibilities in an online community or social network I know there are rights and responsibilities when playing a game online I can recognise when I am spending too much time using devices (screen time) I can explain how to stay safe when using technology to communicate with my friends 	<ul style="list-style-type: none"> Know what perception means and that perceptions can be right or wrong Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally Know that sexual intercourse can lead to conception Know that some people need help to conceive and might use IVF Know that becoming a teenager involves various changes
Disciplinary Skills	<ul style="list-style-type: none"> I can make an informed decision about whether or not I choose to smoke and know how to resist pressure I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure I know how to keep myself calm in emergencies I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am I respect and value my body 	<ul style="list-style-type: none"> Know how to keep building my own self-esteem Recognise when an online community feels unsafe or uncomfortable Recognise when an online community is helpful or unhelpful to me Recognise when an online game is becoming unhelpful or unsafe Identify things I can do to reduce screen time, so my health isn't affected Recognise and resist pressures to use technology in ways that may be risky or may cause harm 	<ul style="list-style-type: none"> Celebrate what they like about their own and others' self-image and body-image Suggest ways to boost self-esteem of self and others Recognise that puberty is a natural process that happens to everybody and that it will be OK for them Ask questions about puberty to seek clarification Express how they feel about having children when they are an adult Express how they feel about becoming a teenager Identify who they can talk to if concerned about puberty or becoming a teenager/adult
Vocabulary	Choice pressure media influence emergency recovery position body image respect	Attributes self-esteem responsibility age-limit social network risky trustworthy screen time device	Body image characteristics self-esteem puberty conception hormones
Assessment	Children debate whether the media and social media help motivate people to live healthy and safe lifestyles	Children identify how they can have a healthy relationship with technology, including social media and screen time	Children demonstrate an understanding of the changes that happen during puberty and how a baby is made



PSHE

UPPER JUNIORS - YEAR B

	AUTUMN 1	AUTUMN 2	SPRING 1
Description	Being Me In My World: children learn about their place in the school community and consider rights and responsibilities	Celebrating Difference: Children learn about The Equality Act and develop their understanding of diversity	Dreams and Goals: children discuss their aspirations and reflect on making the world a better place
NC Objectives	PSHE Association <ul style="list-style-type: none"> Recognise reasons for rules and laws; consequences of not adhering to rules and laws Recognise there are human rights, that are there to protect everyone Understand the relationship between rights and responsibilities Know about the different groups that make up their community; what living in a community means to value the different contributions that people and groups make to the community 	PSHE Association <ul style="list-style-type: none"> Value the different contributions that people and groups make to the community Know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities Understand stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes Know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced 	PSHE Association <ul style="list-style-type: none"> Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes Describe some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation Identify the kind of job that they might like to do when they are older Recognise a variety of routes into careers (e.g. college, apprenticeship, university)
Substantive Knowledge	<ul style="list-style-type: none"> I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know that there are universal rights for all children I understand that my actions affect other people locally and globally I can make choices about my own behaviour because I understand how rewards and consequences I understand how an individual's behaviour can impact on a group I understand how democracy and having a voice benefits the school community 	<ul style="list-style-type: none"> I understand there are different perceptions about what normal means I understand how being different could affect someone's life I can explain some of the ways in which one person or a group can have power over another I know some of the reasons why people use bullying behaviours I can give examples of people with disabilities who lead amazing lives I can explain ways in which difference can be a source of conflict and a cause for celebration 	<ul style="list-style-type: none"> I know my learning strengths and can set challenging but realistic goals for myself I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these I can identify problems in the world that concern me and talk to other people about them I can work with other people to help make the world a better place I can describe some ways in which I can work with other people to help make the world a better place I know what some people in my class like or admire about me and can accept their praise
Disciplinary Skills	<ul style="list-style-type: none"> I understand my own wants and needs and can compare these with children in different communities I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them I can contribute to the group and understand how we can function best as a whole I understand why our school community benefits from a Learning Charter 	<ul style="list-style-type: none"> I can empathise with people who are different I am aware of my attitude towards people who are different I know how it can feel to be excluded or treated badly by being different in some way I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving I appreciate people for who they are I can show empathy with people in either situation 	<ul style="list-style-type: none"> I understand why it is important to stretch the boundaries of my current learning I can set success criteria so that I will know whether I have reached my goal I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations I can empathise with people who are suffering or who are living in difficult situations I can identify why I am motivated to do this I can give praise and compliments to other people when I recognise their contributions and achievements
Vocabulary	Goals worries fears value welcome community choice rights responsibilities consequence empathise	Normal ability disability empathy perception diversity fairness prejudice racism harassment bullying	Dream goal aspiration hope strength achievement success
Assessment	Children work together to create a learning charter	Summarise by discussing the importance of understanding difference and diversity	Children consider their own aspirations and reflect upon how to make the world a better place

	SPRING 2	SUMMER 1	SUMMER 2
Description	Healthy Me: children learn about the effects of drugs and alcohol and reflect on having a healthy body and mind	Relationships: Children learn how to take care of their own mental health	Changing Me: children learn about puberty and reproduction and how to cope with periods of change
NC Objectives	<p>PSHE Association</p> <ul style="list-style-type: none"> Understand how to make informed decisions about health Know about the risks and effects of legal drugs common to everyday life Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others Know about the mixed messages in the media about drugs, including alcohol and smoking/vaping 	<p>PSHE Association</p> <ul style="list-style-type: none"> Know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health List strategies and behaviours that support mental health Recognise that feelings can change over time and range in intensity Know about everyday things that affect feelings and the importance of expressing feelings Use a varied vocabulary to use when talking about feelings; about how to express feelings in different ways List strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others 	<p>PSHE Association</p> <ul style="list-style-type: none"> Know strategies to manage transitions Identify reproductive organs in males and females and how the process of puberty relates to human reproduction Understand the physical and emotional changes that happen when approaching and during puberty Know that hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene Understand the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born; how babies need to be cared for
Substantive Knowledge	<ul style="list-style-type: none"> I can take responsibility for my health and make choices that benefit my health and well-being I know about different types of drugs and their uses and their effects on the body particularly the liver and heart I understand that some people can be exploited and made to do things that are against the law I know why some people join gangs and the risks this involves I understand what it means to be emotionally well and can explore people's attitudes towards mental health I can recognise stress and the triggers that cause this and I know how stress can cause drug/alcohol misuse. 	<ul style="list-style-type: none"> I know that it is important to take care of my mental health I understand that there are different stages of grief and that there are different types of loss that cause people to grieve I can recognise when people are trying to gain power or control I can judge whether something online is safe and helpful for me I can use technology positively and safely to communicate with my friends and family 	<ul style="list-style-type: none"> Know what perception means and that perceptions can be right or wrong Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally Know that sexual intercourse can lead to conception Know that some people need help to conceive and might use IVF Know that becoming a teenager involves various changes
Disciplinary Skills	<ul style="list-style-type: none"> I am motivated to care for my physical and emotional health I am motivated to find ways to be happy and cope with life's situations without using drugs I can suggest ways that someone who is being exploited can help themselves I can suggest strategies someone could use to avoid being pressurised I know how to help myself feel emotionally healthy and can recognise when I need help with this I can use different strategies to manage stress and pressure 	<ul style="list-style-type: none"> I understand that people can get problems with their mental health and that it is nothing to be ashamed of I can help myself and others when worried about a mental health problem I can recognise when I am feeling those emotions and have strategies to manage them I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control I can resist pressure to do something online that might hurt myself or others I can take responsibility for my own safety/well-being 	<ul style="list-style-type: none"> Celebrate what they like about their own and others' self-image and body-image Suggest ways to boost self-esteem of self and others Recognise that puberty is a natural process that happens to everybody and that it will be OK for them Ask questions about puberty to seek clarification Express how they feel about having children when they are an adult Express how they feel about becoming a teenager Identify who they can talk to if concerned about puberty or becoming a teenager/adult
Vocabulary	Responsibility choice motivation drugs illegal legal vulnerable criminal pressure	Mental health shame stigma stress anxiety support loss grief power control risk pressure	Body image characteristics self-esteem puberty conception hormones
Assessment	Children explain how drugs and alcohol affect a person's health and life	Children reflect on mental health and identify strategies that help them	Children demonstrate an understanding of the changes that happen during puberty and how a baby is made