

EYFS building the foundations for PSHE:

Nursery

In the Early Years Foundation Stage, **PSHE is referred to as personal, social and emotional development**. This area of learning is concerned with wellbeing – knowing who you are, where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition to learn.

Throughout Early Years children will learn to form positive relationships in a setting that supports mutual respect and understanding and that celebrates and acknowledges differences. With adults as guides and role models, children will learn to develop anti-discriminatory attitudes.

They will be encouraged to gain a knowledge and understanding of their own culture and community to help them develop a sense of belonging and a strong self-image. They will learn this through role play to help explore their own culture and appreciate the similarities and differences in those of others. In order to establish a positive self-image and high self-esteem, children will be encouraged to be confident and to make the most of opportunities, to communicate effectively and to explore the world around them. Children learn about different kinds of relationships. Being with the same adults and children regularly gives them the time and opportunity to develop relationships that promote social competence. Children will be encouraged to think about and practise ways of solving problems to help them to feel capable of responding to challenges.

Relationships			Living in the Wider World			Health and Well being		
Families & friendships	Safe relationships	Respecting ourselves & others	Belonging to a community	Media literacy & Digital resilience	Money & Work	Physical health & Mental wellbeing	Growing & changing	Keeping safe
Children begin to play cooperatively. They learn to take turns with others. They start to understand and appreciate one another's ideas and show sensitivity to others' needs and feelings. Begin to form positive relationships with adults and other children.			Children begin to understand about past and present events in their own lives and in the lives of family members. They begin to understand that other children don't always enjoy the same things, and are sensitive to this. They begin to know about similarities and differences between themselves and others, and among families, communities and traditions.			Children develop the understanding of the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They develop and manage their own basic hygiene and personal needs successfully including dressing and going to the toilet independently. Children begin to talk about how they and others show feelings. Begin to talk about their own and others' behaviour and its consequences.		

EYFS building the foundations for PSHE:

Reception

			Living in the Wider World			Health and Well being		
Families & friendships	Safe relationships	Respecting ourselves & others	Belonging to a community	Media literacy & Digital resilience	Money & Work	Physical health & Mental wellbeing	Growing & changing	Keeping safe
Children play cooperatively and take turns with others. They understand and appreciate one another's ideas and show sensitivity to others' needs and feelings. They form positive relationships with adults and other children.			Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.			Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully including dressing and going to the toilet independently. Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences.		

PSHE PROGRESSION - Conceptual Knowledge and Understanding

Ongoing Core Skills

KS1	LKS2	UKS2
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<ul style="list-style-type: none"> •Recognise their feelings •Recognise how other people are feeling •Share their own feelings with others •Explain their ideas, and responses to an issue •Work with others •Develop active listening skills and check for clarification • Understand verbal and non-verbal communication • Negotiate with a partner • Recognise their likes and dislikes • Know that it is okay to make mistakes • Demonstrate compassion • Demonstrate making simple choices • Understand the concept of risk •Demonstrate compassion and empathy • To know that saying 'No' means No • To know who to tell if they are worried. 	<ul style="list-style-type: none"> •Recognise a wider range of feelings in others •Respond to how others are feeling •Recognise their own likes and dislikes, traits and individual preferences •Demonstrate active listening skills •Demonstrate compassion, empathy and tolerance •Demonstrate they can work in a group or with others •Work collaboratively toward shared goals •Understand that they have choices and points of choice •Recognise simple body language •Become more assertive in themselves and ask for time to think things through •Recognise the influences over choice and decisions – both internal and external •Demonstrate that they know the process for decision making •Understand how to discuss and debate issues. •Understand about resolving differences – agreeing and disagreeing 	<ul style="list-style-type: none"> •Recognise their own and other people's personality traits, individual preferences and characteristics •Consider how they respond to challenging circumstances e.g conflict and violence •Demonstrate respectful interactions with others •Value themselves and others •Give helpful feedback and support to others •Demonstrate their knowledge of group dynamics •Recognise decisions and choices they may have to make in the future •Know ways of coping in difficult situations •Recognise risk in different situations and make judgements about how to respond in order to keep safe •Recognise peer influence
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Themes	Relationships					
	KS1		LKS2		UKS2	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B



Families and Friendships	<ul style="list-style-type: none"> • know how to be a good friend • know about different ways that people meet and make friends • know strategies for positive play with friends • know about what causes arguments between friends • know how to positively resolve arguments between friends • know how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else 	<ul style="list-style-type: none"> • know about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • know the role these different people play in children's lives and how they care for them • know what it means to be a family and how families are different • know about the importance of telling someone — and how to tell them — if they are worried about something in their family 	<ul style="list-style-type: none"> • know about the features of positive healthy friendships • know strategies to build positive friendships • know how to seek support with relationships if they feel lonely or excluded • know what makes a healthy friendship and how they make people feel included • know strategies to help someone feel included • know how to communicate respectfully with friends when using digital devices • know how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • know what to do or whom to tell if they are worried about any contact online 	<ul style="list-style-type: none"> • know to recognise and respect that there are different types of families, • know that being part of a family provides support, stability and love • know about the positive aspects of being part of a family • know about the different ways that people can care for each other • know how to identify if/when something in a family might make someone upset or worried • know what to do and whom to tell if family relationships are making them feel unhappy or unsafe 	<ul style="list-style-type: none"> • know what it means to be attracted to someone and different kinds of loving relationships • know that people who love each other can be of any gender, ethnicity or faith • know the difference between gender identity and sexual orientation and everyone's right to be loved • know about the qualities of healthy relationships that help individuals flourish • know ways in which couples show their love and commitment to one another, including those who are not married or who live apart • know what marriage and civil partnership mean • know that people have the right to choose whom they marry or whether to get married • know that to force anyone into marriage is illegal • know how and where to report forced marriage or ask for help if they are worried 	<ul style="list-style-type: none"> • know the different kinds of loving relationships • recognise and respect that there are different types of families • know what makes a healthy friendship and how they make people feel included • know strategies to help someone feel included • know that it is common for friendships to experience challenges • know strategies to positively resolve disputes and reconcile differences in friendships • know that friendships can change over time and the benefits of having new and different types of friends • know how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • know when and how to seek support in relation to friendships
Key vocab	communicating, feelings, empathy, secrets, lonely, argument, happy, unhappy, friendship	special people, worries, caring, different families - same love.	positive relationship, healthy, online safety, catfish, respect, worried	families, couples, committed, loving relationship, civil partnership, marriage, single parent, foster/adoptive parent, blended parent, stability, disputes, conflict, upset, worry, unhappy, unsafe	civil partnership, marriage, living together, respect, love, differences, Gender identity - transgender, cis-gender, agender, genderfluid Sexual orientation - Homosexual, Hetrosexual, Bisexual, Pansexual, Asexual	inclusion, assertive communication, dispute, peer approval, compromise



Safe relationships	<ul style="list-style-type: none"> • know how to recognise hurtful behaviour, including online • know what to do and whom to tell if they see or experience hurtful behaviour, including online • know about what bullying is and different types of bullying • know how someone may feel if they are being bullied • know about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • know how to resist pressure to do something that feels uncomfortable or unsafe • know how to ask for help if they feel unsafe or worried and what vocabulary to use 	<ul style="list-style-type: none"> • know about situations when someone's body or feelings might be hurt and whom to go to for help • know about what it means to keep something private, including parts of the body that are private • know to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • know how to respond if being touched makes them feel uncomfortable or unsafe • know when it is important to ask for permission to touch others • know how to ask for and give/not give permission 	<ul style="list-style-type: none"> • know how to recognise risks online • know how people may behave differently online including pretending to be someone they are not • know how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • know how to manage pressures associated with dares • know about peer influence and how it can make people feel or behave • understand the impact of the need for peer approval in different situations, including online • know strategies to manage peer influence and the need for peer approval 	<ul style="list-style-type: none"> • know what is appropriate to share with friends, classmates, family and wider social groups including online • know about what privacy and personal boundaries are, including online • understand basic strategies to help keep themselves safe online • know that bullying and hurtful behaviour is unacceptable in any situation • know about the effects and consequences of bullying for the people involved • know about bullying online, and the similarities and differences to face-to-face bullying • know what to do and whom to tell if they see or experience bullying or hurtful behaviour • understand how to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • know how to respond to unwanted or unacceptable physical contact • know that it is never someone's fault if they have experienced unacceptable contact 	<ul style="list-style-type: none"> • understand the features of a healthy and unhealthy friendship • know about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • know strategies to respond to pressure from friends including online • know how to assess the risk of different online 'challenges' and 'dares' • know how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • know how to get advice and report concerns about personal safety, including online • know what consent means and how to seek and give/not give permission in different situations 	<ul style="list-style-type: none"> • understand what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • know how to ask for, give and not give permission for physical contact • know how it feels in a person's mind and body when they are uncomfortable • know that it is never someone's fault if they have experienced unacceptable contact • know how to respond to unwanted or unacceptable physical contact • know that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about
Key vocab	hurt, teasing, bullying, kind, unkind, offline, online, catfish, secret, surprise, pressure	acceptable, unacceptable, permission, private, appropriate, inappropriate	teasing, name calling, trolling, harassment, exclusion, confide, share, secret, pressure, dares, confidentiality, compromise	strategies, resolve, disputes, conflict, discussion, listening, catfish, hurtful, appropriate content, online safety.	pressure, dares, collective responsibility, online challenges, consent and permission.	physical contact, acceptable, unacceptable



Respecting ourselves and others	<ul style="list-style-type: none"> • know about the things they have in common with their friends, classmates, and other people • know how friends can have both similarities and differences • know how to play and work cooperatively in different groups and situations • know how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	<ul style="list-style-type: none"> • know what kind and unkind behaviour mean in and out school • know how kind and unkind behaviour can make people feel • know about what respect means • know about class rules, being polite to others, sharing and taking turns 	<ul style="list-style-type: none"> • to recognise differences between people such as gender, race, faith • to recognise what they have in common with others • about the importance of respecting the differences and similarities between people • understand what vocabulary to use to sensitively discuss difference and include everyone 	<ul style="list-style-type: none"> • to recognise respectful behaviours e.g. helping or including others, being responsible • know how to model respectful behaviour in different situations e.g. at home, at school, online • understand the importance of self-respect and their right to be treated respectfully by others • know what it means to treat others, and be treated, politely • understand the ways in which people show respect and courtesy in different cultures and in wider society 	<ul style="list-style-type: none"> • know about the link between values and behaviour and how to be a positive role model • know how to discuss issues respectfully • know how to listen to and respect other points of view • know how to constructively challenge points of view they disagree with • know ways to participate effectively in discussions online and manage conflict or disagreements 	<ul style="list-style-type: none"> • to recognise that everyone should be treated equally • know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • understand the impact of discrimination on individuals, groups and wider society • know ways to safely challenge discrimination • how to report discrimination online • know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
Key vocab	community, faith, hobbies, teams, rights & responsibilities, inclusion, equal, empathy,	respect, polite, kind, unkind, sharing, upset, happy, hurt, rules, important	gender, race, faith stereotypes, difference, similarities	respect, wider society, courtesy, polite, responsibility, importance, tolerance, empathy	respect, opinion, challenge, exam results, balanced debate, fake news	racism, BLM, discrimination, sexism, homophobia, faith, culture, harassment, equality, trolling and online radicalism

Living in the Wider World						
	KS1		LKS2		UKS2	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Belonging to a community	<ul style="list-style-type: none"> • know about being a part of different groups, and the role they play in these • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community 	<ul style="list-style-type: none"> • about examples of rules in different situations • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment 	<ul style="list-style-type: none"> • the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • about how they have rights and also responsibilities • that with every right there is also a responsibility 	<ul style="list-style-type: none"> • the meaning and benefits of living in a community • to recognise that they belong to different communities as well as the school community • about the different groups that make up and contribute to a community • about individuals and groups that help the local community • how to show compassion towards others in need and the shared responsibilities of caring for them 	<ul style="list-style-type: none"> • what prejudice means • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence these have • how stereotypes are perpetuated and how to challenge this 	<ul style="list-style-type: none"> • about how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment • how to show compassion for the environment, animals and other living things • about the way that money is spent and how it affects the environment • to express their own opinions about their responsibility towards the environment
Key Vocab:	same, different, community	rules, responsibilities, needs, care, environment, recycling	laws, rights, responsibilities, human rights	compassion, belonging	prejudice, discrimination, stereotypes, homophobia, sexism, equality, faith, gender, ethnicity, disability	resources, reduce, reuse, recycle, Fair Trade, climate change, global warming
Media Literacy & Digital Resilience	<ul style="list-style-type: none"> • the ways in which people can access the internet • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment • to know that information online might not always be true 	<ul style="list-style-type: none"> • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online 	<ul style="list-style-type: none"> • that everything shared online has a digital footprint • that organisations can use personal information to encourage people to buy things • to recognise what online adverts look like • to compare content shared for factual purposes and for advertising • to understand why people might choose to buy or not buy something online • know that search results are ordered based on the popularity of the website and that this can affect what information people access 	<ul style="list-style-type: none"> • how the internet can be used positively • to recognise that images and information online can be altered and why this happens • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • that social media sites and games have age restrictions and regulations for use • the reasons why some media and online gaming content is not appropriate for children • spending money responsibly on online gaming 	<ul style="list-style-type: none"> • how and why images online might be manipulated • how to recognise when images have been altered • how online content can be designed to manipulate people's emotions • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact • to identify types of images that are appropriate to share with others • that images or text can be quickly shared with others and the impact of this • what to do if they take, 	<ul style="list-style-type: none"> • about the benefits of safe internet use • to identify different types of media and their different purposes • why people choose to communicate through social media and some of the risks and challenges of doing so • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • that some media and online content promote stereotypes • how to assess which search results are more reliable than others



					share or come across an image which may upset, hurt or embarrass them or others <ul style="list-style-type: none"> • how to report the misuse of personal information or sharing of upsetting content/ images online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images 	
Key Vocab:	internet, phones, tablets, computers, device	digital devices, safety, communication	digital footprint, cookies, analytics, adverts, search engine	images, content, inappropriate, age restrictions, regulations	media, image, manipulation, filters, faked, altered, sharing	fake news, trusted, fact, opinion, biased, reliable
Money & Work	<ul style="list-style-type: none"> • about what money is and its different forms • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money 	<ul style="list-style-type: none"> • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do 	<ul style="list-style-type: none"> • about jobs that people may have from different sectors • that people can have more than one job at once or over their lifetime • about common myths and gender stereotypes related to work • to challenge work-related stereotypes • about some of the skills needed to do a job • to recognise their interests, skills and achievements and how these might link to future jobs • how to set goals that they would like to achieve this year 	<ul style="list-style-type: none"> • how people make different spending decisions • how to keep track of money and why it is important to know how much is being spent • about different ways to pay for things and the reasons for using them • that how people spend money can have positive or negative effects on others 	<ul style="list-style-type: none"> • about the role that money plays in people's lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer • how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost • how to get help if they are concerned about gambling or other financial risks 	<ul style="list-style-type: none"> • to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • about what might influence people's decisions about a job or career • the importance of diversity and inclusion to promote people's career opportunities • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work
Key Vocab:	coins, notes, debit cards, electronic payments saving, spending, needs, wants	interests, hobbies, strength, weaknesses,	gender stereotypes, role models, STEM, goals, achievements	budget, spending habits, contactless, apple pay, visa debit/credit, debt, overdraft, bank loan	fraud, debt, risk, gambling, critical consumer	career, ambition, college, apprenticeships, university, training



Themes	Health & Wellbeing					
	KS1		LKS2		UKS2	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Physical health and mental wellbeing	<ul style="list-style-type: none"> • know about routines and habits for maintaining good physical and mental health • know why sleep and rest are important for growing and keeping healthy • understand that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • know the importance of, and routines for, brushing teeth and visiting the dentist • know about food and drink that affect dental health • know how to describe and share a range of feelings • know ways to feel good, calm down or change their mood • know how to manage big feelings including those associated with change, loss and bereavement • know when and how to ask for help, and how to help others, with their feelings 	<ul style="list-style-type: none"> • know what it means to be healthy and why it is important • understand ways to take care of themselves on a daily basis • know about basic hygiene routines, e.g. hand washing • know about healthy and unhealthy foods, including sugar intake • know about physical activity and how it keeps people healthy • know about different types of play, including balancing indoor, outdoor and screen-based play • know about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • know how to keep safe in the sun 	<ul style="list-style-type: none"> • know what good physical health means and how to recognise early signs of physical illness • know that common illnesses can be quickly and easily treated with the right care • know how to maintain oral hygiene and dental health, including how to brush and floss correctly • understand the importance of regular visits to the dentist • know about the benefits of being outdoors • know how to manage risk in relation to sun exposure • know how balancing time online with other activities helps to maintain their health and wellbeing • know strategies to manage time spent online and foster positive habits 	<ul style="list-style-type: none"> • know about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • know what can help people to make healthy choices and what might negatively influence them • know about habits and that sometimes they can be maintained, changed or stopped • understand the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • know that regular exercise such as walking or cycling has positive benefits for their mental and physical health • know about the things that affect feelings both positively and negatively • understand strategies to identify and talk about their feelings • know about some of the different ways people express feelings e.g. words, actions, body language 	<ul style="list-style-type: none"> • know that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • know how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • learn positive strategies for managing feelings • know that there are situations when someone may experience mixed or conflicting feelings • know how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • understand the importance of asking for support from a trusted adult • know about the changes that may occur in life 	<ul style="list-style-type: none"> • know how sleep contributes to a healthy lifestyle • understand healthy sleep strategies and how to maintain them • know how balancing time online with other activities helps to maintain their health and wellbeing • know strategies to manage time spent online and foster positive habits e.g. switching phone off at night • know how medicines can contribute to health and how allergies can be managed • know that some diseases can be prevented by vaccinations and immunisations • know that bacteria and viruses can affect health • know how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment



				<ul style="list-style-type: none"> • to recognise how feelings can change overtime and become more or less powerful • know about the changes that may occur in life including death, and how these can cause conflicting feelings • understand that changes can mean people experience feelings of loss or grief • know about the process of grieving and how grief can be expressed • know about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of change 	<p>including death, and how these can cause conflicting feelings</p> <ul style="list-style-type: none"> • understand that changes can mean people experience feelings of loss or grief • know about the process of grieving and how grief can be expressed • know about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of change • know what to do and whom to tell if they are frightened or worried about something they have seen online 	
Key vocab:	sleep, diet, medicine, vaccination, dentist, brush, routine, big feelings, calm, anger, allergies, death, bereavement, tooth decay, cavities	sunsafe, running, sports, teamsports, solo sports, healthy food, unhealthy, tooth decay, obesity, dentist, doctor, nurses, parents. nutrients, vitamins and minerals, energy calories	exercise, meditation, healthy diet, heart rate, blood pressure, dentist, oral hygiene, brushing, flossing, fizzy drinks, fruit juices	food, exercise, healthy, unhealthy, activity, tooth decay, physical health and mental health, balanced diet, death, grief, bereavement	change, loss, bereavement, grief, anxiety, depression, unhappy, support, online health	Covid 19, bacteria, virus, pathogen, allergies, vaccination, immunisation, hygiene, social distancing



Growing and changing	<ul style="list-style-type: none"> • about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g. vulva, penis) • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year 	<ul style="list-style-type: none"> • to recognise what makes them special and unique • how to manage and whom to tell when finding things difficult • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave 	<ul style="list-style-type: none"> • about personal identity and what contributes to it, • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing • practical strategies that can help to manage times of change and transition 	<ul style="list-style-type: none"> • that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests • to recognise common challenges to self -worth • basic strategies to manage and reframe setbacks • to identify and name private parts of the body (e.g. vulva, vagina, penis, testicles, breasts, nipples) • the importance of personal hygiene routines including washing regularly and using deodorant • practical strategies that can help to manage times of change and transition 	<p>(Taught each year in Y6)</p> <ul style="list-style-type: none"> • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception • about the responsibilities of being a parent or carer and how having a baby changes someone's life • practical strategies that can help to manage times of change and transition 	<p>(Taught each year in Y5)</p> <ul style="list-style-type: none"> • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty • practical strategies that can help to manage times of change and transition
Key Vocab:	<p>baby, toddler, child, adolescent, adult, elderly, vulva, vagina, penis</p>	<p>unique, special, likes, dislikes, feelings, emotions</p>	<p>personal identity, individuality, race, sex, gender, family, faith, culture, hobbies, likes/dislikes</p>	<p>individual, strengths, weaknesses, interests, setbacks, challenges, strategies, resilience, vulva, vagina, penis, testicles, breasts, nipples, personal hygiene</p>	<p>womb, ovary, eggs, sperm, fertilisation, sexual intercourse, consent, pregnancy, contraception, parent, responsibility, transition, maturity</p>	<p>puberty, erection, wet dream, period, menstruation, emotional changes, sanitary towel</p>



Keeping safe	<ul style="list-style-type: none"> • how to help keep themselves safe at home • about things that people can put into their body or onto their skin and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say 	<ul style="list-style-type: none"> • how rules can help to keep us safe • why some things have age restrictions • how to recognise risk in everyday situations • how to help keep themselves safe in familiar and unfamiliar environments • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared 	<ul style="list-style-type: none"> • the importance of taking medicines correctly and using household products safely • to recognise what is meant by a 'drug' • that drugs common to everyday life can affect health and wellbeing • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • to identify some of the risks associated with drugs common to everyday life • that for some people using drugs can become a habit which is difficult to break • how to ask for help or advice 	<ul style="list-style-type: none"> • how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety 	<ul style="list-style-type: none"> • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use • about mixed messages in the media relating to drug use and how they might influence opinions and decisions (Taught in Y6 only) • that female genital mutilation (FGM) is against British law • what to do and whom to tell if they think they or someone they know might be at risk of FGM 	<ul style="list-style-type: none"> • to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services
Key vocab:	999, police, ambulance, fire, safe, poisoning, electrocute, burn, scald, drown, drugs	restrictions, age appropriate, online safety, rules, TV, film, games, online, worried, anxious, trusted adult	drugs, medicines, legal, illegal, side effects, caffeine, cigarettes, e-cigarettes, vaping, alcohol, habit, addiction	risk, fire safety, smoke alarm, hazards, road safety, railway safety, firework safety	drugs, legal and illegal, legal highs, alcohol, tobacco, nicotine, vaping,	bruises, scalds, burns, bleeds, asthma attacks, allergic reactions, choking, unresponsiveness