



# Crooks barn PSCHE

## Progression Map

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# PSCHE and RSE

## Acronyms

**KS1/KS2** - Key Stage 1/Key Stage 2

**EYFS** - Early Years Foundation Stage

**PSED** - Personal, Social, Emotional Development

**PSCHE** - Personal, Social, Citizenship, Health, Economics

**PE** - Physical Education

**RSE** - Relationships and Sex Education

**SMSC** - Spiritual, Moral, Social and Cultural Development

**SMHL** - Senior Mental Health Lead

**MHTA** - Mental Health Teaching Assistant

**SHEU** - Stockton Health Education Unit

**RRS** - Ready, Respectful, Safe

## Related Documents

PSCHE Curriculum

Crooksbarrow Mental Health Offer

PSCHE Policy

Staff Wellbeing Policy

Social, Emotional and Mental Health Policy

Relationships and Sex Education Policy

# PSCHE and RSE

## Intent

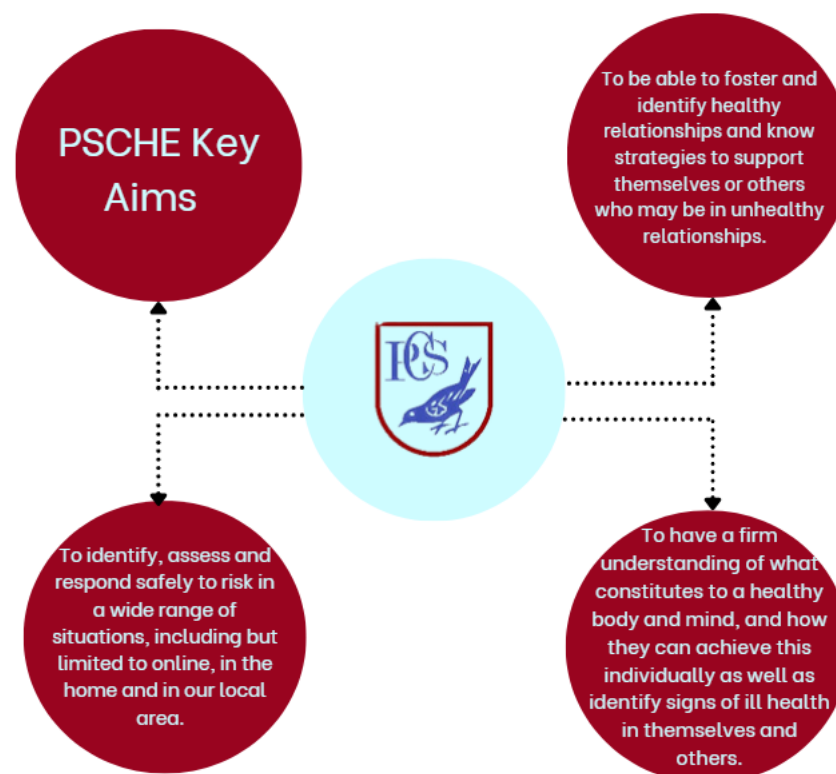
At Crooksbarne, we aim to support and encourage our pupils to be happy, healthy, and safe, equipping them for life in wider society. We tailor our provision to the needs of our pupils. As our ethos states, 'We are a family – the Crooksbarne family – where everyone, child or adult, feels safe, welcome and that they belong.'

## How do we achieve this?

At Crooksbarne, to suit the needs of our pupils as they grow and develop, each cohort will explore a range of topics linked to our key aims. Some of these are reoccurring, such as road safety, online safety, mental health and wellbeing and respectful relationships. Other topics are delivered when age appropriate, such as puberty. A copy of our overview can be found on our website.

## Timetabling

In Key Stage 1 (KS1) and Key Stage 2 (KS2), PSCHE has a 45-minute weekly slot timetabled. This is alongside a weekly 20-minute wellbeing slot, where the school uses the WELBY scheme. Here, pupils explore Wellbeing, Emotional literacy, Learn about the brain, Bond with themselves and 'You' (learning about themselves). In addition to this, there are a wide range of cross curricular links, such as online safety and keeping healthy, as well as enrichment activities and celebrations, such as Children's Mental Health Week and Anti-Bullying Week.



# PSCHE and RSE

## Strong Foundations

Within Early Years, children learn how to settle into the expected routines of their new setting before learning about how to interact with others. Through PSED, they find out about how to stay safe and healthy in the world around them and how to care for themselves. Crooksbar Primary School has a huge emphasis on mental health, and pupils are taught about their emotions and how to identify emotions and regulate from the start of their journey with us. Towards the end of the EYFS, they begin to prepare for moving into Year 1 in line with the school's Ready, Respectful, Safe expectations.

The following areas link to our EYFS PSCHE curriculum objectives:

- Understanding the World
- Personal, Social and Emotional Development
- Communication and Language

## Vocabulary Development

Vocabulary linked to our curriculum is clearly set out on our curriculum document. This vocabulary ensure pupils are able to speak confidently and accurately about what they are learning, and links in other areas such as the British Values. In addition to this, mental health and wellbeing related vocabulary supports pupils in developing their emotional literacy.

## Reading in PSCHE

Our reading progression document outlines a wide range of literature linked to objectives in each year group. A variety of fiction and non-fiction books are used to both support curriculum delivery and promote reading for pleasure around the topics covered.

## RSE Statutory Guidance

Our PSCHE curriculum is designed to incorporate all of the statutory guidance from the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education document from 2021. Our curriculum objectives incorporate the following areas:

## Relationships Educations

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

## Physical Health and Mental Wellbeing

- Mental Wellbeing
- Internet safety and harms
- physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

# PSCHE and RSE

## Lesson Structure

All lessons begin with a retrieval question based on previous learning.

Expectations are reminded, such as the classroom being a safe space for questions, and that we are respectful of the thoughts, feelings and opinions of others.

The main teaching part of the lesson focuses on the objective being covered, and will often link to real life context or experiences the pupils may have/have had.

Independent, paired or group tasks will be carried out to consolidate learning and develop understanding.

## Our Key Strands

Our curriculum has been organised into **7 key strands**, 6 of which are directly linked to our 3 key aims.

Understanding how to foster and identifying healthy relationships and know strategies to support themselves or others who may be in unhealthy relationships splits into **Respectful Relationships** and **Families, Communities and The World Around Us**.

Having a firm understanding what constitutes to a health body and mind, and how they can achieve this individually as well as identify signs of ill health in themselves and others splits into **Physical Wellbeing** and **Mental Wellbeing**.

And finally, to identify, assess and respond safely to risk in a range of situations, including but not limited to online, in the home and in our local area splits in to **Staying Safe** and **Online Safety**. Our final strand, **Money and Careers**, are life skills.

# PSCHE and RSE

## A Progressive Curriculum

Our curriculum has been designed using the PSHE Association's Program of Study. It has then been tailored to the needs of our pupils and covers objectives linked to the school's geographic location. Due to this, topics such as road and rail safety are taught progressively each year. We also use the results from the Stockton SHEU survey, as well as information gathered in half termly meetings with the Health and Relationships Manager for Stockton Council, to inform our planning and delivery.

There are always occasions where teachers may feel it necessary to teach PSCHE as a result of an issue arisen in their own class, school or within the local community/world. PSCHE is integral to the development of children's values in order for them to become positive citizens in a forever changing world.

In addition to this, our wellbeing sessions are structured to meet the needs of each individual cohort, Through the use of 'letter to teacher' (KS1, LKS2) and the three houses model (UKS2), worries and concerns can be identified and the wellbeing sessions in Autumn 1 focus on supporting pupils through the transition. Pupils will then move on to the WELBY scheme, looking at a different theme each half term.

## Recording Work

Work in PSCHE is recorded in a variety of ways to capture the nature of the sessions and to reflect the age of the pupils.

In EYFS and KS1, individual, paired and group work may be evidenced in the class floor book. In KS2, pupils have their own PSCHE book in which work can be found. Pupils will receive verbal and written feedback to develop their understanding and prompt deeper thought where appropriate.

## Assessment

PSCHE and RSE are assessed through different measures. Pupils are given feedback on each piece of work they complete following the schools Presentation, Objective, Effort model. They are also **formatively assessed** during lessons through questioning and discussion. Pupils also complete a recap quiz at the end of each term which is formatively assessed.

**Summative assessment** takes the form of a Role on the Wall. In KS1, the whole class will complete a role on the wall, first in pen at the start of the topic to record existing knowledge, and a coloured pen at the end to show progression. In KS2, a role on the wall is completed by each child.

# PSCHE and RSE

## Wider Curriculum

PSCHE is promoted outside of timetabled lesson time through a range of learning opportunities. We have two weekly assemblies that link to PSCHE. One of which explored current events happening in the world and explores protected characteristics. The second looks at significant dates and/or celebrations. These are colour coded to tie in with the British Values, which are discussed at the end of each assembly, and SMSC. Each British Value and element of SMSC are covered at least once every half term.

In addition to this, the school part-take in a wide range of awareness events, such as Children's Mental Health Week, HelloYellow (Young Minds), Antbullying Week, Careers Week and Parliament Week.

We also promote health living by ensuring that pupils have healthy snacks at breaktime, have ample opportunities to be active throughout the day and serving healthy dinners with a fully stocked salad bar.

## British Values

At Crooksbar, we work hard to promote the British Values. These are incorporated into our weekly assemblies and explicit links are made throughout our PSCHE curriculum. These can be seen highlighted in our curriculum below. In places where opinions and behaviours challenge the British Values, staff work with pupils to respectfully address these.

## Exposure to a Range of Careers

Over the course of their schooling, our pupils will explore a range of careers and develop the skills they require to be successful in later life. In UKS2, pupils will spend a full half-term exploring a range of objectives linked to different occupations and routes they can take to achieve their ambitions. **The world is full of endless opportunities, and it is up to each individual child to carve their own path in it.**

We also host an annual careers fest, where a range of guests are invited in to talk about their career to spark curiosity and inspire ambition. Pupils can then choose a workshop based on the career they are most interested in, and complete activities related to this.

## Cultural Capital

Preparing pupils for future success will always be a priority at Crooksbar. From teaching about self-regulation, self-expression and developing interpersonal skills to explicitly educating about future career opportunities and the British Values, our wide range of learning opportunities surrounding cultural capital ensure all of our pupils are ready and excited for the next stage in their lives.

# PSCHE and RSE

## Local Need

At Crooksbarrow, we have used Public Health Data for Stockton on Tees and our own data from the Stockton Schools and Health Education Unit questionnaire to ensure our curriculum is meeting the current and future needs of our pupils. Our SMHL engages in half-termly meetings with the Health and Relationships Manager for Stockton-on-Tees to ensure our school is updated on local data, current events and learning opportunities.

Alongside this, we also use the geographical location of our school to determine other priorities. These include the school and homes of pupils being near a railway line, and understanding pupils spend time outside of school at Tinkers Yard or playing near roads. Due to these, rail and road safety are taught each year, and responding to peer pressure during social situations is a reoccurring objective in KS2.

## Ambition for all

We want all pupils to develop their confidence, resilience and self-esteem. We want to support them in understanding how to keep their body and mind healthy, knowing how to communicate their feelings and where they can get support if needed. It is important to us that our pupils know how to keep themselves safe, and how to respond to risk in a wide range of situations. It is essential that our pupils have a firm understanding of respectful relationships, and be able to identify when a relationship is unhealthy and how they can remove themselves or seek support regarding it.

The barriers and needs of all pupils are carefully considered, whether they are SEND or SEMH, and staff work with pupils to ensure they are able to keep themselves healthy, have positive relationships and respond to risk safely.

## SMSC

SMSC is met through our PSCHE curriculum, weekly assemblies and beyond. The **spiritual development** of pupils is shown through their ability to be reflective, respectful, imaginative and creative. Their **moral development** is recognised through their ability to know what is wrong and right and apply this understanding in their lives, to understand consequences of behaviours and actions and interest in investigating and offering reasoned views about moral and ethical issues. Their **social development** can be seen by a use of a range of social skills in different contexts, willingness to participate in a variety of communities and social settings and the acceptance and engagement with the British Values, developing skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. Their **cultural development** will be evidenced through their understanding and appreciation for other cultures, both in school and further afield. It will also show by their ability to recognise and celebrate similarities and differences across cultures, their understanding of the British democratic system and their willingness to participate in artistic, musical, sporting and cultural opportunities.

# PSCHE and RSE

## Safeguarding

Through our progressive **PSCHE and RSE curriculum**, we look at a wide range of ways to further safeguard our pupils. Our pupils are taught about healthy and unhealthy relationships, both online and in-person, from KS1; and taught how to respond safely in different situations. Pupils are encouraged at the end of each year to write a letter to their future teacher to inform them of any worries, and pupils in UKS2 complete the three houses activity, again giving them the opportunity to express any worries or concerns.

Our school part-take in the **Schools and Students Health Education Unit's biennial questionnaire** in Year 6 that gives them the opportunity to anonymously express their experiences, positive and negative, to a range of health and safety related questions. This data is then analysed and compared to local data by the school, and fed into staff CPD and the school's curriculum, as well as our holistic approach to education.

Our PSCH and MHL attends a **meeting each half term with the Health and Relationship manager for Stockton on Tees**, along with other local primary schools, to be updated on **the latest trends and data, as well as CPD, educational and support opportunities** in Stockton. This also feeds into the content we deliver, as noted on our curriculum *'There are always occasions where teachers may feel it necessary to teach PSCH as a result of an issue arisen in their own class, school or within the local community/world. PSCH is integral to the development of children's values in order for them to become positive citizens in a forever changing world.'*

Our Monday PSCH assembly also looks at **events happening in the world** and discusses these with the pupils. In addition to this, this assembly always ends by looking at the protected characteristics to develop our pupils understanding of these.

By the time our pupils leave in Year 6, they have a clear understanding of the **British Values and their rights**. The British Values are discussed at the end of every KS2 Thursday assembly, and links are made to the assembly topic to show how they relate to different contexts, events or situations. Links to the British Values are made explicit in our PSCH curriculum, and these links are taught. Our pupils are also educated on their rights, as well as their responsibilities from KS1.

As a school, we also offer a number of **wider opportunities to discreetly develop our pupils understanding and ability to safeguard themselves**, such as the NSPCC number day, Anti-Bullying Week and Children's Mental Health Week.

## Impact

### How will we know our pupils have achieved our aims?

Pupils confidently talk about their learning and show an understanding that our world is diverse.

Pupils use language to describe emotions and interact appropriately in social situations.

Pupils make healthy choices in their friendships and for their body.

Pupils can identify, assess and respond to risk to their personal safety, the safety of others and when online.

Pupils demonstrate responsibility in their behaviour that reflects the British Values and SMSC.

Pupils can talk about the ways in which they are unique and their part in our Crooks Barn family and celebrate these.

As a baseline, this will be monitored through in-class summative and formative assessments and annual pupil voice opportunities with the PSCH Lead/SMHL. Throughout their time at Crooks Barn, pupils will engage in other opportunities to show their understanding, such as participation in the Stockton SHEU survey, pupil voices carried out by other members of staff such as our Designated Safeguarding Leads and assessments with cross-curricular links in subjects such as science (changing body), computing (online safety) and PE (healthy choices)- to name a few.

Year Group	
<b>Nursery</b>  Autumn	<ul style="list-style-type: none"> <li>• To understand that families can be different (and this should be respected).</li> <li>• To recognise how good friendships can benefit us.</li> <li>• To maintain healthy friendships.</li> <li>• The importance of self-respect and our own happiness.</li> <li>• Why is it important to brush my teeth?</li> <li>• Why is it important to wash my hands?</li> <li>• Road safety – We must hold hands with an adult while crossing and wear a helmet when on a bike.</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Why is it important to brush my teeth?</li> <li>• Why is it important to wash my hands? (And how viruses spread).</li> <li>• Why are friendships important?</li> <li>• How should my friendships make me feel?</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• Why is it important to brush my teeth?</li> <li>• Why is it important to wash my hands? (And how viruses spread).</li> <li>• Road Safety - I know how to be safe around and while crossing the road, including being safe on my bike.</li> </ul>
<b>Reception</b>  Autumn	<ul style="list-style-type: none"> <li>• To recognise how good friendships can benefit us.</li> <li>• To make and maintain healthy friendships.</li> <li>• The importance of self-respect and our own happiness.</li> <li>• Why is it important to brush my teeth?</li> <li>• Why is it important to wash my hands?</li> <li>• Road safety – To know how to cross the road, identify different crossings and know how to use them.</li> <li>• Road Safety – Stop, Look, Listen, Think.</li> <li>• Rail safety – How to stay safe around the tracks and board a train safely holding an adults hand.</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• How should my friendships make me feel? (respectful relationships)</li> <li>• Why is it important to brush my teeth?</li> <li>• Why is it important to wash my hands? (And how viruses spread).</li> <li>• To be aware of what safe technology looks like.</li> <li>• Explore a range of educational apps and platforms.</li> <li>• To have conversations about what to do when something unwanted pops up and the importance of seeking support from an adult.</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• Y6 buddies (model healthy friendships. Friends make us feel happy and secure).</li> <li>• Why is it important to brush my teeth?</li> <li>• Why is it important to wash my hands? (And how viruses spread).</li> <li>• Road safety – To know how to cross the road, identify different crossings and know how to use them.</li> <li>• Road safety – To know how to ride our bikes safely near a road.</li> <li>• How to tackle challenges and goals and be resilient.</li> <li>• Tour de Crooksbarrow (benefits of exercise, celebrating achievement, making own happiness).</li> </ul>

- Graduation (self-respect, achievement, reaching goals, pride).

Year Group	Term 1	Term 2
<p><b>Year 1 &amp; 2 Rotation A</b></p> <p>Autumn</p>	<ul style="list-style-type: none"> <li>• To recognise the ways they are the same as, and different to, other people</li> <li>• What are the benefits of friendships?</li> <li>• What are the characteristics of friendships (healthy and unhealthy)?</li> <li>• To understand that healthy friendships have ups and downs and how to work through them.</li> <li>• To recognise who to trust and what to do in an unhealthy friendship.</li> <li>• To identify emotions and understand they are all normal.</li> <li>• Know how to recognise when they, or someone else, feels lonely and what to do.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To know about different feelings that humans can experience</li> <li>• How to recognise and name different feelings</li> <li>• How feelings can affect people's bodies and how they behave</li> <li>• How to recognise what others might be feeling</li> <li>• To recognise that not everyone feels the same at the same time, or feels the same about the same things.</li> <li>• How to recognise when they, or someone else, feels lonely and what to do. I can relate this to the Zones of Regulation.</li> <li>•</li> </ul>
<p>Spring</p>	<ul style="list-style-type: none"> <li>• Know about ways of sharing feelings; a range of words to describe feelings</li> <li>• Know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</li> <li>• Know about different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</li> <li>• To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</li> <li>• Know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what keeping healthy means; different ways to keep their body and mind healthy</li> <li>• Know about foods that support good health and the risks of eating too much sugar</li> <li>• Know about food and drinks that support dental health</li> <li>• Know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</li> <li>• Know about things that people can put into their body or on to their skin and how these can affect how people feel (medicines and creams, side effects).</li> </ul>
<p>Summer</p>	<ul style="list-style-type: none"> <li>• To recognise what makes them special</li> <li>• To recognise the ways in which we are all unique</li> <li>• To identify what they are good at, what they like and dislike</li> <li>• Know how to manage and persevere when finding things difficult</li> <li>• To name the main parts of the body, including external genitalia</li> <li>• Know about growing and changing from young to old and how people's needs change</li> </ul>	<ul style="list-style-type: none"> <li>• Know about how physical activity helps us to stay healthy and ways to be physically active every day.</li> <li>• Know about the people who help us to stay physically healthy, recognising the importance of knowing when to take a break from watching TV or time online.</li> <li>• Know about different ways to learn and play</li> <li>• To understand why sleep is important and different ways to rest and relax</li> </ul>

	<ul style="list-style-type: none"> <li>• To know how people and other living things have different needs; about the responsibilities of caring for them</li> <li>• Know about things they can do to look after their environment</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to keep safe in the sun and protect skin from sun damage</li> <li>• Prepare to move to a new class/year group</li> </ul>
<p><b>Year 1 &amp; 2 Rotation B</b></p> <p>Autumn</p>	<ul style="list-style-type: none"> <li>• Why is my family so important?</li> <li>• What does a healthy family life look like?</li> <li>• To understand that families can be different.</li> <li>• What do you find at the heart of a happy family? (Stable, caring relationships).</li> <li>• What groups/communities do we belong to?</li> <li>• What rights and responsibilities do we have in our groups/communities?</li> <li>• Know about the roles different people play in our lives (e.g. acquaintances, friends and relatives).</li> <li>• Know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what money is, forms that money comes in, that money comes from different sources</li> <li>• Know that people make different choices about how to save and spend money</li> <li>• Understand the difference between needs and wants; that sometimes people may not always be able to have the things they want</li> <li>• Understand that money needs to be looked after and different ways of doing this.</li> <li>• Know that everyone has different strengths.</li> <li>• Know that jobs help people to earn money to pay for things</li> <li>• Know about different jobs that people they know or people who work in the community do</li> <li>• Know about some of the strengths or interests that someone might need to do different jobs</li> </ul>
<p>Spring</p>	<ul style="list-style-type: none"> <li>• Know about rules and age restrictions that keep us safe</li> <li>• Know what rules are, why they are needed, and why different rules are needed for different situations</li> <li>• To recognise risk in simple everyday situations and what action to take to minimise harm (including stranger danger).</li> <li>• Know how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).</li> <li>• Know that household products (including medicines) can be harmful if not used correctly.</li> <li>• Know ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, car park, swimming pool, on the street) and how to cross the road safely.</li> <li>• To know how to keep safe around train tracks and the risks surrounding rail safety.</li> <li>• Know about the people whose job it is to keep us safe.</li> <li>• Know what to do if there is an accident and someone is hurt</li> <li>• Know how to get help in an emergency (how to dial 999 and what to say).</li> </ul>	<ul style="list-style-type: none"> <li>• Know basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</li> <li>• Know about how the internet and other digital devices can be used safely to find things out and to communicate with others</li> <li>• Know about the role of the internet in everyday life</li> <li>• Know that not all information seen online is true</li> <li>• Know when to take a break from being online</li> </ul>

<p>Summer</p>	<ul style="list-style-type: none"> <li>• Know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</li> <li>• Understand how people may feel if they experience hurtful behaviour or bullying</li> <li>• Know that hurtful behaviour (online and offline) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.</li> <li>• Know that sometimes people may behave differently online, including by pretending to be someone they are not</li> <li>• Know how to respond safely to adults they don't know</li> <li>• Know how to respond if physical contact makes them feel uncomfortable or unsafe</li> <li>• Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</li> <li>• Know there are situations when they should ask for permission and also when permission should be sought</li> <li>• Understand the importance of not keeping adults' secrets (and how these are different to happy surprises that others will eventually find out about).</li> <li>• Know basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</li> <li>• Know what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what kind and unkind behaviour is and how this can affect others as well as myself.</li> <li>• Know how to treat themselves and others with respect; how to be polite and courteous</li> <li>• To recognise the ways in which they are the same and different to others</li> <li>• Know how to listen to other people respectfully and play and work cooperatively</li> <li>• Know how to talk about and share their opinions on things that matter to them.</li> <li>• Prepare to move to a new class/year group</li> </ul>
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Year Group	Term 1	Term 2
<p>Year 3 &amp; 4 Rotation A</p> <p>Autumn</p>	<ul style="list-style-type: none"> <li>• How important is it to look after my mental wellbeing? Very!</li> <li>• To understand the emotions scale, how we can move up and down it and relate this to the Zones of Regulation.</li> <li>• To gain a varied vocabulary to use when talking about my feelings, and understand different ways I can express myself.</li> <li>• To have a bank of strategies to respond to feelings, including intense of conflicting feelings.</li> <li>• What am I feeling and who can I talk to?</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that the same principles apply to online and face-to-face relationships.</li> <li>• Am I being safe online?</li> <li>• Why can making friends online be different to in person?</li> <li>• Can I believe everything I read online?</li> <li>• To understand that information online is ranked, selected and targeted at specific individuals.</li> </ul>

	<ul style="list-style-type: none"> <li>• Are my feelings appropriate/proportionate? To understand how to respond to feelings appropriately and proportionately in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how advertisements work and the dangers of clickbait and scams.</li> <li>• How to be a discerning consumer of online information.</li> <li>• To recognise the impact of online actions (messages, leaving comments, clicking on things that may not be safe).</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• To know the benefits of physical exercise outdoors (physical and wellbeing).</li> <li>• What is a healthy friendship and who may they be with?</li> <li>• That healthy friendships make people feel included.</li> <li>• How to deal with isolation and loneliness (and what can I do to change the situation) and how to recognise it in others.</li> <li>• To have a bank of strategies for recognising and managing peer influence and a desire for peer approval in friendships.</li> <li>• To understand that friendships can change over times, about making new friends and the benefits of different types of friends.</li> <li>• To recognise that friendships have ups and downs, strategies to resolve disputes and reconcile differences positively and safely.</li> <li>• To recognise if a relationship (online or offline) is making them feel unsafe or uncomfortable, and how to manage this and ask for support if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that personal behaviour can affect other people; to recognise and model respectful behaviour online and offline.</li> <li>• To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should be treated politely and with respect by others online and offline; strategies to improve or support respectful relationships.</li> <li>• To know about respecting differences and similarities between people and recognising what they have in common with others (physically, personality, background etc).</li> <li>• To know to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</li> <li>• To know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• To understand the benefits and risks of sun exposure and how to reduce the risk of sun stroke/skin cancer.</li> <li>• Why is it important to clean my teeth?</li> <li>• What are in impacts of lifestyle choices on my oral hygiene? (sugar consumption, acidic drinks, smoothies).</li> <li>• Why do I need to visit a dentist regularly?</li> <li>• What are allergies, vaccines and immunisation and how do they prevent/manage illness? Including Jext pen usage.</li> <li>• How can bacteria and viruses affect health, and how everyday hygiene routines can limit the spread of infection.</li> <li>• How medicines, when used responsibly, contribute to health.</li> <li>• How to predict, assess and manage risk in different situations (including road safety).</li> </ul>	<ul style="list-style-type: none"> <li>• To know the benefits physical exercise outdoors has on my mental and physical health.</li> <li>• To understand strategies and behaviours that support mental health including: <ul style="list-style-type: none"> <li>• Quality sleep</li> <li>• Physical exercise/ time outdoors</li> <li>• Being involved in the community</li> <li>• Doing things for others</li> <li>• Clubs, activities and hobbies</li> <li>• Spending time with family and friends</li> </ul> </li> <li>• To understand the difference between wants and needs and the importance of gratitude.</li> <li>• To understand we will experience change and loss, including death, and how these can affect us.</li> </ul>

	<ul style="list-style-type: none"> <li>• To understand hazards (including fire risks) that can cause harm, injury or risk in the home and how they can reduce the risk and keep safe.</li> <li>• To know how to keep safe around train tracks and the risks surrounding rail safety, including overhead cables and conductor rails.</li> <li>• How to respond and react in an emergency situation, how to identify situations that require emergency services and know how to contact them and what to say.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how I can express myself if I am experiencing grief and bereavement.</li> <li>• Strategies to manage transition between classes and key stages.</li> </ul>
<p><b>Year 3 &amp; 4 Rotation B</b></p> <p>Autumn</p>	<ul style="list-style-type: none"> <li>• I am who I am. To understand personal identity and what contributes to who we are (ethnicity, family, gender, culture, hobbies)</li> <li>• To recognise their individuality and personal qualities.</li> <li>• To identify personal strengths, skills, achievements and interests and how these contribute to self worth.</li> <li>• How to manage setbacks/ perceived failures, including how to reframe unhelpful thinking.</li> <li>• To recognise that there are different types of relationships (friendships, families, romantic relationships, online relationships)</li> <li>• To understand that people may be attracted to someone emotionally and romantically that people may be attracted to someone of the same sex or a different sex to them.</li> <li>• That people in a loving or committed relationship can live together or apart.</li> <li>• To recognise that families care for each other in different ways.</li> <li>• To recognise aspect of different family structures (single parents, same sex parents, step-parents, blended families, foster parents) and that all family types can give members love, security and stability.</li> <li>• To recognise other shared characteristics of healthy family life, including commitment, care, spending time together, being there for each other in times of difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>• To know about different groups that make up their community; what living in a community means.</li> <li>• To value the different contributions that people and groups make to the community.</li> <li>• To understand diversity: what it means, the benefits of living in a diverse community and about valuing diversity within communities.</li> <li>• I am not a stereotype! To understand how these can negatively influence behaviours and attitudes towards others and strategies for challenging stereotypes.</li> <li>• To know about prejudice, how to recognise behaviours/actions which discriminate against others and ways to respond to it if witnessed or experienced.</li> <li>•</li> </ul>
<p>Spring</p>	<ul style="list-style-type: none"> <li>• The impacts of bullying (short and long term).</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to respond safely and appropriately to adults they may encounter (in all contexts) who they do not know.</li> </ul>

	<ul style="list-style-type: none"> <li>• To have a bank of strategies to respond to hurtful behaviour experienced or witnessed, online and offline, and how to report concerns and get support.</li> <li>• To know what discrimination is and how to challenge it.</li> <li>• To understand privacy and personal boundaries, what is appropriate in friendships and wider relationships (including online).</li> <li>• To know why someone may act differently online, including pretending to be someone they're not, strategies for recognising risks, harmful content and contact and how to report concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise different types of physical contact and know what is acceptable and unacceptable, and have strategies to respond to unwanted physical contact.</li> <li>• To understand the importance of seeking and giving permission (consent) in different situations.</li> <li>• To know when it is appropriate to keep something a secret (surprise birthday party) and when it is right to share a secret.</li> <li>• How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable, and strategies for managing this.</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• "Wait, money doesn't come from trees?" To realise where money comes from and the different purposes it can be used for.</li> <li>• To understand there are different ways to pay for things and the choices people have about this.</li> <li>• To recognise that people have different attitudes to saving and spending money, what influences people's decisions and what makes something good value for money.</li> <li>• To understand risks associated with money (it can be lost/stolen) and ways of keeping money safe.</li> <li>• To understand the impact money can have on people's emotions. Know that jobs help people to earn money to pay for things</li> <li>• Know about different jobs that people they know or people who work in the community do, and how career paths can lead into a wide range of job opportunities.</li> <li>• Know about some of the strengths or interests that someone might need to do different jobs.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise that there are human rights, that are there to protect everyone.</li> <li>• To understand the relationship between rights and responsibilities.</li> <li>• To understand the importance of compassion towards others, shared responsibilities we all have for caring for other people and living things and how to show care/concern for others.</li> <li>• To recognise ways of carrying out shared responsibilities for protecting the environment in school and at home, how everyday choices can affect the environment (eg reduce, reuse, recycle)</li> <li>• Strategies to manage transition between classes and key stages.</li> </ul>

Year Group	Term 1	Term 2
<p><b>Year 5 &amp; 6</b> <b>Rotation A</b></p> <p>Autumn</p>	<ul style="list-style-type: none"> <li>- Can I trust who I meet online?</li> <li>- To understand that the same principles apply to online and face-to-face relationships.</li> <li>- The risks of being online and how to deal with them.</li> <li>- To understand why people may act differently online to offline.</li> <li>- To understand the impact bullying has on our mental health.</li> <li>- To understand how information is stored and shared online.</li> <li>- Understanding the importance of keeping personal information private, including how to manage requests for personal information or images of themselves or others, what to do if frightened/worried by something seen/read and how to report concerns, inappropriate content and contact.</li> </ul>	<ul style="list-style-type: none"> <li>- To recognise the ways in which the internet and social media can be used both positively and negatively (relating to discrimination).</li> <li>- To assess the reliability of sources of information online, and make safe choices from search results.</li> <li>- To understand how information on the internet is ranked, selected and targeted at specific individuals and groups, and that connected devices can share information.</li> <li>- To recognise things appropriate to share and things that should not be shared on social media (including rules around distribution of images).</li> <li>- To know about how text and images in the media and on social media can be manipulated or invented, and know strategies to evaluate the reliability of sources and identify misinformation.</li> </ul>
<p>Spring</p>	<ul style="list-style-type: none"> <li>• To understand how to respond safely to adults, both known and unknown.</li> <li>• Who can I trust? Recognising when relationships make me feel uncomfortable.</li> <li>• Who, where and when to get advice for myself or others.</li> <li>• How to identify and talk about my feelings.</li> <li>• Are my feelings appropriate/proportionate?</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise the positive things about themselves and their achievements; set goals to help achieve personal outcomes.</li> <li>• To know there are a broad range of different jobs/careers that people can have; that people can have more than one career/type of job during their life.</li> <li>• To know about stereotypes in the workplace and that a person's aspirations should not be limited by them.</li> <li>• To know what might influence people's decisions about a job or career (personal interests and values, family connections to certain trades, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).</li> <li>• To understand that some jobs are paid more than others and money is a factor that can influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.</li> <li>• To know some of the skills that will help them in their future career (teamwork, communication, negotiation).</li> <li>• To identify the kind of job they might like to do when they are older.</li> <li>• To recognise a variety of routes into careers (eg college, apprenticeship, university) and begin to understand the route I would take to do some of the jobs I'm interested in.</li> </ul>

<p>Summer</p>	<ul style="list-style-type: none"> <li>• “Wait, money doesn’t come from trees?” To realise where money comes from and the different purposes it can be used for.</li> <li>• To understand there are different ways to pay for things and the choices people have about this.</li> <li>• To recognise that people have different attitudes to saving and spending money, what influences people's decisions and what makes something good value for money.</li> <li>• To understand that people’s spending habits can affect others and the environment (eg fair trade, single use plastic, giving to charity)</li> <li>• To recognise that people make spending decisions based on priorities, needs and wants.</li> <li>• To know different methods for keeping track of money.</li> <li>• To understand risks associated with money (it can be lost/stolen) and ways of keeping money safe.</li> <li>• To know the risks involved in gambling, different ways money can be won or lost through gambling related activities and their impact on health, wellbeing and future aspirations.</li> <li>• To identify ways that money can impact people’s feelings and emotions.</li> <li>• To have a bank of strategies for dealing with emotions, challenges and change.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is my body changing and why do I feel this way? (Puberty, including physical and emotional changes, menstruation, erections and wet dreams).</li> <li>• To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty related to human reproduction.</li> <li>• To understand menstrual wellbeing.</li> <li>• To understand about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</li> <li>• To understand that for some people, gender identity does not correspond with their biological sex.</li> <li>• To understand that people may be attracted to someone emotionally, romantically and sexually to someone of the same sex or different sex.</li> <li>• To understand that gender identity and sexual orientation are different.</li> <li>• What is marriage? Including civil partnerships.</li> <li>• To have a bank of strategies for dealing with emotions, challenges and change including transition.</li> <li>•</li> </ul>
<p>Year 5 &amp; 6 Rotation B  Autumn</p>	<ul style="list-style-type: none"> <li>• How can I improve/support respectful relationships?</li> <li>• To recognise the benefits of the internet.</li> <li>• How long should I spend online?</li> <li>• The effects of online actions on others.</li> <li>• To understand why some sites and games are restricted.</li> <li>• Why the internet can be a negative place, as well as positive.</li> <li>• Is everything you read online true?</li> <li>• Where to report online concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand why/how rules/laws are made and how I can get involved.</li> <li>• To know what democracy is and how different institutions support it.</li> <li>• To recognise different risks in different situations (rail/water/road safety, firework safety and safe use of digital devices when out and about).</li> <li>• To know how to keep safe around train tracks and the risks surrounding rail safety, including overhead cables and conductor rails, and the consequences of unsafe behaviour.</li> <li>• Understand how to use household products safely (following instructions, asking adults).</li> </ul>

		<ul style="list-style-type: none"> <li>• Save our planet! To know what improves/harms our environment.</li> <li>• To know ways I/others can look after the environment.</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• To understand the mental and physical benefits of physical exercise and time outdoors.</li> <li>• What are the risks of an inactive lifestyle?</li> <li>• To know how to plan and prepare a range of healthy meals.</li> <li>• Worried about your health? You can go to...</li> <li>• How to make informed decisions about health.</li> <li>• What constitutes to a healthy diet?</li> <li>• To identify the characteristics of a poor diet.</li> <li>• Legal and illegal substances, what are the facts?</li> <li>• The risks and effects of legal drugs common to everyday life (smoking, vaping, alcohol and medicines) and their impact on health. To recognise that drug use can become habit which can be difficult to break.</li> <li>• To understand the importance of taking medicines correctly.</li> <li>• To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</li> <li>• To understand why people may choose to use or not use drugs (including nicotine, alcohol and medicines).</li> <li>• To learn about the mixed messages in the media surrounding drugs, including alcohol, drugs and smoking/vaping.</li> <li>• To understand there are organisations that can support people concerning alcohol, tobacco or other drug use.</li> <li>• To recognise the positive and negative effects that habits can have on a healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>• To realise that people/living things have needs and we have responsibilities to meet them.</li> <li>• What are the early signs of physical illness?</li> <li>• Sleep is important! Here's why...</li> <li>• Why is it so important to brush your teeth?</li> <li>• To understand the importance of good personal hygiene.</li> <li>• What are allergies, vaccines and immunisation and how do they prevent/manage illness?</li> <li>• How can bacteria and viruses affect health, and how everyday hygiene routines can limit the spread of infection.</li> <li>• How medicines, when used responsibly, contribute to health.</li> <li>• Who can help me/someone I know with my/their mental wellbeing?</li> <li>• To understand that it can be common to experience ill mental health and know some strategies to try to resolve it.</li> <li>• To understand the elements of a balanced healthy lifestyle.</li> <li>• To understand the choices that support a healthy lifestyle.</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• To recognise feelings/signs of isolation and loneliness in myself and/or others.</li> <li>• To understand how I can express myself if I am experiencing grief and bereavement.</li> <li>• To recognise the role of voluntary, community and pressure groups.</li> <li>• Basic first aid (including information on how jext are used)</li> </ul>	<ul style="list-style-type: none"> <li>• Why is my body changing and why do I feel this way? (Puberty, including physical and emotional changes, menstruation, erections and wet dreams).</li> <li>• To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty related to human reproduction.</li> <li>• To learn about the process of reproduction and birth as part of human life (conception, how to prevent conception and how babies need to be cared for).</li> </ul>

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|  |  | <ul style="list-style-type: none"><li>• Where to get more information, help and advice about growing and changing, especially about puberty.</li><li>• To understand the new opportunities and responsibilities that increasing independence may bring.</li><li>• To have a bank of strategies for dealing with emotions, challenges and change including transition.</li></ul> |
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