



PSHE Whole School Overview

All Saints C of E Primary School and Nursery



PSHE Statement of Intent:

Our intention is that when children leave All Saints primary school, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. **We want our children to flourish**, have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

PSHE Curriculum Implementation:

PSHE is taught as an integral part of our curriculum and underpins our overall aims, values and ethos of our school. PSHE lessons are taught through a clear and comprehensive scheme of work in line with the National Curriculum and the statutory Health Education and Relationships Education guidance. Pupils from nursery to Year 6 are taught PSHE using 'SCARF' (Safety, Caring, Achievement, Resilience and Friendship) which is a spiral, progressive scheme of work with a whole school approach to wellbeing and mental health and a vision for 'all children to acquire the life skills needed to thrive'. At All Saints, we feel it is vital to tailor our PSHE curriculum to meet the needs of our school community and the wider community. We do this by carefully analysing the SDQ and Boxall profiles on a regular basis, listening to our pupils' voice through pupil discussions and health assessment questionnaires and using 'finger tips' to plan a meaningful and enriched PSHE curriculum. This is then reviewed annually and adapted as necessary to meet the needs of all children. PSHE is taught through SCARF's six half termly themes with each year group studying the same unit at the same time (at their own level- see below):

Autumn 1- Keeping including Protective Behaviours, road safety and water safety

Autumn 2- Me and My Relationships

Spring 1- Growing and Changing including sex and health education

Spring 2- Valuing Difference

Summer 1 - Rights and Respect

Summer 2- Being my Best

It also identifies links to British Values, Protected characteristics and SMSC because it is important that our children should have an understanding of the full diversity of the world they live in and be prepared for life in modern Britain.







PSHE Curriculum Impact:

By the time our children leave our school they will:

- be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life
 - be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty

- be able to understand and manage their emotions
- be able to look after their mental health and well-being
- be able to develop positive, healthy relationship with their peers both now and in the future.
- understand the physical aspects involved in RSE at an age appropriate level
- have respect for themselves and others.
- have a positive self esteem

Whole School PSHE/RSHE Overview

| Autumn Term | | Spring Term | | Summer Term | |
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| Autumn 1 Theme: Keeping Safe  | Autumn 2 Theme: Me and My Relationships  | Spring 1 Theme: Growing and Changing  | Spring 2 Theme: Valuing Difference  | Summer 1 Theme: Rights and Respect  | Summer 2 Theme: Being my Best  |
| <p>Apart from Autumn term 1 please teach the lessons in any order depending on your class' needs. Recap Protective Behaviour Strategies daily - Review network at least every half term Use feelings language from Zones of Regulation on a daily basis Zones of Regulation feelings display in every classroom</p> | | | | | |

Important Dates

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| <p>Black History Month</p> <p>World Mental Health Day- 10th October</p> | <p>Anti-Bullying Week 13th-17th November</p> <p>Odd Socks Day- 13th November</p> <p>Remembrance Day</p> <p>Road Safety Week - 14th November</p> | <p>Safer Internet Day-6th February</p> | <p>SATS</p> | <p>Visitor from SCARF into School</p> <p>Mental Health Week- 13th May</p> | <p>Transition Activities</p> |
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| <p>Response to Questionnaires and needs of our pupils 2023-2024</p> <p>See bold for lessons but as well as the PSHE curriculum/lessons we need extra support to ensure all classes are recapping and that parents and carers are involved.</p> | <p>Priority 1: Healthy Eating: Connect 4 health healthy eating workshops for children and parents/carers Develop support on the School website DT cooking focus Coram workshops in the Summer Term</p> <p>Priority 2: Sleep PSHE workshops from CORAM to be focussed on sleep and healthy eating in the Summer Term Stay and play - invite school nurse to focus on healthy eating and sleep Connect 4 health for KS2 and stay and play.</p> <p>Priority 3: Internet Safety New Kapow scheme recently introduced 360 Mark E cadets Year 6 identified as needing extra support so this will be planned into the pastoral support. Year 6 Q&A for online safety</p> | | | | |
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Pastoral Interventions

Based on Boxall and SDQ assessments the following bespoke PSHE interventions take place across the school

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| <p>Reception- 'Time to talk' (small group)</p> <p>Reception to Year 6 Nurture for (identified pupils)</p> <p>Year 1 and 2 - Social skills group</p> <p>Year 3- Zones of Regulation (Transition whole class)</p> <p>Year 5- boomerang (small groups, all children all year)</p> <p>Year 5- Peer Mediation (3 days- 1 a week whole class)</p> <p>Year 6- 0-5 scale (whole Class)</p> <p>Play therapy for identified children Lego therapy for identified children</p> <p>Draw and talk for identified children</p> <p>Gardening club for identified children</p> | <p>Reception- 'Time to talk' (small group)</p> <p>Reception to Year 6- Nurture for (identified pupils)</p> <p>Year 1 and 2 - 'Tabby and Tom cat' social skills small group</p> <p>Year 5- Social skills (small group)</p> <p>Year 6- Fantastic Elastic (whole class)</p> <p>Play therapy for identified children</p> <p>Lego therapy for identified children</p> <p>Draw and talk for identified children</p> <p>Gardening club for identified children</p> | <p>Reception to Year 6 -Nurture for (identified pupils)</p> <p>Year 2 -'Socially speaking' (small group)</p> <p>Year 5- Social skills (small group)</p> <p>Play therapy for identified children</p> <p>Lego therapy for identified children</p> <p>Draw and talk for identified children</p> <p>Gardening club for identified children</p> | <p>Reception to Year 6- Nurture for (identified pupils)</p> <p>Year 1 and 2- Social skills (small group)</p> <p>Year 5- Social skills (small group)</p> <p>Year 6 - mental health preparation for SATS (whole class)</p> <p>Lego therapy for identified children</p> <p>Draw and talk for identified children</p> <p>Gardening club for identified children</p> | <p>Reception to Year 6- Nurture for (identified pupils)</p> <p>Year 2- Introduction to Zones of Regulation (whole class session)</p> <p>Year 4- peacemakers (10 weeks/whole class)</p> <p>Year 5- Social skills (small group)</p> <p>Year 6- Transition (after SATS/whole class)</p> <p>Key stage 2 -bike ability</p> <p>Lego therapy for identified children</p> <p>Draw and talk for identified children</p> <p>Gardening club for identified children</p> | <p>Reception to Year 6 - Nurture for (identified pupils)</p> <p>Year 2- Introduction to Zones of Regulation (whole class session)</p> <p>Year 1 and 2 - Social skills (small group)</p> <p>Year 4- Peacemakers (whole class)</p> <p>Year 5- Social Skills (small group)</p> <p>Year 6- Transition (after SATS/whole class)</p> <p>Key stage 2- bike ability</p> <p>Lego therapy for identified children</p> <p>Draw and talk for identified children</p> <p>Gardening club for identified children</p> |
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Key:

Bold: Gaps in response to pupil's voice/needs using assessments, Year 6 health questionnaires and Finger tips data.

* **Protected Characteristics:** All children gain an understanding of the world they are growing up in, and learn how to live alongside and show respect for, a diverse range of people.

* **British Values:** Fundamental British Values are not exclusive to being British and are shared by other democratic countries as a way of creating an orderly society, where individual members can feel safe, valued and can contribute for the good of themselves and others.

Italics- skills covered from SCARF lessons but taught through a different lesson/activity eg peacemakers

| | Autumn | | Spring | | Summer | |
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| | Keeping Safe | Me and My Relationships | Growing and Changing | Valuing Difference | Rights and Respect | Being my Best |
| <p>Nursery</p> <p>*Online Safety: Taught through Kapow lessons</p> <p>*Please review networks half termly*</p> | <p>Week 1: School rules and zones of Regulation/talk through the display/ metacognition</p> <p>Week 2: Growth mindset (see resources on shared)</p> <p>People who help me and keep me safe</p> <p>First Aid: Safety indoors and outdoors</p> <p>EXTRA lessons: Road safety Water safety Sun Safety (see resources on shared)</p> | <p>Anti-Bullying Week: Including everyone Marvellous me *</p> <p>I'm special *</p> <p>People who are special to me *</p> <p>First Aid: What's safe to go into my body</p> | <p>Growing and changing in nature</p> <p>When I was a baby</p> <p>Girls, boys and families *</p> | <p>Me and my friends **</p> <p>Friends and family *</p> <p>Including everyone *</p> | <p>Looking after myself</p> <p>Looking after others</p> <p>Looking after my environment</p> <p>SCARF visit: response to the health questionnaire- sleep and healthy eating</p> | <p>What does my body need?</p> <p>Last PSED lesson: Growth Mindset: I can keep trying I can do it</p> |
| Vocabulary Builder | Safe Unsafe Rules | like special big | change grow change | similar different friendship | similar different helping | food challenge water |



Feelings
Who can help?
safety signs
careful
grown up
labels
tell
clothing
medicines
tummy feelings
playground
cleaning products
unsafe
car-park
water
pavement
food
paint
fresh air
scissors
glue
trust
address
We all have the right to
feel safe all the time
We can talk with
someone even if it feels
awful or small
We use the correct body
part names
Early warning signs
Network
My body
Private
Private parts
Secrets
Safe secrets

feel
feel
small
choose
look
colour
head
friends
hug
arms
near
legs
far
eyes
sad
ears
love
nose
adopt
mouth
special days
teeth
quiet
hands
loud
fingers
help
feet
special
toes

temperature
bigger
hear
taller
smell
see
adoption
different
special needs
remember
warmer
seasons
weather
private parts
penis
vulva
different families
private places
dolls and cars are for
everyone

friend
family
special
similar
different
kind
sharing
helping
feelings

family
friends
feelings
classroom
care
tidy
clean
look after
healthy snacks
sugar
germs
wash hands
fruit
vegetables

encourage
exercise
keep trying
sleep
get better at
energy
practice
encourage
keep trying
challenge

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| | Unsafe secrets Tell Network review Canal Water Safety Lake River Risk Danger Hazard Edge Think Stop Look Listen Wait Arrive Green cross code Vigilant Community Alert Road | | | | | |
| | Keeping Safe | Me and My Relationships | Growing and Changing | Valuing Difference | Rights and Respect | Being my Best |

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| <p style="text-align: center;">Reception</p> <p>*Online Safety: Taught through Kapow lessons</p> <p>*Please review networks half termly*</p> | <p>Week 1: School rules and zones of Regulation/talk through display/ metacognition</p> <p>Week 2: Growth Mindset (see resources on shared)</p> <p>Weeks 3-7: Introduction to Protective Behaviours (1 lesson a week)</p> <p>Week 8: First Aid: Safe indoors and outdoors</p> <p>EXTRA lessons: Road safety Water safety Sun Safety (see resources on shared)</p> | <p>Anti-Bullying Week: I am a friend *</p> <p>All about me *</p> <p>What makes me special</p> <p>Me and my special people</p> <p>Who can help me?</p> <p>My feelings</p> <p>My feelings (2)</p> <p>First Aid: What's safe to go into my body (including medicines)</p> | <p>Life stages - plants, animals, humans *</p> <p>Where do babies come from?/_Life Stages: Human life stage - who will I be?/Getting bigger_*</p> <p>First Aid: What's safe to go onto my body</p> | <p>I'm special, you're special *</p> <p>Same and Different **</p> <p>Same and different families **</p> <p>Same and different homes *</p> <p>I am caring *</p> | <p>Looking after my special people</p> <p>Looking after my friends</p> <p>Being helpful at home and caring for our classroom</p> <p>Caring for our world</p> <p>Looking after money (1): recognising, spending, using</p> <p>Looking after money (2): saving money and keeping it safe</p> <p>SCARF visit: response to the health questionnaire- sleep and healthy eating</p> | <p>Yes, I can!</p> <p>Healthy eating</p> <p>My healthy mind</p> <p>Move your body</p> <p>A good night's sleep</p> <p>Last PSED lesson: Growth Mindset Bouncing back When things go wrong</p> |
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Vocabulary Builder



Rules
 Feelings
 keep clean
 sleep
 keep safe
 water
 food
 fresh air
 cuddle
 medicine
 chemist
 doctor
 grown up
 safe
 unsafe
 detective
 tummy feelings
 uncomfortable
 worried
 tell
 adult
 trust
 address
 We all have the right to
 feel safe all the time
 We can talk with
 someone even if it feels
 awful or small
 We use the correct body
 part names
 Early warning signs
 Network
 Safe
 Unsafe
 Feelings
 My body
 Private

special
 family
 practice
 favourite
 help
 effort
 same
 special people
 different

seasons
 growing
 baby
 spring
 life cycles
 child
 summer
 egg
 teenager
 autumn
 seed
 adult
 winter
 baby
 old age
 cycle
 grow
 change
 old
 young
 family
 baby
 child
 love
 teenager
 care
 adult
 tummy
 grow
 womb
 pregnancy
 families of different
 beliefs
 adoption
 private parts:
 penis
 vulva

special
 same
 likes
 different
 dislikes
 kind
 family
 favourite
 unkind
 new friend
 kindness
 friendship
 home

family
 friends
 working together
 look after
 responsibility
 help each other
 helpful
 be alone
 caring
 environment
 money
 litter
 shop
 save
 electricity
 buy
 safe place
 pollution
 cost
 recycling
 pay

bounce back
 try
 food
 encourage
 try again
 energy
 exercise
 grow
 sleep
 healthy
 wash
 fruit
 healthy
 vegetable
 dairy
 routine
 heart
 calm
 muscles
 sleep

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| | <p>Private parts Secrets Safe secrets Unsafe secrets Tell Network review Canal Water Safety Lake River Risk Danger Hazard Edge Think Stop Look Listen Wait Arrive Green cross code Vigilant Community Alert Road</p> | | <p>testicles vagina my body is mine (body autonomy) dolls and cars are for everyone (gender stereotyping one parent families same sex families</p> | | | |
| <p>Subject Knowledge Process Knowledge or key skills</p> | <p>Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their</p> | <p>Talk about similarities and differences. Name special people in their lives. Describe different feelings. Identify ways to help others or themselves if they are sad or worried. Name ways to stay safe around medicines.</p> | <p>Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming</p> | <p>Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers.</p> | <p>Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world.</p> | <p>Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices.</p> |

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| | community who keep them safe. Identify who can help if they are sad, worried or scared. | | the different parts of the body. Know how to keep themselves safe. | Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation. | Talk about similarities and differences between themselves. Demonstrate building relationships with friends. | Name and recognise how healthy choices can keep us well. |
| | Keeping Safe | Me and My Relationships | Growing and Changing | Valuing Difference | Rights and Respect | Being my Best |
| Year 1 *Online Safety: Taught through Kapow lessons *Please review networks half termly* | Week 1: School rules and zones of Regulation/talk through display/ metacognition SCARF lesson to support this: Why we have classroom rules * Week 2: Growth Mindset (see resources on shared) Weeks 3-7: Introduction to Protective Behaviours Week 8: First Aid: Basic First Aid EXTRA lessons: Road safety Water safety Sun Safety (see resources on shared) | Anti-Bullying Week SCARF Lesson: Unkind, tease or bully? How are you listening? Thinking about feelings Our feelings Feelings and bodies Good friends | Healthy me Taking care of a baby Then and now Who can help? (2) Harold loses Geoffrey | Same or different? * Our special people balloons Who are our special people? * It's not fair! * | Harold's wash and brush up Around and about the school Taking care of something * Harold's money How should we look after our money? Pass on the praise! Harold has a bad day SCARF visit response to the health questionnaire- sleep and healthy eating | I can eat a rainbow Eat well Catch it! Bin it! Kill it! Super sleep Inside my wonderful body Last PSHE lesson: Growth Mindset: SCARF Lesson: Harold learns to ride his bike |
| Vocabulary Builder | Rules Listening | feelings body language | energy change | same unkind | behaviour environment | starchy healthy |



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| sleep feelings private consent rest worried trust safe entertainment grow nervous privates donating tired scared risks support harmful unsafe medicine feelings safe emotions harmful loss responsibility lost risk accident danger hazard kettle safe burn scald emergency privates | responsibility emotions work together safe support feelings hurt friendship behaviour help making up feelings heal teasing bully bullying behaviour | caring food growing love water size attention air height needs oxygen needs exercise help sleep healthy unkind surprise unkindness secret tease uncomfortable teasing witness experience penis vulva hygiene help change sore doctor private places my body is mine (body autonomy) | rules different unkindness safe difference tease fair respect fair special people unfair qualities kind feelings unkind bullying family special people | needs consequences responsibility responsible special person promise rules money cost bank bills coin spending note afford worth saving | hygiene germs dairy fruit routine disease protein vegetables clean hygiene fruit dairy spread vegetables meat vitamins sugar portion salt cereal learning praise organ practice support heart make mistakes feedback lungs confidence encourage intestines achievement feelings brain stomach oxygen |
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| | <p>private We all have the right to feel safe all the time We can talk with someone even if it feels awful or small We use the correct body part names Early warning signs Network Safe Unsafe Feelings My body Private Private parts Secrets Safe secrets Unsafe secrets Tell Network review Canal Water Safety Lake River Risk Danger Hazard Edge Think Stop Look Listen Wait Arrive Green cross code</p> | | | | | <p>digested dairy fruit vegetables sugar salt cereal meat</p> |
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| | Vigilant Community Alert Road | | | | | |
| Subject Knowledge Process Knowledge or key skills | <p>Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these. Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe. Recognise the range of medicines and their use. Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety and responsibility about medicines and their use. Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say "no" to unwanted touch; Start thinking about who they trust and who they can ask for help. Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</p> | <p>Identify a range of feelings; Identify how feelings might make us behave; Suggest strategies for someone experiencing 'not so good' feelings to manage these. Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt. Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us. Identify simple qualities of friendship; Suggest simple strategies for making up. Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation.</p> | <p>Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); Understand and explain the simple bodily processes associated with them. Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages. Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts.</p> | <p>Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences. Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them. Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others.</p> | <p>Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order. Identify what they like about the school environment; Recognise who cares for and looks after the school environment. Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others. Explain where people get money from; List some of the things that money may be spent on in a family home. Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</p> | <p>Recognise the importance of fruit and vegetables in their daily diet; Know that eating at least five portions of vegetables and fruit a day helps to maintain health. Recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; Recognise which foods we need to eat more of and which we need to eat less of to be healthy. Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases. Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations;</p> |

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| | | | | | | Give and receive positive feedback, and experience how this makes them feel. Recognise how a person's behaviour (including their own) can affect other people |
| | Keeping Safe | Me and My Relationships | Growing and Changing | Valuing Difference | Rights and Respect | Being my Best |
| <p><i>Year 2</i></p> <p>*Online Safety: Taught through Kapow lessons</p> <p>*Please review networks half termly*</p> | <p>Week 1: School rules and zones of Regulation/talk through display/ metacognition SCARF lesson to support this: Our ideal classroom *</p> <p>Week 2: Growth Mindset (see resources on shared)</p> <p>Weeks 3-7: Introduction to Protective Behaviours</p> <p>Week 8: First Aid: Harold's picnic</p> <p>EXTRA lessons: Road safety Water safety Sun Safety (see resources on shared)</p> | <p>Anti-Bullying Week: SCARF lesson: Types of bullying /Bullying or teasing?</p> <p>Being a good friend</p> <p>Getting on with others *</p> <p>My special people</p> <p>An act of kindness *</p> <p>When someone is feeling left out *</p> <p>First Aid- Basic first aid</p> | <p>Haven't you grown!</p> <p>My day</p> <p>Harold's postcard helping us to keep clean and healthy</p> <p>Harold's bathroom</p> <p>My body needs...</p> | <p>What makes us who we are? *</p> <p>A helping hand</p> <p>Sam moves away</p> <p>Harold saves for something special</p> | <p>Zones of Regulation which will include the following skills:</p> <p><i>How are you feeling today?</i></p> <p><i>How do we make others feel?</i></p> <p><i>Solve the problem</i></p> <p>SCARF visit: response to the health questionnaire- sleep and healthy eating</p> | <p>Zones of Regulation which will include the following skills:</p> <p><i>Recognising my own and others' feelings</i></p> <p><i>When I feel like erupting</i></p> <p>Last PSHE lesson: Growth Mindset: SCARF lesson: You can do it!</p> |
| Vocabulary Builder | Rules sleep safe medicines | feelings showing feelings caring help | change growing support food | unique special people feelings respect | Feelings Showing feelings Help Behaviour | Feelings Control Erupt Practice |



unsafe
 safety
 feelings
 worried
 getting help
 touch
 surprise
 feelings
 hurt
 secret
 uncomfortable
 tell
 sleep
 medicines
 safety
 help
 ask for help
 We all have the right to
 feel safe all the time
 We can talk with
 someone even if it feels
 awful or small
 We use the correct body
 part names
 Early warning signs
 Network
 Safe
 Unsafe
 Feelings
 My body
 Private
 Private parts
 Secrets
 Safe secrets
 Unsafe secrets
 Tell
 Network review

friendly
 bullying
 friendship
 repeated
 help
 teasing
 don't do that
 regular
 first aid
 risk
 accident
 danger
 hazard
 kettle
 safe
 burn
 scald
 accident
 emergency
 responsibility
 share
 help
 take turns
 listen
 special
 kind
 kindness
 unkind
 feelings
 cooperate

feelings
 penis
 emotions
 sleep
 testicles
 care
 vulva
 nipples
 change
 private parts
 forward looking
 my body is mine
 (body autonomy)
 making choices
 asking permission
 womb
 private
 privacy
 consent
 permission
 pregnancy
 choices
 healthy
 unhealthy
 injection
 disease
 achieve
 hygiene
 germs
 teeth
 brain
 oxygen
 dental
 heart
 hygiene
 lungs
 food

help
 support
 supportive
 change
 loss
 emotions
 frightened
 nervous
 money
 spending
 saving

Calm
 Aggressive
 Solve
 Listening
 Being listened to
 Problem

Encourage
 Goal
 Achieve
 Challenge

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| | <p>Safe places Canal Water Safety Lake River Risk Danger Hazard Edge Think Stop Look Listen Wait Arrive Green cross code Vigilant Community Alert Road</p> | | <p>stomach exercise rest food water</p> | | | |
| <p>Subject Knowledge Process Knowledge or key skills</p> | <p>Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions. Take part in creating and agreeing classroom rules Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use. Identify situations in which they would feel safe or unsafe;</p> | <p>Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings. Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; Identify situations as to whether they are incidents of teasing or bullying. Understand and describe strategies for dealing with bullying;</p> | <p>Demonstrate simple ways of giving positive feedback to others. Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages. Identify which parts of the human body are private;</p> | <p>Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. Identify people who are special to them; Explain some of the ways those people are special to them. Recognise and explain how a person's behaviour can affect other people. Explain how it feels to be part of a group;</p> | <p>Describe and record strategies for getting on with others in the classroom. Explain, and be able to use, strategies for dealing with impulsive behaviour. Identify special people in the school and community who can help to keep them safe; Know how to ask for help. Identify what they like about the school environment;</p> | <p>Explain the stages of the learning line showing an understanding of the learning process; Help themselves and others develop a positive attitude that support their wellbeing; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. Understand and give examples of things they can choose</p> |

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| | <p>Suggest actions for dealing with unsafe situations including who they could ask for help.</p> <p>Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</p> <p>Identify the types of touch they like and do not like;</p> <p>Recognise that some touches are not fun and can hurt or be upsetting;</p> <p>Know that they can ask someone to stop touching them;</p> <p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>Identify safe secrets (including surprises) and unsafe secrets;</p> <p>Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</p> <p>Identify how inappropriate touch can make someone feel;</p> <p>Understand that there are unsafe secrets and secrets that are nice surprises;</p> <p>Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</p> | <p>Rehearse and demonstrate some of these strategies.</p> <p>Explain the difference between bullying and isolated unkind behaviour;</p> <p>Recognise that there are different types of bullying and unkind behaviour;</p> <p>Understand that bullying and unkind behaviour are both Unacceptable ways of behaving.</p> <p>Recognise that friendship is a special kind of relationship;</p> <p>Identify some of the ways that good friends care for each other.</p> <p>Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</p> <p>Explain where someone could get help.</p> | <p>Explain that a person's genitals help them to make babies when they are grown up;</p> <p>Understand that humans mostly have the same body parts but that they can look different from person to person.</p> <p>Explain what privacy means;</p> <p>Know that you are not allowed to touch someone's private belongings without their permission;</p> <p>Give examples of different types of private information.</p> | <p>Explain how it feels to be left out from a group;</p> <p>Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out.</p> <p>Recognise and describe acts of kindness and unkindness;</p> <p>Explain how these impact on other people's feelings;</p> <p>Suggest kind words and actions they can show to others;</p> <p>Show acts of kindness to others in school.</p> <p>Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</p> <p>Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</p> | <p>Identify any problems with the school environment (e.g. things needing repair);</p> <p>Make suggestions for improving the school environment;</p> <p>Recognise that they all have a responsibility for helping to look after the school environment.</p> <p>Understand that people have choices about what they do with their money;</p> <p>Know that money can be saved for a use at a future time;</p> <p>Explain how they might feel when they spend money on different things.</p> <p>Recognise that money can be spent on items which are essential or non-essential; Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</p> | <p>themselves and things that others choose for them;</p> <p>Explain things that they like and dislike, and understand that they have choices about these things;</p> <p>Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</p> <p>Explain how germs can be spread;</p> <p>Describe simple hygiene routines such as hand washing;</p> <p>Understand that vaccinations can help to prevent certain illnesses.</p> <p>Explain the importance of good dental hygiene;</p> <p>Describe simple dental hygiene routines.</p> <p>Understand that the body gets energy from food, water and oxygen;</p> <p>Recognise that exercise and sleep are important to health</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</p> <p>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</p> <p>Describe how food, water and air get into the body and blood.</p> |
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| | Keeping Safe | Me and My Relationships | Growing and Changing | Valuing Difference | Rights and Respect | Being my Best |
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| <p>Year 3</p> <p>*Online Safety: Taught through Kapow lessons</p> <p>*Please review networks half termly*</p> | <p>Growth Mindset/ metacognition (see resources on shared)</p> <p>Introduction to Protective Behaviours</p> <p>EXTRA lessons: Road safety Water safety Sun Safety (see resources on shared)</p> <p>WL teach Zones of Regulation weekly (2 PSHE lessons a week)</p> | <p>Anti-Bullying Week: SCARF Lesson: Let's celebrate our differences **</p> <p>As a rule *</p> <p>How can we solve this problem? (taught Autumn 1)</p> <p>Thunks</p> <p>First Aid lesson 1: Help or harm?</p> <p>Derek cooks dinner! (healthy eating) taught through science</p> | <p>My special pet</p> <p>Looking after our special people</p> <p>Dan's dare</p> <p>Friends are special</p> | <p>Family and friends *</p> <p>My community Respect and challenge</p> <p>Our friends and neighbours *</p> <p>Zeb *</p> <p>First Aid lesson 2: Basic first aid</p> | <p>Our helpful volunteers</p> <p>Helping each other to stay safe</p> <p>Recount task</p> <p>Harold's environment project</p> <p>Can Harold afford it?</p> <p>Earning money</p> <p>Let's have a tidy up</p> <p>SCARF visit response to the health questionnaire - sleep and healthy eating</p> | <p>Poorly Harold For or against?</p> <p>Body team work</p> <p>I am fantastic! *</p> <p>Getting on with your nerves!</p> <p>Alcohol and cigarettes: the facts</p> <p>Last PSHE lesson: Growth Mindset SCARF lesson: Top talents!</p> |
| Vocabulary Builder | <p>rules trust danger (dangerous) risk safe risk (risky) safer</p> | <p>First aid Kettle Burn Danger Accident Risk Emergency</p> | <p>Relationships positive healthy caring angry respect upset</p> | <p>feelings community belonging similarities differences respect identity</p> | <p>helper fact safe helper responsible healthy fact</p> | <p>balanced diet infection intestine proteins cleanliness vessels muscles</p> |




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| unsafe feelings consequence unsafe stop secret body space private surprise trust uncomfortable scared excited worried We all have the right to feel safe all the time We can talk with someone even if it feels awful or small We use the correct body part names Early warning signs Network Safe Unsafe Feelings My body Private Private parts Secrets Safe secrets Unsafe secrets Tell Network review Responsibility Right Canal | Hazard Similarities Differences Name calling Bullying Rules Safety Conflict Point of view Continuum Opinions Respectful Courteous Challenging friendship conflict cooperate strategies responsibility | touch jealous talk responsibility care loss compromise falling out friendships making up date persuade feelings strategies point of view calm apologise listen | respect family cooperation adoption listening skills fostering politeness same-sex couple courtesy blended family manners similarities prejudice differences disability identity gender respect race colour sexuality | opinion volunteer income earning environment saving waste environment spending | hygiene veins dairy rest arteries teeth sleep lungs bones water liver starchy carbohydrates medicine energy drug fruit & veg dose healthy safety instructions debate goals goal-setting collaboration discussion ambitions talents cooperation continuum improve skills teamwork courteous achieve intelligence respectful |
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| | <p>Water Safety Lake River Risk Danger Hazard Edge Think Stop Look Listen Wait Arrive Green cross code Vigilant Community Alert Road</p> | | | | | <p>justify medicines risk decisions drugs risks harmful cigarettes strategies helpful nicotine alcohol</p> |
| <p>Subject Knowledge Process Knowledge or key skills</p> | <p>Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe. Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation. Identify risk factors in given situations; Suggest ways of reducing or managing those risks. Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; Demonstrate strategies for assessing risks;</p> | <p>Explain some of the feelings someone might have when they lose something important to them; Understand that these feelings are normal and a way of dealing with the situation. Define and demonstrate cooperation and collaboration; Identify the different skills that people can bring to a group task; Demonstrate how working together in a collaborative manner can help everyone to achieve success. Identify people who they have a special relationship with; Suggest strategies for maintaining a positive</p> | <p>Identify different types of relationships; Recognise who they have positive healthy relationships with. Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space. Recognise that babies come from the joining of an egg and sperm;</p> | <p>Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' Define the term 'community'; Identify the different communities that they belong to; Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. Reflect on listening skills;</p> | <p>Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people. Understand the difference between 'fact' and 'opinion';</p> | <p>Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; Explain what is meant by the term balanced diet; Give examples what foods might make up a healthy balanced meal. Explain how some infectious illnesses are spread from one person to another; Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; Suggest medical and non-medical ways of treating an illness.</p> |

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| | <p>Understand and explain decision-making skills; Understand where to get help from when making decisions. Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</p> | <p>relationship with their special people. Rehearse and demonstrate simple strategies for resolving given conflict situations. Explain what a dare is; Understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. Express opinions and listen to those of others; Consider others' points of view; Practise explaining the thinking behind their ideas and opinions. Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again.</p> | <p>Explain what happens when an egg doesn't meet a sperm; Understand that for girls, periods are a normal part of puberty.</p> | <p>Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully. Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. Recognise the factors that make people similar to and different from each other; Recognise that repeated name calling is a form of bullying; Suggest strategies for dealing with name calling (including talking to a trusted adult). Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is.</p> | <p>Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language. Define what is meant by the environment; Evaluate and explain different methods of looking after the school environment; Devise methods of promoting their priority method. Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times we can buy items we want and times when we need to save for items; Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p> | <p>Develop skills in discussion and debating an issue; Demonstrate their understanding of health and wellbeing issues that are relevant to them; Empathise with different view points; Make recommendations, based on their research. Identify their achievements and areas of development; Recognise that people may say kind things to help us feel good about ourselves; Explain why some groups of people are not represented as much on television/in the media. Demonstrate how working together in a collaborative manner can help everyone to achieve success; Understand and explain how the brain sends and receives messages through the nerves. Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); Identify some key risks from and effects of cigarettes and alcohol; Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs</p> |
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| | | | | | | Describe how food, water and air get into the body and blood. Explain some of the different talents and skills that people have and how skills are developed; Recognise their own skills and those of other children in the class. |
| | Keeping Safe | Me and My Relationships | Growing and Changing | Valuing Difference | Rights and Respect | Being my Best |
| <p>Year 4</p> <p>*Online Safety: Taught through Kapow lessons</p> <p>*Please review networks half termly*</p> | <p>Week 1- School rules and zones of Regulation/ SCARF lessons/ metacognition: Different feelings * How do we make a difference?</p> <p>Week 2-Growth Mindset: See resource folder</p> <p>Weeks 3-7- Introduction to Protective behaviours</p> | <p>Anti- Bullying Week: SCARF lesson: Under pressure</p> <p>Ok or not ok? (part 1)</p> <p>Ok or not ok? (part 2)</p> <p>Who helps us stay healthy and safe?</p> <p>Friend or acquaintance?</p> <p>What would I do? *</p> <p>Basic first aid</p> | <p>All change!</p> <p>My feelings are all over the place!</p> <p>Together *</p> <p>Preparing for changes at puberty</p> <p>SCARF Hotel</p> | <p>Logo quiz - environment</p> <p>That is such a stereotype!</p> <p>Danger, risk or hazard?</p> <p>Know the norms</p> <p>Harold's expenses/ Why pay taxes?</p> | <p>Peacemakers which will include the following skills:</p> <p><i>Safety in numbers</i></p> <p><i>Can you sort it? *</i></p> <p><i>Human machines</i> <i>How dare you!</i></p> <p>SCARF visit: response to the health questionnaire- sleep and healthy eating</p> | <p>Peacemakers which will include the following skills:</p> <p><i>Making choices</i></p> <p><i>Harold's Seven Rs</i></p> <p><i>My school community</i></p> <p>Last PSHE lesson: Growth Mindset: SCARF lesson; What makes me ME!</p> |


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| | <p>Week 8- First Aid lesson 1: Medicines: check the label</p> <p>EXTRA lessons: Road safety Water safety Sun Safety (see resources on shared)</p> | | | | | |
| <p>Vocabulary Builder</p>  | <p>Safe Unsafe Body space Choices Rules facial expressions body language Secret Sad scared frightened petrified terrified bothered unhappy pressure devastated independent miserable distressed lonely alone ignored isolated Physical effects Surprise</p> | <p>Unkind Tease Bully Unkind Pressure collaborate positive, healthy relationship friendly collaboration respect qualities excluded rude aggressive teamwork consequences face-to-face assertive compromise negotiate friendly aggressive respectful being responsible reliable</p> | <p>learning line compromise puberty practice hormones pubic hair eggs feelings sperm independence penis conflict testicles breasts ovaries womb vagina vulva clitoris labia semen legal age of consent marriage endometrium (uterus lining) fetus</p> | <p>Environment Conservation negotiation similarities stereotype sharing compromise apologise differences acquaintances body space invade respect danger dangerous risk hazard hazardous choices social norm expenditure respectful essential courteous income tax national insurance</p> | <p>Anti-social behaviour Witness Negotiation Compromise Collaborate Collaboration Team work Collaborative Consequences</p> | <p>Choices Individual Unique balanced diet refuse unique reduce re-use rot recycle repair re-think community volunteer connect be active healthy</p> |

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| | <p>Feelings</p> <p>Uncomfortable feelings</p> <p>danger</p> <p>persevere</p> <p>dangerous</p> <p>assertive</p> <p>risk</p> <p>risky</p> <p>hazard</p> <p>hazardous</p> <p>medicine</p> <p>We all have the right to feel safe all the time</p> <p>We can talk with someone even if it feels awful or small</p> <p>We use the correct body part names</p> <p>Early warning signs</p> <p>Network</p> <p>Safe</p> <p>Unsafe</p> <p>Feelings</p> <p>My body</p> <p>Private</p> <p>Private parts</p> <p>Secrets</p> <p>Safe secrets</p> <p>Unsafe secrets</p> <p>Tell</p> <p>Network review</p> <p>Responsibility</p> <p>Right</p> <p>Canal</p> <p>Water</p> <p>Safety</p> <p>Lake</p> | <p>trustworthy</p> <p>sharing</p> <p>apologise</p> <p>first aid</p> <p>minor</p> <p>injury</p> <p>accident</p> <p>emergency</p> <p>blood</p> <p>nose bleed</p> <p>choking</p> <p>breathing</p> <p>airway</p> <p>unresponsive</p> <p>casualty</p> <p>burn</p> <p>wound</p> <p>recovery</p> <p>scald</p> | <p>headache</p> <p>stomach ache</p> <p>cramps</p> <p>puberty</p> <p>menstrual cycle</p> <p>eggs</p> <p>periods</p> <p>menstruation</p> <p>period/menstruation</p> <p>pad</p> <p>tampons</p> <p>testicles</p> <p>sperm</p> <p>semen</p> <p>hips</p> <p>periods</p> <p>spots</p> <p>sweat</p> <p>genitals</p> <p>pubic hair</p> <p>voice deepens</p> <p>testicles</p> <p>ovaries</p> <p>penis</p> <p>breasts</p> <p>vagina</p> <p>fallopian tube</p> <p>cervix</p> <p>lining of the uterus</p> <p>pads</p> <p>wellbeing</p> <p>balanced diet</p> <p>mental health</p> | <p>VAT</p> <p>deductions</p> <p>public services</p> <p>democracy</p> <p>trustworthy</p> <p>rules</p> <p>laws</p> <p>rights</p> <p>responsibility</p> <p>United Nations</p> <p>income</p> | | |
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| | <p>River Risk Danger Hazard Edge Think Stop Look Listen Wait Arrive Green cross code Vigilant Community Alert Road</p> | | | | | |
| <p>Subject Knowledge Process Knowledge or key skills</p> | <p>Understand that medicines are drugs; Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell; Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk. Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</p> | <p>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings. Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others. Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for saying 'no' to a friend. Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration. Identify a wide range of feelings;</p> | <p>Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change. Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise.</p> | <p>Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. Understand that they have the right to protect their personal body space; Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</p> | <p>Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe. Understand that humans have rights and also responsibilities; Identify some rights and also responsibilities that come with these. Understand the reason we have rules; Suggest and engage with ways</p> | <p>Identify ways in which everyone is unique; Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. Give examples of choices they make for themselves and choices others make for them; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</p> |

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| | | <p>Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state. Demonstrate a range of feelings through their facial expressions and body language; Recognise that their feelings might change towards someone or something once they have further information. Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</p> | <p>Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens. Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods. Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p> | <p>Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); Give examples of features of these different types of relationships, including how they influence what is shared. List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively. List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word respect and demonstrate ways of showing respect to others' differences. Understand and identify stereotypes, including those promoted in the media.</p> | <p>that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); Recognise that everyone can make a difference within a democratic process. Define the word influence; Recognise that reports in the media can influence the way they think about a topic; Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; Recognise that they can play a role in influencing outcomes of situations by their actions. Understand some of the ways that various national and international environmental organisations work to help take care of the environment; Understand and explain the value of this work.</p> | <p>Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares Suggest ways the Seven Rs recycling methods can be applied to different scenarios. Define what is meant by the word 'community'; Suggest ways in which different people support the school community; Identify qualities and attributes of people who support the school community. Understand some of the key risks and effects of smoking and drinking alcohol; Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</p> |
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| | | | | | <p>Define the terms 'income' and 'expenditure'; List some of the items and services of expenditure in the school and in the home; Prioritise items of expenditure in the home from most essential to least essential. Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; Understand how a payslip is laid out showing both pay and deductions; Prioritise public services from most essential to least essential.</p> | |
| | Keeping Safe | Me and My Relationships | Growing and Changing | Valuing Difference | Rights and Respect | Being my Best |
| <p>Year 5</p> <p>*Online Safety: Taught through Kapow lessons</p> <p>*Please review networks half termly*</p> | <p>Week 1: School rules and zones of Regulation/talk through the display. SCARF lesson: How are they feeling? metacognition</p> <p>Weeks 2-5: Introduction to Protective behaviours</p> | <p>First Aid lesson: Basic first aid including sepsis</p> <p>Anti-bullying Week SCARF lesson: Spot bullying</p> <p>Stop, start, stereotypes</p> | <p>Growing up and changing bodies</p> <p>Changing bodies and feelings</p> <p>Dear Hetty - grief and loss</p> | <p>What's the story?</p> <p>Rights, respect and duties</p> <p>Mo makes a difference</p> <p>Spending wisely</p> | <p>Local councils</p> <p>Thinking' about habits</p> <p>Would you risk it?</p> <p>Vaping- healthy or unhealthy?</p> | <p>It all adds up!</p> <p>My school community (2)</p> <p>Independence and responsibility</p> <p>Ella's diary dilemma</p> |

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| | <p>EXTRA lessons: Road safety Water safety Sun Safety (see resources on shared)</p> <p>3 full days on peer mediation Which will include the following skills: <i>Growth mindset</i></p> <p><i>Give and take</i></p> <p><i>Collaboration Challenge!</i></p> <p><i>How good a friend are you?</i></p> <p>Fact or opinion?</p> | <p>Relationship cake recipe</p> <p>Our emotional needs</p> | <p>Qualities of friendship</p> <p>Happy being me *</p> | <p>Lend us a fiver!</p> | <p>Drugs: true or false?</p> <p>Smoking: what is normal?</p> <p>SCARF visit response to the health questionnaire- sleep and healthy eating</p> | <p>Last PSHE lesson: Growth Mindset: SCARF lesson: Different skills Star qualities?</p> |
| <p>Vocabulary Builder</p>  | <p>Wellbeing Resilience collaborate negotiation compromise conflict resolution insensitive sensitive We all have the right to feel safe all the time We can talk with someone even if it feels awful or small We use the correct body part names</p> | <p>Life skill Sepsis prejudice verbal abuse physical abuse unhealthy relationship uncomfortable touching unsafe bullying prejudice verbal abuse physical abuse emotions emotional needs assertive passive</p> | <p>puberty genitalia semen menstruation period period/menstruation pads tampon managing feelings pubic hair clitoris vulva vaginal opening urinary opening lips (labia) penis</p> | <p>responsibility fact voluntary group rights costs opinion community group wages biased pressure (action) group duties salaries unbiased rent Fair Trade</p> | <p>borrow public services loan council credit vote debit elections interest councillors substance risk taking habit drugs stimulant assertive</p> | <p>organs perseverance community body systems commitment school community resilience determination patience interpersonal skills independence personal qualities responsibility celebrities dare pressure</p> |

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| | <p>Early warning signs Network Safe Unsafe Feelings My body Private Private parts Secrets Safe secrets Unsafe secrets Tell Network review Responsibility Right Confidentiality Canal Water Safety Lake River Risk Danger Hazard Edge Think Stop Look Listen Wait Arrive Green cross code Vigilant Community Alert Road</p> | <p>aggressive</p> | <p>menstruation cup period protection sweat washing body confidence emotions spots hair removal body autonomy vaginal discharge involuntary erections wet dreams body odour hormones hydration exercise sleep breast development hips widen height gain periods pubic hair menstruation genitalia deodorant shower gel tissues washing powder spot cream facial wash period products separation fostered friendships talking listening excluded</p> | | <p>addiction cigarettes alcohol norms perception</p> | <p>resist pressure</p> |
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| | | | discrimination prejudice | | | |
| | <p>Recognise that there are positive and negative risks; Explain how to weigh up risk factors when making a decision; Describe some of the possible outcomes of taking a risk. Explain why someone might give a dare; Suggest ways of standing up to someone who gives a dare. Recognise which situations are risky; Explore and share their views about decision making when faced with a risky situation; Suggest what someone should do when faced with a risky situation. Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</p> | <p>Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively. Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations. Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Reflect on their own friendship qualities. Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help. Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills. Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</p> | <p>Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings using appropriate vocabulary to describe these; Explain strategies they can use to build resilience. Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. Explain how someone might feel when they are separated from someone or something they like; Suggest ways to help someone who is separated from someone or something they like. Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty. Identify some products that they may need during puberty and why; Know what menstruation is and why it happens. Recognise how our body feels when we're relaxed;</p> | <p>Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end. Rehearse active listening skills; Demonstrate respectfulness in responding to others; Respond appropriately to others. Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged. Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Understand that the information we see</p> | <p>Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing. Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read. Define the differences between responsibilities, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out. Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value. Define the terms loan, credit, debt and interest;</p> | <p>Know two harmful effects each of smoking/drinking alcohol. Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. Understand the actual norms around smoking and the reasons for common misperceptions of these. Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one internal organ. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements. State what is meant by community; Explain what being part of a school community means to them; Suggest ways of improving the school community. Identify people who are responsible for helping them stay healthy</p> |

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| | | <p>Understand that online communication can be misinterpreted; Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</p> | <p>List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way. Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped.</p> | <p>online, either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way.</p> | <p>Suggest advice for a range of situations involving personal finance. Explain some of the areas that local councils have responsibility for; Understand that local councillors are elected to represent their local community.</p> | <p>and safe; Identify ways that they can help these people. Describe 'star' qualities of celebrities as portrayed by the media; Understand the actual norms around smoking and the reasons for common misperceptions of these. Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have. Explain what a habit is, giving examples; Describe why and how a habit can be hard to change. Understand some of the complexities of categorising drugs; Know that all medicines are drugs but not all drugs are medicines;</p> |
| | Keeping Safe | Me and My Relationships | Growing and Changing | Valuing Difference | Rights and Respect | Being my Best |

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| <p style="text-align: center;">Year 6</p> <p>*Online Safety: Taught through Kapow lessons</p> <p>*Please review networks half termly*</p> | <p>LE teach: Week 1- School rules and zones of Regulation/metacognition</p> <p>Consolidate to Protective behaviours</p> <p>COMPASS Session/Visit: What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? Vaping</p> <p>EXTRA lessons: Road safety Water safety Sun Safety (see resources on shared)</p> <p><u>School Elections:</u> Democracy in Britain 1 - Elections/ Democracy in Britain 2 - How (most) laws are made ** WL teach: 0-5 scale whole class session:</p> | <p>LE teach: Anti-Bullying Week: SCARF Lesson: OK to be different</p> <p>Don't force me! *</p> <p>WL teach: Fantastic Elastic Brain whole class: Assertiveness skills Acting appropriately Growth mind-set How the brain helps you learn Feelings Physical movement Exercise Helping you to learn</p> | <p>LE teach: I look great!</p> <p>Is this normal? *</p> <p>Media Manipulation *</p> <p>WL teach: Pre SAT's whole class: Managing change Helpful or unhelpful? Anxiety Ways of managing stress and anxiety Mental health Growth mind-set Sleep Healthy eating Exercise</p> | <p>WL teach: Pre SAT's whole class:</p> <p>LE teach: OK to be different</p> <p>We have more in common than not</p> <p>Respecting differences</p> <p>Tolerance and respect for others</p> <p>Advertising friendships!</p> <p>Boys will be boys? - challenging gender stereotypes</p> | <p>LE teach: What's the risk? (1) What's the risk? (2) Rat Park</p> <p>SCARF visit: response to the health questionnaire- sleep and healthy eating</p> | <p>What's it worth?</p> <p>Jobs and taxes</p> <p>Happy shoppers - caring for the environment</p> <p>WL teach: Transition whole class: Wellbeing Feelings Friendships Recognising others feelings Role models Relationships</p> <p>*Growth mind-set lesson is taught by WL</p> |
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Vocabulary Builder



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| <p>Feelings Emotions Strategies to emotions</p> | | | | | |
| <p>Wellbeing We all have the right to feel safe all the time We can talk with someone even if it feels awful or small We use the correct body part names Early warning signs Network Safe Unsafe Feelings</p> | <p>Bystander Unique Witness Positive feedback Confidence Self-esteem Tease Bully Friendship Marriage Civil partnership Illegal Forced marriage</p> | <p>Body image Self esteem Manipulation Gender stereotype Stereotype puberty physical changes emotional changes rights FGM periods mood swings spots</p> | <p>Savings Bank Junior ISA Interest Debit card Cash Value Tax Income tax VAT Public services Environmentally sustainable</p> | <p>Assessing risk Weigh up Dilemma Choices Influence Drug Legal Illegal Medical Non-medical Drug law Age restrictions Possess</p> | |

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| | <p>My body Private Private parts Secrets Safe secrets Unsafe secrets Tell Network review Responsibility Right Confidentiality Canal Water Safety Lake River Risk Danger Hazard Edge Think Stop Look Listen Wait Arrive Green cross code Vigilant Community Alert Road democracy election manifesto candidate voting policies</p> | <p>Emotions Emotional needs Friendship Talking Listening skills Respect Listening</p> | <p>voice deepening period products vulva identity manage emotions hormones physical changes feeling funny friends independence egg ovaries sperm testicles puberty vagina penis consensual relationship hug feeling implant pregnancy birth health labour muscles cervix hips widen wet dreams erections sexual intercourse loving relationship cells semen ejaculate hormones menstrual cycle</p> | <p>Compositing Recycling Energy Materials Waste Transport Shop local Food miles Fair trade Reuse Collaborate Negotiation Compromise Conflict Resolution</p> | <p>Alcohol Short term effects Long term effects Risks Norms Supply Produce Penalties Habit Addiction Emotional needs Aspirations Goals Perseverance</p> |
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| | voting booth ballot slip ballot box constituencies House of Commons MP proposal debate amendments penalties enforcement majority House of Commons House of Lords Royal Assent Red cross First aid Emergency qqq Ambulance Operator Information Serious Adult Scenario Script Role Feelings Panic Calm Responsive Unresponsive Non-verbal Face to face Body language Tone of voice | | ripen lining of womb mature egg ovulation fallopian tube uterine lining period Gender identity Gender expression | | |
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| | | <p>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. Explain how these emotional needs impact on people's behaviour; Suggest positive ways that people can get their emotional need met. Understand and give examples of conflicting emotions; Understand and reflect on how independence and responsibility go together. Know where someone could get support if they were concerned about their own or another person's safety. Explain the difference between a safe and an unsafe secret;</p> | <p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Suggest strategies for dealing with bullying, as a bystander; Describe positive attributes of their peers. Know that all people are unique but that we have far more in common with each other than what is different about us; Consider how a bystander can respond to someone being rude, offensive or bullying someone else; Demonstrate ways of offering support to someone who has been bullied .</p> | <p>Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people. Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</p> | <p>Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change. Identify qualities that people have, as well as their looks. Recognise basic emotional needs and understand that they change according to circumstance;</p> |

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| | <p>Identify situations where someone might need to break a confidence in order to keep someone safe. Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal. Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this. Explain what is meant by the terms 'negotiation' and 'compromise'; Suggest positive strategies for negotiating and compromising within a collaborative task; Demonstrate positive strategies for negotiating and compromising within a collaborative task.</p> | <p>Demonstrate ways of showing respect to others, using verbal and non-verbal communication. Understand and explain the term prejudice; Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Explain the difference between a friend and an acquaintance; Describe qualities of a strong, positive friendship; Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people. Describe ways in which people show their commitment to each other; Know the ages at which a person can marry, depending on whether their parents agree; Understand that everyone has the right to be free to choose who and whether to marry.</p> | <p>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt challenged by the changes in puberty; Understand what FGM is and that it is an illegal practice in this country; Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means.</p> | <p>Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. Describe the consequences of reacting to others in a positive or negative way; Suggest ways that people can respond more positively to others.</p> | <p>Explain the different types of tax (income tax and VAT) which help to fund public services; Evaluate the different public services and compare their value. Explain what we mean by the terms voluntary, community and pressure (action) group; Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. Explain what is meant by living in an environmentally sustainable way; Suggest actions that could be taken to live in a more environmentally sustainable way.</p> | <p>Explain how a risk can be reduced; Understand risks related to growing up and explain the need to be aware of these; Assess a risk to help keep themselves safe. Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; Explain how drugs can be categorised into different groups depending on their medical and legal context; Demonstrate an understanding that drugs can have both medical and non-medical uses; Explain in simple terms some of the laws that control drugs in this country. Understand some of the basic laws in relation to drugs; Explain why there are laws relating to drugs in this country. Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; Describe some of the effects and risks of drinking alcohol.</p> |
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| | | <p>Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. List some assertive behaviours; Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. Recognise and empathise with patterns of behaviour in peer-group dynamics;</p> | | | | |
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