

PSHE/RSHE Progression of Knowledge by Class

Year A

| | Kirkstead/Richmond/Tintern Reception Year A and Year B | Tintern Year 1 | Crowland/Regent/Westminster/St James | Fountains/Central | Lindisfarne Sempringham/Phoenix | Kelso/ Ramsey/Hyde |
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| <p>Core theme One: Families and Relationships - Managing my health and self-care needs, family relationship, expectations and roles, changes over time, keeping healthy</p> | <p>Baseline Children should: Play with one or more other children and extend and elaborate play ideas Find solutions to conflicts and rivalries To ensure play regularly involves sharing and cooperating with friends and other peers. Term 1 Have the opportunity to highlight the child's interests and reflect and self-evaluate their work. Have goals and help children achieve them. Have high expectations for children following instructions with support where necessary. Support good hygiene, such as insisting on handwashing. How to travel safely, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to pedestrians.</p> | <p>Children should: know the school rules and routines and get to know each other. Know how to put on a jumper and coat with little assistance and can fasten big buttons. Know how to take off socks and shoes/wellies. Know how to get dressed and undressed for PE or Forest School learning. Know how to attend to most toileting needs most of the time themselves. Know how to follow basic school rules. Know what they like/dislike and are good at. Know what makes them special and how everyone has different strengths. Know how their personal features or qualities are unique to them. Know how they are similar or different to others, and what they have in common. Know how to use the correct names for the main parts of the body and that parts of bodies covered with underwear are private.</p> | <p>Children should: Know that everyone's family is different. Know that families function well when there is trust, respect, care, love and co-operation. Know that there are lots of forms of physical contact within a family. Know how to stay stop if someone is hurting them. Know some reasons why friends have conflicts. Know that friendships have ups and downs and sometimes change with time. Know how to use problem-solving methods. Know there are good secrets and worry secrets and why it is important to share worry. Know what trust is.</p> | <p>Children should: Know that different family members carry out different roles or have different responsibilities within the family. Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc. Know some of the skills of friendship, e.g. taking turns, being a good listener. Know how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded. Know how to recognise if others are feeling lonely and excluded and strategies to include them. Know how to build good friendships, including identifying qualities that contribute to positive friendships. Know that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences. Know how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support.</p> | <p>Children should; Know different kinds of friendships and families, what makes them special/unique and how the people involved show they value each other • Know the essential constituents of a positive, healthy relationship • Know what this means in an emotional and physical sense • Know the skills that each person within the relationship needs to ensure that relationships stay positive and healthy • Know that relationships can change (as we grow up or as circumstances change) Know that sometimes relationships may change or end, that this is natural and often no one is to blame Know that two individual adults may choose to be part of a committed relationship together - become a 'couple' Know ways a couple show their love and commitment to each other • Know what marriage / civil partnership means (i.e. a legally binding commitment freely entered into by two adults, of the legal age to marry, who love one another and want to spend their lives together) Know why a couple might choose to marry or have a civil partnership and that this decision might be based on the couple's</p> | <p>Children should: Know how mental and physical health are linked. Know how positive friendships and being involved in activities such as clubs and community groups support wellbeing. Know how to make choices that support a healthy, balanced lifestyle including: » How to plan a healthy meal. » How to stay physically active. » How to maintain good dental health, including oral hygiene, food and drink choices. » How to benefit from and stay safe in the sun. » How and why to balance time spent online with other activities. » How sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep. » How to manage the influence of friends and family on health choices.</p> |

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| | | | | | personal beliefs or values, (including cultural, religious, financial values) Know that two people who love each other can also be in a committed relationship, and not be married | |
| Core theme Two: Friendship and Communities including who is special to us, , hopes and fears for the year ahead, belonging to a community, rights and responsibilities, and becoming independent | Term 2 Children should: be encouraged to listen to each other as well as staff. Have opportunities to discover likes, dislikes, family members and culture. Be recognised for kindness to others and be encouraged to help, listen and support each other. Develop independence through working in friendship groups and other groupings. Understand rights and responsibilities by having positive models for behaviour and exemplary behaviour is identified and celebrated. Have constructive support and recognition of personal achievements Children recognise when behaviour is not in accordance with the rules and why it is important to respect class rules and behave correctly towards others. Have strategies for staying calm in the face of frustration. Understand why we take turns, wait politely, tidy up after ourselves. | Children should: Know how to work and play cooperatively and take turns with others. Know positive attachments to adults and friendships with peers. Know some of their own feelings and those of others and begin to regulate their behaviour accordingly. Know that family is one of the groups they belong to, as well as, for example, school, friends, clubs. Know about the different people in their family / those that love and care for them Know what their family members, or people that are special to them, do to make them feel loved and cared for Know how families are all different but share common features – what is the same and different about them Know about different features of family life, including what families do / enjoy together Know that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried. | Children should: identify their hopes and fears for the year ahead. Know the rights and responsibilities of class members Know that it is important to listen to other people. Children understand that their own views are valuable. Know about rewards and consequences and that these stem from choices. Know that positive choices impact positively on self-learning and the learning of others. | Children should Know what democracy is (applied to pupil voice in school). Know that their own actions affect themselves and others. Know how groups work together to reach a consensus. Know that having a voice and democracy benefits of the school community. Know how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups. Know what is meant by a diverse community; how different groups make up the wider/local community around the school. Know how the community helps everyone to feel included and values the different contributions that people make. Know how to be respectful towards people who may live differently to them. | Children should; Know what is meant by a ‘basic human right’ Know why rules and laws are made specifically to protect children Know what is meant by the UN declaration on the Rights of the Child Know some human rights that relate to their lives ¹ and are important to them Know that human rights laws take precedence over any other laws or behaviours (including cultural, family, community or religious practices) Know why it is very important that people speak out about human rights Know the relationship between rights and responsibilities Know rights and responsibilities they have at home, at school, in the community and environment Know steps they can take and the skills they need to help fulfil duties/responsibilities Know examples of how they can make a difference to local and world-wide environment issues | Children should: Know that habits can be healthy or unhealthy. Know strategies to help change or break an unhealthy habit or take up a new healthy one. Know how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them. Know how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school. Know that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on. Know that anyone can experience mental ill-health and to discuss concerns with a trusted adult. Know that mental health difficulties can usually be resolved or managed with the right strategies and support. Know that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else. |
| Core Theme Three : Respect including similarities and | Term 3 Children should: Be encouraged to express their feelings if they feel | Children should: Know the importance of respecting others, even when they are very different from them (for | Children should: Know the importance of respecting others, even when they are very different from them (for | Children should: Describe what good listening looks like | Children should: Know what contributes to someone’s identity | Children should: Know those cultural practices which can harm |

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| <p>differences, treating others with respect, stereotyping</p> | <p>hurt or upset and their opinions. Know how to develop problem solving skills by talking through how they, you, and others resolve problems and difficulties. To think about their own feelings and those of others by giving explicit examples. Can use dialogic story time to discuss books that deal with challenges and how to overcome them. Children can explain how they thought about a problem or an emotion and how they dealt with it.</p> | <p>example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Know some practical steps they can take in a range of different contexts to improve or support respectful relationships Know the conventions of courtesy and manners* Know the importance of self-respect and how this links to their own happiness† • Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority Know what a stereotype is, and how stereotypes can be unfair, negative or destructive Know the importance of permission-seeking and giving in relationships with friends, peers and adults Create a ‘provocation box’ – a small selection of toys for the class. Choose either to present the toys as one collection of ‘non-stereotypical’ toys or two collections of ‘girls’ toys’ and ‘boys’ toys. Ask ‘do we all have the same hair?’ Would it be boring if we all had the same hair? (You might want to draw or show two very simple pictures with two very simple hair styles on the board. Imagine if we all had to choose between just these two...). Talk about how there are so many different toys in the world for us to enjoy – there is no such thing as ‘boys’ things’ and ‘girls’ things’ – just as we are all different, the toys we all like are different. It’s OK to like some toys instead of others – but they can always pick</p> | <p>example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Know the practical steps they can take in a range of different contexts to improve or support respectful relationships • Know the conventions of courtesy and manners* Know the importance of self-respect and how this links to their own happiness know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority Know what a stereotype is, and how stereotypes can be unfair, negative or destructive Know the importance of permission-seeking and giving in relationships with friends, peers and adults</p> | <p>recognise some ways they can express their own viewpoints constructively Know how to respond sensitively if they do not agree with what is being said by others Demonstrate working and discussing in groups and ensuring everyone’s view is included Describe what changes when ‘joking’ or ‘playful teasing’ becomes hurtful to another Give a definition of ‘bullying’ Know how, where and when where hurtful teasing and bullying can happen (including online) Describe how teasing, bullying and aggression can make someone feel Describe some ways of responding if they experience or witness bullying Explain the importance of telling someone if they know (or think they know) this is happening Know who to ask for help or report to, what to say and what will happen next explain what a ‘dare’ is Describe feelings they may have about being given a ‘dare’ or daring someone else Suggest ‘dares’ that are ok and explain when ‘dares’ may not be ok Know persuasive language that might be used if someone is daring someone else to do something Know how to say ‘No’ to a dare they feel unsure about Know who they can go to /talk to if they are worried Know that people living in the UK come from different origins Know that people have moved to the UK from all around the world at different times and for different reasons</p> | <p>Know some of the ways in which people are similar Know some of the ways in which people are different Know that we may have things in common with others that we did not immediately realise and that this can help build friendships Know ways in which we are all similar / part of a human family Know what is meant by stereotyping Know some examples of stereotypes (such as gender stereotyping) Know when stereotypes are challenged and Know how this helps to break down the stereotype Know why it is important for stereotypes to be challenged Know how it can feel to agree / disagree with someone Know different ways to demonstrate that we value the others’ points of view Know how sometimes resolving differences means ‘agreeing to disagree’ Know the concept of compromise and how both parties may need to ‘know a little’ to get a ‘win-win’ Know the skills we need to practise to resolve differences</p> | <p>others (such as FGM and forced marriage) do exist Know that these are illegal in British law and go against human rights Know that these human rights laws take precedence over (overrule) any other beliefs, ideas Know that these laws related to human rights apply to everyone, regardless of family, culture or religion Know what to do if they come across ideas or beliefs that are in conflict with human rights Know ideas, beliefs, language, behaviours that may be in conflict with human rights Know where people can seek help, advice and support from safe sources Know what is meant by anti-social behaviour Know the potential physical, social and emotional consequences of anti-social and aggressive behaviours on others Know why bullying, hurtful behaviour, including when prejudice-based, (e.g., racism, homophobia, and disablist language) is always wrong Know examples of or demonstrate strategies that can be used to defuse aggressive behaviour Know when managing other people’s behaviour is beyond their ability and where and who to go to for help Know what someone can do if they are at risk of getting involved in anti-social behaviour themselves Know appropriate examples of where people can help, advice</p> |
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| | | any toys that they like regardless of the colour, what they are made of, whether they look 'boyish' or 'girly' etc. Is it fun/interesting – is all that matters! | | <p>Know that people also move from the UK to other places in the world</p> <p>Know some of the different religious and ethnic identities of people living in the UK</p> <p>Participate in celebrating the range of different identities and cultures in the UK</p> <p>Know an example of their own family/community customs or traditions</p> <p>Know why these are important or special</p> <p>Know different traditions that relate to birth, growing up and food</p> <p>Know how to compare their own traditions to those of people in other places and say how they are similar or different</p> <p>Know how we show respect for the views and beliefs of others</p> | | and support regarding anti-social |
| Core theme; E-safety including online searches, rules and principle, keeping safe, manipulation and deceit | | <p>Children should:</p> <p>know about visiting places online in safe ways. They will learn that they need to follow certain rules to remain safe.</p> <p>Know about personal information and what it is. They know websites may ask for names etc and how to deal with such encounters.</p> <p>Know that information can be retrieved from computers and can tell an adult if what they see makes them feel worried.</p> <p>Know who they can ask for help and know when they need help.</p> <p>Know that they need to share equipment and take turns.</p> | <p>Children should:</p> <p>Know that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>Know how information and data is shared and used online.</p> | <p>Children should:</p> <p>Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p>Know why social media, some computer games and online gaming, for example, are age restricted.</p> <p>Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> | <p>Children should:</p> <p>Know that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>Know how information and data is shared and used online. that for most people the internet is an</p> | <p>Children should:</p> <p>Know how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</p> <p>Know that not everything should be shared online or social media</p> <p>and that there are rules about this, including the distribution of images</p> <p>Know that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</p> <p>Know how text and images can be manipulated or invented; strategies to recognise this</p> <p>Know how to evaluate how reliable different types of online content and media</p> |

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| | | | <p>Know that for most people the internet is an integral part of life and has many benefits*</p> <p>know about the benefits of rationing time spent online</p> <p>know the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p> <p>Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p>know why social media, some computer games and online gaming, for example, are age restricted</p> <p>Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>Know how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted</p> <p>Know where and how to report concerns and get support with issues online</p> | <p>Know where and how to report concerns and get support with issues online.</p> | <p>integral part of life and has many benefits.</p> | <p>are, e.g., videos, blogs, news, reviews, adverts</p> <p>Know how to recognise unsafe or suspicious content online and what to do about it</p> <p>Know how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</p> <p>Know how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</p> <p>Know how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</p> <p>Know how to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</p> <p>Know how to discuss and debate what influences people's decisions, taking into consideration different viewpoints</p> |
| <p>Core theme: Being safe including promises and secrets, dangers in the home, personal space, personal boundaries</p> | <p>Term 5 Children should Narrate own decision about healthy foods and the importance of fruit and vegetables. Have good personal hygiene. Know about exercise, healthy eating and the importance of sleep.</p> | <p>Children should: Know what a secret is and what it means to keep a secret Know what a surprise is and what it means to surprise someone Know that no one should ask someone to keep a secret or surprise that will be hurtful to themselves or someone else</p> | <p>Children should: Know how rules and restrictions help them to keep safe (e.g., basic road, fire, cycle, water safety; in relation to medicines/household products and online). Know how to recognise risky and potentially unsafe situations (in familiar and unfamiliar environments, including online)</p> | <p>Children should: Know examples of what is meant by risk, danger and hazard Know potential risk in different familiar situations Know whether a risk is appropriate for them to manage themselves Know or demonstrate how to manage risk safely (e.g., crossing the road)</p> | <p>Children should: Know examples of the sorts of things that people want share with others – (including special people, classmates, everyone) Know things / times when people might want or need to keep privacy Know why it is important to respect privacy</p> | <p>Children should: Know the range and intensity of feelings and emotions and how these change over time Know situations where someone may experience conflicting emotions (such as at times of change or if we feel 'torn')</p> |

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| | | <p>Know who they can go to in school if they are worried about a surprise or a secret</p> | <p>and take steps to avoid or remove themselves from them. Know how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets. Know how not everything they see online is true or trustworthy and that people can pretend to be someone they are not. Know how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them.</p> | <p>Know where they can get help if they feel a situation is risky or dangerous Know people who help them to stay healthy and stay safe Know examples of how they are helped to stay healthy and stay safe in a variety of places and situations Know examples of how they help to keep themselves (or others) safe Know that they should always report things that mean they or others may not be safe Know different ways asking for help – including online Know appropriate people to tell or talk with about their concerns</p> | <p>Know ways people can keep personal boundaries / privacy in different contexts (including online) Know what happens when a privacy may need to be broken and when this would be important Know that there are things that someone might be happy to share with everyone, things they will want to share with their close friends or family only and things they will prefer to keep to themselves (keep private) Know how the need for privacy changes as they get older (grow from child to teenager) Know that just because something is shared with only one person (such as, a friend) it cannot be guaranteed this will not be shared further, and how this might happen (such as, on social media) Know what to do if something that should have been kept private is shared more widely (such as a phone number or password) Know that although we have a right to privacy, some things should never be kept secret or private and when this might be</p> | <p>about what to do about something) Know the importance of how feelings can help us, whilst recognising that they sometimes need to be overcome Know positive strategies for managing feelings Know that if someone experiences feelings that are not so good (most or all of the time) - help, advice and support is available Know where they and others can ask for help and support with their feelings Know how increased freedom as they get older means potentially having more risks to negotiate (including whilst travelling: road, rail, water safety and online) Know the difference between a risk, a danger and a hazard in different situations Know their personal responsibility to self and others when managing risk, danger and hazard Know how to evaluate the level of risk in different situations by predicting possible consequences and their likelihood Know that risk can depend on who is there, where it is and what it is suggest how risk can be reduced or managed in relation to keeping safe, including asking for help or advice Know that everyone has a right to look after and protect their own body Know what the letters 'FGM' stand for and that it is also</p> |
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| | | | | | | <p>known by other words (e.g., 'cutting')</p> <p>Know that FGM physical abuse and to do this to someone is a serious crime (is illegal)</p> <p>Know the importance of telling a trusted adult quickly if they think this might happen</p> |
| <p>Core theme Economic well being including value of money, saving for a reason, fundraising for charity, sustainability,</p> | | <p>Children should: Know how people make different choices around money Know money needs to be looked after Know how to carry out a transaction Know that we have to pay for things Know that we need money to pay for things Know that advertising and the items their friends have can influence the products they would like</p> | <p>Children should: Know what money is - that money comes in different forms. Know how money is obtained (e.g., earned, won, borrowed, presents) Know how people make choices about what to do with money, including spending and saving Know the difference between needs and wants - that people may not always be able to have the things they want Know how to keep money safe and the different ways of doing this. Knowing that some people raise money for good causes Know that there are different ways to raise money</p> | <p>Children should; Know what the earth's resources are used for (electricity, heating, food, paper, fuel etc.) • Know that there is a limited supply of the earth's resources • Know that if one group of people use all the resources there are not enough for others and how this relates to the environment • Know what can be done in school to help environmental sustainability (e.g., paper recycling, saving water, composting, saving energy) Know that being enterprising is about having an idea, developing it and gaining something (e.g., money) from doing so • Know examples of being enterprising in school (e.g., eco council growing and selling produce, toy sales, fundraising events) • Know or demonstrate some of the skills that are needed to help to raise / make money at these events</p> | <p>Children should: Know what can influence people's decisions; look at advertising, emotional responses to advertising, social conscience, global influence and change Know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> | |
| <p>Core theme Emotional well being</p> | <p>Term 4 Children should Develop problem solving skills by talking through how they, you and others resolved a problem or difficulty. Understand their own feelings and those of others by giving examples of how</p> | | | | | <p>Children should: Know the concept of marriage as a legally binding commitment freely entered into by two adults who love one another and want to spend their lives together • Know that people have the right to choose the person they may marry</p> |

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| | <p>others might feel in a particular situation. Explain how they thought of a problem or an emotion and how they deal with it.</p> <p>Term 5 Children should: Have their own goals and achieve them</p> <p>Discuss their work and play and reflect and self-evaluate</p> | | | | | <ul style="list-style-type: none"> • Know that no one has the right to tell people who they must marry or force them to marry someone they do not want to (this includes people's parents and their family) • Know that no one should feel 'forced' to marry and that this / forced marriage¹ is illegal • Know the difference between arranged marriage and forced marriage¹ • Know where people can report forced marriage, how to ask for help if they are worried and what is likely to happen next if they do so |
| <p>Core theme Growing and changing including key facts about puberty and the changing adolescent body</p> | | | | | | <p>Children should:</p> <p>Know where pressure including positive and negative influences on behaviour and attitudes come from</p> <p>Know examples of how the media influences opinions and attitudes</p> <p>Know how the need for peer approval can put pressure on us to do what others say or do</p> <p>Know that peers' acceptance or approval rarely depends on this</p> <p>Know and demonstrate strategies that can help to resist influences or pressure to behave in a way that might affect them negatively</p> <p>Know when someone might need to seek further help or advice</p> <p>Know how to access appropriate help, advice and support</p> <p>know how to manage physical changes of puberty</p> <p>Know how to manage some of the emotional changes associated with puberty</p> |

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| | | | | | | <p>Know different examples of change that occur in life and how these can cause conflicting feelings and emotions</p> <p>Know when / why change might include feelings of loss</p> <p>know the process of grieving, how it can feel and how grief is expressed</p> <p>Know practical strategies that can help people manage times of change and transition (such as practising bus routes to secondary school)</p> <p>Know what helps people to cope with the feelings associated with loss, change and transition</p> <p>Know appropriate places to ask for help and support for different aspects of change</p> <p>YEAR 6 ONLY</p> <p>Know the links between love, committed relationships/marriage and conception</p> <p>Know the names of male and female body parts associated with conception</p> <p>Know how the sex parts relate to how a baby is made</p> <p>Know that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the womb (female)</p> <p>Know what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults</p> <p>Know in simple terms what is meant by 'consenting'/'consent'</p> |
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| | | | | | | <p>Know what pregnancy means, how long it lasts and where it occurs</p> <p>Know the different responsibilities of parents and carers and how having a baby changes their life</p> <p>Know that pregnancy can be prevented with 'contraception'</p> <p>Know that condoms can prevent sperm from meeting an egg and therefore can prevent fertilisation as well as protecting against infections</p> <p>Know that women can take a pill to stop an egg from being released and that this is another form of contraception</p> |
| <p>Reception only</p> <p>Self-regulation</p> <p>Building Relationships</p> <p>Managing Self</p> <p>Children</p> | <p>Term 6</p> <p>Children should:</p> <p>Have an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> | | | | | |

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| | <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Work and play cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs.</p> | | | | | |
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| <p>Core theme: Emotional Well Being including being confident to speak to others about own needs, recognising feelings moods in times of change, making positive friendships, self esteem and self worth, becoming independent and taking on responsibility.</p> | | <p>Children should: Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions Know that all humans experience in relation to different experiences and situations Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings Know about the benefits of hobbies and interests</p> | <p>Children should: Know about different feelings that humans can experience Know how to recognise and name different feelings Know how feelings can affect people's bodies and how they behave Know how to recognise what others might be feeling Know how to recognise that not everyone feels the same at the same time, or feels the same about the same things Know about ways of sharing feelings; a range of words to describe feelings Know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) Know about different things they can do to manage big feelings, to</p> | <p>Children should Know how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded Know how to recognise if others are feeling lonely and excluded and strategies to include them Know how to build good friendships, including identifying qualities that contribute to positive friendships Know that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences Know how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</p> | <p>Children should: Know how to recognise personal qualities and individuality. Know how to develop self-worth by identifying positive things about themselves and their achievements. Know how their personal attributes, strengths, skills and interests contribute to their self-esteem. Know how to set goals for themselves. Know how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</p> | <p>Children should: Know how mental and physical health are linked. Know how positive friendships and being involved in activities such as clubs, school and community groups support wellbeing. Know how to manage the influence of friends and family on health choices. Know how to manage and contribute to situations involving them. Know how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school. Know that health problems, including mental health problems, can build up if they are not recognised, managed,</p> |

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| | | | <p>help calm themselves down and/or change their mood when they don't feel good</p> <p>Know how to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>Know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>Know how to manage when finding things difficult</p> | | | <p>or if help is not sought early on.</p> <p>Know that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else.</p> |
| <p>Core Theme Physical Well being/Health and wellbeing including keeping our bodies healthy, growing and staying healthy, keeping safe at home and school, personal attributes and qualities,</p> | | <p>Children should:</p> <p>Know the characteristics and mental and physical benefits of an active lifestyle</p> <p>Know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</p> <p>Know the risks associated with an inactive lifestyle (including obesity)</p> <p>Know that some pupils are in family circumstances that make it difficult to ensure that they can follow a healthy lifestyle or may have family members who have serious health-related illnesses.</p> <p>Know that exercise might not make you feel well at the time, but that the 'well' feeling may come later</p> | <p>Children should:</p> <p>Know the different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</p> <p>Know that eating and drinking too much sugar can affect their health, including dental health</p> <p>Know how to be physically active and how much rest and sleep they should have everyday</p> <p>Know that there are different ways to learn and play; how to know when to take a break from screen-time</p> <p>Know how sunshine helps bodies to grow and how to keep safe and well in the sun</p> | <p>Children should</p> <p>Know how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</p> <p>Know how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</p> <p>Know that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</p> <p>Know how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</p> <p>Know how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</p> | <p>Children should:</p> <p>Know how regular physical activity benefits bodies and feelings.</p> <p>Know how to be active on a daily and weekly basis - how to balance time online with other activities.</p> <p>Know how to make choices about physical activity, including what and who influences decisions.</p> <p>Know how the lack of physical activity can affect health and wellbeing.</p> | <p>Children should:</p> <p>Know how to recognise and respect similarities and differences between people and what they have in common with others.</p> <p>Know that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes).</p> <p>Know how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex).</p> <p>Know about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others.</p> <p>Know how to challenge stereotypes and assumptions about others.</p> |
| <p>Core theme: Respect including no what makes them unique similarities and differences,</p> | | <p>Children should:</p> <p>Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or</p> | <p>Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> | | | |

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| <p>diversity within our community.</p> | | <p>make different choices or have different preferences or beliefs Know some practical steps they can take in a range of different contexts to improve or support respectful relationships Know the conventions of courtesy and manners* Know the importance of self-respect and how this links to their own happiness† • Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority Know what a stereotype is, and how stereotypes can be unfair, negative or destructive Know the importance of permission-seeking and giving in relationships with friends, peers and adults</p> | <p>Know the practical steps they can take in a range of different contexts to improve or support respectful relationships • Know the conventions of courtesy and manners* Know the importance of self-respect and how this links to their own happiness know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority Know what a stereotype is, and how stereotypes can be unfair, negative or destructive Know the importance of permission-seeking and giving in relationships with friends, peers and adults</p> | | | |
| <p>Core theme: E safety including technology at home and school, websites apps and online services, taking responsibility, bullying and abuse online, media literacy and digital resilience.</p> | | <p>Children should: Know about visiting places online in safe ways. Know that they need to follow certain rules to remain safe. Know about personal information and what it is. Know websites may ask for names etc and how to deal with such encounters. Know that information can be retrieved from computers and can tell an adult if what they see makes them feel worried. Children know who they can ask for help and know when they need help. Children know that they need to share equipment and take turns.</p> | <p>Children should: Know that people sometimes behave differently online, including by pretending to be someone they are not Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met Know how information and data is shared and used online.</p> | <p>Children should: Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private Know why social media, some computer games and online gaming, for example, are age restricted. Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> | <p>Children should: Know that people sometimes behave differently online, including by pretending to be someone they are not. Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Know how information and data is shared and used online. that for most people the internet is an</p> | <p>Children should; Know how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions Know that not everything should be shared online or social media and that there are rules about this, including the distribution of images Know that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions Know how text and images can be manipulated or invented; strategies to recognise this Know how to evaluate how reliable different types of online content and media are,</p> |

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| | | | <p>Know that for most people the internet is an integral part of life and has many benefits*</p> <p>know about the benefits of rationing time spent online</p> <p>know the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p> <p>Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p>know why social media, some computer games and online gaming, for example, are age restricted</p> <p>Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>Know how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted</p> <p>Know where and how to report concerns and get support with issues online</p> | <p>Know where and how to report concerns and get support with issues online.</p> | <p>integral part of life and has many benefits.</p> | <p>e.g. videos, blogs, news, reviews, adverts</p> <p>Know how to recognise unsafe or suspicious content online and what to do about it</p> <p>Know how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</p> <p>Know how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</p> <p>Know how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</p> <p>Know how to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</p> <p>Know how to discuss and debate what influences people's decisions, taking into consideration different viewpoints</p> |
| <p>Core theme: Health and Prevention including basic hygiene, recognising risks and rules, healthy eating and teeth, sleep and first aid, drugs alcohol and tobacco.</p> | | <p>Children should:</p> <p>Know symptoms of feeling unwell, e.g. coughing, sneezing, tummy ache, feeling sick, hot and cold.</p> <p>Know that cuts, and grazes are not illnesses that you can catch (contagious), they happen when we hurt ourselves.</p> <p>Know that some germs are viruses that can spread illness and are so small you can't see them.</p> <p>Know that we all get ill sometimes, and when we do, our</p> | <p>Children should:</p> <p>Know how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/household products and online).</p> <p>Know how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them.</p> <p>Know how to resist pressure to do something that makes them feel</p> | <p>Children should:</p> <p>Know how to eat a healthy diet and the benefits of nutritionally rich foods</p> <p>Know how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</p> <p>Know how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</p> | <p>Children should;</p> <p>Know how regular physical activity benefits bodies and feelings</p> <p>Know how to be active on a daily and weekly basis – how to balance time online with other activities</p> <p>Know how to make choices about physical activity, including what and who influences decisions</p> <p>Know how the lack of physical activity can affect health and wellbeing</p> <p>Know how lack of sleep can affect the body and mood and simple</p> | <p>Children should:</p> <p>Know how drugs common to everyday life (including smoking/vaping- nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</p> <p>Know that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</p> |

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| | | <p>body learns to fight these illnesses because our in-built protective defence – our immune system is triggered, helping to protect us against the illness next time. Know why it is important to protect ourselves from becoming ill.</p> | <p>unsafe or uncomfortable, including keeping secrets. Know how not everything they see online is true or trustworthy and that people can pretend to be someone they are not. Know how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them.</p> | <p>Know how people make choices about what to eat and drink, including who or what influences these Know how, when and where to ask for advice and help about healthy eating and dental care</p> | <p>routines that support good quality sleep Know how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried Know how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions Know that if someone has experienced a head injury, they should not be moved Know when it is appropriate to use first aid and the importance of seeking adult help</p> | <p>Know how laws surrounding the use of drugs exist to protect them and others Know why people choose to use or not use different drugs Know how people can prevent or reduce the risks associated with them Know that for some people, drug use can become a habit which is difficult to break Know how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use Know how to ask for help from a trusted adult if they have any worries or concerns about drugs</p> |
| <p>Core theme: Economic well being including where money comes from, how people make different choices, careers and aspirations, financing enterprise, charity raising.</p> | | <p>Children should: Know how people make different choices around money Know money needs to be looked after Know how to carry out a transaction Know that we have to pay for things Know that we need money to pay for things Know that advertising and the items their friends have can influence the products they would like</p> | <p>Children should: Know what money is - that money comes in different forms. Know how money is obtained (e.g. earned, won, borrowed, presents) Know how people make choices about what to do with money, including spending and saving Know the difference between needs and wants - that people may not always be able to have the things they want Know how to keep money safe and the different ways of doing this.</p> | <p>Children should: Know that there are a broad range of different jobs and people often have more than one during their careers and over their lifetime. Know that some jobs are paid more than others and some may be voluntary (unpaid). Know about the skills, attributes, qualifications and training needed for different jobs. Know how to question and challenge stereotypes about the types of jobs people can do Know how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions.</p> | <p>Children should: Know what can influence people's decisions; look at advertising, emotional responses to advertising, social conscience, global influence and change Know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> | <p>Children should: Know about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> |

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| | | | | <p>Know some effective workplace skills Consider hosting a 'World at Work' Week or invite visitors in to speak to the children. Children know that the demand for certain jobs changes and evolves. Children know that some jobs have not been discovered.</p> | | |
| <p>Core themes: Growing and Changing including key facts about puberty and the changing adolescent body</p> | | | | | | <p>Children should: Know how their body will, and their emotions may, change as they approach and move through puberty Know about human reproduction Know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media Know how to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong Are informed and have the knowledge about transitional changes to secondary school</p> <p>YEAR 6 ONLY Know the links between love, committed relationships/marriage and conception Know the names of male and female body parts associated with conception Know how the sex parts relate to how a baby is made Know that a baby is made when a sperm (male) meets an</p> |

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| | | | | | | <p>egg /ovum (female) and then the fertilised egg settles into the lining of the womb (female)</p> <p>Know what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults</p> <p>Know in simple terms what is meant by 'consenting'/'consent'</p> <p>Know what pregnancy means, how long it lasts and where it occurs</p> <p>Know the different responsibilities of parents and carers and how having a baby changes their life</p> <p>Know that pregnancy can be prevented with 'contraception'</p> <p>Know that condoms can prevent sperm from meeting an egg and therefore can prevent fertilisation as well as protecting against infections</p> <p>Know that women can take a pill to stop an egg from being released and that this is another form of contraception</p> |
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