

# Scotton Lingerfield Primary School PSHE Progression

Substantive knowledge - threaded throughout

Disciplinary knowledge - How they interpret and apply what they have learned into their own lives

## Purpose of study:

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. (PSHE Association 2014)

## Aims:

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Relationships and Health Education			
Rec	Year 1/2	Year 3/4	Year 5/6
<p><u>Families and friends</u> Understand what family life is Children learn about the similarities and differences between themselves, their families and others from different communities and cultures Pupils learn how to form constructive and respectful relationships with adults and their peers. Describe how to deal with bullying. Show how to be a good friend. Know how to deal with falling out with friends Pupils develop an awareness of their own views and feelings. Can identify some of the jobs they do in their family Can talk about customs and traditions in their family Learn how to be sensitive to the feelings of others. Can think of ways to solve problems in friendships. Understand the impact of unkind words Know how to be a good friend.</p>	<p><u>Boys and girls, families</u> Pupils learn to understand and respect the difference and similarities between people Pupils are able to define difference and similarity Pupils understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that. Pupils show respect for their peers and celebrate difference Pupils learn about the biological differences between male and female animals and their role in the life cycle Pupils know that female mammals give birth and nurse their young Pupils can describe the biological difference between male and female Pupils understand that the creation of life requires a male and female Pupils Learn the biological difference between male and female children * Pupils identify and name biological terms for male and female sex parts</p>	<p><u>Growing up and changing</u> Pupils learn about the way we grow and change throughout the human life cycle Pupils can identify changes throughout the human lifecycle Pupils understand change is ongoing Pupils understand change is individual Pupils can recognise the way in which they and their family members have changed Can recognise how they are different to older or younger members of their family Pupils learn the physical changes associated with puberty Pupils are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults Pupils identify some of the physical changes associated with puberty Pupils understand that everyone's experience of puberty is different and that it begins and ends at different times. Pupils learn about the impact of puberty on physical hygiene and strategies for managing this</p>	<p><u>Growing up and changing</u> Pupils learn about menstruation and wet dreams Pupils can describe menstruation and wet dreams Pupils can explain effective methods for managing menstruation and wet dreams Pupils understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams. <u>Healthy relationships</u> Pupils learn about the changes that occur during puberty Pupils can identify the physical, emotional and behavioural changes that occur during puberty for both males and females Pupils understand that puberty is individual and can occur between 8-17 Pupils understand that body changes at puberty are a preparation for sexual maturity Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact.</p>

		<p>Pupils can label the male and female sex parts</p> <p>Pupils learn about growing from young to old and that they are growing and changing</p> <p>Pupils can identify key stages in the human life cycle</p> <p>Pupils understand that all living things including humans start life as babies</p> <p>Pupils understand some ways they have changed since they were babies</p> <p>Pupils learn that everybody needs to be cared for and ways in which they can care for others</p> <p>Pupils understand that we all have different needs and require different types of care</p> <p>Pupils understand the links between needs, caring and changes throughout the life cycle</p> <p>Identify ways we show care towards each other</p> <p>Pupils understand their own needs and the needs of their friends</p> <p>Pupils show care to their friends and family</p> <p>Pupils learn about different types of family and how their home-life is special</p> <p>Pupils can describe different types of family</p> <p>Pupils identify what is special and different about their home life</p> <p>Pupils understand families care for each other in a variety of ways</p> <p>Pupils can identify the people in their own family unit</p> <p>Pupils can recognise the qualities of their home life</p> <p>Can explain how people in their family care for each other</p>	<p>Pupils can explain how changes at puberty affect body hygiene</p> <p>Pupils can recognise the similarities between boys and girls.</p> <p>Pupils challenge gender stereotypes around hygiene and grooming</p> <p>Pupils understand how to care for their bodies during puberty</p>	<p>Pupils understand how attitudes and values about gender and sexuality may be affected by factors such as religion and culture</p> <p>Pupils understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour.</p> <p>Pupils can recognise and challenge gender stereotypes</p>
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### Vocabulary

<p>Family, baby, toddler, adult</p>	<p><b>Boys, Girls and families</b></p> <p>Family, same, different, boy, girl, babies, male, female, new life cycle, birth, body, pants, timeline, order, vulva, penis, growing, changing</p>	<p><b>Growing up and changing:</b></p> <p>Baby, toddler, school aged, teenager, adult, elder, age, difference, physical changes, puberty, stereotyping, individual, relationship, egg, hygiene, grooming, clean, perspiration, strategies. anxious, lifecycle grow, change strategies, emotions, relationships, support, advice</p>	<p><b>Healthy relationships</b></p> <p>Puberty, emotional, physical, behavioural, changes, attitudes, values, gender, stereotyping, age, religion, culture, values, relationships, friendships, differences, love, reproduction, human life cycle, reproductive organs, conception, pregnancy, womb, uterus, egg, ovum, menstruation, periods, wet dreams, sperm, sex cells, responsibilities, parents, skills, qualities, erection, vagina, lifecycle, roles, sex, support, advice.</p>
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# Drug, Alcohol and Tobacco Education

Rec	Year 1/2	Year 3/4	Year 5/6
<p>Children learn that medicines can help us but they can be harmful if not used properly.</p> <p>Pupils understand why we put things on our body, such as sunscreen is important</p> <p>Pupils know when to use sunscreen, hats etc to protect them</p> <p>Pupils understand that they only use medicines under adult supervision</p>	<p><u>What do we put into and on our bodies?</u></p> <p>Pupils learn about what can go into bodies and how it can make people feel</p> <p>Pupils are able to recognise that different things people put into bodies can make them feel good or not so good</p> <p>Pupils can identify whether a substance might be harmful to take in</p> <p>Pupils know how to ask for help if they are unsure about whether something should go into the body.</p> <p>Pupils learn about what can go on bodies and how it can make people feel</p> <p>Pupils know that substances can be absorbed through the skin</p> <p>Pupils can state some basic safety rules for things that go onto the body</p> <p>Pupils are able to recognise that different things that people put on to bodies can make them feel good or not so good</p> <p><u>Medicines and me</u></p> <p>Pupils learn why medicines are taken</p> <p>Pupils understand that the purpose of medicines is to help people stay healthy, get well or feel better if they are ill.</p> <p>Pupils know that medicines come in different forms</p> <p>Pupils recognise that each medicine has a specific use</p> <p>Pupils can recall times when medicines have helped them</p> <p>Pupils learn where medicines come from</p> <p>Pupils know that medicines can be prescribed by a doctor or bought from a shop or pharmacy</p> <p>Pupils know when medicines might be used and who decides which medicine is used</p> <p>Pupils understand there are alternatives to taking medicines, and when these might be helpful</p> <p>Pupils learn about keeping themselves safe around medicines</p>	<p><u>Tobacco is a drug</u></p> <p>Pupils learn the definition of a drug and that drugs (including medicines) can be harmful to people</p> <p>Pupils are able to define what is meant by the word 'drug'</p> <p>Pupils can identify when a drug might be harmful</p> <p>Pupils recognise that tobacco is a drug</p> <p>Pupils learn about the effects of smoking tobacco and secondhand smoke</p> <p>Pupils know the effects and risks of smoking and of secondhand smoke on the body</p> <p>Pupils can express what they think are the most important benefits of remaining smoke free</p> <p>Pupils recognise that laws related to smoking aim to help people to stay healthy, with a particular concern about young people and secondhand smoke</p> <p>Pupils learn about the help available for people to remain smoke free or stop smoking</p> <p>Pupils know about some of the support and medicines that people might use to help someone who wants to stop smoking</p> <p>Pupils can explain what they might say or do to help someone who wants to stop smoking</p> <p>Pupils understand that there are benefits for people who choose to stop smoking but that it can be hard for someone to stop smoking once they have started</p> <p><u>Making choices</u></p> <p>Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</p> <p>Pupils are aware of drugs that are common in everyday life, such as caffeine, alcohol, tobacco, or nicotine products, and when they might be used.</p> <p>Pupils can identify why a person may choose to use or not use a drug</p> <p>Pupils are able to state some alternatives to using drugs</p>	<p><u>Different influences</u></p> <p>Pupils learn about the risks associated with using different drugs including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</p> <p>Pupils know about different smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</p> <p>Pupils understand the similarities and differences in the risks of smoking cigarettes, e-cigarettes, shisha and cannabis in relation to health, money, social effects and the law</p> <p>Pupils understand that there are risks associated with all smoking drugs</p> <p>Pupils can discuss their opinion about drug taking</p> <p>Pupils learn about different influences on drug use – alcohol, tobacco and nicotine products</p> <p>Pupils can identify conflicting messages presented in the media in relation to alcohol, tobacco and nicotine products</p> <p>Pupils can describe some of the other influences that surround a person's decision about whether to smoke or drink alcohol</p> <p>Pupils recognise that there are many influences on us at any time</p> <p>Pupils learn strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol</p> <p>Pupils can describe some strategies that people can use if they feel under pressure in relation to drug use</p> <p>Pupils can demonstrate some ways to respond to pressure concerning drug use</p> <p>Pupils recognise that, even if people feel pressure from others about drug use, they can make an informed choice and act on it</p> <p><u>Weighing up risk</u></p> <p>Pupils learn about the risks associated with using different drugs, including tobacco and</p>

	<p>Pupils understand that medicines come with instructions to ensure they are used safely</p> <p>Pupils know some safety rules for using and storing medicines</p> <p>Pupils recognise that medicines can be harmful if not taken correctly</p> <p>Pupils can talk about appropriate use of medicines</p>	<p>Pupils learn about the effects and risks of drinking alcohol</p> <p>Pupils know how alcohol can affect the body</p> <p>Pupils can explain why drinking alcohol may pose a greater risk, depending on the individual and the amount of alcohol consumed</p> <p>Pupils know that there are laws and guidelines related to the consumption of alcohol</p> <p>Pupils can express their thoughts and beliefs about alcohol use</p> <p>Pupils learn about different patterns of behaviour that are related to drug use</p> <p>Pupils can explain what is meant by the terms 'habit' and 'addiction'</p> <p>Pupils can identify different behaviours that are related to drug use</p> <p>Pupils know where they can go for help if they are concerned about someone's use of drugs</p> <p>Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</p> <p>Pupils know what asthma is</p> <p>Pupils can recognise the symptoms of an asthma attack</p> <p>Pupils understand how people with asthma can look after themselves - treating asthma as a condition and treating asthma as an attack.</p> <p>Pupils can explain how they could help a friend with asthma</p>	<p>nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</p> <p>Pupils know about some of the possible effects and risks of different drugs</p> <p>Pupils know that some drugs are restricted or that it is illegal to own, use and supply them to others</p> <p>Pupils understand why and when people might use drugs</p> <p>Pupils learn about assessing the level of risk in different situations involving drug use</p> <p>Pupils can explain why risk depends on the drug itself, the person using the drug and the situation - when and where the person is, and who they are with</p> <p>Pupils can identify risks within a given scenario involving drug use</p> <p>Pupils understand what would need to change to reduce the level of risk</p> <p>Pupils learn about ways to manage risk in situations involving drug use</p> <p>Pupils can identify situations where drug use may occur</p> <p>Pupils know some ways of reducing risk in situations involving drug use</p> <p>Pupils know where to get help, advice and support regarding drug use</p>
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### Vocabulary

<p>Rules, danger, medicine</p>	<p><b>What do we put in our bodies?</b> Substance, harmful, rules, Dangerous, feelings</p> <p><b>Medicines and me</b> Medicine, healthy, pharmacy, doctor, safety, instructions.</p>	<p><b>Tobacco is a drug</b> Drug, tobacco, smoking, second hand smoke, smoke free, medicine, harmful, asthma, instructions.</p> <p><b>Making choices</b> Caffeine, alcohol, tobacco, nicotine, alcohol, risk, habit, addiction, age restrictions. Drugs, Legal, Illegal Prescribed, Harmful Substances, Heart Lungs, Brain, Stomach Peer pressure, Medicine Behaviour, Drug use</p>	<p><b>Different influences/weighing up risk</b> Cigarette, e-cigarette, shisha, cannabis, health, money, alcohol, tobacco, nicotine, media, influence, pressure, choice, age restrictions, Substance, Medicine Legal, Illegal, Drugs Ask Frank, Effects, Risks Prescribed, Solvents, Alcohol Tobacco, Role models</p> <p>What do we put in to our bodies? Tobacco, nicotine products, alcohol, solvents, medicines, legal and illegal drugs, risks, advice, support, age restrictions</p>
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# Keeping Safe and Managing Risk

	Rec	Year 1/2	Year 3/4	Year 5/6
	<p>Pupils learn why rules are important to keep us safe.</p> <p>Pupils can name some places or situations that are not safe</p> <p>Pupils understand that some strangers are trusted adults and some less so.</p> <p>Pupils know which parts of their body should be kept private.</p> <p>Pupils can follow class and school rules</p> <p>Pupils learn how to keep safe in a range of places and situations - water, fire, sun, railways, road etc.</p> <p>Pupils understand stranger danger and know that they should talk to a trusted adult if they are worried.</p> <p>Pupils understand that parts of their body are private.</p>	<p><u>Feeling safe</u></p> <p>Pupils learn about safety in familiar situations</p> <p>Pupils can understand the difference between 'real' and 'imaginary' dangers</p> <p>Pupils understand that there are situations when secrets should not be kept</p> <p>Pupils know to tell a trusted adult if they feel unsafe</p> <p>Pupils learn about personal safety</p> <p>Pupils know the difference between good and bad touches</p> <p>Pupils know there are parts of the body which are private</p> <p>Pupils understand who they can go to, what to say or do if they feel unsafe or worried</p> <p>Pupils respect their own and their friends' privacy</p> <p>Pupils learn about people who help keep them safe outside the home</p> <p>Pupils can identify situations where they might need help</p> <p>Pupils can identify people in the community who can help to keep them safe</p> <p>Pupils know how to ask for help if they need it</p> <p><u>Indoors and outdoors</u></p> <p>Pupils learn about keeping safe in the home, including fire safety</p> <p>Pupils know some simple rules for keeping safe indoors, including online</p> <p>Pupils can describe what to do if there is an emergency</p> <p>Pupils understand that they can take some responsibility for their own safety</p> <p>Pupils learn about keeping safe online, including the benefits of going online</p> <p>Pupils</p> <p>Pupils know a range of rules for keeping safe online</p> <p>Pupils can describe the benefits and risks of going online</p> <p>Pupils understand how they can take some responsibility for their own online safety and where to go for help</p>	<p><u>Bullying - see it, say it, stop it</u></p> <p>Pupils learn to recognise bullying (including online) and how it can make people feel</p> <p>Pupils are able to define 'bullying'</p> <p>Pupils are able to define 'cyberbullying'</p> <p>Pupils can identify the difference between falling out with someone and bullying</p> <p>Pupils understand how bullying can make people feel and why this is unacceptable</p> <p>Pupils learn about different types of bullying and how to respond to incidents of bullying</p> <p>Pupils can name different types of bullying (including cyberbullying, racism)</p> <p>Pupils can identify the different ways bullying can happen (including online)</p> <p>Pupils can describe how they would respond in a range of situations relating to falling out and bullying, including how to get help</p> <p>Pupils learn about what to do if they witness bullying</p> <p>Pupils can explain how to react if they witness bullying</p> <p>Pupils understand the role of bystanders and the important part they play in reducing bullying</p> <p>Pupils know how and to whom to report incidents of bullying, where to get help and support</p> <p><u>Playing safe</u></p> <p>Pupils learn how to be safe in their computer gaming habits</p> <p>Pupils know about the age rating / classification system and understand why some games are not appropriate for children to play</p> <p>Pupils can evaluate whether a computer game is suitable for them to play and explain why</p> <p>Pupils are able to share opinions about computer games</p> <p>Pupils learn about keeping safe near roads, rail, water, building sites and around fireworks</p> <p>Pupils can identify and assess the level of risk of different activities in the local environment</p> <p>Pupils recognise that in some situations there may pressure to behave in a way that doesn't feel safe</p>	<p><u>Making safer choices</u></p> <p>Pupils learn about keeping safe online</p> <p>Pupils understand that people can be influenced by things online</p> <p>Pupils can explain why what they see online might not be trustworthy</p> <p>Pupils know when and how to report something that makes them feel unsafe or uncomfortable</p> <p>Pupils learn how to stay safe when communicating with other people online</p> <p>Pupils can compare different kinds of online communication including friendships</p> <p>Pupils can describe the benefits and risks of online friendships</p> <p>Pupils can describe how to respond to an online only friend if the friend asks something that makes them feel uncomfortable</p> <p>Pupils learn that violence within a relationship is not acceptable</p> <p>Pupils know what is meant by domestic violence and abuse</p> <p>Pupils understand that nobody should experience violence within a relationship</p> <p>Pupils know what to do if they experience violence/where to go for help, advice and support</p> <p>Pupils learn about problems that can occur when someone goes missing from home</p> <p>Pupils understand some of the reasons that might cause a young person to run away or be absent from home</p> <p>Pupils can identify the potential risks and dangers of running away or going missing</p> <p>Pupils know who to talk to if they feel like running away</p> <p><u>Keeping safe - out and about</u></p> <p>Pupils learn about feelings of being out and about in the local area with increasing independence</p> <p>Pupils are aware of potential risks when out and about in the local area</p> <p>Pupils describe a range of feelings associated with being out and about</p>

	<p>Pupils can explain how rules can keep them safe online</p> <p>Pupils learn about keeping safe outside</p> <p>Pupils know some rules for keeping safe outside</p> <p>Pupils can assess whether a situation is safe or unsafe</p> <p>Pupils understand the importance of always telling someone where they are going or playing</p> <p>Pupils can explain the things they can do to keep safe outside</p>	<p>Pupils can identify some ways to respond to unhelpful pressure</p> <p>Pupils learn about what to do in an emergency and basic emergency first aid procedures</p> <p>Pupils are able to assess what to do in an emergency</p> <p>Pupils can carry out some simple first aid procedures for different needs</p> <p>Pupils can demonstrate how to ask for help from a range of emergency services</p>	<p>Pupils understand that people can make assumptions about others that might not reflect reality</p> <p>Pupils learn about recognising and responding to peer pressure</p> <p>Pupils can identify risky behaviour in peer groups</p> <p>Pupils recognise and respond to peer pressure and who they can ask for help</p> <p>Pupils understand how people feel if they are asked to do something they are unsure about</p> <p>Pupils learn about the consequences of anti-social behaviour (including gangs and gang related behaviour)</p> <p>Pupils know some of the consequences of anti-social behaviour, including the law</p> <p>Pupils describe ways to resist peer pressure</p> <p>Pupils recognise they have responsibility for their behaviour and actions</p>
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**Vocabulary**

<p>Real, fake, danger, good touch, bad touch, pants, private.</p>	<p><b>Feeling Safe</b> Real, imaginary, danger, secret, trust, good touch, bad touch, unsafe worried, private, community, help, safety</p> <p><b>Indoors and Outdoors</b> Emergency, safe, responsible. Rules, unsafe, hazards, road safety, fire safety, danger.</p>	<p><b>Bullying: see it, say it, stop it</b> Bullying, unacceptable, falling out, racism, cyber bullying, bystander, help, support, bully, cyber, Physical Unkind, Mental health, Feelings Emotions, Unhappy, Differences Power, Bystander, Empathy, Acceptance, Courage, Feelings Witness</p> <p><b>Playing safe</b> Age classification, computer game, pressure, Choices, Habits Gaming, Road, rail, water safety Buildings, Safety, Danger Hazards, Fireworks, Emergency First aid, Help, Police, Fire brigade Ambulance</p>	<p><b>Making safer choices</b> Influence, trustworthy, domestic violence, abuse, violence, problems, Peer pressure, Put down Pressure, Peer mediator, Risk Predict, Potential Hazard, High/ medium/ low risk Assessing, Responsibility Online safety, Relationships Risk, Danger</p> <p><b>Keeping safe out and about</b> Peer pressure, consequence, antisocial, law, peer pressure, independent, gangs, youths, behaviour, protected.</p>
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# Mental Health and Emotional Wellbeing

Rec	Year 1/2	Year 3/4	Year 5/6
<p>Know what self-identity is.            They know what feelings are            Know how to be in the classroom            Know how to be kind and gentle.            Identify rights and responsibilities            Pupils learn to understand and manage their own feelings.            Pupils understand that people have different feelings and learn that they need to be sensitive to the feelings of others.            Pupils can identify and moderate their own feelings socially and emotionally            Understand why it is good to be kind and gentle.            Pupils learn to consider the perspective of others            Learn what it means to be responsible</p>	<p><u>Feelings</u>            Pupils learn about different types of feelings            Pupils can name different feelings (including emotions that make us feel good and not-so-good)            Pupils recognise that people may feel differently about the same situation            can identify how different emotions look and feel in the body            Pupils learn about managing different feelings            Pupils recognise that some feelings can be stronger than others            Pupils can describe some ways of managing different feelings            Pupils know when to ask for help            Pupils learn about change or loss and how this can feel            Pupils are able to give an example of when people might experience change or loss (for example, a lost toy, when a pet dies, moving home or school)            Pupils can describe how people might feel when there is a change or loss            Pupils recognise what they can do to help themselves or someone else who may be feeling unhappy</p> <p><u>Friendship</u>            Pupils learn about the importance of special people in their lives            Pupils can identify people who are special to them and explain why            Pupils understand what makes a good friend            Pupils can demonstrate how they show someone they care            Pupils learn about making friends and who can help with friendships (on and offline)            Pupils understand how people might feel if they are left out or excluded from friendships            Pupils recognise when someone needs a friend and know some ways to approach making friends            Pupils know who they can talk to if they are worried about friendships</p>	<p><u>Strengths and challenges</u>            Pupils learn about celebrating achievements and setting personal goals            Pupils explain how it feels to be challenged, try something new or difficult            Pupils can plan the steps required to help achieve a goal or challenge            Pupils are able to celebrate their own and others' skills, strengths and attributes            Pupils learn about dealing with put-downs            Pupils explain what is meant by a put-up or put down and how this can affect people            Pupils can demonstrate a range of strategies for dealing with put-downs            Pupils recognise what is special about themselves            Pupils learn about positive ways to deal with setbacks            Pupils can describe how it feels when there are setbacks            Pupils know some positive ways to manage setbacks and how to ask for help or support            Pupils recognise that everyone has setbacks at times, and that these cannot always be controlled</p>	<p><u>Dealing with feelings</u>            Pupils learn about a range of emotions and feelings and how these are experienced in the body            Pupils are able to name and describe a wide range and intensity of emotions and feelings            Pupils understand how the same feeling can be expressed differently            Pupils recognise how emotions can be expressed appropriately in different situations            Pupils learn about times of change and how this can make people feel            Pupils identify situations when someone may feel conflicting emotions due to change            Pupils can identify ways of positively coping with ties of change            Pupils recognise that change will affect everyone at some time in their life            Pupils learn about the feelings associated with loss, grief and bereavement            Pupils recognise that at times of loss, there is a period of grief that people go through            Pupils understand there are a range of feelings that accompany bereavement and know that these are necessary and important            Pupils know some ways of expressing feelings related to grief</p> <p><u>Healthy minds</u>            Pupils learn what mental health is            Pupils know that mental health is about emotions, moods and feelings - how we think, feel and behave            Pupils recognise that everyone has a state of mental health that changes frequently; that any one state is not necessarily permanent            Pupils know what mental health help, advice and support is available            Pupils learn about what can affect mental health and some ways of dealing with this            Pupils recognise what can affect a person's mental health            Pupils know some ways of dealing with stress and how people can get help and support</p>

		<p>Pupils learn about solving problems that might arise with friendships (on and offline)</p> <p>Pupils can identify some ways that friendships can go wrong</p> <p>Pupils can describe some ways to sort out friendship problems</p> <p>Pupils recognise that difficulties within friendships can usually be resolved</p>		<p>Pupils understand that anyone can be affected by mental ill health</p> <p>Pupils learn about some everyday ways to look after mental health</p> <p>Pupils know some everyday ways of looking after mental health</p> <p>Pupils can explain why looking after mental health is as important as looking after physical health</p> <p>Pupils understand that some things that support mental health will also support physical health</p> <p>Pupils learn about the stigma and discrimination that can surround mental health</p> <p>Pupils recognise that stigma and discrimination of people living with mental health problems can and does exist</p> <p>Pupils can explain the negative effect that this can have</p> <p>Pupils know what can help to have a more positive effect (and therefore reduce stigma and discrimination)</p>
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### Vocabulary

	<p>Happy, sad,</p>	<p><b>Feelings</b> Feelings words, worried, excited, nervous, angry, same, different, emotion, loss, challenge, different</p> <p><b>Friendships</b> Care, excluded, friend, difficult, problems, resolve</p>	<p><b>Strengths and challenges:</b> Goal, challenge, skill, attribute, put up, put down, set-back, Friend, Kindness, Emotions</p> <p>Feelings, Care, Conflict Qualities impact mental health Celebrate, Goals, Positive</p>	<p><b>Dealing with feelings</b> Conflict, change, emotion, loss, grief, bereavement</p> <p><b>Healthy Minds</b> Mental health, mood, feelings, mind, strategies, support stigma discrimination</p>
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# Physical Health and Wellbeing

Rec	Year 1/2	Year 3/4	Year 5/6
<p>Pupils learn about the importance of eating a healthy diet and can identify some healthy foods.</p> <p>Pupils know how and why we exercise our bodies. Can identify some physical activities</p> <p>Pupils learn about the importance of personal hygiene and can manage their own needs</p> <p>Pupils learn about dental hygiene</p> <p>Pupils know that a good sleep routine helps to keep them healthy</p> <p>Know some ways to stay safe.</p> <p>Understand that I need to exercise to keep my body healthy</p> <p>Know which foods are healthy and not so healthy so they can make good choices</p> <p>Know what the word healthy means and that some foods are healthier than others.</p> <p>Know how to help themselves go to sleep and understand why sleep is good for them.</p> <p>Know how and when to wash their hand properly</p> <p>Know how and when to clean their teeth to keep them healthy</p> <p>Know what a stranger is and how to stay safe if a stranger approaches them</p>	<p><u>Fun times</u></p> <p>Pupils learn about food that is associated with special times, in different cultures</p> <p>Pupils know about some of the food and drinks associated with different celebrations and customs</p> <p>Pupils can identify what makes their home lives similar or different to others including the food they eat</p> <p>Pupils understand why food eaten on special days may be different from everyday foods</p> <p>Pupils learn about active playground games from around the world</p> <p>Pupils can describe how to play different active playground games</p> <p>Pupils can recognise how active playground games make them feel</p> <p>Pupils can make choices about which game to play, based on their feelings, likes and dislikes and what they are good at</p> <p>Pupils learn about sun-safety</p> <p>Pupils know about some of the effects of too much sun on the body</p> <p>Pupils can describe what people can do to protect their bodies from being damaged by the sun</p> <p>Pupils know what they will need and who to ask for help if they are going out in strong sun</p> <p><u>What keeps me healthy</u></p> <p>1. Pupils learn about eating well</p> <p>Pupils know what a healthy diet looks like</p> <p>Pupils can identify who helps them make choices about the food they eat</p> <p>Pupils know the benefits of a healthy diet (including oral health)</p> <p>Pupils learn about the importance of physical activity, sleep and rest</p> <p>Pupils can describe some ways of being physically active throughout the day</p> <p>Pupils explain why it is important to rest and get enough sleep, as well as be active</p>	<p><u>What helps me choose</u></p> <p>Pupils learn about making healthy choices about food and drinks</p> <p>Pupils can use the Eatwell guide to help make informed choices about what they eat and drink</p> <p>Pupils can describe situations when they have to make choices about their food and drink</p> <p>Pupils understand who and what (including the role of the internet) influences their choices about food and drinks</p> <p>Pupils learn about how branding can affect what foods people choose to buy</p> <p>Pupils can explain why people are attracted to different brands</p> <p>Pupils are able to compare similar products according to packaging, taste, cost and explain which they think is the best 'value for money'</p> <p>Pupils understand how this can affect what food people buy</p> <p>Pupils learn about keeping active and some of the challenges of this</p> <p>Pupils are able to identify a range of physical activities that help mental and physical health</p> <p>Pupils are able to evaluate the levels of physical activity in different pastimes</p> <p>Pupils can identify some choices they have about how to spend their free time</p> <p><u>What is important to me?</u></p> <p>Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</p> <p>Pupils can explain why a person may avoid certain foods</p> <p>Pupils are able to communicate their own personal food needs</p> <p>Pupils understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons</p> <p>Pupils learn about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)</p> <p>Pupils can identify factors that might influence people's choices about the food they buy (e.g. ethical farming, fair trade, seasonality)</p>	<p><u>In the media</u></p> <p>Pupils learn that messages given on food adverts can be misleading</p> <p>Pupils know that food and drink adverts can use misleading marketing messages in order to make a product seem healthier for consumers</p> <p>Pupils can compare the health benefits of a food or drink product in comparison with an advertising campaign</p> <p>Pupils identify advertising as one influence on people's choices about food and drink</p> <p>Pupils learn about role models</p> <p>Pupils are able to analyse how the media portray celebrities</p> <p>Pupils recognise that celebrities can be presented as role models and that they may be a good or not- so-good role model for young people</p> <p>Pupils can explain why we need to be cautious about things we see, hear or read about in the media</p> <p>Pupils learn about how the media can manipulate images and that these images may not reflect reality</p> <p>Pupils understand that images can be changed or manipulated by the media and how this can differ from reality</p> <p>Pupils can describe how the media portrayal might affect people's feelings about themselves</p> <p>Pupils accept and respect that people have bodies that are different</p>

		<p>Pupils understand that an hour a day of physical activity is important for good mental and physical health</p> <p>Pupils learn about how germs are spread, how we can prevent them spreading and people who help us stay healthy and well</p> <p>Pupils know about the roles of people who help them to stay healthy (including giving vaccinations)</p> <p>Pupils can describe everyday routines to help take care of their bodies, including oral health</p> <p>Pupils understand how basic hygiene routines can stop the spread of disease</p>	<p>Pupils are able to talk about their views and express their opinions on factors that affect food choice</p> <p>Pupils understand that consumers may have different views on the food they eat and how it is produced and farmed</p> <p>Children learn about the importance of getting enough sleep</p> <p>Pupils explain the importance of sleep for health and wellbeing</p> <p>Pupils know what can help people relax and sleep well</p> <p>Pupils recognise the impact that too much screen time can have on a person's health and wellbeing</p>	
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**Vocabualry**

	<p>Healthy, unhealthy, exercise</p>	<p><b>Fun Times:</b>          food, drink, celebration, same, different, choice, active, protect, damage, sun, effect, games, safety, cultures, world, countries, special times.</p> <p><b>What keeps me healthy?</b> Healthy diet, oral health, physical activity, active, sleep, vaccination routine, hygiene, food, rest, routines.</p>	<p><b>What helps me choose?</b>          Eat well Guide, influences, brands, packaging, taste, cost, value Role model, Qualities, Teased Feelings, Diverse, Judge Beautiful, Admire, Influence Positive, Food, Choices, Active Healthy</p> <p><b>What is important to me?</b> Religious diet, cultural diet, moral diet, ethical, fair trade, farming, seasonality, consumers, screen time, health, wellbeing, food, choices, sleep.</p>	<p><b>In the media</b>          Misleading, marketing, consumers, advertising, role model, media, reality, manipulate</p>
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# Careers, Financial Capability and Economic Wellbeing

	Rec	Years 1/2	Years 3/4	Years 5/6
	<p>Understand what challenges are</p> <p>Know what perseverance is</p> <p>Know how to seek help</p> <p>Pupils learn about the different jobs people do.</p> <p>Understand that if they persevere, they can tackle challenges</p> <p>Talk about a time when they didn't give up</p> <p>Use kind word to encourage friends</p> <p>Ask for help</p> <p>Understand the link between what they learn and the jobs they might like to do when older.</p>	<p><u>My Money</u></p> <p>Pupils learn about where money comes from and making choices when spending money</p> <p>Pupils understand that people get money in different ways (earn, win, find, presents, pocket money, borrow, benefits)</p> <p>Pupils recognise that people make choices about what to buy</p> <p>Pupils understand that they may not always be able to have all the things they want</p> <p>Pupils learn about saving money and how to keep it safe</p> <p>Pupils understand why people might want to save their money</p> <p>Pupils can say how it feels to save for something you really want</p> <p>Pupils know where money is stored to keep it safe and some places are safer than others</p> <p>Pupils learn about the different jobs people do</p> <p>Pupils know that there are a range of jobs that people can do</p> <p>Pupils recognise that both men and women are able to do a range of jobs</p> <p>Pupils understand that having a job means people can earn money</p>	<p><u>Saving, spending and budgeting</u></p> <p>Pupils learn about what influences people's choices about spending and saving money</p> <p>Pupils understand how manufacturers and shops persuade us to spend money</p> <p>Pupils are able to recognise when people are trying to pressurise them to spend their money and how this feels</p> <p>Pupils can make decisions about whether something is 'value for money'</p> <p>Pupils learn how people can keep track of their money</p> <p>Pupils can keep simple records to keep track of their money</p> <p>Pupils can ask simple questions about needs and wants - decide how to spend and save their money</p> <p>Pupils know the best places people can go for help about money</p> <p>Pupils learn about the world of work</p> <p>Pupils know there are a range of jobs, paid and unpaid, including shift work, full- time, part-time work</p> <p>Pupils know about a number of different jobs people do</p> <p>Pupils can identify the skills and attributes needed for different jobs</p>	<p><u>Borrowing and earning money</u></p> <p>Pupils learn that money can be borrowed but there are risks associated with this</p> <p>Pupils understand there are different ways that people can pay for something (including online, loans, credit cards and hire-purchase schemes)</p> <p>Pupils can explain the difference between manageable and unmanageable debt and how this can make people feel</p> <p>Pupils can identify where people can access reliable information and support</p> <p>Pupils learn about enterprise</p> <p>Pupils can identify skills that make someone enterprising</p> <p>Pupils know what is needed to plan and set up an enterprise</p> <p>Pupils can weigh up the risks and benefits of running an enterprise and explain what makes a successful enterprise</p> <p>Pupils learn what influences people's decisions about careers</p> <p>Pupils understand that money is one factor in choosing a job and that some jobs pay more than others</p> <p>Pupils can debate the extent to which a person's salary is more or less important to job satisfaction</p> <p>Pupils understand how people choose what job to do</p>
<b>Vocabulary</b>				
	<p>job, money</p>	<p><b>My money:</b> earn, win, find, presents, pocket money, borrow, benefits, save, choices, jobs</p>	<p><b>Saving, spending and budgeting:</b> Manufacture, pressure, decisions, value, spend, shift, full-time, part-time, shift, paid, unpaid, Charity, Fund raiser Community, Saving, Jobs World of work, Occupation Wage / salary , budget, Saving Money Budget Pocket money</p>	<p><b>Borrowing and Earning Money:</b> loans, credit cards, hire purchase schemes, debt, manageable, unmanageable, reliable, enterprise, salary, risk, influence, careers.</p>

# Identity, Society and Equality

Rec	Years 1/2	Year 3/4	Year 5/6
<p>Pupils learn about what makes them special.</p> <p>Pupils learn about children from other cultures and communities</p> <p>Know where they live</p> <p>Understand that being different makes us all special</p> <p>Know we are all different but the same in some ways</p> <p>Say why their home is special to them</p>	<p><u>Me and others</u></p> <p>Pupils learn about what makes themselves and others special</p> <p>Pupils can recognise some of the things that make them special</p> <p>Pupils can describe ways they are similar and different to others</p> <p>Pupils understand that everyone has something about them that makes them special</p> <p>Pupils learn about roles and responsibilities at home and school</p> <p>Pupils can identify the different roles of people at home and school</p> <p>Pupils can solve simple dilemmas about taking responsibility</p> <p>Pupils can explain why it is important to take responsibility at school and at home (including looking after the local environment)</p> <p>Pupils learn about being co-operative with others</p> <p>Pupils can recognise different types of helpful and unhelpful behaviour in the playground and in the classroom</p> <p>Pupils can challenge unhelpful behaviour in a positive way</p> <p>Pupils understand how their behaviour can affect others</p>	<p><u>Celebrating difference</u></p> <p>Pupils learn about valuing the similarities and differences between themselves and others</p> <p>Pupils know that differences and similarities between people arise from a number of factors including family, culture, age, gender, personal interests, belief</p> <p>Pupils recognise they have shared interests and experiences with others in their class as well as with people in the wider world</p> <p>Pupils understand that peers might be similar or different to each other but can play or work together</p> <p>Pupils learn about what is meant by community</p> <p>Pupils can explain what being part of a community means</p> <p>Pupils can recognise some of the different groups or communities they belong to and their role within them</p> <p>Pupils value and appreciate the diverse communities which exist and how they connect</p> <p>Pupils learn about belonging to groups</p> <p>Pupils can identify positive and negative aspects of being a member of a group</p> <p>Pupils can acknowledge that there may be times when they don't agree with others in the group</p> <p>Pupils can stand up for their own point of view against opposition</p> <p><u>Democracy</u></p> <p>Pupils learn about Britain as a democracy</p> <p>Pupils understand that Britain is a democratic society and what this means</p> <p>Pupils know that there are different political parties who differ in their views</p> <p>Pupils understand that people have opportunities to influence decisions by voting in elections</p> <p>Pupils learn about how laws are made</p> <p>Pupils know how laws are made and the importance of following them</p> <p>Pupils understand the contribution and influence that individuals and organisations can have on social and environmental change</p>	<p><u>Stereotypes, discrimination and prejudice</u></p> <p>Pupils learn about stereotyping, including gender stereotyping</p> <p>Pupils can explain what is meant by the word 'stereotyping'</p> <p>Pupils can identify stereotypes as presented in the media and wider world</p> <p>Pupils feel able to challenge gender stereotypes</p> <p>Pupils learn about prejudice and discrimination and how this can make people feel</p> <p>Pupils identify some discriminatory language (homophobic, sexist, disablist, racist and transphobic)</p> <p>Pupils know what to do if they experience discriminatory language at school</p> <p>Pupils understand how discriminatory language can make people feel and that this is unacceptable</p> <p><u>Human rights</u></p> <p>Pupils learn about people who have moved to the area from other places, (including the experience of refugees)</p> <p>Pupils understand what migration means</p> <p>Pupils identify the reasons why people move from one place to another</p> <p>Pupils are able to empathise with the experiences and challenges moving and settling in new place might bring</p> <p>Pupils learn about human rights and the UN Convention on the Rights of the Child</p> <p>Pupils are aware how the rights are relevant to their lives and that rights come with responsibilities</p> <p>Pupils understand that individual human rights can sometimes conflict with the circumstances in a country</p> <p>Pupils identify some of the organisations that represent and support the rights of the child and the difference they make</p> <p>Pupils learn about homelessness</p> <p>Pupils can explain what make a place where someone lives a 'home'</p>

		<p>Pupils recognise that laws help to keep people safe</p> <p>Pupils learn about the local council</p> <p>Pupils understand the local council organises services under the guidance of central government</p> <p>Pupils recognise there are limited resources for the needs of the community</p> <p>Pupils know that people may have different views about how council money should be spent.</p>	<p>Pupils to be able to appreciate the difficulties of being homeless or living in temporary accommodation</p> <p>Pupils know about organisations and initiatives (including charities) that work with the homeless or people living in temporary accommodation</p>
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### Vocabulary

Same, different	<p><b>Me and others:</b> Special, different, dilemma, responsibility, challenge, unhelpful, helpful, behaviour, problem, co-operative.</p>	<p><b>Celebrating Difference:</b> Family, culture, age, gender, personal interests, belief, community, diverse, view Different, Similar, Diverse Respect, Views Experiences, Expectations Group</p> <p><b>Democracy:</b> Democracy, vote, election, influence, organisation, council, government, resources, community British Values, Customs Birthplace, Extended families Citizen, Etiquette, Diverse Stereotype, Racism, Power Superiority</p>	<p><b>Stereotypes, discrimination and prejudice</b> Stereotype, homophobic, sexist, disability, trans phobic, discrimination, gender, role models, prejudice, Community Laws, Anti-social, Responsibility, Organisations Research, Migration, rights, responsibilities, conflict, organisation, homeless, charity, Lesbian Transgender Step families/ blended families, Reflect, Respect (+names of religions) Diverse, Stereotype Relationships Religions, Gay</p> <p><b>Human rights</b> Rights, responsibilities, refugee, migration, conflict, homeless, temporary accommodation</p>
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