



# The Ribblesdale Federation of Schools

## PSHEe and RSE Curriculum Handbook

(Updated for 2023 -2024 Curriculum)

### Year B



Year Groups	Year A						Year B					
	1	2	3	4	5	6	1	2	3	4	5	6
<b>Year 1 and 2</b>	Family and relationships (Cycle A)	Citizenship (Cycle A)	Economic Wellbeing (Cycle A)	Health and wellbeing (Cycle A)	Safety and the changing body (Cycle A)  Transition Lesson		Family and relationships (Cycle B)	Citizenship (Cycle B)	Economic Wellbeing (Cycle B)	Health and wellbeing (Cycle B)	Safety and the changing body (Cycle B)  Transition Lesson	
<b>Year 3 and 4</b>	Family and relationships (Cycle A)	Citizenship (Cycle A)	Economic Wellbeing (Cycle A)	Health and wellbeing (Cycle A)	Safety and the changing body (Cycle A)  Transition: Coping Strategies		Family and relationships (Cycle B)	Citizenship (Cycle B)	Economic Wellbeing (Cycle B)	Health and wellbeing (Cycle B)	Safety and the changing body (Cycle B)  Transition: Coping Strategies	
<b>Year 5 and 6</b>	Family and relationships (Cycle A)	Citizenship (Cycle A)	Economic Wellbeing (Cycle A)	Health and wellbeing (Cycle A)	Safety and the changing body (Cycle A)  Transition: Roles and Responsibilities		Family and relationships (Cycle B)	Citizenship (Cycle B)	Economic Wellbeing (Cycle B)	Health and wellbeing (Cycle B)	Safety and the changing body (Cycle B)  Transition: Roles and Responsibilities	

# PSHEe and RSE

## Intent

Through our PSHEe curriculum (incorporating PSHEe and RSE) the intent is to deliver learning which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. We want our children to develop knowledge and understanding of the world around them to equip them to become healthy, independent and responsible members of society and actively involved in their communities throughout their lives. They will have the confidence to tackle many of the moral, social and cultural issues that are part of growing up. To achieve this, we offer children opportunities which allow them to:

- develop and deepen their understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- understand equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, so that they celebrate the unique qualities of individuals
- build confidence, resilience and knowledge so that they can keep themselves mentally healthy
- understand and recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and give them the knowledge and skills to keep safe
- develop an understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- recognise the dangers of inappropriate use of mobile technology and social media
- develop age-appropriate understanding of healthy relationships through appropriate relationship and sex education

The curriculum goes beyond Personal, Social, Health and Economic Education to include resilience, mental health, emotional literacy, social skills, British values and SMSC (Spiritual, Moral, Social and Cultural development), as well as Relationship and Sex Education.

## **Spiritual, Moral, Social and Cultural**

PSHEe will support children to be reflective of their experiences, what they know and believe. It will support them to show an enjoyment of learning about themselves and others. It will support them in understanding right from wrong and applying this in their daily lives. Children will develop their social skills and confidence in a range of situations and will be willing to participate in a range of things. PSHEE will also support children's understanding and appreciation of different cultures within school and Britain.

## **British Values**

The British values of democracy, rule of law, respect, individual liberty and tolerance are also included within PSHEE lessons and assemblies. The knowledge and values from PSHEe are regularly referred to within all aspects of the school day.

## Safeguarding

As referenced in Keeping Children Safe in Education, schools play a crucial role in safeguarding children. In PSHEe, our curriculum allows us to teach statutory topics, based on guidance from the PSHE Association, alongside contextual safeguarding that is personalised to our setting. We aim to protect our children by educating them about the potential dangers they could come into contact with in their daily lives, either now or in the future, with support from relevant people and organisations. These could include, although are not limited to: county lines, gun crime, keeping safe on the farm, keeping safe near water and railways. At The Ribblesdale Federation of Schools we work as a team where it is understood that everyone is responsible for keeping children safe. Through this collaborative approach to safeguarding, risk is identified quickly so that effective action can take place in a timely and suitable manner.

## EYFS

This subject leader handbook is for PSHEe. There is a separate EYFS handbook which shows the EYFS long-term curriculum. The EYFS curriculum is holistic and therefore a number of areas of learning will link to this subject and support children to be immersed in PSHEe. PSED is threaded through the entire curriculum for EYFS. See EYFS Handbook.

## Implementation

We follow the KAPOW scheme of work, based upon guidance from the PSHEE Association, to deliver our lessons. This is a planned and mapped out programme of learning through which children acquire the knowledge, understanding and skills they need to successfully manage their lives - now and in the future. The PSHEe curriculum, taught weekly in discreet lessons, is also reflected in the whole school curriculum and shared values, and is embedded in day-to-day life and lessons. Collective worships are used to reinforce and develop our school values, promoting pupils' SMSC development, and fundamental British Values. In school children's voices are heard through pupil surveys and school council.

The curriculum is split into strands that continue as a spiralling curriculum:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing
- Transition

In PSHEe lessons, it is important to establish a safe and supportive environment. Ground rules are agreed by the staff and pupils before the lesson begins and are adhered to throughout the lessons. Discussions are managed sensitively and the teacher responds appropriately to spontaneous questions and comments raised by pupils. The teacher is aware of vulnerable pupils and enables them to safely participate.

In line with parental consultation, we have agreed to teach Relationships and Sex Education that goes beyond the statutory requirements. We use resources from KAPOW to deliver RSE, alongside additional resources that are curated and carefully planned to meet the needs and requirements of the children in the Ribblesdale Federation of Schools.

Building vocabulary is key to showing knowledge and understanding of PSHEe, RSE and safeguarding. Teachers will share age appropriate vocabulary with children in lessons, assemblies and at other relevant times so that they can clearly communicate about these areas of learning. For example: gender stereotypes, consent, resilience

## Impact

All children understand the importance of PSHEe, RSE, RE, SMSC and British Values and the effects it can have on life in and out of school, this is evident through pupil voice and monitoring by the curriculum leader.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHEe programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils. The skills and attributes developed through PSHEE education are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost social mobility.

By the time they leave our school, PSHEe enables our learners to become healthy, independent and responsible members of a society. It helps them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. Our curriculum allows pupils to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

## SEND Adaptations for PSHEe

To support pupils with SEND to access a full PSHEe curriculum, we use a range of approaches which include, but are not limited to: pre-teaching vocabulary; concept cartoons; social stories; visual aids; additional thinking time; sentence stems to structure responses; additional adult support; use of technology; multi-sensory activities and multimedia teaching; alternative methods of recording responses, and; targeted questioning. See below for suggestions of SEND adaptations for PSHEe. Note that this is not an exhaustive list and teachers should make adaptations for the individual, based on their own knowledge of the child.

# SEND Adaptations for PSHEe

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision
The ability to explain a concept/provide reasoning to explain a thought or opinion.	Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. Provide visuals to aide understanding of SEMH practices such as star breathing/mindfulness colouring.	Expressing themselves and sharing their thoughts and opinions orally.	Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. Use alternative recording devices e.g. whiteboards/iPads/talking tins to allow children the option of sharing their thoughts and opinions in an alternative way.
Understanding of subject specific vocabulary.	Pre-teach subject specific vocabulary. Draw particular attention to subject specific vocabulary which could be viewed as ambiguous. E.g. 'sex' or 'period.' Create word banks accompanied by visuals to demonstrate the meaning of a word in a PSHEe context.	EAL pupils may find it difficult to access resources/learning.	Allow children processing time when asking them a direct question. Some children need upwards of 10 seconds to process a question before they can answer.
Putting abstract theory into practice. E.g. learning about the importance of personal space.	PSHEe is most effective when informal opportunities to embed learning in PSHEE lessons are identified by staff. For example, when pupils are queuing for lunch there is an opportunity to reinforce learning about	Some children might not understand what is/isn't appropriate to share with the rest of the class when discussing specific topics in PSHEe.	Use a reduced number of simple instructions which are supported by visuals. Appropriate modelling to aid understanding. Differentiated written resources can be supported by visuals and could be translated using Word. (Teachers click Review – Translate – Translate

<p>Some pupils with SEND might not have PSHEe learning reinforced at home and may not have the opportunity to discuss key concepts e.g. puberty with trusted adults at home.</p>	<p>personal boundaries and how it feels if somebody transgresses a personal boundary.</p> <p>Overlearn key concepts with SEND pupils by following up main class teaching with 1:1/small group sessions. For example, follow up a lesson on the menstrual cycle with a 1:1 session teaching pupils how to correctly place a sanitary towel in underwear. For example, follow up a lesson on personal hygiene with a 1:1 session modelling how to properly brush teeth using enlarged teeth/how to properly wash your body using a doll and baby bath.</p>		<p>Document). This will fully translate the document and open in a new window.</p> <p>Dependent on what is being discussed, ask pupils to write down on a post-it note/draw/record on an iPad what they want to say before they say it aloud to the rest of the class. T and LSA to review appropriateness to ensure that SEND pupil do not 'over-share' personal details about themselves or their family during PSHEe lessons.</p>
<b>Physical and Sensory</b>		<b>SEMH</b>	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision
<p>Physical difficulties accessing specific environments during PSHEe trips/activities.</p> <p>Children with a visual impairment may find it difficult to view text/images/concrete resources.</p>	<p>Ensure that any environments visited during school trips are fully accessible for children with physical disabilities e.g. wheelchair accessible. Ensure that alternative transport arrangements are made for any children who have a physical disability which makes walking difficult. Above information should be identified on risk assessment prior to visit.</p> <p>Ensure that font size used in resources matches the specific font size specified in the child's report provided by the Visual Impairment Team. Enlarge images to</p>	<p>The acceptance that others have different views and that they have a right to hold and express them. This can be particularly difficult for pupils with ASD.</p> <p>Difficulties with social skills may result in children finding group work challenging.</p>	<p>Use a multi-sensory approach to teaching concepts e.g. through drama and role play. This will make concepts unfamiliar to themselves less abstract. Use Social Stories to explain how different people respond differently to specific scenarios. E.g. to explain to a pupil that 'hitting back' is not acceptable.</p> <p>Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non-dominant children. Additional adult support can be deployed as necessary. Ensure children</p>

<p>Uncomfortable feelings that arise due to context of PSHEe lessons could result in some children feeling overwhelmed.</p>	<p>appropriate sizes to aid access. Use a visualiser to enlarge an artefact to ensure that children with visual impairments can observe the artefact/stimulus.</p> <p>Teachers to consider which children may be in need of a sensory break part way through an PSHEe lesson. Children may be taken on a directed sensory break by an TA to ensure that PSHEe lessons do not negatively impact SEMH of pupils. Be particularly considerate of ASD pupils with alexithymia.</p>	<p>Distress caused by the topic being discussed in PSHEe.</p>	<p>have access to usual aides such as ear defenders to reduce noise. Provide talking tins for children who struggle with impulsivity so that they can record their contributions as they think of them but can play them back to other children at the appropriate time.</p> <p>Teachers to consider the past experiences and ACEs of children in their class. Use a trauma informed approach to consider whether the lesson is appropriate for specific students and arrange alternative provision (e.g. 1:1/small group delivery) if not e.g. NPSCC PANTS campaign may not appropriate as a whole class lesson for pupils who have experienced sexual abuse. Teachers to consider using the PACE model of teaching, particularly aimed at children who have experienced Trauma.</p>
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# Families and Relationships

## Year 1

### Skills

- Exploring how friendship problems can be overcome.
- Exploring friendly behaviours.
- Recognising how other people show their feelings.
- Identifying ways we can care for others when they are sad.
- Exploring the ability to successfully work with different people.
- Exploring how loss and change can affect us.

### Knowledge

- To understand that families look after us.
- To know some words to describe how people are related (eg. aunty, cousin)
- To know that some information about me and my family is personal.
- To understand some characteristics of a positive friendship.
- To understand that friendships can have problems but that these can be overcome.
- To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.
- Y1/Y2 (Cycle B): To know that there are ways we can remember people or events.

### RSE

## Year 2

### Skills

- Understanding that families offer love, care and support.
- Understanding difficulties in friendships and discussing action that can be taken.
- Learning how other people show their feelings and how to respond to them.
- Exploring the conventions of manners in different situations.
- Exploring how loss and change can affect us (revisit)

### Knowledge

- To know some problems which might happen in friendships.
- To understand that some problems in friendships might be more serious and need addressing.
- To understand some ways people show their feelings.
- To understand what good manners are.
- To understand some gender stereotypes related to jobs.
- To know that there are ways we can remember people or events. (revisit)

### RSE

# Citizenship

## Year 1

### Skills

- Recognising why rules are necessary.
- Exploring the differences between people.
- Discussing how to meet the needs of different pets.
- Learning how to discuss issues of concern to me.

### Knowledge

- To know the rules in school.
- To understand that people are all different.
- To know that different pets have different needs.
- To understand the needs of younger children and that these change over time.
- To know that voting is a fair way to make a decision.
- To understand how democracy works in school through the school council.

## Year 2

### Skills

- Explaining why rules are in place.
- Discussing how to meet the needs of different pets. (revisit)
- Learning how to discuss issues of concern to me. (revisit)

### Knowledge

- To know some of the different places where rules apply.
- To understand that everyone has similarities and differences.
- To know that some rules are made to be followed by everyone and are known as 'laws'.
- To know that different pets have different needs. (revisit)
- To understand the needs of younger children and that these change over time. (revisit)
- To know that voting is a fair way to make a decision. (revisit)
- To understand how democracy works in school through the school council. (revisit)

# Economic Wellbeing

## Year 1

### Skills

- Developing an understanding of how banks work.
- Identifying whether something is a want or need.
- Exploring choices people make about money.
- Recognising that people make choices about how to spend money.
- Discussing what to do if we find money.

### Knowledge

- To know that coins and notes have different values.
- To know some of the ways children may receive money.
- To know that it is wrong to steal money.
- To know that banks are places where we can store our money.
- To know some jobs in school.
- To know that different jobs need different skills.
- To know the difference between a 'want' and 'need'.

## Year 2

### Skills

- Exploring the reasons why people choose certain jobs.
- Exploring choices people make about money. (revisit)
- Recognising that people make choices about how to spend money. (revisit)
- Discussing what to do if we find money. (revisit)

### Knowledge

- To know some of the ways in which adults get money.
- To know some of the features to look at when selecting a bank account.

# Health and Wellbeing

## Year 1

### Skills

- Exploring the effect that food and drink can have on my teeth.
- Exploring some of the benefits of exercise on body and mind.
- Exploring some of the benefits of a healthy balanced diet.
- Suggesting how to improve an unbalanced meal.
- Learning breathing exercises to aid relaxation.
- Identifying different ways to manage feelings.
- Identifying personal goals and how to work towards them.
- Exploring the need for perseverance and developing a growth mindset.

### Knowledge

- To know that food and drinks with lots of sugar are bad for my teeth.
- To understand the importance of exercise to stay healthy.
- To understand the balance of foods we need to keep healthy.
- To know that breathing techniques can be a useful strategy to relax.
- To know the words to describe some positive and negative emotions.
- To know that a growth mindset means being positive about challenges and finding ways to overcome them.

## Year 2

### Skills

- Exploring the effect that food and drink can have on my teeth. (revisit)
- Exploring some of the benefits of exercise on body and mind. (revisit)
- Exploring some of the benefits of a healthy balanced diet. (revisit)
- Suggesting how to improve an unbalanced meal. (revisit)
- Learning breathing exercises to aid relaxation. (revisit)
- Exploring strategies to manage different emotions.
- Developing empathy.
- Identifying personal goals and how to work towards them. (revisit)
- Exploring the need for perseverance and developing a growth mindset. (revisit)

### Knowledge

- To know that food and drinks with lots of sugar are bad for my teeth. (revisit)
- To understand the importance of exercise to stay healthy. (revisit)
- To understand the balance of foods we need to keep healthy. (revisit)
- To know that breathing techniques can be a useful strategy to relax. (revisit)
- To know that we can feel more than one emotion at a time.
- To know that a growth mindset means being positive about challenges and finding ways to overcome them. (revisit)

# Safety and the Changing Body

## Year 1

### Skills

- Discussing the concept of privacy.
- Practising what to do if I get lost.
- Identifying hazards that may be found at home.
- Exploring ways to stay safe online.
- Learning how to behave safely near the road and when crossing the road.
- Learning what is and is not safe to put in or on our bodies.

### Knowledge

- To know that some types of physical contact are never appropriate.
- To know the PANTS rule.
- To know what to do if I get lost.
- To know that a hazard is something which could cause an accident or injury.
- To know that I should tell an adult if I see something which makes me uncomfortable online.
- To know the rules for crossing the road safely.
- To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.
- To know the names of parts of my body including private parts.

## Year 2

### Skills

- Practising what to do if I get lost. (revisit)
- Identifying hazards that may be found at home. (revisit)
- Exploring ways to stay safe online. (revisit)
- Learning how to behave safely near the road and when crossing the road. (revisit)
- Exploring what people can do to feel better when they are ill.
- Learning how to be safe around medicines.

### Knowledge

- To know what to do if I get lost. (revisit)
- To know that a hazard is something which could cause an accident or injury. (revisit)
- To know that I should tell an adult if I see something which makes me uncomfortable online. (revisit)
- To know the rules for crossing the road safely. (revisit)
- To know that medicine can help us when we are ill.
- To understand that we should only take medicines when a trusted adult says we can.

# Transition

## Year 1

### Skills

- Recognising our own strengths.

### Knowledge

- To understand that changes can be both positive and negative.
- To understand that change is part of life.

## Year 2

### Skills

- Identifying people who can help us when we are worried about changes.

### Knowledge

- To understand that changes can be both positive and negative. (revisit)
- To understand that change is part of life. (revisit)

# Families and Relationships

## Year 3

### Skills

- Learning that problems can occur in families and that there is help available if needed.
- Exploring ways to resolve friendship problems.
- Exploring how my actions and behaviour can affect other people.
- Learning about the effects of non verbal communication.

### Knowledge

- To know that I can talk to trusted adults or services such as Childline if I experience family problems.
- To know that violence is never the right way to solve a friendship problem.
- To understand that there are similarities and differences between people.
- To understand some stereotypes related to age.
- To understand the courtesy and manners which are expected in different scenarios.
- To know the signs of a good listening.

## Year 4

### Skills

- Using respectful language to discuss different families.
- Learning that problems can occur in families and that there is help available if needed. (revisit)
- Developing an understanding of the impact of bullying and what to do if bullying occurs.
- Exploring how my actions and behaviour can affect other people. (revisit)
- Learning about the effects of non verbal communication. (revisit)

### Knowledge

- To know that families are varied in the UK and across the world.
- To know that I can talk to trusted adults or services such as Childline if I experience family problems. (revisit)
- To know that bullying can be physical or verbal.
- To know that bullying is repeated, not a one off event.
- To understand some stereotypes related to disability.
- To understand the courtesy and manners which are expected in different scenarios. (revisit)
- To know the signs of a good listening. (revisit)

# Citizenship

## Year 3

### Skills

- Discussing ways we can make a difference to recycling rates at home/school.
- Identifying local community groups.
- Identifying the benefits different groups bring to the local community.
- Discussing the positives diversity brings to a community.
- Exploring how children's rights help them and other children.

### Knowledge

- To understand how recycling can have a positive impact on the environment.
- To know that the local council is responsible for looking after the local area.
- To know that elections are held where adults can vote for local councillors.
- To understand the role of charities in the community.
- To know that there are a number of groups which make up the local community.
- To understand the UN Convention on the Rights of the Child.

## Year 4

### Skills

- Discussing how local community groups support the community.
- Considering the responsibilities that adults and children have to maintain children's rights.
- Identifying ways items can be reused.
- Explaining why reusing items is of benefit to the environment.
- Identifying the benefits different groups bring to the local community. (revisit)
- Discussing the positives diversity brings to a community. (revisit)
- Exploring how children's rights help them and other children. (revisit)

### Knowledge

- To know that reusing items is of benefit to the environment.
- To understand that councillors have to balance looking after local residents and the needs of the council.
- To understand the role of charities in the community.
- To know that there are a number of groups which make up the local community.
- To understand the UN Convention on the Rights of the Child.



# Economic Wellbeing

## Year 3

### Skills

- Discussing the range of feelings which money can cause.
- Discussing the different attitudes people have to money.
- Exploring the impact our spending can have on other people.

### Knowledge

- To know that budgeting money is important.
- To understand that there are a range of jobs available.
- To know that many people will have more than one job or career in their lifetimes.
- Exploring ways to overcome stereotypes in the workplace.
- To understand that there are different ways to pay for things.
- To understand that some stereotypes can exist around jobs but these should not affect people's choices.

## Year 4

### Skills

- Exploring the factors which affect whether something is value for money.
- Discussing some impacts of losing money.
- Identifying negative and positive influences that can affect our career choices.

### Knowledge

- To know that money can be lost in a variety of ways.
- To understand the importance of tracking money.
- To know that many people will have more than one job or career in their lifetimes. (revisit)
- Exploring ways to overcome stereotypes in the workplace. (revisit)
- To understand that there are different ways to pay for things. (revisit)
- To understand that some stereotypes can exist around jobs but these should not affect people's choices. (revisit)

# Health and Wellbeing

## Year 3

### Skills

- Developing independence in looking after my teeth.
- Identifying what makes me feel calm and relaxed.
- Learning visualisation as a tool to aid relaxation.
- Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.
- Exploring how my skills can be used to undertake certain jobs.
- Developing the ability to appreciate the emotions of others in different situations.
- Learning to take responsibility for my emotions by knowing that I can control some things but not others.
- Being able to breakdown a problem into smaller parts to overcome it.

### Knowledge

- To know key facts about dental health.
- To know that visualisation means creating an image in our heads.
- To know the different food groups and how much of each of them we should have to have a balanced diet.
- To know that different job roles need different skills and so some roles may suit me more than others.
- To know that it is normal to experience a range of emotions.
- To know that mental health refers to our emotional wellbeing, rather than physical.
- To know who can help if we are worried about our own or other people's mental health.
- To understand what a problem or barrier is and that these can be overcome.

## Year 4

### Skills

- Developing independence in looking after my teeth.
- Identifying what makes me feel calm and relaxed.
- Learning visualisation as a tool to aid relaxation.
- Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.
- Exploring how my skills can be used to undertake certain jobs.
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### Knowledge

- To know key facts about dental health.
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- To know that different job roles need different skills and so some roles may suit me more than others.
- To know that it is normal to experience a range of emotions.
- To know that mental health refers to our emotional wellbeing, rather than physical.
- To know who can help if we are worried about our own or other people's mental health.
- To understand what a problem or barrier is and that these can be overcome.

# Safety and the Changing Body

## Year 3

### Skills

- Identifying things people might do near roads which are unsafe.
- Beginning to recognise unsafe digital content.
- Developing skills as a responsible digital citizen.
- Exploring choices and decisions that I can make.
- Discussing the benefits of being a non-smoker.
- Learning what to do in a medical emergency, including calling the emergency services.
- Learning how to help someone who is having an asthma attack.

### Knowledge

- Developing skills as a responsible digital citizen.
- To know the signs that an email might be fake.
- Developing skills as a responsible digital citizen.
- To understand the risks associated with smoking tobacco.
- To know that it is important to maintain the safety of myself and others, before giving first aid.
- To know that asthma is a condition which causes the airways to narrow.

## Year 4

### Skills

- Beginning to recognise unsafe digital content. (revisit)
- Developing skills as a responsible digital citizen. (revisit)
- Exploring that people and things can influence me and that I need to make the right decision for me.
- Discussing the benefits of being a non-smoker. (revisit)
- Discussing some physical and emotional changes during puberty.
- Learning how to help someone who is having an asthma attack. (revisit)

### Knowledge

- Developing skills as a responsible digital citizen. (revisit)
- To know the signs that an email might be fake. (revisit)
- Developing skills as a responsible digital citizen. (revisit)
- To understand that other people can influence our choices.
- To understand the risks associated with smoking tobacco. (revisit)
- To understand the physical changes to both male and female bodies as people grow from children to adults.
- To know that asthma is a condition which causes the airways to narrow. (revisit)

# Transition

## Year 3

### Skills

- Being able to set goals.
- Recognising our own achievements.

### Knowledge

- To know that setting goals can help us to achieve what we want.

## Year 4

### Skills

- Learning strategies to deal with change.
- Recognising our own achievements. (revisit)

### Knowledge

- To understand that change often brings about more opportunities and responsibilities.

# Families and Relationships

## Year 5

### Skills

- Identifying ways families might make children feel unhappy or unsafe.
- Exploring issues which might be encountered in friendships and how these might impact the friendship.
- Identifying ways to resolve conflict through negotiation and compromise.
- Exploring and questioning the assumptions we make about people based on how they look.
- Identifying ways to challenge stereotypes.
- Exploring the process of grief and understanding that it is different for different people.

### Knowledge

- To know that if I have a problem, I can call ChildLine on 0800 1111.
- To know that a conflict is a disagreement or argument and can occur in friendships.
- To understand the concepts of negotiation and compromise.
- To understand what respect is.
- To understand that everyone deserves respect but respect can be lost.
- To understand that loss and change can cause a range of emotions.
- To know that grief is the process people go through when someone close to them dies.

## Year 6

### Skills

- Identifying ways families might make children feel unhappy or unsafe. (revisit)
- Exploring issues which might be encountered in friendships and how these might impact the friendship. (revisit)
- Identifying ways to resolve conflict through negotiation and compromise. (revisit)
- Discussing how and why respect is an important part of relationships.
- Exploring the process of grief and understanding that it is different for different people. (revisit)

### Knowledge

- To know that if I have a problem, I can call ChildLine on 0800 1111.
- To know that a conflict is a disagreement or argument and can occur in friendships.
- To understand the concepts of negotiation and compromise.
- To know that stereotypes can be unfair, negative and destructive.
- To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.
- To understand that stereotypes can lead to bullying and discrimination
- To understand that loss and change can cause a range of emotions.
- To know that grief is the process people go through when someone close to them dies.

# Citizenship

## Year 5

### Skills

- Discussing how rights and responsibilities link.
- Exploring the right to a freedom of expression.
- Developing an understanding of how parliament and Government work.
- Identifying ways people can bring about change in society.
- Learning about environmental issues relating to food.

### Knowledge

- To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.
- To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.
- To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.
- To know that our food choices can affect the environment.

## Year 6

### Skills

- Discussing how education and other human rights protect us.
- Identifying causes which are important to us.
- Discussing how people can influence what happens in parliament.
- Identifying appropriate ways to share views and ideas with others.
- Identifying ways people can bring about change in society. (revisit)
- Learning about environmental issues relating to food. (revisit)

### Knowledge

- To know that education is an important human right.
- To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.
- To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change. (revisit)
- To know that our food choices can affect the environment. (revisit)

# Economic Wellbeing

## Year 5

### Skills

- Recognising differences in how people deal with money and the role of emotions in this.
- Discussing some risks associated with gambling.

### Knowledge

- To understand that there are certain rules to follow to keep money safe in bank accounts.
- To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.
- To know that banks and organisations such as Citizens' Advice can help with money-related problems.

## Year 6

### Skills

- Identifying jobs which might be suitable for them.
- Recognising differences in how people deal with money and the role of emotions in this. (revisit)
- Discussing some risks associated with gambling. (revisit)

### Knowledge

- To understand that different jobs have different routes into them.
- To understand that people change jobs for a number of reasons.
- To understand that there are certain rules to follow to keep money safe in bank accounts. (revisit)
- To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money. (revisit)
- To know that banks and organisations such as Citizens' Advice can help with money-related problems. (revisit)

# Health and Wellbeing

## Year 5

### Skills

- Discussing ways to prevent illness.
- Identifying some actions to take if I am worried about my health or my friends' health.
- Identifying a range of relaxation strategies and situations in which they would be useful.
- Exploring ways to maintain good habits.
- Setting achievable goals for a healthy lifestyle.
- Understanding the relationship between stress and relaxation.
- Exploring my personal qualities and how to build on them.
- Developing strategies for being resilient in challenging situations.

### Knowledge

- To understand that vaccinations can give us protection against disease.
- To know that changes in the body could be possible signs of illness.
- To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).
- To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.
- To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).
- To know the effects technology can have on mental health.

## Year 6

### Skills

- Discussing ways to prevent illness. (revisit)
- Identifying some actions to take if I am worried about my health or my friends' health. (revisit)
- Identifying a range of relaxation strategies and situations in which they would be useful. (revisit)
- Exploring ways to maintain good habits. (revisit)
- Setting achievable goals for a healthy lifestyle. (revisit)
- Understanding the relationship between stress and relaxation. (revisit)
- Exploring my personal qualities and how to build on them. (revisit)
- Developing strategies for being resilient in challenging situations. (revisit)

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- To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits. (revisit)
- To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). (revisit)
- To know the effects technology can have on mental health. (revisit)



# Safety and the Changing Body

## Year 5

### Skills

- Developing an understanding about the reliability of online information.
- Exploring online relationships including dealing with problems.
- Learning about the emotional changes during puberty.
- Identifying reliable sources of help with puberty.
- Learning about how to help someone who is bleeding.
- Placing an unresponsive patient into the recovery position.

### Knowledge

- To understand that online relationships should be treated in the same way as face to face relationships.
- To know where to get help with online problems.
- To know the names of the external sexual parts of the body and the internal reproductive organs.
- To know that puberty happens at different ages for different people.
- To know how to assess a casualty's condition.
- To know how to conduct a primary survey (using DRSABC).

## Year 6

### Skills

- Developing an understanding about the reliability of online information. (revisit)
- Exploring online relationships including dealing with problems. (revisit)
- Discussing problems which might be encountered during puberty and using knowledge to help.
- Learning about how to help someone who is bleeding. (revisit)
- Placing an unresponsive patient into the recovery position. (revisit)

### Knowledge

- To understand that online relationships should be treated in the same way as face to face relationships. (revisit)
- To know where to get help with online problems. (revisit)
- To understand how a baby is conceived and develops.
- To know how to assess a casualty's condition. (revisit)
- To know how to conduct a primary survey (using DRSABC). (revisit)

# Transition

## Year 5

### Skills

- Recognising own skills and how these can be developed.

### Knowledge

- To understand the skills needed for roles in school.

## Year 6

### Skills

- Exploring a greater range of strategies to deal with feelings associated with change.

### Knowledge

- To know that a big change can bring opportunities but also worries.