



ST CHARLES' CATHOLIC PRIMARY SCHOOL



PSHE MEDIUM TERM PLANNING

	AUTUMN	SPRING	SUMMER
NURSERY	<p>To begin to identify feelings and emotions I am feeling with scaffolding from an adult.</p> <p>To begin to show awareness of the emotions of others.</p> <p>To recognise that some actions can hurt the feelings of others.</p> <p>To select activities and use resources appropriately with support.</p> <p>To begin to follow classroom rules and routines with support.</p> <p>To attempt to be independent in self-care. E.g. will ask for support with toileting needs, can wash own hands, will attempt to take off own coat.</p> <p>To enjoy being active.</p> <p>To identify some members of their own class.</p> <p>To play alongside other children who are engaged in the same activity.</p> <p>To begin to approach different children and adults during play.</p> <p>To identify some members of their own class.</p> <p>To play alongside other children who are engaged in the same activity.</p> <p>To begin to approach different children and adults during play.</p> <p>To talk about significant events that have happened recently.</p> <p>To talk about how I have changed since I was a baby.</p> <p>To understand that different people have different roles in our school.</p>	<p>To begin to identify some different feelings and emotions.</p> <p>To begin to suggest how others might be feeling.</p> <p>To begin to help find solutions to conflicts with adult support.</p> <p>To begin to select activities and use resources to achieve a goal with support.</p> <p>To follow classroom rules and routines with limited guidance.</p> <p>To become more independent at dressing/undressing e.g. take coats on/off will limited support, can attend to own toileting needs with more independence.</p> <p>To understand why we need to brush our teeth twice a day.</p> <p>To understand there are different classes within our school and that I will progress through them.</p> <p>To engage in play with one or more other children, taking turns with support.</p> <p>To seek out familiar adults and peers to share play experiences with.</p> <p>To understand there are different classes within our school and that I will progress through them.</p> <p>To engage in play with one or more other children, taking turns with support.</p> <p>To seek out familiar adults and peers to share play experiences with.</p> <p>To talk about significant events that are relevant to me.</p> <p>To talk about how I change as I grow.</p> <p>To talk about experiences of visitors and visits I have been on.</p> <p>To show an interest in different occupations.</p>	<p>To talk about their own feelings and emotions using a variety of vocabulary.</p> <p>To gradually understand how others might be feeling and suggest reasons why.</p> <p>To suggest some solutions to conflicts and rivalries with peers.</p> <p>To develop appropriate ways of being assertive.</p> <p>To select activities and use resources to achieve a goal I have chosen or that has been suggested to me, with help when needed.</p> <p>To follow classroom rules and routines consistently with little support and begin to understand why these are important.</p> <p>To be increasingly independent in meeting their own care needs e.g. will attempt to change own shoes/wellies, jumpers/cardigans and can attend to own toileting needs.</p> <p>To identify healthy/unhealthy foods and drinks.</p> <p>To develop a sense of responsibility and community within the familiar context of our school.</p> <p>To play with one or more other children, extending and elaborating play ideas and beginning to take turns.</p> <p>To show more confidence in new social situations and with unfamiliar adults in the setting.</p> <p>To talk about significant events in my own life and my family.</p> <p>To talk about my experiences in Nursery.</p> <p>To name and role play some different occupations.</p>
RECEPTION	<p>To talk about what I am good at.</p>	<p>To explain what makes me special.</p> <p>To set own goals and show some perseverance to achieve them, reflecting and evaluating with support.</p>	<p>To see myself as a valuable individual.</p>

	<p>To show confidence in trying new activities, understanding that it is okay to make mistakes with adult support.</p> <p>To identify and name my own emotions and the emotions of others.</p> <p>To follow class rules and routines with support.</p> <p>To develop independence in dressing, taking jumpers/cardigans, shoes and coats on and off independently.</p> <p>To talk about the importance of regular physical activity.</p> <p>To talk about the importance of having a good sleep routine.</p> <p>To use social phrases with support to build relationships with peers.</p> <p>To express their own needs and to talk about the feelings and perspectives of others.</p> <p>To discuss what a family is and understand all families are different.</p> <p>To identify the different roles/jobs people have within a familiar context e.g. school.</p> <p>To begin to understand that people have different beliefs and celebrate special times in different ways.</p> <p>To talk about my experiences before I started school.</p>	<p>To identify and moderate my own feelings socially and emotionally, considering the feelings of others.</p> <p>To follow class rules and routines with little support, reminding their peers of expectations.</p> <p>To understand the importance of personal hygiene, including hand washing and toileting, managing own self-care needs.</p> <p>To talk about how to keep my teeth healthy.</p> <p>To be able to line up and queue successfully without touching one another, walking in a line and waiting patiently.</p> <p>To adapt and use social phrases with increasing independence to build relationships with peers.</p> <p>To express their own needs and show more understanding of the feelings and perspectives of others.</p> <p>To talk about other people who are significant to me, including people in school.</p> <p>To identify the different roles/job people have within the wider context of the local community.</p> <p>To begin to understand the cultural differences between this county and another.</p> <p>To understand the need to respect and care for the natural environment and all living things.</p> <p>To talk about how I have changed over time, looking at and commenting on baby pictures of myself and my friends.</p>	<p>To set challenging personal goals and show resilience and perseverance in achieving them, reflecting and evaluating as I go.</p> <p>To show and understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly.</p> <p>To explain the reason for rules, knowing right from wrong and trying to behave accordingly.</p> <p>To see myself as a valuable individual.</p> <p>To set challenging personal goals and show resilience and perseverance in achieving them, reflecting and evaluating as I go.</p> <p>To show and understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly.</p> <p>To explain the reason for rules, knowing right from wrong and trying to behave accordingly.</p> <p>To use talk to resolve conflicts and build relationships with peers with independence.</p> <p>To show sensitivity to their own and others' needs and perspectives.</p> <p>To continue to build relationships with people within the local community and talk about why they are important to me.</p> <p>To compare life in this country with life in another.</p> <p>To know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class.</p>
<p>YEAR 1</p>	<p style="text-align: center;"><u>Relationships</u></p> <p><i>Families and friendships:</i></p> <ul style="list-style-type: none"> • To recognise the signs that I am loved in my family. • To recognise how I am cared for and kept safe in my family. • To celebrate ways that God loves and cares for us. • To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special. • The importance of nuclear and wider family; • The importance of being close to and trusting special people and telling them if something is troubling them. 	<p style="text-align: center;"><u>Living in the wider community</u></p> <p><i>Belonging to the community:</i></p> <ul style="list-style-type: none"> • about examples of rules in different situations, e.g. class rules, rules at home, rules outside • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling <p>To celebrate ways that God loves and cares for us.</p> <p><i>Media literacy and digital resilience:</i></p> <ul style="list-style-type: none"> • how and why people use the internet • the benefits of using the internet and digital devices 	<p style="text-align: center;"><u>Health and wellbeing</u></p> <p><i>Physical Health and mental wellbeing:</i></p> <ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play

	<p><i>Safe relationships:</i></p> <ul style="list-style-type: none"> • say why they should ask other people for permission in different situations, including when touching someone else • use simple phrases to ask for, give or not give permission • That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest. • To know that they are entitled to bodily privacy. <p><i>Respecting ourselves and others:</i></p> <ul style="list-style-type: none"> • How their behaviour affects other people, and that there is appropriate and inappropriate behaviour; • The characteristics of positive and negative relationships; • Different types of teasing and that all bullying is wrong and unacceptable. • I know the ways in which we are different and I know how to make my class welcoming. 	<ul style="list-style-type: none"> • how people find things out and communicate safely with others online <p><i>Money and work:</i></p> <ul style="list-style-type: none"> • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do 	<ul style="list-style-type: none"> • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products <p><i>Growing and changing:</i></p> <ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave. To recognise how I am cared for and kept safe in my family. <p><i>Keeping safe:</i></p> <ul style="list-style-type: none"> • how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared
<p>YEAR 2</p>	<p style="text-align: center;"><u>Relationships</u></p> <p><i>Families and friendships:</i></p> <ul style="list-style-type: none"> • To identify ‘special people’ (their parents, carers, friends, parish priest) and what makes them special. • The importance of nuclear and wider family; • The importance of being close to and trusting special people and telling them if something is troubling them. • How their behaviour affects other people, and that there is appropriate and inappropriate behaviour; • The characteristics of positive and negative relationships; • Different types of teasing and that all bullying is wrong and unacceptable. 	<p style="text-align: center;"><u>Living in the wider community</u></p> <p><i>Belonging to the community:</i></p> <ul style="list-style-type: none"> • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community <p><i>Media literacy and digital resilience:</i></p>	<p style="text-align: center;"><u>Health and wellbeing</u></p> <p><i>Physical Health and mental wellbeing:</i></p> <ul style="list-style-type: none"> • about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their

	<ul style="list-style-type: none"> • To recognise when they have been unkind and say sorry • To recognise when people are being unkind to them and others and how to respond • To know that when we are unkind to others, we hurt God also and should say sorry to him as well; <ul style="list-style-type: none"> • To know that we should forgive like Jesus forgives. <p><i>Safe relationships:</i></p> <ul style="list-style-type: none"> • To understand safe and unsafe situations, including online. • The difference between ‘good’ and ‘bad’ secrets and that they can and should be open with ‘special people’ they trust if anything troubles them; • How to resist pressure when feeling unsafe. • To know that they are entitled to bodily privacy; • That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest. <ul style="list-style-type: none"> • To describe ways of being safe in communities. <p><i>Respecting ourselves and others:</i></p> <ul style="list-style-type: none"> • To understand what diversity means and know how my school is diverse. • I know that everyone in my class is different and I can work with anyone, and I like working with different people. • That it is natural for us to relate to and trust one another • That we all have different ‘tastes’, but also similar needs (to be loved and respected, to be safe etc) • A language to describe our feelings. 	<ul style="list-style-type: none"> • the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true <p><i>Money and work:</i></p> <ul style="list-style-type: none"> • about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants 	<p>mood e.g. playing outside, listening to music, spending time with others</p> <ul style="list-style-type: none"> • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings <p><i>Growing and changing:</i></p> <ul style="list-style-type: none"> • about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year <p><i>Keeping safe:</i></p> <ul style="list-style-type: none"> • how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’ <ul style="list-style-type: none"> • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say
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YEAR 3	<p style="text-align: center;"><u>Relationships</u></p>	<p style="text-align: center;"><u>Living in the wider community</u></p>	<p style="text-align: center;"><u>Health and wellbeing</u></p>
	<p><i>Families and friendships:</i></p> <ul style="list-style-type: none"> • How the gift of sacrament of Reconciliation help restore friendship with God and others. • Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong. • That there are different types of relationships including those between acquaintances, friends, relatives and family. • That good friendship is when both persons enjoy each other's company and also want what is truly best for the other. • The difference between a group of friends and a 'clique'. <p><i>Safe relationships:</i></p> <ul style="list-style-type: none"> • To recognise that their increasing independence brings increased responsibility to keep themselves and others safe; • How to use technology safely; • That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; • How to report and get help if they encounter inappropriate materials or messages. • That bad language and bad behaviour are inappropriate; • To judge well what kind of physical contact is acceptable or unacceptable and how to respond; • That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest. <p><i>Respecting ourselves and others:</i></p> <ul style="list-style-type: none"> • to recognise respectful behaviours e.g. helping or including others, being responsible • To know that God wants His Church to love and care for others. • To devise practical ways of loving and caring for others. • what it means to treat others, and be treated, politely • To why it's hard to be different and know how to help someone to be strong. • To know the behaviour that makes someone feel like an outsider and know how to make someone feel welcome. 	<p><i>Belonging to the community:</i></p> <ul style="list-style-type: none"> • the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn <p><i>Media literacy and digital resilience:</i></p> <ul style="list-style-type: none"> • how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication <p><i>Money and work:</i></p> <ul style="list-style-type: none"> • about jobs that people may have from different sectors e.g. teachers, business people, charity work • that people can have more than one job at once or over their lifetime • about common myths and gender stereotypes related to work • to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • about some of the skills needed to do a job, such as teamwork and decision-making • to recognise their interests, skills and achievements and how these might link to future jobs • how to set goals that they would like to achieve this year e.g. learn a new hobby 	<p><i>Physical Health and mental wellbeing:</i></p> <ul style="list-style-type: none"> • about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped • the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful <p><i>Growing and changing:</i></p> <ul style="list-style-type: none"> • that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again. <p><i>Keeping safe:</i></p> <ul style="list-style-type: none"> • how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road,

			<p>running in the playground, in the kitchen</p> <ul style="list-style-type: none"> • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, including road, water and firework safety.
YEAR 4	<p style="text-align: center;"><u>Relationships</u></p> <p><i>Families and friendships:</i></p> <ul style="list-style-type: none"> • To celebrate the uniqueness and innate beauty of each of us. • Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong. • That there are different types of relationships including those between acquaintances, friends, relatives and family. • That good friendship is when both persons enjoy each other's company and also want what is truly best for the other. • The difference between a group of friends and a 'clique'. <p><i>Safe relationships:</i></p> <ul style="list-style-type: none"> • Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying; • Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond. • To recognise that their increasing independence brings increased responsibility to keep themselves and others safe; • How to use technology safely; • That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; • How to report and get help if they encounter inappropriate materials or messages. • That bad language and bad behaviour are inappropriate; • To judge well what kind of physical contact is acceptable or unacceptable and how to respond; • That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest. <p><i>Respecting ourselves and others:</i></p>	<p style="text-align: center;"><u>Living in the wider community</u></p> <p><i>Belonging to the community:</i></p> <ul style="list-style-type: none"> • the meaning and benefits of living in a community • to recognise that they belong to different communities as well as the school community • about the different groups that make up and contribute to a community • about the individuals and groups that help the local community, including through volunteering and work • how to show compassion towards others in need and the shared responsibilities of caring for them. <p><i>Media literacy and digital resilience:</i></p> <ul style="list-style-type: none"> • that everything shared online has a digital footprint • that organisations can use personal information to encourage people to buy things • to recognise what online adverts look like • to compare content shared for factual purposes and for advertising • why people might choose to buy or not buy something online e.g. from seeing an advert • that search results are ordered based on the popularity of the website and that this can affect what information people access <p><i>Money and work:</i></p> <ul style="list-style-type: none"> • how people make different spending decisions based on their budget, values and needs • how to keep track of money and why it is important to know how much is being spent • about different ways to pay for things such as cash, cards, e-payment and the reasons for using them • that how people spend money can have positive or negative effects on others e.g. charities, single use plastics 	<p style="text-align: center;"><u>Health and wellbeing</u></p> <p><i>Physical Health and mental wellbeing:</i></p> <ul style="list-style-type: none"> • to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • what good physical health means and how to recognise early signs of physical illness • that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • how to maintain oral hygiene and dental health, including how to brush and floss correctly • the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health. <p><i>Growing and changing:</i></p> <ul style="list-style-type: none"> • how we should treat others as we would like to be treated. • That we are different: physically, mentally, culturally, biologically, ethically and in religious beliefs. <p><i>Keeping safe:</i></p> <ul style="list-style-type: none"> • the importance of taking medicines correctly and using household products safely • to recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • to identify some of the risks associated with drugs common to everyday life • that for some people using drugs can become a habit which is difficult to break

	<ul style="list-style-type: none"> • to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone 		<ul style="list-style-type: none"> • how to ask for help or advice
<p>YEAR 5</p>	<p style="text-align: center;"><u>Relationships</u></p> <p><i>Families and friendships:</i></p> <ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • To show knowledge and understanding of emotional relationships changes as we grow and develop. • that it is common for friendships to experience challenges • that friendships can change over time and the benefits of having new and different types of friends • To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. • To recognise when someone needs help. • To know that sometimes we have to make difficult decisions and I can justify my actions. <p><i>Safe relationships:</i></p> <ul style="list-style-type: none"> • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact 	<p style="text-align: center;"><u>Living in the wider community</u></p> <p><i>Belonging to the community:</i></p> <ul style="list-style-type: none"> • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • to express their own opinions about their responsibility towards the environment <p><i>Media literacy and digital resilience:</i></p> <ul style="list-style-type: none"> • to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • to recognise unsafe or suspicious content online • The difference between harmful and harmless videos and their impact. • Ways to combat and deal with viewing harmful videos. <p><i>Money and work:</i></p> <ul style="list-style-type: none"> • to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people's career opportunities • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work e.g. college, apprenticeships, university, training 	<p style="text-align: center;"><u>Health and wellbeing</u></p> <p><i>Physical Health and mental wellbeing:</i></p> <ul style="list-style-type: none"> • how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat Stroke • how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment <p><i>Growing and changing:</i></p> <ul style="list-style-type: none"> • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty. <p><i>Keeping safe:</i></p> <ul style="list-style-type: none"> • to identify when situations are becoming risky, unsafe or

	<p><i>Respecting ourselves and others:</i></p> <ul style="list-style-type: none"> • to recognise that everyone should be treated equally • to know why people fight in wars and that Britain fought in two World Wars. To know why we remember those who died in the 1st World War and 2nd. • To know that there are different people living in my community and I accept everyone who is different from me. • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia 		<p>an emergency</p> <ul style="list-style-type: none"> • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services
<p>YEAR 6</p>	<p style="text-align: center;"><u>Relationships</u></p> <p><i>Families and friendships:</i></p> <ul style="list-style-type: none"> • what different kinds of loving relationships there are. • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone’s right to be loved • about the qualities of healthy relationships that help individuals flourish. <p><i>Safe relationships:</i></p> <ul style="list-style-type: none"> • That pressure comes in different forms, and what those different forms are • That there are strategies that they can adopt to resist pressure • What consent and bodily autonomy means • Different scenarios in which it is right to say ‘no’ <p><i>Respecting ourselves and others:</i></p> <ul style="list-style-type: none"> • How thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships • To challenge the causes of racism. 	<p style="text-align: center;"><u>Living in the wider community</u></p> <p><i>Belonging to the community:</i></p> <ul style="list-style-type: none"> • what prejudice means • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this <p><i>Media literacy and digital resilience:</i></p> <p>-about the benefits of safe internet use e.g. learning, connecting and communicating</p> <ul style="list-style-type: none"> • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate 	<p style="text-align: center;"><u>Health and wellbeing</u></p> <p><i>Physical Health and mental wellbeing:</i></p> <ul style="list-style-type: none"> • that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be Expressed • about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with

		<p>people's emotions and encourage them to read or share things</p> <ul style="list-style-type: none"> • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact <p><i>Money and work:</i></p> <ul style="list-style-type: none"> • about the role that money plays in people's lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money <ul style="list-style-type: none"> • how companies encourage customers to buy things and why it is important to be a critical consumer • how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks 	<p>loss, grief or other aspects of change</p> <ul style="list-style-type: none"> • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online. <p><i>Growing and changing:</i></p> <ul style="list-style-type: none"> • to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school • practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb <p><i>Keeping safe:</i></p> <ul style="list-style-type: none"> • how to protect personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/ images online • about the different age rating systems for social media, T.V, films, games and online gaming
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