




## Appendix B – PSHE Curriculum

### EARLY YEARS



		<i>Teacher</i>				<i>Early Years</i>	
Term	Key Knowledge	RAG & ROR	Key Skills	RAG & ROR	Key Vocabulary	Some Resources Ideas for Famous Figures	Hero Link
<b>Autumn 1</b>  <i>How do we behave?</i>  <b>DfE Guidance Y6 Outcomes Areas</b>  <b>Families and people who care for me.</b>  <b>Respectful Relationships</b>	I know it is important to listen to what others say and respond appropriately. (CL:LA)		I can maintain attention, concentration and sit quietly during appropriate activities. (CL:LA)		Rules	SEAL New Beginnings	<i>Jake - Focus</i>  
			I can listen and responds to ideas expressed by others in conversation or discussion. (CL:U)				
	I know the boundaries set, and the behavioural expectations of the setting. (PSED:MFB)		I can take part in making class and playground rules and know how to change rules if they are not working.				
	I know some ways my own actions can affect other people. (PSED:MFB)		I can identify people who look after and care for me and who I can talk to if I'm worried.				
<b>Autumn 2</b>  <i>How are people different?</i>  <b>DfE Guidance Y6 Outcomes Areas</b>  <b>Families and people who care for me.</b>	I know that other children don't always enjoy the same things and are sensitive to this.		I can notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. (EAD:BI)		Different	SEAL Say No To Bullying  Anti-Bullying Alliance – 50 Ideas  Websites at back	<i>Lucy - Respect</i>  
	I know about similarities and differences between themselves and others, and among families, communities and		I can talk about past and present events in my own lives and the lives of family members.				


<b>Caring Friendships</b>  <b>Respectful Relationships</b>  <b>Mental Well Being</b>	traditions. (UW:P&C:ELG)					<i>of toolkit in folder for some difficult areas.</i>	
	I know what bullying is and that it is unacceptable.		I can identify people who look after and care for me and who I can talk to if I'm worried or feeling bullied.				
<b><u>Spring 1</u></b>  <i>How do we keep safe?</i>  <b><u>DfE Guidance Y6 Outcomes Areas</u></b>  <b>Being Safe</b>  <b>Internet Safety and Harms</b>	I know some ways to keep myself and others safe at home, in school and in public. (Including: Road safety, water safety, online, using equipment like scissors etc)		I can explain some safety rules for keeping myself and others safe.  Practises some appropriate safety measures without direct supervision. (PD:HSC)		Healthy	<b><i>SEAL Good To Be Me</i></b>	<b><i>Amy - Honesty</i></b>  
	I know I have the right to be <b>'Safe, Strong and Free.'</b>		I can describe some strategies for dealing with things which make me uncomfortable including knowing who I can talk to if I am worried about anything.				
<b><u>Spring 2</u></b>  <i>How do we keep healthy?</i>  <b><u>DfE Guidance Y6 Outcomes Areas</u></b>  <b>Mental Well Being</b>	I know I need to eat healthy food and recognise the need for a variety of food.		I show an understanding of the need for safety when tackling new challenges, and consider and manage some risks.		Safe	<b><i>SEAL Going For Goals</i></b>	<b><i>Max - Perseverance</i></b>  
	I know ways to care for myself on a daily basis		I can manage my own basic hygiene and personal needs successfully, including dressing and				

Physical Health and Fitness			going to the toilet independently. (PD:HSC:ELG)				
Healthy Eating							
Health and Prevention	I know the importance for good health of physical exercise, a healthy diet, and talk about ways to keep healthy.		I show an understanding of good practise with regard to exercise, eating, sleeping and hygiene.				
<b>Summer 1</b> <i>How am I feeling?</i>	I can name and describe some different feelings.		I can play cooperatively as part of a group to develop and act out a narrative.		Feelings	SEAL Relationships	Sam - Maturity
<b>DfE Guidance Y6 Outcomes Areas</b>			I can initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD:BI)			SEAL Getting On and Falling Out	
Caring Friendships							
Respectful Relationships	I know some ways to resolve conflicts with other children, e.g. finding a compromise.		I can begin to show sensitivity to others' needs and feelings (PSED:MR)				
			I can begin to make positive relationships with children and adults. (PSED:MR)				
<b>Summer 2</b> <i>How am I growing and changing?</i>	I know talking helps my thinking, feelings and to solve problems. (CL:S)		I am confident to speak to others about own needs, interests and opinions. (PSED:SCSA)			SEAL Changes	

<b><u>DfE Guidance Y6</u></b> <b><u>Outcomes Areas</u></b>  <b>Respectful Relationships</b>  Science Curriculum <i>(No right to withdraw)</i>  <b>Mental Well Being</b>  <b>Changing Adolescent Body</b>							
	I know some ways I have grown and changed over the year.		I can describe themselves in positive terms and talk about their abilities. (PSED:SCSA)				
	I know it is important to stop and think before I act. (PSED)		I can am beginning to stop and think before I act. (PSED)				

# YEAR ONE

		<i>Teacher</i>				<i>Year 1</i>	
Term	Key Knowledge	RAG & ROR	Key Skills	RAG & ROR	Key Vocabulary	Some Resources Ideas for Famous Figures	Hero Link
<b>Autumn 1</b>  <i>How do we decide how to behave?</i>  <b>DfE Guidance Y6 Outcomes Areas</b>  <b>Families and people who care for me.</b>  <b>Caring Friendships</b>  <b>Respectful Relationships</b>	I can identify people who look after and care for me and who I can talk to if I'm worried.		I can take part in making class and playground rules and know how to change rules if they are not working.		Fair / unfair  Right / wrong	<i>SEAL New Beginnings</i>	<i>Jake - Focus</i>  
	I know other people (and animals) need looking after and can name some of the needs of all living things.		I know what to do if my needs are not being met and who I can talk to.				
	I can explain what the word fair / unfair and right / wrong mean.		I know what I can do if I think something is unfair or wrong.				
<b>Autumn 2</b>  <i>What makes me special? (Valuing difference)</i>  <b>DfE Guidance Y6 Outcomes Areas</b>  <b>Families and people</b>	I know what is meant by keeping something 'private' and can name some times it people might want to keep something private.		I know who I can talk to if I feel worried or uncomfortable about something, even if I have been asked to keep it private.		Private  Bullying  Unique	<i>SEAL Say No To Bullying</i>  <i>Anti-Bullying Alliance – 50 Ideas</i>  <i>Websites at back</i>	<i>Lucy - Respect</i>  
	I know bullying is wrong and hurtful and can name some ways someone being bullied or teased might feel.		I know who I can go to if I am being bullied or if I see someone else being				



<b>who care for me.</b>  <b>Caring Friendships</b>  <b>Respectful Relationships</b>  <b>Mental Well Being</b>			bullied.			<i>of toolkit in folder for some difficult areas.</i>  <i>Nelson Mandela</i>	
	I know that I am 'unique' and there is no-one else like me. This makes me special.		I know everyone is different in some ways and that everyone has the right to be treated equally.				
	I can name different groups I belong to and describe what it is like to be part of a group.		I can name some special people in my life and explain what makes them special.				
<b>Spring 1</b>  <i>How do we keep safe?</i>  <b>DfE Guidance Y6 Outcomes Areas</b>  Science Curriculum <i>(No right to withdraw)</i>  <b>Being Safe</b>  <b>Mental Well Being</b>  <b>Internet Safety and Harms</b>	I know some household products can be harmful if misused and can name some people I can trust to tell us to put things in our bodies.		I have some strategies for keeping safe around the risk outlined in the curriculum.		Secret  Terminology for body parts linked to SRE	<i>SEAL Good To Be Me</i>  NSPCC Pants	Amy - Honesty  
	I can identify the similarities and differences between boys and girls.  I use the correct words to describe body parts including genitalia.  I know I have the right to be <b>'Safe, Strong and Free.'</b>		I can describe some strategies for dealing with things which make me uncomfortable including knowing who I can talk to if I am worried about anything.				

<p><b><u>Spring 2</u></b></p> <p><i>How do I stay Healthy?</i></p> <p><b>DfE Guidance Y6 Outcomes Areas</b></p> <p><b>Mental Well Being</b></p> <p><b>Physical Health and Fitness</b></p> <p><b>Healthy Eating</b></p> <p><b>Health and Prevention</b></p>	I can name foods which are good for me.		I know my choices might have good or bad consequences.			<p><i>SEAL Going For Goals</i></p>	<p><i>Max - Perseverance</i></p> 
	I know ways to care for myself on a daily basis including taking care of my teeth.		I know some ways germs spread and some ways to stop germs from spreading.				
	I can name good and bad things about my local environment.		I can identify something I can do or not do to help the environment.				
<p><b><u>Summer 1</u></b></p> <p><i>How do we feel?</i></p> <p><b>DfE Guidance Y6 Outcomes Areas</b></p> <p><b>Caring Friendships</b></p> <p><b>Mental Well Being</b></p>	I can name some good and bad feelings I have had.		I can describe how my body feels when I have different feelings and ways to feel better when having bad feelings.			<p><i>SEAL Relationships</i></p> <p><i>SEAL Getting On and Falling Out</i></p>	<p><i>Sam - Maturity</i></p> 
	I can recognise the feelings someone might be having including recognising some facial expressions.		I explain why it is important to share my feelings with others and who I can share my feelings with.				

<p><b>Summer 2</b></p> <p><i>How am I growing and changing?</i></p> <p><b>DfE Guidance Y6 Outcomes Areas</b></p> <p><b>Families and people who care for me.</b></p> <p><b>Caring Friendships</b></p> <p><b>Respectful Relationships</b></p> <p><b>Mental Well Being</b></p> <p><b>Changing Adolescent Body</b></p>	I can name some times things change in our lifetime. (new sibling, new class etc) and describe how that makes me feel.		I can name some ways to help someone feeling nervous or unhappy about a loss or change.			<p><i>SEAL Changes</i></p> <p><i>Queen Elizabeth II</i></p>	
	I can name some changes which have happened to me since I was a baby and some things I can do now that I couldn't before.		I can explain how my needs have changed since I was a baby.				
	I can name some things I am good at, things I need to get better at.		I can set myself simple targets and celebrate achieving my targets.				
	I can make suggestions to help people on the playground.		I can describe what it feels like when others offer help and give examples of times it is good to offer others help.				
	I can describe what it feels like to be listened to.		I can take part in class discussions, listening to other people's ideas and thoughts and take turns when sharing my ideas and opinions.				



## YEAR TWO



		Teacher				Year 2	
Term	Key Knowledge	RAG & ROR	Key Skills	RAG & ROR	Key Vocabulary	Some Resources Ideas for Famous Figures	Hero Link
<b>Autumn 1</b>  <i>How can we help?</i>  <b>DfE Guidance Y6 Outcomes Areas</b>  <b>Families and people who care for me.</b>  <b>Caring Friendships</b>  <b>Respectful Relationships</b>  <b>Mental Well Being</b>	I can identify people who look after and care for me and who I can talk to if I'm worried.		I can ask for help when I need it.		Fair / unfair  Right / wrong	<i>SEAL New Beginnings</i>  <i>Mother Teresa</i>	<i>Jake - Focus</i>  
	I can explain what the word fair / unfair and right / wrong mean.		I know what I can do if I think something is unfair or wrong.				
	I can perform acts of kindness and describe how it makes me and the other person feel.		I can take part in making class and playground rules and know how to change rules if they are not working.				
	I know how my behaviour may make others feel.						
<b>Autumn 2</b>  <i>What is bullying?</i>  <b>DfE Guidance Y6 Outcomes Areas</b>  <b>Caring Friendships</b>	I know what bullying is, that it can hurt physically or hurt feelings and that it is wrong.		I know what to do I am being bullied or see someone else being bullied.		Privacy  Bullying  Unique	<i>SEAL Say No To Bullying</i>  <i>Anti-Bullying Alliance – 50 Ideas</i>	<i>Lucy - Respect</i>  
	I know everyone has the right to be treated equally.		I know it is important to respect people's differences.				


<b>Respectful Relationships</b>							
<b>Online Relationships</b>							
<b>Being Safe</b>							
<b>Mental Well Being</b>							
<b>Internet Safety and Harms</b>							
	I know what the word privacy means and can give some examples of when it is important to keep some things private. (e.g. Online Safety)		I know that if I have been asked to keep something private which makes me uncomfortable, I should tell a trusted adult.			<i>Websites at back of toolkit in folder for some difficult areas.</i>	
	I know what the word unique means and can give examples of things which make me unique.		I can identify special things about other people.			<i>Steven Hawkin</i>	
<b>Spring 1</b>							
<i>How do we keep safe?</i>	I know that some household products and medicines can be dangerous is not used properly.		I have some strategies for keeping safe around the risk outlined in the curriculum.			<i>SEAL Good To Be Me</i>	<i>Amy - Honesty</i>
<b>DfE Guidance Y6 Outcomes Areas</b>							
Science Curriculum (No right to withdraw)	I can use the correct names for the body parts of boys and girls.		I can describe some strategies for dealing with things which make me uncomfortable including knowing I have the right to say NO and who I can talk to if I am worried about anything.				
<b>Being Safe</b>	I know some biological differences between boys and girls. (SRE Link)						
<b>Mental Well Being</b>	I know there are parts of my body which are private.						
<b>Internet Safety and Harms</b>							
<b>Changing Adolescent Body</b>	I know where money comes from and some ways money can be used.		I can give reasons and ways people might save				
						<i>NSPCC Pants</i>	

	I know I have the right to be <b>'Safe, Strong and Free.'</b>		money, knowing what money is spent and saved.				
	I know how to stay safe in the sun.						
<b><u>Spring 2</u></b> <i>How can we be healthy?</i>  <b>DfE Guidance Y6 Outcomes Areas</b>  <b>Physical Health and Fitness</b>  <b>Healthy Eating</b>  <b>Prevention</b>	I can describe what being healthy means and can name some things which keep us healthy. (food, exercise, sleep, rest, love)  I can describe some daily hygiene routines.  Know the effects of exercise on our bodies in promoting physical and mental health.		I know how germs spread and ways germs can be stopped including personal hygiene routines, medication and vaccination.  I can describe some of the benefits of good personal hygiene.  I know some consequences of making good or bad choices about my health.		Hygiene	<b>SEAL Going For Goals</b>  <b>Mary Seacole</b>	<b>Max - Perseverance</b>  
<b><u>Summer 1</u></b> <i>How do we show our feelings?</i>  <b>DfE Guidance Y6 Outcomes Areas</b>	I can name and describe a range of different feelings.  I know my feelings can affect how I behave.		I know when people might experience some of these different feelings.  I know some strategies for managing my feelings.			<b>SEAL Relationships</b>  <b>SEAL Getting On and Falling Out</b>	<b>Sam - Maturity</b>  

<b>Caring Friendships</b>  <b>Respectful Relationships</b>  <b>Mental Well Being</b>	I can recognise how others might be feeling.		I have practised ways to respond sensitively to how others are feeling.				
	I can name some special people in my life and explain why I think they are special.		I recognise it is important to share my feelings with others.				
<b><u>Summer 2</u></b>  <i>What do I think?</i>  <b>DfE Guidance Y6 Outcomes Areas</b>  <b>Respectful Relationships</b>  Science Curriculum <i>(No right to withdraw)</i>  <b>Mental Well Being</b>  <b>Changing Adolescent Body</b>	I can name some types of loss people might experience in their lives.  I can describe some ways I have grown and changed since birth.  I can name some things I am good at and things I want to get better at and can make a plan to reach my target.  I can identify groups I belong to in school and outside and my role in these groups.		I know that change can affect how people behave.  I can explain some ways I have become more independent and responsible now I am older.  I can explain why it is important to work collaboratively and listen to others.  I can listen to other people's ideas respectfully.		Responsibilities	<i>SEAL Changes</i>  <i>Neil Armstrong</i>	

## YEAR THREE

		<i>Teacher</i>				<i>Year 3</i>	
Term	Key Knowledge	RAG & ROR	Key Skills	RAG & ROR	Key Vocabulary	Some Resources Ideas for Famous Figures	Hero Link
<b>Autumn 1</b>  <i>What are we responsible for?</i>  <b>DfE Guidance Y6 Outcomes Areas</b>  <b>Caring Friendships</b>  <b>Respectful Relationships</b>  <b>Online Relationships</b>  <b>Being Safe</b>  <b>Internet Safety and Harms</b>	I can name some rights, responsibilities and duties I have.		I know I have a personal responsibility to report when things are unsafe for myself or others and know ways to do this online and in the real world.		Rights  Responsibilities  Consequences	<i>SEAL New Beginnings</i>  <i>Barak Obama</i>	<i>Jake - Focus</i>  
	I know ways to ask for support, including online, helplines and trusted people.		I can take part in making class and playground rules and know how to change rules if they are not working.				
	I know ways in which laws and rules keep us safe.						
	Know how my choices and actions have impacted myself and others.		Know why it is important to 'think before we act' and practice thinking of the consequences of actions.				
<b>Autumn 2</b>  <i>What can we do about bullying?</i>	I can recognise bullying and bullying behaviour and some of the effects it has on those involved.		I know it is important to speak out about things which make me uncomfortable or are not ok including discrimination and bullying.		Self-Bully  Self-Coach  Pressure	<i>SEAL Say No To Bullying</i>	<i>Lucy - Respect</i>  



<b>DfE Guidance Y6 Outcomes Areas</b>  <b>Caring Friendships</b>  <b>Respectful Relationships</b>  <b>Online Relationships</b>  <b>Being Safe</b>  <b>Mental Well Being</b>			I know some things I can do when feeling negative pressure.		Peer pressure	<i>Anti-Bullying Alliance – 50 Ideas</i>  <i>Websites at back of toolkit in folder for some difficult areas.</i>  <i>Civil Rights – Rosa Parks</i>	
	I can recognise feelings which suggest negative pressure from others <i>e.g. wanting approval.</i>		I have practised the 3 R's to deal with negative pressure: Resist, Reverse, Remove.				
	I can recognise feelings which suggest negative pressure from within <i>e.g. self-criticism.</i>		Know what to do when feeling negative pressure using the language of a ' <i>self-coach</i> ' and ' <i>self-bully</i> '.				
<b>Spring 1</b>  <i>What rules keep us safe?</i>  <b>DfE Guidance Y6 Outcomes Areas</b>  <b>Families and people who care for me.</b>  <b>Respectful Relationships</b>  <b>Being Safe</b>  <b>Mental Well Being</b>  <b>Internet Safety and Harms</b>	I know what stress and anxiety look and feel like.		Build strategies to manage stress levels including using the imagery of a 'stress-bucket'		Risk, Danger and Hazard.	<i>SEAL Good To Be Me</i>  <i>Ghandi</i>	Amy - Honesty  
	I know some risks involved in using modern technologies (mobiles/internet/online gaming etc)		I have some strategies for keeping safe around the risk outlined in the curriculum.		Stress Bucket		
	I know some things should be kept private and how to keep these boundaries.		I can describe some strategies for dealing with things which make me uncomfortable including knowing who I can talk to if I am worried about anything.		Stress Anxiety		
	I know I have the right to be ' <i>Safe, Strong and Free.</i> '				Privacy		


<p><b><u>Spring 2</u></b></p> <p><i>How can we keep our bodies well?</i></p> <p><b>DfE Guidance Y6 Outcomes Areas</b></p> <p><b>Physical Health and Fitness</b></p> <p><b>Health and Prevention</b></p>	Know the effects of exercise on our bodies and the benefits of regular exercise.		I recognise the shared responsibility in maintaining a clean environment.		<p>Bacteria</p> <p>Virus</p> <p>Hygiene</p>	<p><i>SEAL Going For Goals</i></p> <p><i>Edward Jenner</i></p>	<p><i>Max - Perseverance</i></p> 
	Know what bacteria and virus are, how they spread and how to help prevent their spread.		I know I am responsible for my own personal hygiene. (cc SRE)				
<p><b><u>Summer 1</u></b></p> <p><i>How can we describe our feelings?</i></p> <p><b>DfE Guidance Y6 Outcomes Areas</b></p> <p><b>Families and people who care for me.</b></p> <p><b>Caring Friendships</b></p> <p><b>Respectful Relationships</b></p> <p><b>Mental Well Being</b></p>	I can identify different types of relationships and identify some ways special relationships are recognised e.g Mother's Day, Anniversaries, Weddings/Civil Partnerships.		I know that lots of different feelings can be felt at once and that some feelings intensify and might become overwhelming.		<p>Relationship</p>	<p><i>SEAL Relationships</i></p> <p><i>SEAL Getting On and Falling Out</i></p>	<p><i>Sam - Maturity</i></p> 
	I know the difference between healthy and unhealthy relationships knowing everyone has the right to feel <b>safe, strong and free</b> in a relationship.		I know some positive ways of sharing feelings and managing them.				
	I can recognise and name a range of good and bad feelings.		I know some ways to respond to how others are feeling and have practised these skills.				
	I recognise a range of feelings in others.						

<p><b><u>Summer 2</u></b></p> <p><i>How are we growing &amp; changing?</i></p> <p><b>DfE Guidance Y6 Outcomes Areas</b></p> <p><b>Respectful Relationships</b></p> <p>Science Curriculum <i>(No right to withdraw)</i></p> <p><b>Changing Adolescent Body</b></p>	See SRE policy and planning		See SRE policy and planning		Collaboration	<i>SEAL Changes</i>	
	I can identify a range of payment forms, not just coins and notes and the role of money in people's lives.		I know why it is important to listen to other's points of view and can constructively challenge other peoples' points of view.				
	Identify attributes required to work with others e.g. listening, cooperating, contributing, encouraging, presenting and leading.		I have found ways to manage disagreements which might arise in collaborative work.				



## YEAR FOUR



		Teacher				Year 4	
Term	Key Knowledge	RAG & ROR	Key Skills	RAG & ROR	Key Vocabulary	Some Resources Ideas for Famous Figures	Hero Link
<b>Autumn 1</b>  <i>What rights and responsibilities do children have?</i>  <b>DfE Guidance Y6 Outcomes Areas</b>  <b>Caring Friendships</b>  <b>Respectful Relationships</b>  <b>Being Safe</b>	I can name some rights, responsibilities and duties I have.		I know I have a personal responsibility to report when things are unsafe for myself or others and know ways to do this online and in the real world.		Sustainability	<i>SEAL New Beginnings</i>  <i>Dr. Barnardo</i>	<i>Jake - Focus</i>  
	I know ways to ask for support, including online, helplines and trusted people.		I can take part in making class and playground rules and know how to change rules if they are not working.				
	I know ways in which laws and rules keep us safe.		Know why it is important to 'think before we act' and practice thinking of the consequences of actions.				
	Know how my choices and actions have impacted myself and others.						
<b>Autumn 2</b>  <i>What is diversity?</i>  <b>DfE Guidance Y6 Outcomes Areas</b>	I know children have special rights in international law known as the United Nations Declaration of the Rights of the Child.		I know it is important to speak out about things which make me uncomfortable or are not ok including discrimination, anti-social behaviour and bullying.		Stereotyping  Discrimination  Anti-social Behaviour	<i>SEAL Say No To Bullying</i>  <i>Anti-Bullying Alliance – 50</i>	<i>Lucy - Respect</i>  
	I know the importance of human rights.						

<b>Families and people who care for me.</b>  <b>Caring Friendships</b>  <b>Respectful Relationships</b>	I can recognise bullying and bullying behaviour and some of the effects it has on those involved.		I recognise and challenge <i>stereotyping</i> and <i>discrimination</i> .		Community	<i>Ideas</i>	
	I know what is meant by 'community'.		I know that we all belong to different communities and can name some.		Human Right  United Nations  Value the Children	<i>Websites at back of toolkit infolder for some difficult areas.</i>  <i>Civil Rights – Martin Luther King Jr</i>	
<b><u>Spring 1</u></b>  <i>How can we keep safe?</i>  <b>DfE Guidance Y6 Outcomes Areas</b>	I know what stress and anxiety look and feel like.		Build strategies to manage stress levels including using the imagery of a 'stress-bucket'		Stress Bucket  Stress  Anxiety	<i>SEAL Good To Be Me</i>	Amy - Honesty  
<b>Caring Friendships</b>  <b>Online Relationships</b>  <b>Being Safe</b>	I know some risks involved in using modern technologies (mobiles/internet/online gaming etc)		I have some strategies for keeping safe around the risk outlined in the curriculum.				
<b>Mental Well Being</b>  <b>Internet Safety and Harms</b>	I know I have the right to be ' <b>Safe, Strong and Free.</b> '		I can describe some strategies for dealing with things which make me uncomfortable including knowing who I can talk to if I am worried about anything.				

<p><b><u>Spring 2</u></b></p> <p><i>What things are good and bad for our bodies?</i></p> <p><b>DfE Guidance Y6 Outcomes Areas</b></p> <p>Being Safe</p> <p>Mental Well Being</p> <p>Physical Health and Fitness</p> <p>Healthy Eating</p> <p>Drugs, Alcohol and Tobacco</p> <p>Changing Adolescent Health and Prevention</p>	<p>I know what is meant by physical, mental and emotional health and can identify choices which can positively or negatively affect someone’s health.</p>		<p>I know the effects of exercise on our bodies and the benefits of regular exercise.</p>			<p><i>SEAL Going For Goals</i></p>	<p><i>Max - Perseverance</i></p> 
	<p>I know what a habit is and can give some examples which are healthy and some are not.</p>		<p>I know some help available to help those wanting to stop unhealthy habits.</p>				
	<p>I know what a ‘balanced diet’ includes.</p>		<p>I can describe what influences our choices about food.</p>				
	<p>Know how to maintain healthy teeth. (cc Science)</p>						
<p><b><u>Summer 1</u></b></p> <p><i>How do I express my feelings and opinions?</i></p> <p><b>DfE Guidance Y6 Outcomes Areas</b></p>	<p>I can recognise and name a range of good and bad feelings.</p>		<p>I know some positive ways of sharing feelings and managing them.</p>		<p>Peer Pressure</p>	<p><i>SEAL Relationships</i></p> <p><i>SEAL Getting On and Falling Out W</i></p>	<p><i>Sam - Maturity</i></p> 
	<p>I know the difference between healthy and unhealthy relationships knowing everyone has the right to feel <b>safe, strong and free</b> in a relationship.</p>		<p>I know that lots of different feelings can be felt at once and that some feelings intensify and might become overwhelming.</p>				

<b>Families and people who care for me.</b>  <b>Caring Friendships</b>  <b>Respectful Relationships</b>  <b>Online Relationships</b>  <b>Mental Well Being</b>	I can identify different types of relationships and identify some ways special relationships are recognised e.g Mother's Day, Anniversaries, Weddings/Civil Partnerships.		I know some ways to respond to how others are feeling and have practised these skills.				
	I recognise a range of feelings in others.						
<b><u>Summer 2</u></b>  <i>How do we grow &amp; change?</i>  <b>DfE Guidance Y6 Outcomes Areas</b>  <b>Caring Friendships</b>  <b>Respectful Relationships</b>  Science Curriculum <i>(No right to withdraw)</i>  <b>Mental Well Being</b>  <b>Internet Safety and Harms</b>  <b>Changing Adolescent Body</b>	See SRE policy and planning		See SRE policy and planning			<i>SEAL Changes</i>  <i>Steven Hawkin</i>	
	Describe how to listen well to others		I know how to set targets for the future including setting small steps toward achieving a goal.				
	Identify attributes required to work with others e.g. listening, cooperating, contributing, encouraging, presenting and leading.		I know why it is important to listen to other's points of view and can constructively challenge other peoples' points of view.				
			I have found ways to manage disagreements which might arise in collaborative work.				

## YEAR FIVE

		<i>Teacher</i>				<i>Year 5</i>	
Term	Key Knowledge	RAG & ROR	Key Skills	RAG & ROR	Key Vocabulary	Some Resources Ideas for Famous Figures	Hero Link
<b>Autumn 1</b>  <i>What makes a community?</i>  <b>DfE Guidance Y6 Outcomes Areas</b>  <b>Respectful Relationships</b>	I can name some rights, responsibilities and duties I have.		I know I have a personal responsibility to report when things are unsafe for myself or others and know ways to do this.		Democracy	<i>SEAL New Beginnings</i>  <i>Elizabeth Fry</i>	<i>Jake - Focus</i>  
	I know ways to ask for support, including online, helplines and trusted people.		I can explain the importance of stopping, taking a step back and asking 'what if...'				
	I know there is a limited supply of these environmental and monetary resources, so decisions have to be made about how to allocate them.		I know who makes decisions about the allocation of resources sharing my thoughts on how they could be used.				
<b>Autumn 2</b>  <i>What does discrimination mean?</i>  <b>DfE Guidance Y6 Outcomes Areas</b>	I know children have special rights in international law known as the United Nations Declaration of the Rights of the Child.		I know it is important to speak out about things which make me uncomfortable or are not ok.		Sex, Gender and Sexual Orientation.  Discrimination  Negotiate  Compromise	<i>SEAL Say No To Bullying</i>  <i>Anti-Bullying Alliance – 50 Ideas</i>  <i>Websites at back</i>	<i>Lucy - Respect</i>  
	I know the importance of human rights.		I recognise and challenge <i>stereotyping</i> and <i>discrimination</i> .				



Respectful Relationships						of toolkit in	
Mental Well Being	I can research a topical issue linked to health or mental well-being with evidence for my opinions.		I respect the opinions of others during a discussion or debate.			folder for some difficult areas.	
						Civil Rights – William Booth	
<b>Spring 1</b> <i>How can we keep safe online?</i>	I know some risks involved in using modern technologies (mobiles/internet/online gaming etc)		I have some strategies for keeping safe around the risk outlined in the curriculum.			SEAL Good To Be Me	Amy - Honesty
<b>DfE Guidance Y6 Outcomes Areas</b>	I know that media and online claims may not always be true.		I can begin to detect bias in media content.			Steve Jobs	
Respectful Relationships	I can identify situations where physical touch is: acceptable/wanted/appropriate or unacceptable/unwanted/inappropriate.		I can describe some strategies for dealing with things which make me uncomfortable including knowing who I can talk to if I am worried about anything				
Online Relationships							
Science Curriculum							
Mental Well Being	I know I have the right to be <b>'Safe, Strong and Free.'</b>						
Internet Safety and Harms							
<b>Spring 2</b> <i>What choices help health?</i>	I know what is meant by physical, mental and emotional health and can identify choices which can positively or negatively affect someone's health.		I know how to ask for help or advice around mental health.			SEAL Going For Goals	Max - Perseverance
						Winston Churchill	


<b>DfE Guidance Y6 Outcomes Areas</b>  <b>Mental Well Being</b>  <b>Physical Health and Fitness</b>  <b>Drugs, Alcohol and Tobacco</b>  <b>Health and Prevention</b>  <b>Basic First Aid</b>	I know what a habit is and can give some examples which are healthy and some are not.		I know some help available to help those wanting to stop unhealthy habits.				
	I know how to contact the emergency services and when this is appropriate.		I know what to do in an emergency, including some basic 1 <sup>st</sup> aid.				
<b>Summer 1</b>  <i>What makes a positive relationship?</i>	I know the difference between healthy and unhealthy relationships.		I have some strategies for managing complex and conflicting emotions.		Peer Pressure	<b>SEAL Relationships</b>  <b>SEAL Getting On and Falling Out</b>	<b>Sam - Maturity</b>  
<b>DfE Guidance Y6 Outcomes Areas</b>  <b>Caring Friendships</b>  <b>Respectful Relationships</b>  <b>Being Safe</b>  <b>Mental Well Being</b>	I know what peer pressure is and can give examples of when this might happen.		I have practised the 3R's to resist, reverse and remove peer pressure.				
	I know the difference between a dare and a positive challenge.		I know who I can talk to if I am concerned or feel uncomfortable or under pressure to do something I don't want to.				
	I know everyone has the right to feel <b>safe, strong and free</b> in a relationship.						

<b>Summer 2</b>  <i>How do we grow &amp; change?</i>  <b>DfE Guidance Y6 Outcomes Areas</b>  <b>Families and people who care for me.</b>  <b>Caring Friendships</b>  <b>Respectful Relationships</b>  Science Curriculum <i>(No right to withdraw)</i>  <b>Mental Well Being</b>  <b>Changing Adolescent Body</b>	I can identify a range of feelings people might have when going through these.		I know who to tell if someone asks me to keep a secret that makes me feel uncomfortable, especially if they put pressure on me to keep it a secret.			<i>SEAL Changes</i>	
	I can describe some times which involve change or transition.						
	I can identify the connection between love, relationships and conception. (SRE)						
	I know the difference between credit and debt.		I can recognise the importance of sharing memories and where I can go for help during times of change, transition and loss.				
	I know why the government collects taxes and some ways they use them.		I can describe how someone in debt might feel.				



## YEAR SIX

		Teacher				Year 6	
Term	Key Knowledge	RAG & ROR	Key Skills	RAG & ROR	Key Vocabulary	Some Resources Ideas for Famous Figures	Hero Link
<b>Autumn 1</b>  <i>What responsibilities do I have?</i>  <b>DfE Guidance Y6 Outcomes Areas</b>  Families and people who care for me.  Respectful Relationships  Being Safe  Mental Well Being	I know how laws are made.		I know I have a range of responsibilities, for example to myself, my family, the school and the environment and can show this with examples of my own actions.			<a href="#"><i>SEAL New Beginnings</i></a>  <a href="#"><i>Emily Pankhurst</i></a>	<a href="#"><i>Jake - Focus</i></a>  
	I know why laws are made.						
	I know how I can take part in making and changing laws.						
<b>Autumn 2</b>  <i>What are human rights?</i>  <b>DfE Guidance Y6 Outcomes Areas</b>	I know the importance of human rights.		I can discuss and debate topical issues with evidence for my opinions.		Stereotyping  Discrimination	<a href="#"><i>SEAL Say No To Bullying</i></a>  <a href="#"><i>Anti-Bullying Alliance – 50 Ideas</i></a>	<a href="#"><i>Lucy - Respect</i></a>  
			I respect the opinions of others during a discussion or debate.				

<p><b>Families and people who care for me.</b></p> <p><b>Caring Friendships</b></p> <p><b>Respectful Relationships</b></p> <p><b>Being Safe</b></p>	<p>I know children have special rights in international law known as the United Nations Declaration of the Rights of the Child.</p>		<p>I know it is important to speak out about things which make me uncomfortable or are not ok.</p>			<p><i>Websites at back of toolkit in folder for some difficult areas.</i></p> <p><i>Civil Rights – Harriet Tubman</i></p>	
<p><b><u>Spring 1</u></b></p> <p><i>How can we manage risk?</i></p> <p><b>DfE Guidance Y6 Outcomes Areas</b></p> <p><b>Families and people who care for me.</b></p> <p><b>Caring Friendships</b></p> <p><b>Respectful Relationships</b></p> <p><b>Online Relationships</b></p> <p><b>Being Safe</b></p> <p><b>Mental Well Being</b></p> <p><b>Internet Safety and Harms</b></p>	<p>I know some risks involved in using modern technologies (mobiles/internet/online gaming etc)</p> <p>I know I have the right to be <b>‘Safe, Strong and Free.’</b></p>		<p>I have some strategies for keeping safe around the risk outlined in the curriculum.</p> <p>I know who I can talk to if I am worried.</p>			<p><i>SEAL Good To Be Me</i></p>	<p><i>Amy - Honesty</i></p> 

<p><b><u>Spring 2</u></b></p> <p><i>How can we stay healthy?</i></p> <p><b>DfE Guidance Y6 Outcomes Areas</b></p> <p>Being Safe</p> <p>Mental Well Being</p> <p>Physical Health and Fitness</p> <p>Drugs, Alcohol and Tobacco</p>	I can name some reasons a person might use a drug (good and bad)		I know how to ask for help or advice around drugs.			<p><i>SEAL Going For Goals</i></p>	<p><i>Max - Perseverance</i></p> 
	I recognise there are laws around substances and drugs.						
	I know there are risks related to using any drug.		I know what to do in an emergency including some basic 1 <sup>st</sup> aid.				
	I can name some of the consequences of substance misuse.		I know how to contact the emergency services.				
<p><b><u>Summer 1</u></b></p> <p><i>What makes a positive relationship?</i></p> <p><b>DfE Guidance Y6 Outcomes Areas</b></p> <p>Families and people who care for me.</p> <p>Caring Friendships</p> <p>Respectful</p>	I know the difference between healthy and unhealthy relationships.		I have some strategies for managing complex and conflicting emotions.		<p>Dare Vs Positive Challenge</p> <p>Peer Pressure</p>	<p><i>SEAL Relationships</i></p> <p><i>SEAL Getting On and Falling Out</i></p> <p><i>Eric Liddle</i></p> <p><i>Anne Frank</i></p>	<p><i>Sam - Maturity</i></p> 
	I know what peer pressure is and can give examples of when this might happen.		I have practised the 3R's to resist, reverse and remove peer pressure.				
			I know who I can talk to if I am concerned or feel uncomfortable.				

Relationships							
Mental Well Being							
<b>Summer 2</b>	I can describe some times which involve change or transition.		I know who to tell if someone asks me to keep a secret that makes me feel uncomfortable, especially if they put pressure on me to keep it a secret.		Confidentiality	<i>SEAL Changes</i>	
<i>What changes might we experience?</i>	I can identify a range of feelings people might have when going through these.				Consent		
<b>DfE Guidance Y6 Outcomes Areas</b>	I can identify the connection between love, relationships and conception. (SRE)						
<b>Families and people who care for me.</b>							
<b>Respectful Relationships</b>							
<b>Online Relationships</b>							
Science Curriculum <i>(No right to withdraw)</i>							
<b>Mental Well Being</b>							