










PSHE Curriculum Map and Assessment Sheet


		<i>Teacher</i>			<i>Early Years</i>		
Term	Key Knowledge	RAG	Key Skills and Objectives	RAG	Key Vocabulary	Some Resources	Hero Link
<p>Autumn 1 <i>How do we behave?</i></p> <p>DfE Guidance Y6 Outcomes Areas Families and people who care for me. Respectful Relationships</p>	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 Listen Focus Worried	<i>SEAL New Beginnings</i>	<i>Jake - Focus</i> 
			I can listen and respond to ideas expressed by others in conversation or discussion. (CL:U)			End of Block Assessment Notes	
	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.			<u><i>Greater Depth</i></u>	<u><i>Needing Support</i></u>
	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.				
<p>Autumn 2 <i>How are people different?</i></p> <p>DfE Guidance Y6 Outcomes Areas Families and people who care for me. Caring Friendships Respectful Relationships Mental Well Being</p>	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 Respect Family	<i>SEAL Say No To Bullying</i> <i>Anti-Bullying Alliance – 50 Ideas</i>	<i>Lucy – Respect</i> 
	I know about similarities and differences between themselves and others, and among families, communities and traditions. (UW:P&C:ELG)		I can talk about past and present events in my own lives and the lives of family members.			End of Block Assessment Notes	
	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.			<u><i>Greater Depth</i></u>	<u><i>Needing Support</i></u>



<p>Spring 1 <i>How do we keep safe?</i></p> <p>DfE Guidance Y6 Outcomes Areas Being Safe Internet Safety and Harms</p>	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.		Honesty Safe		Amy - Honesty 
			Practises some appropriate safety measures without direct supervision. (PD:HSC)			End of Block Assessment Notes	
	I know I have the right to be 'Safe, Strong and Free.'		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.			<u>Greater Depth</u>	<u>Needing Support</u>
<p>Spring 2 <i>How do we keep healthy?</i></p> <p>DfE Guidance Y6 Outcomes Areas Mental Well Being Physical Health and Fitness Healthy Eating Health and Prevention</p>	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.		Healthy Perseverance Exercise	SEAL Going For Goals	Max - Perseverance 
	I know ways to care for myself on a daily basis		I show an understanding of good practise with regard to exercise, eating, sleeping and hygiene.			End of Block Assessment Notes	
	I know the importance for good health of physical exercise, a healthy diet, and talk about ways to keep healthy.		I can manage my own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. (PD:HSC:ELG)			<u>Greater Depth</u>	<u>Needing Support</u>



<p>Summer 1 <i>How am I feeling?</i></p> <p>DfE Guidance Y6 Outcomes Areas Caring Friendships Respectful Relationships</p>	I can begin to show sensitivity to others' needs and feelings (PSED:MR)		I can play cooperatively as part of a group to develop and act out a narrative.		<p>Feelings Maturity Happy Sad Worried</p>	SEAL Relationships SEAL Getting On and Falling Out	Sam - Maturity 
			I can name and describe some different feelings.			End of Block Assessment Notes	
	I know some ways to resolve conflicts with other children, e.g. finding a compromise.		I can initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD:BI)			<u>Greater Depth</u>	<u>Needing Support</u>
			I can begin to make positive relationships with children and adults. (PSED:MR)				
<p>Summer 2 <i>How am I growing and changing?</i></p> <p>DfE Guidance Y6 Outcomes Areas Respectful Relationships Science Curriculum <i>(No right to withdraw)</i> Mental Well Being Changing Adolescent Body</p>	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)		<p>Change Ideas</p>	SEAL Changes	
	I know it is important to stop and think before I act. (PSED)		I know some ways I have grown and changed over the year.			End of Block Assessment Notes	
	I can describe myself in positive terms and talk about my abilities. (PSED:SCSA)		I am beginning to stop and think before I act. (PSED)			<u>Greater Depth</u>	<u>Needing Support</u>


		Teacher			Year 1		
Term	Key Knowledge	RAG	Key Skills and Objectives	RAG	Key Vocabulary	Some Resources	Hero Link
Autumn 1 <i>How do we decide how to behave?</i> DfE Guidance Y6 Outcomes Areas Families and people who care for me. Caring Friendships Respectful Relationships	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 Needs Focus	SEAL New Beginnings	<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.			End of Block Assessment Notes	
	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.			<u><i>Greater Depth</i></u>	<u><i>Needing Support</i></u>
Autumn 2 <i>What makes me special? (Valuing difference)</i> DfE Guidance Y6 Outcomes Areas Families and people who care for me. Caring Friendships Respectful Relationships Mental Well Being	I know what is meant by keeping something 'private' and can name some times it people might want to keep something private.		I know that I am 'unique' and there is no-one else like me. This makes me special.		Private Bullying Unique Respect	SEAL Say No To Bullying Anti-Bullying Alliance – 50 Ideas	<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 bullied.			End of Block Assessment Notes	
	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.		I know everyone is different in some ways and that everyone has the right to be treated equally.			<u><i>Greater Depth</i></u>	<u><i>Needing Support</i></u>
	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.				



<p>Spring 1 <i>How do we keep safe?</i></p> <p>DfE Guidance Y6 Outcomes Areas Science Curriculum <i>(No right to withdraw)</i> Being Safe Mental Well Being Internet Safety and Harms</p>	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.		<p>Secret Terminology for body parts linked to SRE Honesty</p>	SEAL Good To Be Me	<p>Amy - Honesty</p> 
	<p>End of Block Assessment Notes</p>					<p><u>Greater Depth</u></p>	<p><u>Needing Support</u></p>
	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 ' Safe, Strong and Free. '		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>Spring 2 <i>How do I stay Healthy?</i></p> <p>DfE Guidance Y6 Outcomes Areas Mental Well Being Physical Health and Fitness Healthy Eating Health and Prevention</p>	I can name foods which are good for me.		I know my choices might have good or bad consequences.		<p>Choices Perseverance Germs Environment</p>	SEAL Going For Goals	<p>Max - Perseverance</p> 
	<p>End of Block Assessment Notes</p>					<p><u>Greater Depth</u></p>	<p><u>Needing Support</u></p>
	I know ways to care for myself on a daily basis including taking care of my teeth.		I can name good and bad things about my local environment.				
	I know some ways germs spread and some ways to stop germs from spreading.		I can identify something I can do or not do to help the environment.				



<p>Summer 1 <i>How do we feel?</i></p> <p>DfE Guidance Y6 Outcomes Areas Caring Friendships Mental Well Being</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>Maturity Feelings Expression</p>	<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.			End of Block Assessment Notes	
						<u><i>Greater Depth</i></u>	<u><i>Needing Support</i></u>
<p>Summer 2 <i>How am I growing and changing?</i></p> <p>DfE Guidance Y6 Outcomes Areas Families and people who care for me. Caring Friendships Respectful Relationships Mental Well Being Changing Adolescent Body</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>Changes Lifetime Target</p>	<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.			End of Block Assessment Notes	
	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.			<u><i>Greater Depth</i></u>	<u><i>Needing Support</i></u>
	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.				


		Teacher			Year 2		
Term	Key Knowledge	RAG	Key Skills and Objectives	RAG	Key Vocabulary	Some Resources	Hero Link
Autumn 1 <i>How can we help?</i> DfE Guidance Y6 Outcomes Areas Families and people who care for me. Caring Friendships Respectful Relationships Mental Well Being	I can identify people who look after and care for me and who I can talk to if I'm worried.		I know how my behaviour may make others feel.		Fair / unfair Right / wrong Focus Kindness	<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 can ask for help when I need it.				
	I know what I can do if I think something is unfair or wrong.		I can take part in making class and playground rules and know how to change rules if they are not working.			End of Block Assessment Notes	
	I can perform acts of kindness and describe how it makes me and the other person feel.					<u>Greater Depth</u>	<u>Needing Support</u>
Autumn 2 <i>What is bullying?</i> DfE Guidance Y6 Outcomes Areas Caring Friendships Respectful Relationships Online Relationships Being Safe Mental Well Being Internet Safety and Harms	I know what the word unique means and can give examples of things which make me unique.		I know that if I have been asked to keep something private which makes me uncomfortable, I should tell a trusted adult.		Privacy Bullying Unique Respect Trust Equal	<i>SEAL Say No To Bullying</i>	<i>Lucy - Respect</i> 
	I know everyone has the right to be treated equally.		I can identify special things about other people.				
	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 it is important to respect people's differences.			End of Block Assessment Notes	
	I know what to do I am being bullied or see someone else being bullied.		I know what bullying is, that it can hurt physically or hurt feelings and that it is wrong.			<u>Greater Depth</u>	<u>Needing Support</u>



<p>Spring 1 <i>How do we keep safe?</i></p> <p>DfE Guidance Y6 Outcomes Areas Science Curriculum <i>(No right to withdraw)</i> Being Safe Mental Well Being Internet Safety and Harms Changing Adolescent Body</p>	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.		<p>Honesty Uncomfortable Dangerous Medicine</p>	SEAL Good To Be Me	<p>Amy - Honesty</p> 	
	I know there are parts of my body which are private.		I know how to stay safe in the sun.			End of Block Assessment Notes		
	I can use the correct names for the body parts of boys and girls. I know some biological differences between boys and girls. (SRE Link)		I can give reasons and ways people might save money, knowing what money is spent and saved.			<u>Greater Depth</u>	<u>Needing Support</u>	
	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.		I know where money comes from and some ways money can be used. I know I have the right to be 'Safe, Strong and Free.'					
<p>Spring 2 <i>How can we be healthy?</i></p> <p>DfE Guidance Y6 Outcomes Areas Physical Health and Fitness Healthy Eating Prevention</p>	I can describe what being healthy means and can name some things which keep us healthy. (food, exercise, sleep, rest, love)		I know some consequences of making good or bad choices about my health.		<p>Hygiene Perseverance Physical Mental Consequences</p>	SEAL Going For Goals Mary Seacole	<p>Max - Perseverance</p> 	
	I can describe some daily hygiene routines.		I can describe some of the benefits of good personal hygiene.			End of Block Assessment Notes		
	I know how germs spread and ways germs can be stopped including personal hygiene routines, medication and vaccination.		Know the effects of exercise on our bodies in promoting physical and mental health.			<u>Greater Depth</u>	<u>Needing Support</u>	



<p>Summer 1 <i>How do we show our feelings?</i></p> <p>DfE Guidance Y6 Outcomes Areas Caring Friendships Respectful Relationships Mental Well Being</p>	I can name and describe a range of different feelings.		I know when people might experience some of these different feelings.		<p>Maturity Experience Sensitive Special</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 my feelings can affect how I behave.		I know some strategies for managing my feelings.			End of Block Assessment Notes	
	I can recognise how others might be feeling.		I have practised ways to respond sensitively to how others are feeling.			<u><i>Greater Depth</i></u>	<u><i>Needing Support</i></u>
	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.				
<p>Summer 2 <i>What do I think?</i></p> <p>DfE Guidance Y6 Outcomes Areas Respectful Relationships Science Curriculum <i>(No right to withdraw)</i> Mental Well Being Changing Adolescent Body</p>	I can name some types of loss people might experience in their lives.		I know that change can affect how people behave.		<p>Responsibilities Target Independence</p>	<p><i>SEAL Changes</i></p> <p><i>Neil Armstrong</i></p>	
	I can describe some ways I have grown and changed since birth.		I can explain some ways I have become more independent and responsible now I am older.			End of Block Assessment Notes	
	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 explain why it is important to work collaboratively and listen to others.			<u><i>Greater Depth</i></u>	<u><i>Needing Support</i></u>
	I can identify groups I belong to in school and outside and my role in these groups.		I can listen to other people's ideas respectfully.				


		Teacher			Year 3		
Term	Key Knowledge	RAG	Key Skills and Objectives	RAG	Key Vocabulary	Some Resources	Hero Link
Autumn 1 <i>What are we responsible for?</i> DfE Guidance Y6 Outcomes Areas Caring Friendships Respectful Relationships Online Relationships Being Safe Internet Safety and Harms	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 Focus Support Duties	<i>SEAL New Beginnings</i> Barak Obama	<i>Jake - Focus</i> 
	I know ways in which laws and rules keep us safe.		I can take part in making class and playground rules and know how to change rules if they are not working.			End of Block Assessment Notes	
	I know ways to ask for support, including online, helplines and trusted people.					<u>Greater Depth</u>	<u>Needing Support</u>
	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.				
Autumn 2 <i>What can we do about bullying?</i> DfE Guidance Y6 Outcomes Areas Caring Friendships Respectful Relationships Online Relationships Being Safe Mental Well Being	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 Peer pressure Respect	<i>SEAL Say No To Bullying</i> <i>Civil Rights – Rosa Parks</i>	<i>Lucy - Respect</i> 
			I know some things I can do when feeling negative pressure.			End of Block Assessment Notes	
	I can recognise feelings which suggest negative pressure from others e.g. <i>wanting approval.</i>		I have practised the 3 R's to deal with negative pressure: Resist, Reverse, Remove.			<u>Greater Depth</u>	<u>Needing Support</u>
	I can recognise feelings which suggest negative pressure from within e.g. <i>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> '.				



<p>Spring 1 <i>What rules keep us safe?</i></p> <p>DfE Guidance Y6 Outcomes Areas Families and people who care for me. Respectful Relationships Being Safe Mental Well Being Internet Safety and Harms</p>	I have some strategies for keeping safe around the risk outlined in the curriculum.		Build strategies to manage stress levels including using the imagery of a 'stress-bucket'		<p>Risk, Danger and Hazard.</p> <p>Stress Bucket Stress Anxiety</p> <p>Privacy Honesty</p>	<p><i>SEAL Good To Be Me</i></p> <p><i>Ghandi</i></p>	<p><i>Amy - Honesty</i></p> 	
	I know some risks involved in using modern technologies (mobiles/internet/online gaming))		I know what stress and anxiety look and feel like.			End of Block Assessment Notes		
	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.			<u><i>Greater Depth</i></u>	<u><i>Needing Support</i></u>	
	I know I have the right to be 'Safe, Strong and Free.'							
<p>Spring 2 <i>How can we keep our bodies well?</i></p> <p>DfE Guidance Y6 Outcomes Areas Physical Health and Fitness Health and Prevention</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 Virus Hygiene Perseverance</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 viruses are, how they spread and how to help prevent their spread.		I know I am responsible for my own personal hygiene. (cc SRE)			End of Block Assessment Notes		
						<u><i>Greater Depth</i></u>	<u><i>Needing Support</i></u>	



<p>Summer 1 <i>How can we describe our feelings?</i></p> <p>DfE Guidance Y6 Outcomes Areas Families and people who care for me. Caring Friendships Respectful Relationships Mental Well Being</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 Maturity Overwhelming Wedding Civil Partnership</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 safe, strong and free in a relationship.		I know some positive ways of sharing feelings and managing them.			End of Block Assessment Notes		
	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.			<u><i>Greater Depth</i></u>	<u><i>Needing Support</i></u>	
	I recognise a range of feelings in others.							
<p>Summer 2 <i>How are we growing & changing?</i></p> <p>DfE Guidance Y6 Outcomes Areas Respectful Relationships Science Curriculum (No right to withdraw) Changing Adolescent Body</p>	See SRE policy and planning		See SRE policy and planning		<p>Collaboration Challenge Contribute Encourage Cooperation</p>	<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 have found ways to manage disagreements which might arise in collaborative work.			End of Block Assessment Notes		
	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.			<u><i>Greater Depth</i></u>	<u><i>Needing Support</i></u>	


		Teacher			Year 4		
Term	Key Knowledge	RAG	Key Skills and Objectives	RAG	Key Vocabulary	Some Resources	Hero Link
Autumn 1 <i>What rights and responsibilities do children have?</i> DfE Guidance Y6 Outcomes Areas Caring Friendships Respectful Relationships Being Safe	I can name some rights, responsibilities and duties I have.		I know ways to ask for support, including online, helplines and trusted people.		Sustainability Focus Trusted Impact Consequences Reform	<i>SEAL New Beginnings</i> <i>Dr. Barnardo</i>	<i>Jake - Focus</i> 
	Know how my choices and actions have impacted myself and others.		I know ways in which laws and rules keep us safe.			End of Block Assessment Notes	
	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.		Know why it is important to 'think before we act' and practice thinking of the consequences of actions.			<u><i>Greater Depth</i></u>	<u><i>Needing Support</i></u>
	I can take part in making class and playground rules and know how to change rules if they are not working.						
Autumn 2 <i>What is diversity?</i> DfE Guidance Y6 Outcomes Areas Families and people who care for me. Caring Friendships Respectful Relationships	I know children have special rights in international law known as the United Nations Declaration of the Rights of the Child.		I recognise and challenge <i>stereotyping</i> and <i>discrimination</i> .		Stereotyping Discrimination Anti-social Behaviour Community Human Right Respect	<i>SEAL Say No To Bullying</i> <i>Civil Rights – Martin Luther King Jr</i>	<i>Lucy – Respect</i> 
	I know the importance of human rights.		I know what is meant by 'community'.			End of Block Assessment Notes	
	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.		I can recognise bullying and bullying behaviour and some of the effects it has on those involved.			<u><i>Greater Depth</i></u>	<u><i>Needing Support</i></u>
			I know that we all belong to different communities and can name some.				



<p>Spring 1 <i>How can we keep safe?</i></p> <p>DfE Guidance Y6 Outcomes Areas Caring Friendships Online Relationships Being Safe Mental Well Being Internet Safety and Harms</p>	I have some strategies for keeping safe around the risk outlined in the curriculum.		Build strategies to manage stress levels including using the imagery of a 'stress-bucket'		Stress Bucket Stress Anxiety Honesty Risk Hazzard	<i>SEAL Good To Be Me</i>	Amy - Honesty 
	I know I have the right to be 'Safe, Strong and Free.'		I know what stress and anxiety look and feel like.			End of Block Assessment Notes	
	I know some risks involved in using modern technologies (mobiles/internet/online gaming etc)		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.			<u>Greater Depth</u>	<u>Needing Support</u>
<p>Spring 2 <i>What things are good and bad for our bodies?</i></p> <p>DfE Guidance Y6 Outcomes Areas Being Safe Mental Well Being Physical Health and Fitness Healthy Eating Drugs, Alcohol and Tobacco Changing Adolescent Health and Prevention</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.		I know the effects of exercise on our bodies and the benefits of regular exercise.		Perseverance Emotional Negative Positive Balanced Influences	<i>SEAL Going For Goals</i>	Max - Perseverance 
	I know what a habit is and can give some examples which are healthy and some are not.		Know how to maintain healthy teeth. (cc Science)			End of Block Assessment Notes	
	I know what a 'balanced diet' includes.		I can describe what influences our choices about food.			<u>Greater Depth</u>	<u>Needing Support</u>
	I know some help available to help those wanting to stop unhealthy habits.						



<p>Summer 1 <i>How do I express my feelings and opinions?</i></p> <p>DfE Guidance Y6 Outcomes Areas Families and people who care for me. Caring Friendships Respectful Relationships Online Relationships Mental Well Being</p>	I know the difference between healthy and unhealthy relationships knowing everyone has the right to feel safe, strong and free in a relationship.		I know some positive ways of sharing feelings and managing them.		Peer Pressure Maturity Relationships Intense	SEAL Relationships SEAL Getting On and Falling Out	Sam – Maturity 
	I can recognise and name a range of good and bad feelings.		I recognise a range of feelings in others.			End of Block Assessment Notes	
	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.			<u>Greater Depth</u>	<u>Needing Support</u>
	I know some ways to respond to how others are feeling and have practised these skills.						
<p>Summer 2 <i>How do we grow & change?</i></p> <p>DfE Guidance Y6 Outcomes Areas Caring Friendships Respectful Relationships Science Curriculum (No right to withdraw) Mental Well Being Internet Safety and Harms Changing Adolescent Body</p>	See SRE policy and planning		See SRE policy and planning		Contribute Present Leadership Constructive Collaborate	SEAL Changes Steven Hawkin	
	Describe how to listen well to others		I know how to set targets for the future including setting small steps toward achieving a goal.			End of Block Assessment Notes	
	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.			<u>Greater Depth</u>	<u>Needing Support</u>
			I have found ways to manage disagreements which might arise in collaborative work.				


		Teacher			Year 5		
Term	Key Knowledge	RAG	Key Skills and Objectives	RAG	Key Vocabulary	Some Resources	Hero Link
Autumn 1 <i>What makes a community?</i> DfE Guidance Y6 Outcomes Areas Respectful Relationships	I can explain the importance of stopping, taking a step back and asking 'what if...'		I know I have a personal responsibility to report when things are unsafe for myself or others and know ways to do this.		Democracy Focus Reflections Financial Monetary Environmental	<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 name some rights, responsibilities and duties I have.			End of Block Assessment Notes	
	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.			<u>Greater Depth</u>	<u>Needing Support</u>
Autumn 2 <i>What does discrimination mean?</i> DfE Guidance Y6 Outcomes Areas Respectful Relationships Mental Well Being	I know children have special rights in international law known as the United Nations Declaration of the Rights of the Child.		I respect the opinions of others during a discussion or debate.		Sex, Gender and Sexual Orientation. Discrimination Negotiate Compromise Respect	<i>SEAL Say No To Bullying</i> <i>Civil Rights – William Booth</i>	<i>Lucy – Respect</i> 
	I know the importance of human rights.		I recognise and challenge <i>stereotyping</i> and <i>discrimination</i> .			End of Block Assessment Notes	
	I can research a topical issue linked to health or mental well-being with evidence for my opinions.		I know it is important to speak out about things which make me uncomfortable or are not ok.			<u>Greater Depth</u>	<u>Needing Support</u>

<p>Spring 1 <i>How can we keep safe online?</i></p> <p>DfE Guidance Y6 Outcomes Areas Respectful Relationships Online Relationships Science Curriculum Mental Well Being Internet Safety and Harms</p>	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.		<p>Honesty Technologies Acceptable Inappropriate</p>	SEAL Good To Be Me	<p>Amy - Honesty</p> 
	I know that media and online claims may not always be true.		I can begin to detect bias in media content.			End of Block Assessment Notes	
	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			<u>Greater Depth</u>	<u>Needing Support</u>
	I know I have the right to be 'Safe, Strong and Free.'						
<p>Spring 2 <i>What choices help health?</i></p> <p>DfE Guidance Y6 Outcomes Areas Mental Well Being Physical Health and Fitness Drugs, Alcohol and Tobacco Health and Prevention Basic First Aid</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.		I know how to ask for help or advice around mental health.		<p>Perseverance Emergency Habits</p>	SEAL Going For Goals Winston Churchill	<p>Max - Perseverance</p> 
	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.			End of Block Assessment Notes	
	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 st aid.			<u>Greater Depth</u>	<u>Needing Support</u>

<p>Summer 1 <i>What makes a positive relationship?</i></p> <p>DfE Guidance Y6 Outcomes Areas Caring Friendships Respectful Relationships Being Safe Mental Well Being</p>	I have practised the 3R's to resist, reverse and remove peer pressure.		I have some strategies for managing complex and conflicting emotions.		Peer Pressure Maturity Challenge Conflict Complex Resist Reverse Remove	<i>SEAL Relationships</i> <i>SEAL Getting On and Falling Out</i>	Sam - Maturity 
	I know the difference between healthy and unhealthy relationships.		I know the difference between a dare and a positive challenge.			End of Block Assessment Notes	
	I know what peer pressure is and can give examples of when this might happen.		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.			<u>Greater Depth</u>	<u>Needing Support</u>
	I know everyone has the right to feel safe, strong and free in a relationship.						
<p>Summer 2 <i>How do we grow & change?</i></p> <p>DfE Guidance Y6 Outcomes Areas Families and people who care for me. Caring Friendships Respectful Relationships Science Curriculum <i>(No right to withdraw)</i> Mental Well Being Changing Adolescent Body</p>	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.		Transition Identity Personality Conception Credit Debt	<i>SEAL Changes</i>	
	I can describe some times which involve change or transition.		I know the difference between credit and debt.			End of Block Assessment Notes	
	I can identify the connection between love, relationships and conception. (SRE)		I can describe how someone in debt might feel.			<u>Greater Depth</u>	<u>Needing Support</u>
	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 can identify a range of feelings people might have when going through these.				

		<i>Teacher</i>				<i>Year 6</i>		
Term	Key Knowledge	RAG	Key Skills and Objectives	RAG	Key Vocabulary	Some Resources	Hero Link	
Autumn 1 <i>What responsibilities do I have?</i> DfE Guidance Y6 Outcomes Areas 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.		Focus Law Litigation Legislation Campaign	<i>SEAL New Beginnings</i> <i>Emily Pankhurst</i>	<i>Jake – Focus</i> 	
	I know why laws are made.						End of Block Assessment Notes	
	I know how I can take part in making and changing laws.						<u><i>Greater Depth</i></u>	<u><i>Needing Support</i></u>
Autumn 2 <i>What are human rights?</i> DfE Guidance Y6 Outcomes Areas Families and people who care for me. Caring Friendships Respectful Relationships Being Safe	I know the importance of human rights.		I can discuss and debate topical issues with evidence for my opinions.		Stereotyping Discrimination Respect Declaration Topical Debate	<i>SEAL Say No To Bullying</i> <i>Civil Rights – Harriet Tubman</i>	<i>Lucy - Respect</i> 	
			I respect the opinions of others during a discussion or debate.				End of Block Assessment Notes	
	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.			<u><i>Greater Depth</i></u>	<u><i>Needing Support</i></u>

<p>Spring 1 <i>How can we manage risk?</i></p> <p>DfE Guidance Y6 Outcomes Areas Families and people who care for me. Caring Friendships Respectful Relationships Online Relationships Being Safe Mental Well Being Internet Safety and Harms</p>	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.		<p>Honesty Technologies Prevent Radical</p>	SEAL Good To Be Me	<p>Amy - Honesty</p> 
	I know I have the right to be 'Safe, Strong and Free.'		I know who I can talk to if I am worried.			End of Block Assessment Notes	
						<u>Greater Depth</u>	<u>Needing Support</u>
<p>Spring 2 <i>How can we stay healthy?</i></p> <p>DfE Guidance Y6 Outcomes Areas Being Safe Mental Well Being Physical Health and Fitness 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>Perseverance Motivation Substances Misuse</p>	SEAL Going For Goals	<p>Max - Perseverance</p> 
	I recognise there are laws around substances and drugs.					End of Block Assessment Notes	
	I know there are risks related to using any drug.		I know what to do in an emergency including some basic 1 st aid.			<u>Greater Depth</u>	<u>Needing Support</u>
	I can name some of the consequences of substance misuse.		I know how to contact the emergency services.				

<p>Summer 1 <i>What makes a positive relationship?</i></p> <p>DfE Guidance Y6 Outcomes Areas Families and people who care for me. Caring Friendships Respectful Relationships Mental Well Being</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 Peer Pressure Maturity</p>	<p><i>SEAL Relationships</i></p> <p><i>SEAL Getting On and Falling Out</i></p> <p><i>Eric Liddle</i> <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.			End of Block Assessment Notes		
			I know who I can talk to if I am concerned or feel uncomfortable.			<u>Greater Depth</u>	<u>Needing Support</u>	
<p>Summer 2 <i>What changes might we experience?</i></p> <p>DfE Guidance Y6 Outcomes Areas Families and people who care for me. Respectful Relationships Online Relationships Science Curriculum <i>(No right to withdraw)</i> Mental Well Being</p>	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.		<p>Confidentiality Consent Transition Graduation Confidante</p>	<i>SEAL Changes</i>		
	I can describe some times which involve change or transition.			End of Block Assessment Notes				
	I can identify the connection between love, relationships and conception. (SRE)			<u>Greater Depth</u>		<u>Needing Support</u>		