

PSHE Curriculum Overview

Whole School Theme	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn 1 Rights & Responsibilities	<i>How do we behave?</i>	<i>How do we decide how to behave?</i>	<i>How can we help?</i>	<i>What are we responsible for?</i>	<i>What rights and responsibilities do children have?</i>	<i>What makes a community?</i>	<i>What responsibilities do I have?</i>
Autumn 2 Respect	<i>How are people different?</i>	<i>What makes me special?</i>	<i>What is bullying?</i>	<i>What can we do about bullying?</i>	<i>What is diversity?</i>	<i>What does discrimination mean?</i>	<i>What are human rights?</i>
Spring 1 Keeping Safe	<i>How do we keep safe?</i>	<i>How do we keep safe?</i>	<i>How do we keep safe?</i>	<i>What rules keep us safe?</i>	<i>How can we keep safe?</i>	<i>How can we keep safe online?</i>	<i>How can we manage risk?</i>
Spring 2 Keeping Healthy	<i>How do we keep healthy?</i>	<i>How do I stay healthy?</i>	<i>How can we be healthy?</i>	<i>How can we keep our bodies well?</i>	<i>What things are good and bad for our bodies?</i>	<i>What choices help health?</i>	<i>How can we stay healthy?</i>
Summer 1 Emotions & Relationships	<i>How am I feeling?</i>	<i>How do we feel?</i>	<i>How do we show our feelings?</i>	<i>How can we describe our feelings?</i>	<i>How do I express my feelings and opinions?</i>	<i>What makes a positive relationship?</i>	<i>What makes a positive relationship?</i>
Summer 2 Growing & Changing	<i>How am I growing and changing?</i>	<i>How am I growing and changing?</i>	<i>What do I think?</i>	<i>How can we describe our feelings?</i>	<i>How do we grow & change?</i>	<i>How do we grow and change?</i>	<i>What changes might we experience?</i>

Early Years

Autumn 1

Key Question

How do we behave?



DfE Y6 Outcome Links

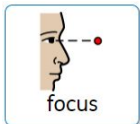
- Families and people who care for me.
- Respectful Relationships

Learning Outcomes

Skills

- I can maintain attention, concentration and sit quietly during appropriate activities. (CL:LA)
- I can listen and respond to ideas expressed by others in conversation or discussion. (CL:U)
- I can take part in making class and playground rules and know how to change rules if they are not working.
- I can identify people who look after and care for me and who I can talk to if I'm worried.

Vocab Widgets



focus



rules



listen



worried

Knowledge

- I know it is important to listen to what others say and respond appropriately. (CL:LA)
- I know the boundaries set, and the behavioural expectations of the setting. (PSED:MFB)
- I know some ways my own actions can affect other people. (PSED:MFB)

Images



Key Resources & Ideas

SEAL New Beginnings, Case study

Children Needing More Support

Early Years

Autumn 2

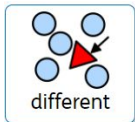
Key Question

How are people different?

DfE Y6 Outcome Links

- Families and people who care for me.
- Caring Friendships
- Respectful Relationships
- Mental Well Being

Vocab Widgets



Learning Outcomes

Skills

- I can notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. (EAD:BI)
- I can talk about past and present events in my own lives and the lives of family members.
- I can identify people who look after and care for me and who I can talk to if I'm worried or feeling bullied.

Knowledge

- I know that other children don't always enjoy the same things and are sensitive to this.
- I know about similarities and differences between themselves and others, and among families, communities and traditions. (UW:P&C:ELG)
- I know what bullying is and that it is unacceptable.

Images



Key Resources & Ideas

SEAL Say No To Bullying, Case study

Children Needing More Support

Early
Years

Spring 1

Key Question

How do we keep safe?

DfE Y6 Outcome Links

- Being Safe
- Internet Safety and Harms

Vocab Widgets



Learning Outcomes

Skills

- 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.
- I can practise some appropriate safety measures without direct supervision. (PD:HSC)
- 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.

Knowledge

- I know I have the right to be **'Safe, Strong and Free.'**
- I know who the emergency services are, how they help people keep safe and how to contact them in an emergency.

Images



Key Resources & Ideas

SEAL Good to be me, Case study

Children Needing More Support

Early Years

Spring 2

Key Question

How do we keep healthy?



DfE Y6 Outcome Links

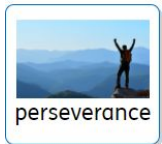
- Mental Well Being
- Physical Health and Fitness
- Healthy Eating
- Health and Prevention

Learning Outcomes

Skills

- I show an understanding of the need for safety when tackling new challenges, and consider and manage some risks.
- I show an understanding of good practise with regard to exercise, eating, sleeping and hygiene.
- I can manage my own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. (PD:HSC:ELG)

Vocab Widgets



Knowledge

- I know I need to eat healthy food and recognise the need for a variety of food.
- I know ways to care for myself on a daily basis
- I know the importance for good health of physical exercise, a healthy diet, and talk about ways to keep healthy.

Images



Key Resources & Ideas

SEAL Going for Goals, Case study, <https://www.e-bug.eu/>

Children Needing More Support

Early
Years

Summer 1

Key Question

How am I feeling?

DfE Y6 Outcome Links

- Caring Friendships
- Respectful Relationships



Learning Outcomes

Skills

- 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.
- I can initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD:BI)
- I can begin to make positive relationships with children and adults. (PSED:MR)

Knowledge

- I know some ways to resolve conflicts with other children, e.g. finding a compromise.
- I can name and describe some different feelings.

Vocab Widgets



maturity



feelings



worried



happy



sad

Images

Key Resources & Ideas

SEAL Getting on and falling out, SEAL Relationships, Case study

Children Needing More Support

**Early
Years**

Summer 2

Key Question

How am I growing and changing?

DfE Y6 Outcome Links

- Respectful Relationships
- Science Curriculum (No right to withdraw)
- Mental Well Being
- Changing Adolescent Body

Learning Outcomes

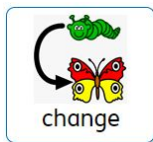
Skills

- I am confident to speak to others about my own needs, interests and opinions. (PSED:SCSA)
- I am beginning to stop and think before I act. (PSED)

Knowledge

- See RSE policy and planning
- I know talking helps my thinking, feelings and to solve problems. (CL:S)
- I know it is important to stop and think before I act. (PSED)
- I can describe myself in positive terms and talk about my abilities. (PSED:SCSA)
- I know some ways I have grown and changed over the year.

Vocab Widgets



Images

Key Resources & Ideas

SEAL Changes, Case study, CWP

Children Needing More Support

Year 1

Autumn 1

Key Question

How do we decide how to behave?



DfE Y6 Outcome Links

- Families and people who care for me.
- Caring Friendships
- Respectful Relationships

Learning Outcomes

Skills

- 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.
- I know what to do if my needs are not being met and who I can talk to.
- I know what I can do if I think something is unfair or wrong.

Vocab Widgets



focus



fair



unfair



right



wrong



needs

Knowledge

- I know other people (and animals) need looking after and can name some of the needs of all living things.
- I can explain what the words fair and unfair mean
- I can explain what the words right and wrong mean.

Images



Key Resources & Ideas

SEAL New Beginnings, Case study,

Children Needing More Support

Year 1

Autumn 2

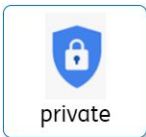
Key Question

What makes me special? (Valuing difference)

DfE Y6 Outcome Links

- Families and people who care for me.
- Caring Friendships
- Respectful Relationships
- Mental Well Being

Vocab Widgets



Learning Outcomes

Skills

- I know who I can go to if I am being bullied or if I see someone else being bullied.
- I can name some special people in my life and explain what makes them special.

Knowledge

- I know what is meant by keeping something 'private' and can name sometimes it people might want to keep something private.
- I know bullying is wrong and hurtful and can name some ways someone being bullied or teased might feel.
- 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 can name different groups I belong to and describe what it is like to be part of a group.
- 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.

Images



Key Resources & Ideas

SEAL Say No To Bullying, Anti-Bullying Alliance - 50 ideas, Case study

Children Needing More Support

Year 1

Spring 1

Key Question

How do we keep safe?



DfE Y6 Outcome Links

- Science Curriculum (No right to withdraw)
- Being Safe
- Mental Well Being
- Internet Safety and Harms

Learning Outcomes

Skills

- I have some strategies for keeping safe around the risk outlined in the curriculum. Including: Travelling on transport such as trains, boats, bicycles and wearing helmets.
- I know some risks involved in using modern technologies (mobiles/internet/online gaming etc) including knowing some people are not who they say they are online and the use of advertisements online.
- 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.

Vocab Widgets



Knowledge

- 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 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.'**

Images



Key Resources & Ideas

SEAL Good to be me, Case study, CWP

Children Needing More Support

Year 1

Spring 2

Key Question

How do I stay healthy?

DfE Y6 Outcome Links

- Mental Well Being
- Physical Health and Fitness
- Healthy Eating
- Health and Prevention

Vocab Widgets



perseverance



choice



germs



environment

Learning Outcomes

Skills

- 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.

Knowledge

- I can name foods which are good for me.
- 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 know my choices might have good or bad consequences.

Images



Key Resources & Ideas

SEAL Going for Goals, Case study, <https://www.e-bug.eu/>

Children Needing More Support

Year 1

Summer 1

Key Question

How do we feel?



DfE Y6 Outcome Links

- Caring Friendships
- Mental Well Being

Learning Outcomes

Skills

- I can recognise the feelings someone might be having including recognising some facial expressions.
- I can describe how my body feels when I have different feelings and ways to feel better when having bad feelings.
- I explain why it is important to share my feelings with others and who I can share my feelings with.

Knowledge

- I can name some good and bad feelings I have had.

Vocab Widgets



maturity



feelings



expression

Images



Key Resources & Ideas

SEAL Getting on and falling out, SEAL Relationships, Case study

Children Needing More Support

Year 1

Summer 2

Key Question

How do we grow & change?

DfE Y6 Outcome Links

- Families and people who care for me.
- Caring Friendships
- Respectful Relationships
- Mental Well Being
- Changing Adolescent Body

Learning Outcomes

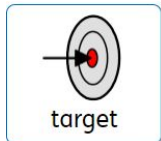
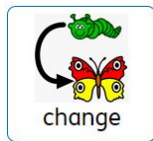
Skills

- I can name sometimes things change in our lifetime. (new sibling, new class etc) and describe how that makes me feel.
- I can make suggestions to help people on the playground.
- I can describe what it feels like to be listened to.
- I can name some things I am good at and things I need to get better at.
- I can explain how my needs have changed since I was a baby.
- I can set myself simple targets and celebrate achieving my targets.
- 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 take part in class discussions, listening to other people's ideas and thoughts and take turns when sharing my ideas and opinions.

Knowledge

- See RSE policy and planning
- 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 name some ways to help someone feeling nervous or unhappy about a loss or change.

Vocab Widgets



Images



Key Resources & Ideas

SEAL Changes, Case study, Queen Elizabeth II, CWP

Children Needing More Support

Year 2

Autumn 1

Key Question

How can we help?



DfE Y6 Outcome Links

- Families and people who care for me.
- Caring Friendships
- Respectful Relationships
- Mental Well Being

Learning Outcomes

Skills

- I can perform acts of kindness and describe how it makes me and the other person feel.
- I can ask for help when I need it.
- I can take part in making class and playground rules and know how to change rules if they are not working.

Knowledge

- I can identify people who look after and care for me and who I can talk to if I'm worried.
- I can explain what the words fair and unfair mean.
- I can explain what the words right and wrong mean.
- I know what I can do if I think something is unfair or wrong.
- I know how my behaviour may make others feel.

Vocab Widgets



Images



Key Resources & Ideas

SEAL New Beginnings, Mother Teresa, Case study

Children Needing More Support

Year 2

Autumn 2

Key Question

What is bullying?

DfE Y6 Outcome Links

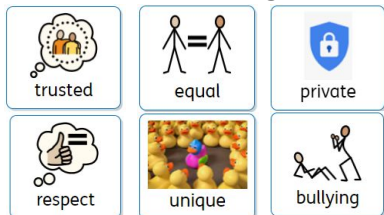
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe
- Mental Well Being
- Internet Safety and Harms

Learning Outcomes

Skills

- I know what to do I am being bullied or see someone else being bullied.
- I know that if I have been asked to keep something private which makes me uncomfortable, I should tell a trusted adult.
- I can identify special things about other people.

Vocab Widgets



Knowledge

- I know what the word unique means and can give examples of things which make me unique.
- I know everyone has the right to be treated equally.
- 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.
- I know what bullying is, that it can hurt physically or hurt feelings and that it is wrong.

Images



Key Resources & Ideas

SEAL Say No To Bullying, Case study

Children Needing More Support

Year 2

Spring 1

Key Question

How do we keep safe?



DfE Y6 Outcome Links

- Science Curriculum (No right to withdraw)
- Being Safe
- Mental Well Being
- Internet Safety and Harms
- Changing Adolescent Body

Learning Outcomes

Skills

- I can give reasons and ways people might save money, knowing how money is spent and saved.
- I know some risks involved in using modern technologies (mobiles/internet/online gaming etc) including keeping passwords private, 'lootboxes' and overuse leading to sleep issues.

Knowledge

- I know that some household products and medicines can be dangerous is not used properly.
- I can identify some simple hazards around the home such as boiling water and tripping hazards.
- I know there are parts of my body which are private.
- I can use the correct names for the body parts of boys and girls.
- I know some biological differences between boys and girls. (RSE Link)
- 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 I have the right to be **'Safe, Strong and Free.'**
- I know where money comes from and some ways money can be used.
- I know how to stay safe in the sun.

Vocab Widgets



honesty



uncomfortable



medicine



dangerous

Images



Key Resources & Ideas

SEAL Good to be me, Case study, CWP

Children Needing More Support

Year 2

Spring 2

Key Question

How can we be healthy?



DfE Y6 Outcome Links

- Physical Health and Fitness
- Healthy Eating
- Prevention

Vocab Widgets



perseverance



hygiene



Physical Health



Mental Health



consequences

Learning Outcomes

Skills

- 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.
- I can describe some of the benefits of good personal hygiene.

Knowledge

- I know how germs spread and ways germs can be stopped including personal hygiene routines, medication and vaccination.
- I know what an allergy is and some common allergies.
- I know some consequences of making good or bad choices about my health.
- Know the effects of exercise on our bodies in promoting physical and mental health.

Images



Key Resources & Ideas

SEAL Going for Goals, Mary Seacole, Case study, <https://www.e-bug.eu/>

Children Needing More Support

Year 2

Summer 1

Key Question

How do we show our feelings?



DfE Y6 Outcome Links

- Caring Friendships
- Respectful Relationships
- Mental Well Being

Vocab Widgets



experience



maturity



sensitive



special

Learning Outcomes

Skills

- I know my feelings can affect how I behave.
- I can recognise how others might be feeling.
- I can name some special people in my life and explain why I think they are special.
- I know some strategies for managing my feelings.
- I have practised ways to respond sensitively to how others are feeling.

Knowledge

- I can name and describe a range of different feelings.
- I know when people might experience some of these different feelings.
- I recognise it is important to share my feelings with others.

Images

Key Resources & Ideas

SEAL Getting on and falling out, SEAL Relationships, Case study

Children Needing More Support

Year 2

Summer 2

Key Question

What do I think?

DfE Y6 Outcome Links

- Respectful Relationships
- Science Curriculum (No right to withdraw)
- Mental Well Being
- Changing Adolescent Body

Learning Outcomes

Skills

- I can name some things I am good at and things I want to get better at.
- I can make a plan to reach my target.
- 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.

Vocab Widgets



Knowledge

- See RSE policy and planning
- 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 identify groups I belong to in school and outside and my role in these groups.
- I know that change can affect how people behave.

Images



Key Resources & Ideas

SEAL Changes, Neil Armstrong, Case study, CWP

Children Needing More Support

Year 3

Autumn 1

Key Question

What are we responsible for?



DfE Y6 Outcome Links

- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe
- Internet Safety and Harms

Learning Outcomes

Skills

- 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.
- 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 why it is important to 'think before we act' and practice thinking of the consequences of actions.

Knowledge

- I know how my choices and actions have impacted myself and others.
- I can name some rights, responsibilities and duties I have.
- I know ways in which laws and rules keep us safe.

Vocab Widgets



consequences



focus



rights



responsibility



duties



support

Images



Key Resources & Ideas

SEAL New Beginnings, Barack Obama, Case study,

Children Needing More Support

Year 3

Autumn 2

Key Question

What can we do about bullying?

DfE Y6 Outcome Links

- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe
- Mental Well Being

Vocab Widgets



Learning Outcomes

Skills

- I can recognise bullying and bullying behaviour and some of the effects it has on those involved.
- I can recognise feelings which suggest negative pressure from others *e.g. wanting approval.*
- I can recognise feelings which suggest negative pressure from within *e.g. self-criticism.*
- I know some things I can do when feeling negative pressure.
- I have practised the **3 R's** to deal with negative pressure: **Resist, Reverse, Remove.**

Knowledge

- I know it is important to speak out about things which make me uncomfortable or are not ok including discrimination and bullying.
- Know what to do when feeling negative pressure using the language of a **'self-coach'** and **'self-bully'**.

Images



Key Resources & Ideas

SEAL Say No To Bullying, Rosa Parks, Case study

Children Needing More Support

Year 3

Spring 1

Key Question

What rules keep us safe?



DfE Y6 Outcome Links

- > Families and people who care for me.
- > Respectful Relationships
- > Being Safe
- > Mental Well Being
- > Internet Safety and Harms

Learning Outcomes

Skills

- I have some strategies for keeping safe around the risk outlined in the curriculum including water safety for swimming, rivers and the coast.
- I am beginning to develop risk assessing strategies for activities I take part in.
- 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.

Vocab Widgets

 Stress Bucket	 anxiety	 stress	 honesty
 hazard	 risk	 private	 dangerous

Knowledge

- I know I have the right to be **'Safe, Strong and Free.'**
- I know some risks involved in using modern technologies (mobiles/internet/online gaming) including a lack of sleep, inactivity and remembering the SMART rules for online use.
- I know some things should be kept private and how to keep these boundaries.
- I know how to stay safe in the countryside and can recognise some of the hazards such as animals, plants and farming in our local community.
- I know some of the Countryside code and why it is in place.

Images



HOLOCAUST
MEMORIAL
DAY TRUST



Key Resources & Ideas

SEAL Good to be me, Gandhi, Case study

Children Needing More Support

Year 3

Spring 2

Key Question

How can we keep our bodies well?



DfE Y6 Outcome Links

- Physical Health and Fitness
- Health and Prevention

Learning Outcomes

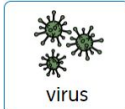
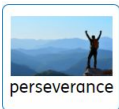
Skills

- I recognise the shared responsibility in maintaining a clean environment.

Knowledge

- I know the effects of exercise on our bodies and the benefits of regular exercise.
- I 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 RSE)

Vocab Widgets



Images



Key Resources & Ideas

SEAL Going for Goals, Edward Jenner, Case study, <https://www.e-bug.eu/>

Children Needing More Support

Year 3

Summer 1

Key Question

How can we describe our feelings?



DfE Y6 Outcome Links

- Families and people who care for me.
- Caring Friendships
- Respectful Relationships
- Mental Well Being

Vocab Widgets



Learning Outcomes

Skills

- I know some ways to respond to how others are feeling and have practised these skills.
- I know some positive ways of sharing feelings and managing them.

Knowledge

- I know that lots of different feelings can be felt at once and that some feelings intensify and might become overwhelming.
- I can recognise and name a range of good and bad feelings.
- I recognise a range of feelings in others.
- I know the difference between healthy and unhealthy relationships knowing everyone has the right to feel **safe, strong and free** in a relationship.
- I can identify different types of relationships and identify some ways special relationships are recognised e.g Mother's Day, Anniversaries, Weddings/Civil Partnerships.






Images



Key Resources & Ideas

SEAL Getting on and falling out, SEAL Relationships, Case study

Children Needing More Support

<p>Year 3</p>	<p>Summer 2</p>	<p>Key Question <i>How are we growing & changing?</i></p>
	<p>DfE Y6 Outcome Links</p> <ul style="list-style-type: none"> ➤ Respectful Relationships ➤ Science Curriculum (No right to withdraw) ➤ Changing Adolescent Body 	<p>Learning Outcomes</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify attributes required to work with others e.g. listening, cooperating, contributing, encouraging, presenting and leading. <input type="checkbox"/> I have found ways to manage disagreements which might arise in collaborative work. <input type="checkbox"/> I know why it is important to listen to other's points of view and can constructively challenge other people's' points of view.
<p style="text-align: center;">Vocab Widgets</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">  contribute </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  collaborate </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  cooperation </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  challenge </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  encourage </div> </div>		<p><i>Knowledge</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> See RSE policy and planning <input type="checkbox"/> I can identify a range of payment forms, not just coins and notes and the role of money in people's lives.
<p>Images</p>		
<p>Key Resources & Ideas</p> <p>SEAL Changes, Case study, CWP</p>		<p>Children Needing More Support</p>

Year 4

Autumn 1

Key Question

What rights and responsibilities do children have?



DfE Y6 Outcome Links

- Caring Friendships
- Respectful Relationships
- Being Safe

Learning Outcomes

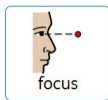
Skills

- I can explain why it is important to ‘think before we act’ and practice thinking of the consequences of actions.
- 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.
- I know ways to ask for support, including online, helplines and trusted people.

Knowledge

- I can name some rights, responsibilities and duties I have.
- I know how my choices and actions have impacted myself and others.
- 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.

Vocab Widgets



focus



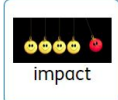
trusted



consequences



reform



impact



sustainability

Images



Key Resources & Ideas

SEAL New Beginnings, Dr. Barnardo, Case study, 360 Skills Resources,
<https://www.e-bug.eu/>

Children Needing More Support

Year 4

Autumn 2

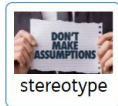
Key Question

What is diversity?

DfE Y6 Outcome Links

- Families and people who care for me.
- Caring Friendships
- Respectful Relationships

Vocab Widgets



Learning Outcomes

Skills

- I recognise and challenge *stereotyping* and *discrimination*.
- I know what is meant by 'community'.
- I can recognise bullying and bullying behaviour and some of the effects it has on those involved.
- I know that we all belong to different communities and can name some.

Knowledge

- I know children have special rights in international law known as the United Nations Declaration of the Rights of the Child.
- I know the importance of human rights.
- 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.

Images



Key Resources & Ideas

SEAL Say No To Bullying, Civil Rights – Martin Luther King Jr, Case study, 360 Skills Resources,

Children Needing More Support

Year 4

Spring 1

Key Question

How can we keep safe?



DfE Y6 Outcome Links

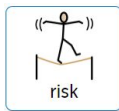
- Caring Friendships
- Online Relationships
- Being Safe
- Mental Well Being
- Internet Safety and Harms

Learning Outcomes

Skills

- I have built strategies to manage stress levels including using the imagery of a 'stress-bucket'.
- I have some strategies for keeping safe around electricity.
- I am beginning to develop risk assessing strategies for activities I take part in.
- 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.

Vocab Widgets



Knowledge

- I know what stress and anxiety look and feel like.
- I know I have the right to be **'Safe, Strong and Free.'**
- I know some risks involved in using modern technologies (mobiles/internet/online gaming etc) including sharing private information, harassment, for example trolling and how to report things they are concerned by.

Images



HOLOCAUST
MEMORIAL
DAY TRUST



Key Resources & Ideas

SEAL Good to be me, Case study, 360 Skills - Star Struck,

Children Needing More Support

Year 4

Spring 2

Key Question

What things are good and bad for our bodies?

DfE Y6 Outcome Links

- Being Safe
- Mental Well Being
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Changing Adolescent
- Health and Prevention

Learning Outcomes

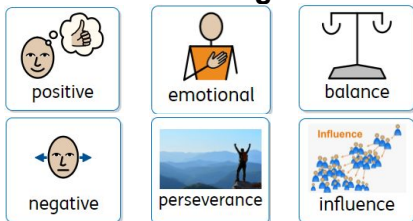
Skills

- I can describe what influences our choices about food.
- I know what is meant by physical, mental and emotional health and can identify choices which can positively or negatively affect someone's health.

Knowledge

- I know how to maintain healthy teeth. (cc Science)
- I know what a 'balanced diet' includes.
- I know some risks around food preparation and storage and how to prevent them making us unwell.
- I know some help available to help those wanting to stop unhealthy habits.
- I know what a habit is and can give some examples which are healthy and some are not.
- I know the effects of exercise on our bodies and the benefits of regular exercise.

Vocab Widgets



Images



Key Resources & Ideas

SEAL Going for Goals, Case study, 360 Skills - Switch your settings, <https://www.e-bug.eu/>

Children Needing More Support

Year 4

Summer 1

Key Question

How do I express my feelings and opinions?

DfE Y6 Outcome Links

- Families and people who care for me.
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Mental Well Being



Learning Outcomes

Skills

- I know some positive ways of sharing feelings and managing them.
- I recognise a range of feelings in others.
- I know some ways to respond to how others are feeling and have practised these skills.

Knowledge

- I know the difference between healthy and unhealthy relationships.
- I know everyone has the right to feel **safe, strong and free** in a relationship.
- I can recognise and name a range of good and bad feelings.
- I know that lots of different feelings can be felt at once and that some feelings intensify and might become overwhelming.
- I can identify different types of relationships and identify some ways special relationships are recognised e.g Mother's Day, Anniversaries, Weddings/Civil Partnerships.

Vocab Widgets



intense



peer
pressure



relationships



maturity

Images

Key Resources & Ideas

SEAL Getting on and falling out, SEAL Relationships, Case study, 360 Skills Resources

Children Needing More Support

Year 4

Summer 2

Key Question

How do we grow & change?

DfE Y6 Outcome Links

- Caring Friendships
- Respectful Relationships
- Science Curriculum (No right to withdraw)
- Mental Well Being
- Internet Safety and Harms
- Changing Adolescent Body

Learning Outcomes

Skills

- I know how to set targets for the future including setting small steps toward achieving a goal.
- I know why it is important to listen to other's points of view and can constructively challenge other people's' points of view.
- I have found ways to manage disagreements which might arise in collaborative work.

Knowledge

- See RSE policy and planning.
- I can describe some times which involve change or transition including puberty.
- I can identify a range of feelings people might have when going through these.
- I know what key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health.
- Describe how to listen well to others
- Identify attributes required to work with others e.g. listening, cooperating, contributing, encouraging, presenting and leading.

Vocab Widgets



contribute



collaborate



presentation



constructive



leadership

Images



Key Resources & Ideas

SEAL Changes, Steven Hawking, Case study, 360 Skills Resources, CWP

Children Needing More Support

Year 5

Autumn 1

Key Question

What makes a community?



DfE Y6 Outcome Links

➤ Respectful Relationships

Learning Outcomes

Skills

- I can explain the importance of stopping, taking a step back and asking ‘what if...’

Knowledge

- I know ways to ask for support, including online, helplines and trusted people.
- I know I have a personal responsibility to report when things are unsafe for myself or others and know ways to do this.
- I can name some rights, responsibilities and duties I have.
- 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.

Vocab Widgets



focus



democracy



environmental



reflections



financial



monetary

Images



Key Resources & Ideas

SEAL New Beginnings, Elizabeth Fry, Case study, 360 Skills Resources,

Children Needing More Support

Year 5

Autumn 2

Key Question

What does discrimination mean?



DfE Y6 Outcome Links

- Respectful Relationships
- Mental Well Being

Vocab Widgets



respect



discrimination



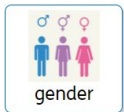
negotiate



compromise



sex



gender



sexual orientation

Learning Outcomes

Skills

- 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.
- I recognise and challenge *stereotyping* and *discrimination*.
- I know it is important to speak out about things which make me uncomfortable or are not ok.

Knowledge

- I know children have special rights in international law known as the United Nations Declaration of the Rights of the Child.
- I know the importance of human rights.

Images



Key Resources & Ideas

SEAL Say No To Bullying, William Booth, Case study, 360 Skills Resources

Children Needing More Support

Year 5

Spring 1

Key Question

How can we keep safe online?



DfE Y6 Outcome Links

- Respectful Relationships
- Online Relationships
- Science Curriculum
- Mental Well Being
- Internet Safety and Harms

Learning Outcomes

Skills

- I can identify situations where physical touch is: acceptable/wanted/appropriate or unacceptable/unwanted/inappropriate.
- I have some strategies for keeping safe around the risk outlined in the curriculum.
- I am continuing to develop risk assessing strategies for activities I take part in.
- I can begin to detect bias in media content.
- 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

Knowledge

- I know I have the right to be **'Safe, Strong and Free.'**
- I know some risks involved in using modern technologies (mobiles/internet/online gaming etc) including harassment and scams.
- I know that comments I put online can be traced back to me, even I they are anonymous.
- I know why social media, some computer games and online gaming, for example, are age restricted.
- I know that media and online claims may not always be true.

Vocab Widgets

honesty	technologies	acceptable	Bad Choice inappropriate
---------	--------------	------------	--------------------------

Images



HOLOCAUST
MEMORIAL
DAY TRUST

Key Resources & Ideas

SEAL Good to be me, Case study, 360 Skills Resources

Children Needing More Support

Year 5

Spring 2

Key Question

What choices help health?

DfE Y6 Outcome Links

- Mental Well Being
- Physical Health and Fitness
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid

Learning Outcomes

Skills

- I know how to ask for help or advice around mental health.
- I know what to do in an emergency, including some basic 1st aid.

Knowledge

- 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 what a habit is and can give some examples which are healthy and some are not.
- I know how to contact the emergency services and when this is appropriate.
- I know some help available to help those wanting to stop unhealthy habits.
- How to recognise early signs of physical illness, such as weight loss/gain, or unexplained changes to the body.

Vocab Widgets



Images



Key Resources & Ideas

SEAL Going for Goals, Winston Churchill, Case study, 360 skills - Helping Hands, 360 Skills - Drugs, Alcohol & Tobacco, <https://www.e-bug.eu/>, <https://firstaidchampions.redcross.org.uk/en/primary/first-aid-skills/>

Children Needing More Support

Year 5

Summer 1

Key Question

What makes a positive relationship?

DfE Y6 Outcome Links

- Caring Friendships
- Respectful Relationships
- Being Safe
- Mental Well Being

Vocab Widgets



Learning Outcomes

Skills

- I have practised the 3R's to resist, reverse and remove peer pressure.
- I have some strategies for managing complex and conflicting emotions.
- 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.

Knowledge

- I know the difference between healthy and unhealthy relationships.
- I know everyone has the right to feel **safe, strong and free** in a relationship.
- I know what peer pressure is and can give examples of when this might happen.
- I know the difference between a dare and a positive challenge.

Images



Key Resources & Ideas

SEAL Getting on and falling out, SEAL Relationships, Case study, 360 skills - Worrying Whispers

Children Needing More Support

Year 5

Summer 2

Key Question

How do we grow and change?

DfE Y6 Outcome Links

- Families and people who care for me.
- Caring Friendships
- Respectful Relationships
- Science Curriculum (No right to withdraw)
- Mental Well Being
- Changing Adolescent Body

Learning Outcomes

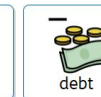
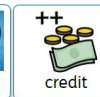
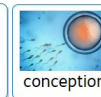
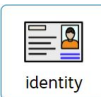
Skills

- I can recognise the importance of sharing memories and where I can go for help during times of change, transition and loss.
- I can identify the connection between love, relationships and conception. (RSE)
- 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 describe how someone in debt might feel.

Knowledge

- See RSE policy and planning
- I can describe some times which involve change or transition.
- I can identify a range of feelings people might have when going through these.
- I know why the government collects taxes and some ways they use them.
- I know the difference between credit and debt.

Vocab Widgets



Images



Key Resources & Ideas

SEAL Changes, Case study, 360 Skills Resources, CWP

Children Needing More Support

Year 6

Autumn 1

Key Question

What responsibilities do I have?



DfE Y6 Outcome Links

- Families and people who care for me.
- Respectful Relationships
- Being Safe
- Mental Well Being

Learning Outcomes

Skills

- 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.

Knowledge

- I know how laws are made.
- I know why laws are made.
- I know how I can take part in making and changing laws.

Vocab Widgets



focus



campaign



law



legislation



litigation

Images



Key Resources & Ideas

SEAL New Beginnings, Emily Pankhurst, Roy Castle, Case study, 360 Skills Resources,

Children Needing More Support

Year 6

Autumn 2

Key Question

What are human rights?

DfE Y6 Outcome Links

- Families and people who care for me.
- Caring Friendships
- Respectful Relationships
- Being Safe

Learning Outcomes


Skills


- I can discuss and debate topical issues with evidence for my opinions.
- I respect the opinions of others during a discussion or debate.
- I know it is important to speak out about things which make me uncomfortable or are not ok.


Knowledge


- I know the importance of human rights.
- I know children have special rights in international law known as the United Nations Declaration of the Rights of the Child.


Vocab Widgets


 respect


 discrimination


 stereotype


 debate


 declaration

Images



Key Resources & Ideas

SEAL Say No To Bullying, Harriet Tubman, Case study, 360 Skills Resources

Children Needing More Support

Year 6

Spring 1

Key Question

How can we manage risk?



DfE Y6 Outcome Links

- > Outcomes Areas
- > Families and people who care for me.
- > Caring Friendships
- > Respectful Relationships
- > Online Relationships
- > Being Safe
- > Mental Well Being
- > Internet Safety and Harms

Learning Outcomes

Skills

- I have some strategies for keeping safe around the risk outlined in the curriculum.
- I am developing risk assessing strategies for activities I take part in.
- I know who I can talk to if I am worried.

Knowledge

- I know I have the right to be **'Safe, Strong and Free.'**
- I know some risks involved in using modern technologies (mobiles/internet/online gaming etc) including managing online relationships and overuse of online platforms.

Vocab Widgets



Images



Key Resources & Ideas

SEAL Good to be me, Case study, 360 Skills - Street Smarts

Children Needing More Support

Year 6

Spring 2

Key Question

How can we stay healthy?



DfE Y6 Outcome Links

- Being Safe
- Mental Well Being
- Physical Health and Fitness
- Drugs, Alcohol and Tobacco

Learning Outcomes

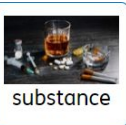
Skills

- I know how to ask for help or advice around drugs.
- I know what to do in an emergency including some basic 1st aid.

Knowledge

- I can name some reasons a person might use a drug (good and bad)
- I recognise there are laws around substances and drugs.
- I know there are risks related to using any drug.
- I can name some of the consequences of substance misuse.
- I know how and when to contact the emergency services.

Vocab Widgets



Images



Key Resources & Ideas

SEAL Going for Goals, Case study, 360 Skills Resources, <https://www.e-bug.eu/>,
<https://www.bhf.org.uk/how-you-can-help/how-to-save-a-life/cpr-training-resources>,
<https://firstaidchampions.redcross.org.uk/en/primary/first-aid-skills/>

Children Needing More Support

Year 6

Summer 1

Key Question

What makes a positive relationship?



DfE Y6 Outcome Links

- Families and people who care for me.
- Caring Friendships
- Respectful Relationships
- Mental Well Being

Learning Outcomes

Skills

- I have some strategies for managing complex and conflicting emotions.
- 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.

Knowledge

- I know the difference between healthy and unhealthy relationships.
- I know what peer pressure is and can give examples of when this might happen.

Vocab Widgets



maturity



peer
pressure



challenge



dare

Images



Key Resources & Ideas

SEAL Getting on and falling out, Eric Little, Anne Frank, SEAL Relationships, Case study, 360 Skills Resources

Children Needing More Support

Year 6

Summer 2

Key Question

What changes might we experience?

DfE Y6 Outcome Links

- Families and people who care for me.
- Respectful Relationships
- Online Relationships
- Science Curriculum (No right to withdraw)
- Mental Well Being

Learning Outcomes

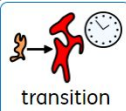
Skills

- 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 changes.
- I can identify the connection between love, relationships and conception. (RSE)

Knowledge

- I can describe some times which involve change or transition.
- See RSE policy and planning

Vocab Widgets



transition



confidential



confidante



consent



graduation

Images



Key Resources & Ideas

SEAL Changes, Case study, 360 Skills - Worry Guts, CWP

Children Needing More Support