

Our Ultimate End Goal:

What will our children be able to do when they leave us?

Our PSHE education helps our children to develop the knowledge, skills and attributes they need to manage life's challenges and make the most of life's opportunities. It is personalised to reflect the unique needs of our community. Our curriculum enables children to tackle barriers to their learning, raise aspirations, and improves the life chances of our most vulnerable and disadvantaged children. Our curriculum helps keep children safe, mentally and physically healthy and prepared for life and work.

Curriculum Coverage - Our Question Based Model

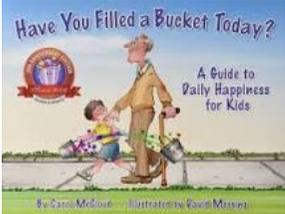
Health and Wellbeing

Relationships

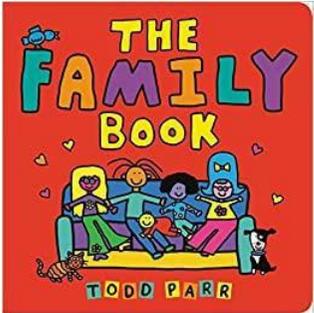
Living in the Wider World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What helps us grow and stay healthy?	What is bullying?	What helps us to stay safe?	What jobs do people do?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Valuing difference and keeping safe
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can we manage risk in different places?	How can our choices make a difference to others and the environment?	What decisions can people make with money? (1 stand-alone lesson on periods)
Year 5	What makes up a person's identity?	How can we help in an accident or emergency?	How can friends communicate safely?	How do friendships change as we grow?	How will we grow and change? Puberty Part 1	What jobs would we like? Careers Week- invite parents in to talk about their career?
Year 6	How can we keep healthy as we grow?		How can the media influence people?	How can drugs affect health?	What will change as we become more independent? Puberty Part 2	Transition to Secondary School

Year Group: 1 Relationships

<p>National Curriculum Coverage</p> <p>Half termly enquiry question & outline of coverage</p>	<p>Procedural Knowledge</p> <p>What key knowledge do we want the children to have?</p> <p>What knowledge do we want to emphasise?</p> <p>How will knowledge be built on what went before and prepare our children for what is coming next?</p>	<p>Propositional Knowledge</p> <p>What skills do we want our children to have? How will these skill build on what went before and prepare our children for what is coming next?</p>	<p>Vocabulary</p> <p>What key vocabulary will our citizens/ children (?) need?</p>	<p>Experiences</p> <p>What experiences do we want our citizens to have had?</p> <p>What opportunities will the children have had to make the world a better place?</p>
<p>Relationships</p> <p>What is the same and different about us?</p>  <p>It's Okay to Be Different</p> 	<p>Know what they like/dislike and are good at</p> <p>Know what makes them special and how everyone has different strengths</p> <p>Know how their personal features or qualities are unique to them</p> <p>Know how they are similar or different to others, and what they have in common</p> <p>Use the correct names for the main parts of the body, including external genitalia; and that parts of the bodies covered with underwear are private.</p>	<p>Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. Children can name the main parts of the body.</p> <p>They can identify and respect differences and similarities between people.</p>	<p>Same</p> <p>Different</p> <p>Like</p> <p>Dislike</p> <p>Special</p> <p>Talents</p> <p>Strength</p> <p>Personal</p> <p>Unique</p> <p>Penis</p> <p>Testicles</p> <p>Vagina</p> <p>Male</p> <p>Female</p> <p>Main Body Parts</p>	<p>Celebration assembly where uniqueness is praised.</p> <p>Bucket filling with the class and sent home to celebrate.</p>

Year 1 Relationships

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<p>Relationships</p> <p>Who is special to us?</p> 	<p>Know that family is one of the groups they belong to, as well as, for example, school, friends, clubs</p> <p>Know about the different people in their family / those that love and care for them</p> <p>Know what their family members, or people that are special to them, do to make them feel loved and cared for</p> <p>Know how families are all different but share common features, what is the same and different</p> <p>Know about features of family life, including what families do and enjoy together.</p> <p>Know that it is important to tell someone if something about their family is making them unhappy or worried.</p>	<p>Children can explain different ways that family and friends should care for one another. Children can explain about people who look after them, who to go to if they are worried and ways to help these people look after them.</p>	<p>Family</p> <p>Belonging</p> <p>Community</p> <p>Care</p> <p>Love</p> <p>Same</p> <p>Different</p> <p>Special</p> <p>Unique</p> <p>Worried</p> <p>Unhappy</p> <p>Feelings</p> <p>Uncomfortable</p>	

Year 1 Healthy Body, Healthy Mind

National Curriculum Coverage Half termly enquiry question & outline of coverage	Procedural Knowledge What key knowledge do we want the children to have? What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?	Propositional Knowledge What skills do we want our children to have? How will these skill build on what went before and prepare our children for what is coming next?	Vocabulary What key vocabulary will our citizens/ children (?) need?	Experiences What experiences do we want our citizens to have had? What opportunities will the children have had to make the world a better place?
Who helps us to stay healthy?	<p>Know what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</p> <p>Know that things people put into or onto their bodies can affect how they feel</p> <p>Know how medicines (including vaccinations and (immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</p> <p>Know why hygiene is important and how simple hygiene routines can stop germs from being passed on</p> <p>Know what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing.</p>	Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest).	Healthy Dentist Doctor Nurse Medicines Vaccinations Hygiene Germs Virus Exercise Rest	

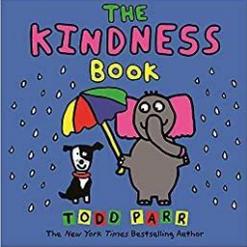
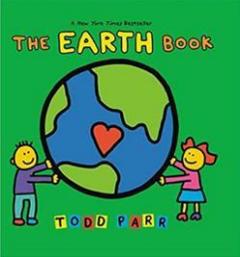
Year 1 Living in the Wider World

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<p>Living in the wider world.</p> <p>What can we do with money?</p>	<p>Know what money is - that money comes in different forms</p> <p>Know how money is obtained (e.g. earned, won, borrowed, presents)</p> <p>Know how people make choices about what to do with money, including spending and saving</p> <p>Know the difference between needs and wants - that people may not always be able to have the things they want how to keep money safe and the different ways of doing this</p>	<p>Children can demonstrate that money comes from different sources and can be used for different purposes (spending, saving). They understand the role money plays in their lives (how to manage, keep it safe, spending choices and what influences us)</p>	<p>Money</p> <p>Bank Account</p> <p>Earn</p> <p>Won</p> <p>Borrowed</p> <p>Presents</p> <p>Spend</p> <p>Save</p> <p>Needs</p> <p>Wants</p>	<p>Children research a local charity and explore how we could raise money to support it.</p>

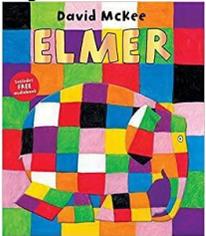
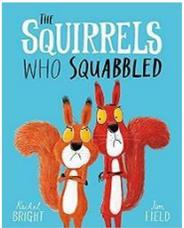
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<p>Who helps to keep us safe?</p>	<p>Know that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</p> <p>Know who can help them in different places and situations; how to attract someone's attention or ask for help;what to say</p> <p>Know how to respond safely to adults they don't know</p> <p>Know what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</p> <p>Know how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</p>	<p>Children can explain about people who look after them, who to go to if they are worried and ways to help these people look after them.</p> <p>Children can talk about growing and changing and new opportunities and responsibilities that increasing independence brings.</p>	<p>Community Safety Accident Harm Hurt</p>	<p>Meet our local Police Education officer and get to know their role.</p>

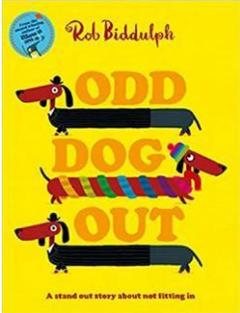
Year 1 Living in the Wider World

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<p>How can we look after one another and the world?</p>  	<p>Know how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</p> <p>Know the responsibilities they have in and out of the classroom</p> <p>Know how people and animals need to be looked after and cared for</p> <p>Know what can harm the local and global environment; how they and others can help care for it</p> <p>Know how people grow and change and how people's needs change as they grow from young to old</p> <p>Know how to manage change when moving to a new class/year group</p>	<p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people.</p> <p>They can recognize what improves and harms their local, natural and built environments and some of the ways people look after them.</p>	<p>Behaviour</p> <p>Kind / unkind</p> <p>Collaboration</p> <p>Local</p> <p>Global</p> <p>Grow</p> <p>Change</p> <p>Harm</p> <p>Environment</p> <p>Natural</p>	<p>Take on a community challenge to improve a part of it. Litter picking, tidying etc.</p> <p>Write to local residents to ask how we can make our area a better place.</p>

Year 2 Relationships - What makes a good friend?

<p>National Curriculum Coverage</p> <p>Half termly enquiry question & outline of coverage</p>	<p>Procedural Knowledge</p> <p>What key knowledge do we want the children to have?</p> <p>What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?</p>	<p>Propositional Knowledge</p> <p>What skills do we want our children to have?</p> <p>How will these skill build on what went before and prepare our children for what is coming next?</p>	<p>Vocabulary</p> <p>What key vocabulary will our citizens/ children (?) need?</p>	<p>Experiences</p> <p>What experiences do we want our citizens to have had?</p> <p>What opportunities will the children have had to make the world a better place?</p>
<p>What makes a good friend?</p> <p>Friendship; feeling lonely; managing Arguments</p>  	<p>Know how to make friends with others</p> <p>Know how to recognise when they feel lonely and what they could do about it</p> <p>Know how people behave when they are being friendly and what makes a good friend</p> <p>Know how to resolve arguments that can occur in friendships</p> <p>Know how to ask for help if a friendship is making them unhappy</p>	<p>They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people.</p>	<p>Friend</p> <p>Friendship</p> <p>Friendly</p> <p>Arguments</p> <p>Behaviour</p> <p>Actions</p> <p>Resolve</p> <p>Feelings words</p>	<p>Children create a friendship charter and put it into action!</p>

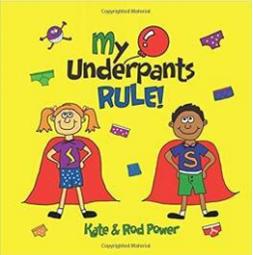
Year 2 Relationships - Bullying

<p>National Curriculum Coverage</p> <p>Half termly enquiry question & outline of coverage</p>	<p>Procedural Knowledge</p> <p>What key knowledge do we want the children to have?</p> <p>What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?</p>	<p>Propositional Knowledge</p> <p>What skills do we want our children to have?</p> <p>How will these skill build on what went before and prepare our children for what is coming next?</p>	<p>Vocabulary</p> <p>What key vocabulary will our citizens/ children (?) need?</p>	<p>Experiences</p> <p>What experiences do we want our citizens to have had?</p> <p>What opportunities will the children have had to make the world a better place?</p>
<p>What is bullying?</p> <p>Behaviour; bullying; words and actions; respect for others.</p> 	<p>Know how words and actions can affect how people feel</p> <p>Know how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</p> <p>Know why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</p> <p>Know how to respond if this happens in different situations</p> <p>Know how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</p>	<p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.</p>	<p>Bullying</p> <p>Bully</p> <p>Words</p> <p>Actions</p> <p>Respect</p> <p>Permission</p> <p>Respect</p> <p>Excluding</p> <p>Hurtful</p> <p>Online</p>	<p>Make a short film to show on our website and in assembly for anti-bullying week.</p>

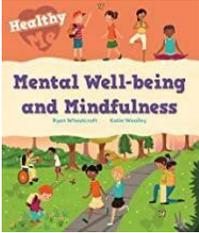
Year 2 Living in the Wider World

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<p>What jobs do people do?</p> <p>People and jobs; money; role of the Internet.</p>	<p>Know how jobs help people earn money to pay for things they need and want</p> <p>Know about a range of different jobs, including those done by people</p> <p>Know they know or people who work in their community</p> <p>Know how people have different strengths and interests that enable them to do different jobs</p> <p>Know how people use the internet and digital devices in their jobs and everyday life</p>	<p>Children can demonstrate that money comes from different sources and can be used for different purposes (spending, saving). They understand the role money plays in their lives (how to manage, keep it safe, spending choices and what influences these choices). Children understand there are a wide range of jobs and challenge gender stereotypes about careers.</p>	<p>Work Job Money Earn Strengths Internet Digital Spend and Save</p>	<p>Interview a range of local residents about their jobs. Discover what they do and how they help others.</p>

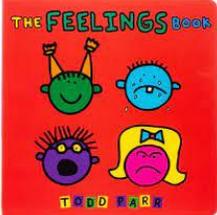
Year 2 Healthy Body, Healthy Mind

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<p>What helps us to stay safe?</p> <p>Keeping safe; recognising risk; rules</p>  	<p>Know how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; rail safety in relation to medicines/ household products and online)</p> <p>Know how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</p> <p>Know how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</p> <p>Know how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</p> <p>Know how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</p>	<p>Children know school rules about health and safety, basic emergency aid procedures, where and how to get help.</p> <p>Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely)</p>	<p>Rules Safety Medicines / Drugs Unsafe Risky Familiar Unfamiliar Peer Pressure Trust Trustworthy</p>	<p>Work with Network Rail to learn more about railway safety.</p>

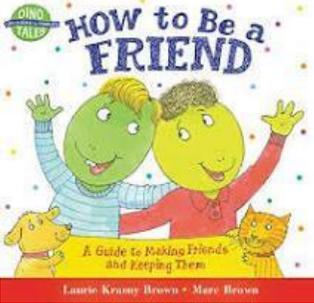
Year 2 Healthy Body, Healthy Mind

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<p>What can help us grow and stay healthy?</p> <p>Being healthy: eating, drinking, playing and sleeping</p> 	<p>Know that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</p> <p>Know that eating and drinking too much sugar can affect their health, including dental health</p> <p>Know how to be physically active and how much rest and sleep they should have everyday</p> <p>Know that there are different ways to learn and play; how to know when to take a break from screen-time</p> <p>Know how sunshine helps bodies to grow and how to keep safe and well in the sun</p>	<p>Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest).</p>	<p>Physical activity Sleep and Rest Dental Decay Sun Protection Make changes</p>	<p>Create a healthy body exhibition in the hall to teach parents all about what we have learned.</p>

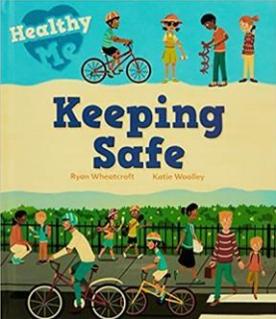
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<p>How doe we recognise our feelings? Feelings: mood, times of change, loss and bereavement,growing up.</p> 	<p>Know how to recognise, name and describe a range of feelings Know what helps them to feel good, or better if not feeling good</p> <p>Know how different things, times, experiences can bring about different feelings for different people (including loss, change, bereavement or moving to a new class or school)</p> <p>Know how feelings can affect people in their bodies and in their behaviour</p> <p>Know ways to manage big feelings and the importance of sharing their feeligns with someone they trust</p> <p>Know how to recognise when they might need help with feelings and how to ask for help when they need it</p>	<p>They can identify some factors that affect emotional health and well-being, for example exercise or dealing with emotions.</p>	<p>Names of feelings Loss Change Bereavement Manage trust</p>	

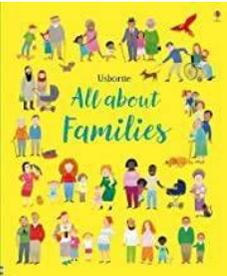
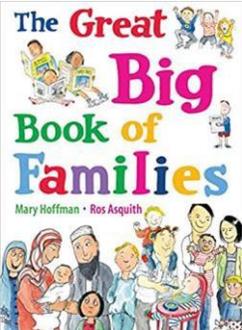
Year 3 Relationships

<p>National Curriculum Coverage</p> <p>Half termly enquiry question & outline of coverage</p>	<p>Procedural Knowledge</p> <p>What key knowledge do we want the children to have? What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?</p>	<p>Propositional Knowledge</p> <p>What skills do we want our children to have? How will these skill build on what went before and prepare our children for what is coming next?</p>	<p>Vocabulary</p> <p>What key vocabulary will our citizens/ children (?) need?</p>	<p>Experiences</p> <p>What experiences do we want our citizens to have had? What opportunities will the children have had to make the world a better place?</p>
<p>How can we be a good friend?</p> <p>Friendship; making positive friendships, managing loneliness, dealing with arguments</p> 	<p>Know how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</p> <p>Know how to recognise if others are feeling lonely and excluded and strategies to include them</p> <p>Know how to build good friendships, including identifying qualities that contribute to positive friendships</p> <p>Know that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</p> <p>Know how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support.</p>	<p>Children can respond appropriately to a wider range of feelings in others. Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it.</p>	<p>Names of Feelings</p> <p>Excluded Lonely Dispute Resolve Reconcile</p>	<p>Bucket filling continues as the children move into KS2. This is developed by children celebrating one another publically</p>

Year 3 Healthy Body, Healthy Mind

<p>National Curriculum Coverage</p> <p>Half termly enquiry question & outline of coverage</p>	<p>Procedural Knowledge</p> <p>What key knowledge do we want the children to have? What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?</p>	<p>Propositional Knowledge</p> <p>What skills do we want our children to have? How will these skill build on what went before and prepare our children for what is coming next?</p>	<p>Vocabulary</p> <p>What key vocabulary will our citizens/ children (?) need?</p>	<p>Experiences</p> <p>What experiences do we want our citizens to have had? What opportunities will the children have had to make the world a better place?</p>
<p>What keeps us safe?</p> <p>Keeping safe; at home and school; our bodies; hygiene; medicines and household products</p> 	<p>Know how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</p> <p>Know how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</p> <p>Know that their body belongs to them and should not be hurt or touched without permission; what to do and who to tell if they feel uncomfortable.</p> <p>Know how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</p> <p>Know how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</p> <p>Know how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</p> <p>Know what to do in an emergency, including calling for help and speaking to the emergency services</p>	<p>They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).</p> <p>The concept of 'keeping something confidential or secret' when we should or shouldn't agree to this/ when it is right to 'break a confidence' or 'share a secret'.</p> <p>Children to judge what kind of physical contact is acceptable or unacceptable and to be aware of different types of use, how to respond and get help.</p>	<p>Hazard Harm Injury Protective Permission Private Emergence</p>	<p>Children create a safety roadshow to teach their guests about staying safe in our community.</p>

Year 3 Relationships

<p>National Curriculum Coverage</p> <p>Half termly enquiry question & outline of coverage</p>	<p>Procedural Knowledge</p> <p>What key knowledge do we want the children to have? What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?</p>	<p>Propositional Knowledge</p> <p>What skills do we want our children to have? How will these skill build on what went before and prepare our children for what is coming next?</p>	<p>Vocabulary</p> <p>What key vocabulary will our citizens/ children (?) need?</p>	<p>Experiences</p> <p>What experiences do we want our citizens to have had? What opportunities will the children have had to make the world a better place?</p>
<p>What are families like?</p> <p>Families; family life; caring for each other.</p>  	<p>Know how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive families)</p> <p>Know how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</p> <p>Know how people within families should care for each other and the different ways they demonstrate this</p> <p>Know how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</p>	<p>Children celebrate the diverse blends of families and understand that families are all made differently. They can identify how families have common features. They understand how to access help if family relationships are worrying them or they feel unsafe.</p>	<p>Diversity Features Celebrations Gay Lesbian Adoption Step Parent Similarities Differences Respect</p>	<p>Through class assemblies the children celebrate our many wonderful and diverse families.</p>

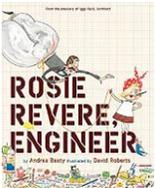
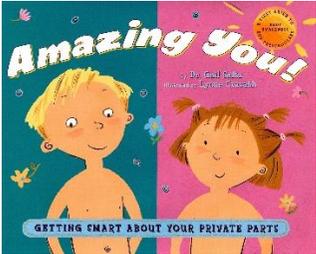
Year 3 Living in the Wider World

National Curriculum Coverage Half termly enquiry question & outline of coverage	Procedural Knowledge What key knowledge do we want the children to have? What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?	Propositional Knowledge What skills do we want our children to have? How will these skill build on what went before and prepare our children for what is coming next?	Vocabulary What key vocabulary will our citizens/ children (?) need?	Experiences What experiences do we want our citizens to have had? What opportunities will the children have had to make the world a better place?
<p>What makes a community?</p> <p>Community; belonging to groups; similarities and differences; respect for others</p>	<p>Know how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</p> <p>Know what is meant by a diverse community; how different groups make up the wider/local community around the school</p> <p>Know how the community helps everyone to feel included and values the different contributions that people make</p> <p>Know how to be respectful towards people who may live differently to them</p>	<p>Children understand what being part of a community means, and about local and national intuitions that support communities. Recognise the role of voluntary, community and pressure groups, particularly health and well-being (Child line, Age UK). Children can research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</p>	<p>Community Belonging Similarities Differences Respect Groups Inclusion</p>	<p>Planning and preparing a community tea party where children can celebrate members of our school community, village and city community.</p>

Year 3 Healthy Body, Healthy Mind

National Curriculum Coverage Half termly enquiry question & outline of coverage	Procedural Knowledge What key knowledge do we want the children to have? What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?	Propositional Knowledge What skills do we want our children to have? How will these skill build on what went before and prepare our children for what is coming next?	Vocabulary What key vocabulary will our citizens/ children (?) need?	Experiences What experiences do we want our citizens to have had? What opportunities will the children have had to make the world a better place?
<p>Why should we eat well and look after our teeth?</p> <p>Being healthy: eating well, dental care</p>	<p>Know how to eat a healthy diet and the benefits of nutritionally rich foods</p> <p>Know how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</p> <p>Know how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</p> <p>Know how people make choices about what to eat and drink, including who or what influences these</p> <p>Know how, when and where to ask for advice and help about healthy eating and dental care</p>	<p>Children can make choices about how to develop healthy lifestyles. They understand the important of eating well and oral health. Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest)</p>	<p>Diet Nutrition Oral health Brushing and Flossing Balanced Acidic Sugar Dental Care</p>	<p>Children create dental health 'campaigns' to educate their peers and the wider community. They could share these with the local dentist and GP surgery.</p>

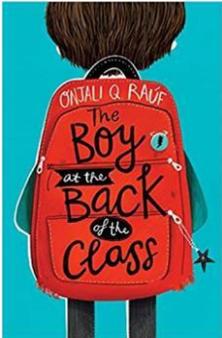
Year 3 Relationships

National Curriculum Coverage Half termly enquiry question & outline of coverage	Procedural Knowledge What key knowledge do we want the children to have? What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?	Propositional Knowledge What skills do we want our children to have? How will these skill build on what went before and prepare our children for what is coming next?	Vocabulary What key vocabulary will our citizens/ children (?) need?	Experiences What experiences do we want our citizens to have had? What opportunities will the children have had to make the world a better place?
<p>How girls and boys are different?</p> <p>Valuing differences and keeping safe</p>  	<p>Know the main parts of the body and name these correctly. Name male and female body parts.</p> <p>Use the correct names for the main parts of the body, including external genitalia; and that parts of the bodies covered with underwear are private.</p> <p>Know that sometimes our gender can be stereotyped and understand how we must challenge this.</p>	<p>Children can respond to, or challenge, negative behaviours such as stereotyping about gender. Children will identify differences between male and female.</p> <p>Identify how people change and grow and what makes us special.</p>	<p>Male Female Penis Testicles Vagina Main body parts Stereotype</p>	

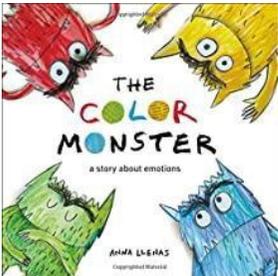
Year 4 Healthy Body, Healthy Mind

<p>National Curriculum Coverage</p> <p>Half termly enquiry question & outline of coverage</p>	<p>Procedural Knowledge</p> <p>What key knowledge do we want the children to have? What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?</p>	<p>Propositional Knowledge</p> <p>What skills do we want our children to have? How will these skill build on what went before and prepare our children for what is coming next?</p>	<p>Vocabulary</p> <p>What key vocabulary will our citizens/ children (?) need?</p>	<p>Experiences</p> <p>What experiences do we want our citizens to have had? What opportunities will the children have had to make the world a better place?</p>
<p>What strengths, skills and interests do we have?</p> <p>Self-esteem: self-worth; personal qualities: goal setting; managing set backs</p> 	<p>Know how to recognise personal qualities and individuality</p> <p>Know to develop self-worth by identifying positive things about themselves and their achievements</p> <p>Know how their personal attributes, strengths, skills and interests contribute to their self-esteem</p> <p>Know how to set goals for themselves</p> <p>Know how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</p>	<p>Children see themselves positivity and understand and recognise their own unique strengths and talents. They are brought back to our core value - Only One You.</p> <p>They build resilience and determination through goal setting and learn from the journey.</p>	<p>Qualities</p> <p>Individual</p> <p>Self-worth</p> <p>Personal attributes</p> <p>Self esteem</p> <p>Goals</p>	<p>Lots of opportunities to hear the stories of others within our community who have overcome hurdles and achieved success.</p>

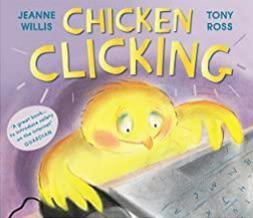
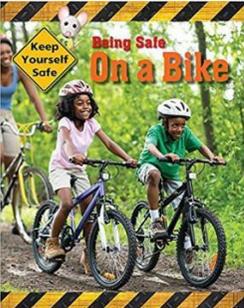
Year 4 Relationships

<p>National Curriculum Coverage</p> <p>Half termly enquiry question & outline of coverage</p>	<p>Procedural Knowledge</p> <p>What key knowledge do we want the children to have? What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?</p>	<p>Propositional Knowledge</p> <p>What skills do we want our children to have? How will these skill build on what went before and prepare our children for what is coming next?</p>	<p>Vocabulary</p> <p>What key vocabulary will our citizens/ children (?) need?</p>	<p>Experiences</p> <p>What experiences do we want our citizens to have had? What opportunities will the children have had to make the world a better place?</p>
<p>How do we treat one another with respect?</p> <p>Respect for self and others; courteous behaviour; safety; human rights</p> 	<p>Know how people's behaviour affects themselves and others, including online</p> <p>Know how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</p> <p>Know about the relationship between rights and responsibilities</p> <p>Know about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)</p> <p>Know the rights that children have and why it is important to protect these</p> <p>Know that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</p> <p>Know how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) - how to report concerns</p>	<p>Children understand that their own behaviour impacts upon others. Respectful behaviour is identified and understood that it is reciprocal.</p> <p>Children understand different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. Resolve differences by looking at alternatives, seeing and respecting others' point of view, making decisions and explaining choices. Understand what discrimination is and why it is wrong.</p> <p>Children understand that they have the right to privacy and they have rights to protect their body. They know where to seek help if they are worried and need help.</p>	<p>Courteous Respectful Rights Responsibilities Privacy Confidence Discrimination Protect Rights</p>	<p>Organise a Question Time debate with another class and debate key questions. 'Should Bullies be Punished or Helped?'</p>

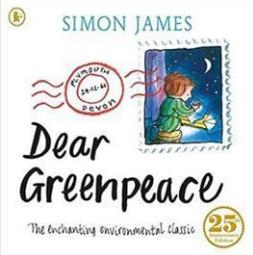
Year 4 Healthy Body, Healthy Mind

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<p>How do we manage our feelings?</p> <p>Feelings and emotions; expression of feelings; behaviour</p> 	<p>Know how everyday things and our own development can affect feelings</p> <p>Know how feelings change over time and can be experienced at different levels of intensity</p> <p>Know the importance of expressing feelings and how they can be expressed in different ways</p> <p>Know how to respond proportionately to, and manage, feelings in different circumstances</p> <p>Know ways of managing feelings at times of loss, grief and change</p> <p>Know how to access advice and support to help manage their own or others' feelings</p>	<p>They can identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions).</p>	<p>Name feelings - loss, grief, change, frustration</p> <p>Physical</p> <p>Mental health</p> <p>Expressing yourself</p> <p>Manage feelings</p> <p>Hormones</p>	<p>Year 4 children create short stories to describe emotions through pictures to share with children in KS1.</p>

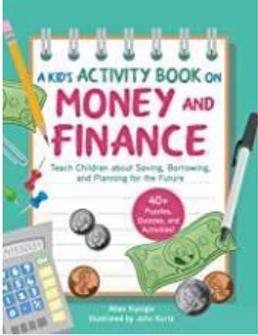
Year 4 Healthy Body, Healthy Mind

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<p>How can we manage risk?</p> <p>Keeping safe; out and about; recognising and managing risk</p>   	<p>Know how to recognise, predict, assess and manage risk in different situations</p> <p>Know how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</p> <p>**Consider our local needs - the railway and water safety.</p> <p>Know how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</p> <p>Know how people's online actions can impact on other people</p> <p>Know how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</p> <p>Know how to report concerns, including about inappropriate online content and contact</p> <p>Know that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</p>	<p>They can demonstrate effective ways of resisting negative pressure, including from their peers (for example knowing where to get help, knowing that there is an option to delay, showing resilience).</p>	<p>Assess</p> <p>Predict</p> <p>Familiar</p> <p>Unfamiliar</p> <p>Influence</p> <p>Peer pressure</p> <p>Laws</p> <p>Inappropriate</p> <p>Anti-Social</p> <p>Online content</p>	<p>Join Year 3 on creating a safety roadshow for parents.</p>

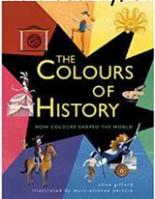
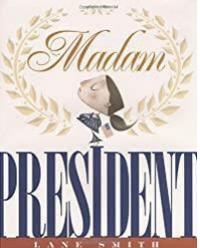
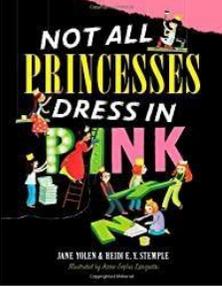
Year 4 Living in the Wider World

<p>National Curriculum Coverage</p> <p>Half termly enquiry question & outline of coverage</p>	<p>Procedural Knowledge</p> <p>What key knowledge do we want the children to have?</p> <p>What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?</p>	<p>Propositional Knowledge</p> <p>What skills do we want our children to have?</p> <p>How will these skill build on what went before and prepare our children for what is coming next?</p>	<p>Vocabulary</p> <p>What key vocabulary will our citizens/ children (?) need?</p>	<p>Experiences</p> <p>What experiences do we want our citizens to have had?</p> <p>What opportunities will the children have had to make the world a better place?</p>
<p>How can our choices make a difference to others and the environment?</p> <p>Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</p> 	<p>Know how people have a shared responsibility to help protect the world around them</p> <p>Know how everyday choices can affect the environment</p> <p>Know how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</p> <p>Know the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</p> <p>Know how to show care and concern for others (people and animals)</p> <p>Know how to carry out personal responsibilities in a caring and compassionate way</p>	<p>Children understand different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. Resolve differences by looking at alternatives, seeing and respecting others' point of view, making decisions and explaining choices.</p>	<p>Responsibility</p> <p>Rights</p> <p>Protect</p> <p>Choice</p> <p>Respect</p> <p>Alternatives</p> <p>Fairtrade</p> <p>Single use</p> <p>Issues</p> <p>Topical</p> <p>Concern</p>	<p>Organise a community clean-up of the local area Consider how to engage and inform the community and how this will be organised.</p>

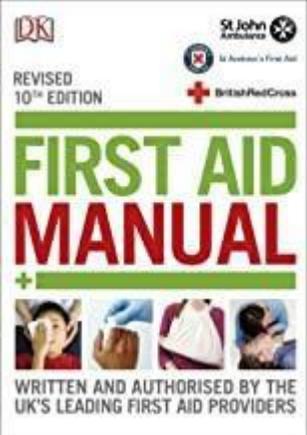
Year 4 Living in the Wider World

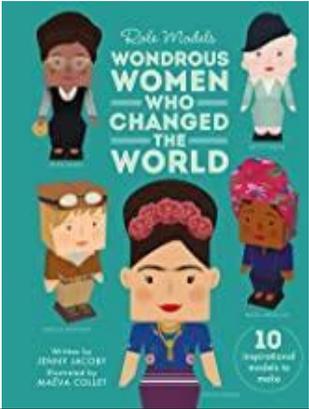
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<p>What decisions can people make with money?</p> <p>Money; making decisions; spending and saving</p> 	<p>Know how people make decisions about spending and saving money and what influences them</p> <p>Know how to keep track of money so people know how much they have to spend or save</p> <p>Know how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</p> <p>Know how to recognise what makes something 'value for money' and what this means to them</p> <p>Know that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</p>	<p>Children can demonstrate the role money plays in their/other's lives (how to manage and be a critical consumer). Develop an understanding of the concepts of interest, loan, debt and tax (VAT). Resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p>	<p>Decision Influence Track Spend / Save Choice Current account Savings Store cards Credit cards Loans Value for money Lost Stolen</p>	<p>Work alongside major bank education teams who can come into school to support our learning.</p>

Year 5 Healthy Body, Healthy Mind

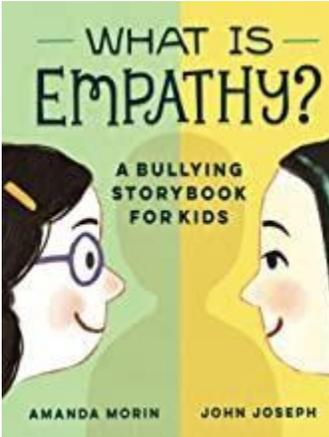
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<p>What makes up our identify?</p> <p>Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</p>   	<p>Know how to recognise and respect similarities and differences between people and what they have in common with others</p> <p>Know that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</p> <p>Know how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</p> <p>Know about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</p> <p>Know how to challenge stereotypes and assumptions about others</p>	<p>Children recognise how images in the media do not always reflect reality and can affect how people feel about themselves. Children can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves. Children will identify differences between male and female. Identify how people change and grow and what makes us special.</p>	<p>Ethnicity Identify Gender Biological sex Stereotyping Respect Tolerance</p>	<p>This unit would make for a powerful learning experience exploring gender, racial, religious stereotypes.</p>

Year 5 Healthy Body, Healthy Mind

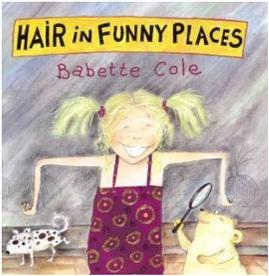
National Curriculum Coverage Half termly enquiry question & outline of coverage	Procedural Knowledge What key knowledge do we want the children to have? What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?	Propositional Knowledge What skills do we want our children to have? How will these skill build on what went before and prepare our children for what is coming next?	Vocabulary What key vocabulary will our citizens/ children (?) need?	Experiences What experiences do we want our citizens to have had? What opportunities will the children have had to make the world a better place?
<p>How can we help in an accident or emergency?</p> 	<p>Know how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</p> <p>Know that if someone has experienced a head injury, they should not be moved</p> <p>Know when it is appropriate to use first aid and the importance of seeking adult help</p> <p>Know the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</p>	<p>Children are able to recognise when first aid is needed and recall the skills they might need to reduce harm. They understand the process for calling for help.</p>	<p>Burns Scalds Cuts Bleeds Choking Asthma attacks Allergic reactions</p>	<p>Work alongside Worthing St. John Ambulance to learn these vital lifesaving skills. Present a video diary of the skills learned.</p>

<p>What jobs would we like?</p> <p>Careers, role models, aspirations for the future.</p>  	<p>Know that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</p> <p>Know that some jobs are paid more than others and some may be voluntary (unpaid)</p> <p>Know about the skills, attributes, qualifications and training needed for different jobs</p> <p>Know that there are different ways into jobs and careers, including college, apprenticeships and university</p> <p>Know how people choose a career/job and what influences their decision, including skills, interests and pay</p> <p>Know how to question and challenge stereotypes about the types of jobs people can do</p> <p>Know how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</p>	<p>Children understand possible routes to different careers and be able to set goals towards these aspirations. They understand 'enterprise' and skills that make someone enterprising.</p>	<p>Careers Vocation Skills Attributes Training Apprenticeships Keyworker University College Stereotypes</p>	<p>COULD Children to work with Worthing College Out Reach Team and explore the range of courses that prepare students for jobs of the future.</p> <p>Could we ask parents to come in and talk to groups about their jobs?</p>
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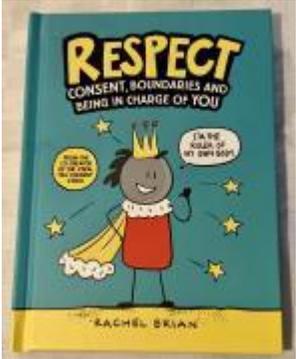
Year 5 Relationships

<p>National Curriculum Coverage</p> <p>Half termly enquiry question & outline of coverage</p>	<p>Procedural Knowledge</p> <p>What key knowledge do we want the children to have? What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?</p>	<p>Propositional Knowledge</p> <p>What skills do we want our children to have? How will these skill build on what went before and prepare our children for what is coming next?</p>	<p>Vocabulary</p> <p>What key vocabulary will our citizens/ children (?) need?</p>	<p>Experiences</p> <p>What experiences do we want our citizens to have had? What opportunities will the children have had to make the world a better place?</p>
<p>How can friends communicate safely?</p> <p>Friendships; relationships; becoming independent; online safety</p> 	<p>Know about the different types of relationships people have in their lives</p> <p>Know how friends and family communicate together; how the internet and social media can be used positively</p> <p>Know how knowing someone online differs from knowing someone face-to-face</p> <p>Know how to recognise risk in relation to friendships and keeping safe</p> <p>Know about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</p> <p>Know how to respond if a friendship is making them feel worried, unsafe or uncomfortable</p> <p>Know how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</p>	<p>They will explore and discuss different types of relationships. Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.</p> <p>Children can discuss strategies for keeping physically and emotionally safe (road safety, social media, mobile phones). They can talk about the importance of protecting personal information (passwords/images).</p> <p>They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p>	<p>Social media Content Images Consent</p> <p>Personal information</p> <p>Share online</p> <p>Inappropriate content</p> <p>Peer pressure</p>	<p>Children to together create an Online code of conduct which will be presented on the school website.</p>

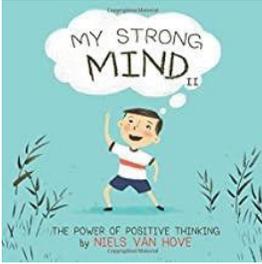
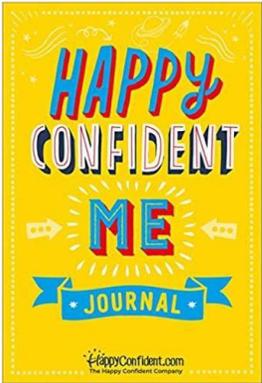
Year 5 Healthy Body, Healthy Mind SUMMER TERM

<p>National Curriculum Coverage</p> <p>Half termly enquiry question & outline of coverage</p>	<p>Procedural Knowledge</p> <p>What key knowledge do we want the children to have? What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?</p>	<p>Propositional Knowledge</p> <p>What skills do we want our children to have? How will these skill build on what went before and prepare our children for what is coming next?</p>	<p>Vocabulary</p> <p>What key vocabulary will our citizens/ children (?) need?</p>	<p>Experiences</p> <p>What experiences do we want our citizens to have had? What opportunities will the children have had to make the world a better place?</p>
<p>How will we grow and change?</p> <p>Puberty 1</p> <p>https://www.bbc.co.uk/cbbc/watch/operation-ouch-puberty</p>  	<p>Know about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing and erections.</p> <p>Know puberty can affect emotions and feelings</p> <p>Know how personal hygiene routines change during puberty</p> <p>Know how to ask for advice and support about growing and changing and puberty</p> <p>Detailed plans Year 5 from the PSHCE association.</p>	<p>Pupils can explain how their body will change as they approach and move into puberty.</p>	<p>Puberty Lifecycle Menstruation Erection Physical changes Breasts Pubic hair Sweating</p>	

Year 5 Relationships

<p>National Curriculum Coverage</p> <p>Half termly enquiry question & outline of coverage</p>	<p>Procedural Knowledge</p> <p>What key knowledge do we want the children to have? What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?</p>	<p>Propositional Knowledge</p> <p>What skills do we want our children to have? How will these skill build on what went before and prepare our children for what is coming next?</p>	<p>Vocabulary</p> <p>What key vocabulary will our citizens/ children (?) need?</p>	<p>Experiences</p> <p>What experiences do we want our citizens to have had? What opportunities will the children have had to make the world a better place?</p>
<p>How do friendships change as we grow?</p> 	<p>Know that people have different kinds of relationships in their lives, including romantic or intimate relationships</p> <p>Know that people are attracted to and love each other can be of any gender, ethnicity, or faith, the way couples care for one another</p> <p>Know that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</p> <p>Know that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</p> <p>Know how growing up and becoming more independent comes with increased opportunities and responsibilities</p> <p>Know how friendships may change as they grow and how to manage this</p>	<p>They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p>	<p>Relationship</p> <p>Romantic</p> <p>Intimate</p> <p>Attraction</p> <p>Love</p> <p>Couples</p> <p>Committed</p> <p>Marriage</p> <p>Civil partnership</p> <p>Equal</p> <p>Forcing</p> <p>Crime</p> <p>Gay</p> <p>Lesbian</p> <p>Heterosexual</p>	

Year 6 Healthy Body, Healthy Mind

<p>National Curriculum Coverage</p> <p>Half termly enquiry question & outline of coverage</p>	<p>Procedural Knowledge</p> <p>What key knowledge do we want the children to have? What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?</p>	<p>Propositional Knowledge</p> <p>What skills do we want our children to have? How will these skill build on what went before and prepare our children for what is coming next?</p>	<p>Vocabulary</p> <p>What key vocabulary will our citizens/ children (?) need?</p>	<p>Experiences</p> <p>What experiences do we want our citizens to have had? What opportunities will the children have had to make the world a better place?</p>
<p>How can we keep healthy as we grow?</p>  	<p>Know how mental and physical health are linked</p> <p>Know how positive friendships and being involved in activities such as clubs and community groups support wellbeing</p> <p>Know how to make choices that support a healthy, balanced lifestyle including:</p> <ul style="list-style-type: none"> • how to plan a healthy meal • how to stay physically active • how to maintain good dental health, including oral hygiene, food and drink choices how to benefit from and stay safe in the sun how and why to balance time spent online with other activities • how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep • how to manage the influence of friends and family on health choices 	<p>They can identify positive ways to face new challenges (for example the transition to secondary school). They can recognise some strong emotions and identify ways of managing these emotions positively (for example talking with a friend or teacher about their feelings on divorce).</p> <p>They can reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own worth. They demonstrate respect for differences between people.</p> <p>Children understand possible routes to different careers and be able to set goals towards these aspirations.</p>	<p>Mental health Wellbeing Balance Benefits Positivity Goals Aspirations</p>	<p>Run a Mental Health awareness week in school, offering other children the chance to experience effective strategies for supporting wellbeing. Inspire them to make changes!</p>

Year 6 Living in the Wider World

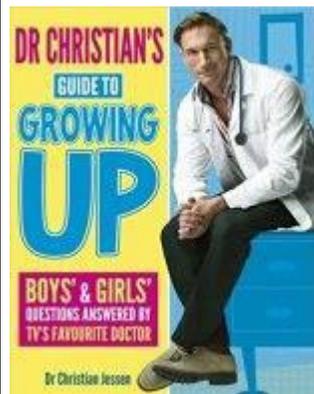
<p>National Curriculum Coverage</p> <p>Half termly enquiry question & outline of coverage</p>	<p>Procedural Knowledge</p> <p>What key knowledge do we want the children to have?</p> <p>What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?</p>	<p>Propositional Knowledge</p> <p>What skills do we want our children to have?</p> <p>How will these skill build on what went before and prepare our children for what is coming next?</p>	<p>Vocabulary</p> <p>What key vocabulary will our citizens/ children (?) need?</p>	<p>Experiences</p> <p>What experiences do we want our citizens to have had?</p> <p>What opportunities will the children have had to make the world a better place?</p>
<p>How can the media influence people?</p>	<p>Know how the media, including online experiences, can affect people's wellbeing - their thoughts, feelings and actions</p> <p>Know that not everything should be shared online or social media and that there are rules about this, including the distribution of images</p> <p>Know that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</p> <p>Know how text and images can be manipulated or invented; strategies to recognise this</p> <p>Know how to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</p> <p>Know how to recognise unsafe or suspicious content online and what to do about it</p> <p>Know how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</p> <p>Know how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</p> <p>Know how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</p> <p>Know how to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</p> <p>Know how to discuss and debate what influences people's decisions, taking into consideration different viewpoints</p>	<p>Children can explore and critique how the media present information. Children recognise how images in the media do not always reflect reality and can affect how people feel about themselves. Children can discuss strategies for keeping physically and emotionally safe (road safety, social media, mobile phones). They can talk about the importance of protecting personal information (passwords/images).</p>	<p>Responsibility</p> <p>Rights</p> <p>Protect</p> <p>Choice</p> <p>Respect</p> <p>Media</p> <p>Influence</p> <p>Strategies</p> <p>Distribution</p> <p>Advertising</p> <p>Enhanced images</p> <p>Manipulated</p>	<p>Explore ways of informing others how images in the media do not reflect reality.</p>

<p>National Curriculum Coverage</p> <p>Half termly enquiry question & outline of coverage</p>	<p>Procedural Knowledge</p> <p>What key knowledge do we want the children to have? What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?</p>	<p>Propositional Knowledge</p> <p>What skills do we want our children to have? How will these skill build on what went before and prepare our children for what is coming next?</p>	<p>Vocabulary</p> <p>What key vocabulary will our citizens/ children (?) need?</p>	<p>Experiences</p> <p>What experiences do we want our citizens to have had? What opportunities will the children have had to make the world a better place?</p>
<p>How can drugs effect our lives?</p>	<p>Know how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</p> <p>Know that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</p> <p>Know how laws surrounding the use of drugs exist to protect them and others</p> <p>Know why people choose to use or not use different drugs</p> <p>Know how people can prevent or reduce the risks associated with them</p> <p>Know that for some people, drug use can become a habit which is difficult to break</p> <p>Know how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</p> <p>Know how to ask for help from a trusted adult if they have any worries or concerns about drugs</p>	<p>They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. Children can understand the term 'habit' and why these can be hard to change and differentiate between the terms 'risk, danger and hazard'. They can demonstrate effective ways of resisting negative pressure, including from their peers (for example knowing where to get help, knowing that there is an option to delay, showing resilience).</p>	<p>Drugs and Medicines</p> <p>Names for illegal drugs</p> <p>Alcohol</p> <p>Tabaco</p> <p>Legal</p> <p>Illegal</p> <p>Addiction</p> <p>Peer pressure</p> <p>Choice</p> <p>Caffeine</p> <p>Herbal</p> <p>Solvents</p> <p>Mushrooms</p> <p>Stimulant</p> <p>Depressant</p>	

What will change as we become more independent?

Detailed plans from the PSHCE association

Puberty 2



Know how puberty relates to growing from childhood to adulthood

Know and describe the physical and emotional changes that occur during puberty and how to manage these

Know and identify myths and facts about puberty, and what is important for a young person to know

Know how or ask questions about puberty with people that can help us

Know about the reproductive organs and process - how babies are conceived and born and how they need to be cared for

Know that there are ways to prevent a baby being made

Know and identify the links between love, committed relationships / marriage, and conception

Know and explain what sexual intercourse is, and explain that this may be one part of an intimate relationship between consenting adults

Know and explain what pregnancy means, how long it lasts, and where it occurs, i.e. that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female).

Children will identify differences between male and female. Identify how people change and grow and what makes us special.

They will explore and discuss different types of relationships. Children will be able to identify the emotional and physical changes that take place during puberty.

They will be able to identify positive relationships and how babies are made. Children will be able to explain how a baby develops in the womb during pregnancy and how they are born.

They will be able to discuss images and pressures on young adults. They can talk about human reproduction including conception (and that this can be prevented).

change, life cycle, baby, toddler, child, adolescent, teenager, adult, middle-age, older person, growing up, feelings, emotions, independence
Relationship, friendship, couple, love, positive, qualities, values, expectations, responsibility, responsibilities
Love, respect, consent, commitment, female, male, human, reproduction, sex, sexual intercourse, fertilised, sperm, ovum, penis, vulva, vagina, fallopian tubes, pregnancy, baby, foetus, uterus, womb, conception
Love, respect, consent, commitment, female, male, human, reproduction, sex, sexual intercourse, fertilised, sperm, ovum, penis, vulva, vagina, fallopian tubes, pregnancy, baby, foetus, uterus, womb, conception

Year 6 Living in the Wider World

<p>National Curriculum Coverage</p> <p>Half termly enquiry question & outline of coverage</p>	<p>Procedural Knowledge</p> <p>What key knowledge do we want the children to have?</p> <p>What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?</p>	<p>Propositional Knowledge</p> <p>What skills do we want our children to have?</p> <p>How will these skill build on what went before and prepare our children for what is coming next?</p>	<p>Vocabulary</p> <p>What key vocabulary will our citizens/ children (?) need?</p>	<p>Experiences</p> <p>What experiences do we want our citizens to have had?</p> <p>What opportunities will the children have had to make the world a better place?</p>
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