



*“Do not judge me by my successes, judge me by how many times I fell down and got back up again.”*

*Nelson Mandela*

**All schools are awaiting updated government guidance, so we will be reviewing this document in line with any decisions made. In line with our legal requirements, we are taking this opportunity to consult with parents and carers.**

#### **Intent**

At All Hallows we encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth and an interest in becoming healthy, mentally and physically. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school parliament. We teach children about their rights and about their responsibilities and how to keep their relationships healthy and keep themselves safe in the world. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society.

By the end of EYFS our children will be able to interact confidently with adults and their peers, take turns and share during play. They will be able to express their emotions and start to regulate their feelings, understanding and complying with the set routines and rules in school and at home. They will understand that other people have feelings and be sensitive to their needs as well as to their environment. They will be resilient, persevering at tasks even if they find them difficult at first and know how to ask help from the adults around them. They will know about healthy and unhealthy food, know how to look after their personal hygiene such as toileting and to talk to a trusted adult if they feel unsafe.

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By the end of KS1 our children will have strategies for making and keeping friends and know how to be kind to others. They will feel part of a community and will know that they have responsibilities and can give and expect support from those around them. They will recognise their own feelings and the feelings of others and be able to regulate their emotions with increasing control. They will have an increasing understanding of how to keep themselves healthy and safe.

By the end of KS2 our children will be confident when expressing their own views, be able to disagree respectfully and to consider the validity of the opinions of those around them and the information they receive in the media and online. They will be courageous advocates for equity and human rights and will feel a sense of responsibility for those around them and the environment. They will know how to keep themselves healthy and safe and have strategies for avoiding unhealthy pressure from others. They will have an appropriate knowledge of relationships and the way their bodies are changing, enabling them to mature with confidence and understanding.

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## Implementation

Our PSHE team work alongside the teachers using the PSHE Association Programme Builder to plan a progressive, compliant, current and appropriate curriculum to meet the needs of our children. PSHE is taught continuously throughout our school day in our interactions with each other and in all areas of the curriculum. Some objectives are covered discreetly in curriculum areas. These are colour coded in the Medium Term Plan.

	Relationships	Living in the wider world	Health and Well Being
Reception	Sharing Taking turns Listening to others Sharing my feelings and needs	Right and wrong Rules Following instructions	Healthy and unhealthy food recognising and expressing happy, sad or angry feelings. managing own needs, e.g. toileting getting dressed. that some things are private, on our own body trying our best even if something is difficult at first being safe near the road
Year 1	Roles of different people families feeling cared for recognising privacy staying safe seeking permission how behaviour affects others being polite and respectful	What rules are caring for others' needs looking after the environment using the internet and digital devices communicating online strengths and interests jobs in the community	Food and exercise, hygiene routines; sun safety recognising what makes them unique and special feelings managing when things go wrong how rules and age restrictions help us keeping safe online
Year 2	Feeling lonely and getting help managing secrets resisting pressure and getting help recognising hurtful behaviour	Belonging to a group roles and responsibilities being the same and different in the community	Why sleep is important medicines and keeping healthy keeping teeth healthy managing feelings and asking for help

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	<p>recognising things in common and differences</p> <p>playing and working cooperatively</p> <p>sharing</p> <p>opinions</p>	<p>the internet in everyday life</p> <p>online content and information</p> <p>what money is</p> <p>needs and wants</p> <p>looking after money</p>	<p>growing older</p> <p>naming body parts</p> <p>moving class or year</p> <p>safety in different environments</p> <p>risk and safety at home</p> <p>emergencies</p>
Year 3	<p>What makes a family</p> <p>features of family life</p> <p>personal boundaries</p> <p>safely responding to others</p> <p>the impact of hurtful behaviour</p> <p>recognising respectful behaviour</p> <p>the importance of self-respect;</p> <p>courtesy and being polite</p>	<p>The value of rules and laws</p> <p>rights, freedoms and responsibilities</p> <p>how the internet is used</p> <p>assessing information online</p> <p>different jobs and skills</p> <p>job stereotypes</p> <p>setting personal goals</p>	<p>Healthy choices and habits</p> <p>what affects feelings</p> <p>expressing feelings</p> <p>personal strengths and achievements</p> <p>managing and reframing setbacks</p> <p>risks and hazards</p> <p>safety in the local environment and unfamiliar places</p>
Year 4	<p>Positive friendships, including online</p> <p>responding to hurtful behaviour</p> <p>managing confidentiality</p> <p>recognising risks online</p> <p>respecting differences and similarities</p> <p>discussing difference sensitively</p>	<p>What makes a community</p> <p>shared responsibilities</p> <p>how data is shared and used</p> <p>making decisions about money</p> <p>using and keeping money safe</p>	<p>Maintaining a balanced lifestyle</p> <p>oral hygiene and dental care</p> <p>physical and emotional changes in puberty</p> <p>external genitalia</p> <p>personal hygiene routines</p> <p>support with puberty</p> <p>medicines and household products</p> <p>drugs common to everyday life</p>

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Year 5	<p>Managing friendships and peer influence                      physical contact and feeling safe                      responding respectfully to a wide range of people;                      recognising prejudice and discrimination</p>	<p>Protecting the environment                      compassion towards others                      how information online is targeted                      different media types, their role and impact                      identifying job interests and aspirations                      what influences career choices                      workplace stereotypes</p>	<p>Healthy sleep habits                      sun safety                      medicines, vaccinations, immunisations and allergies                      personal identity                      recognising individuality and different qualities                      mental wellbeing                      keeping safe in different situations, including responding in emergencies, first aid and FGM</p>
Year 6	<p>Attraction to others                      romantic relationships                      civil partnership and marriage                      recognising and managing pressure                      consent in different situations                      expressing opinions and respecting other points of view, including discussing topical issues</p>	<p>Valuing diversity                      challenging discrimination and stereotypes                      evaluating media sources                      sharing things online                      influences and attitudes to money                      money and financial risks</p>	<p>What affects mental health and ways to take care of it                      managing change, loss and bereavement                      managing time online                      human reproduction and birth                      increasing independence                      managing transition                      keeping personal information safe                      regulations and choices                      drug use and the law                      drug use and the media</p>

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## All Hallows Whole School Long Term Plan – PSHE

	Autumn		Spring		Summer	
	Knowledge	Contextual Vocabulary	Knowledge	Contextual Vocabulary	Knowledge	Contextual Vocabulary
R	<p><b>Managing self</b> Be confident to talk to others, ask for help and talk about family. Selects own activities and welcomes praise. Meet behaviour expectations with support and enjoys classroom reward systems. Follow step instructions. Independently use the toilet, wash hands and dress/undress.</p> <p><b>Building relationships</b> Show interest and plays with others.</p> <p><b>Self-regulation</b> Can sit on the carpet during whole class time and knows to look and listen when an adult is speaking. Raises their hand during group and class discussions. Can recognise and express own emotions and begin to show empathy towards others. Understand the impact of their own actions.</p>	<p>Sharing Taking turns Feelings</p>	<p><b>Managing self</b> Describe themselves in positive terms and show resilience. Understand that rules help to keep us safe. Verbalise an alternative behaviour choice. Understand why we wash our hands. Understand the importance of healthy food and sleep. Know that they need appropriate clothing depending on the weather. Road safety.</p> <p><b>Building relationships</b> Listen to friends' and respond appropriately. Take on other children's views. Develop the skill of empathy. Begin to independently take turns.</p> <p><b>Self-regulation</b> Start to resolve conflicts. Wait their turn when an adult is speaking to someone else.</p>	<p>Right Wrong Rules</p>	<p><b>Managing self</b> Try new activities and express preferences. Talk about themselves and abilities in positive terms. Show resilience and perseverance and understand what it means to keep healthy.</p> <p><b>Building relationships</b> Take responsibility for their own actions and begin to compromise with others. Know that other children think and respond in different ways to them. I know that some things are private, on my own body</p> <p><b>Self-regulation</b> Moderate own feelings and understand some strategies to deal with frustration and anger. Initiate an apology when appropriate.</p>	<p>Healthy/unhealthy Private</p>

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			Manage a range of emotions in the classroom environment.		Negotiate with others to solve problems.	
Y1	<p><b>People who care for me and the roles they play - what it means to be a family and how families are different</b>, e.g. single parents, same-sex parents, married, un-married etc.</p> <p>the importance of telling someone — and how to tell them — if I am worried about something in my family -situations when someone’s body or feelings might be hurt and whom to go to for help</p> <p>what it means to keep something private, including parts of the body that are private</p> <p>how to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) and when it is important to ask for permission to touch others - how to respond if being touched makes me feel uncomfortable or unsafe and how to ask for and give/not give permission</p> <p>how to respond safely to adults I don’t know</p> <p><b>what kind/unkind, respectful/disrespectful behaviour means in and out</b></p>	<p>special, friend, family, care, caring, permission respectful/disrespectful kind/unkind</p>	<p>Class rules, rules at home, rules outside - being polite to others, sharing and taking turns</p> <p>how we care for people, animals and other living things in different ways - different people have different needs</p> <p><b>how we can look after the environment, e.g. recycling</b></p> <p>that everyone has different strengths, in and out of school and how different strengths and interests are needed to do different jobs</p> <p>about people whose job it is to help us in the community and about different jobs and the work people do</p>	<p>Environment Internet Online community</p>	<p>What it means to be healthy and why it is important-healthy and unhealthy foods, including sugar intake and physical activity and how it keeps people healthy-people who can help me to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</p> <p><b>ways to take care of myself on a daily basis and about basic hygiene routines, e.g. hand washing</b></p> <p>different types of play, including balancing indoor, outdoor and screen-based play</p> <p>how to keep safe in the sun</p> <p><b>how to recognise what makes me special and unique including my likes, dislikes and what I am good at; promoting self respect and how I am the same and different to others</b></p>	<p>Physical activity Unique Hygiene Diet</p>

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	<p><b>school and how unkind behaviour can make people feel</b> - what respect means, including self-respect</p> <p>how and why people use the internet and the benefits of using the internet and digital devices</p> <p>how people find things out and communicate safely with others online</p> <p><b>basic rules for keeping safe online and whom to tell if I see something online that makes me feel unhappy, worried, or scared</b></p>				<p>how to manage and whom to tell when finding things difficult, or when things go wrong</p> <p>how to recognise feelings in myself and others and how feelings can affect how people behave</p> <p><b>how rules can help to keep me safe and why some things have age restrictions</b>, e.g. TV and film, games, toys or play areas -</p>	
Y2	<p><b>How to be a good friend, e.g. kindness, listening, honesty - different ways that people meet and make friends - strategies for positive play with friends, e.g. joining in, including others, etc. - what causes arguments between friends and how to positively resolve them.</b></p> <p>how to recognise, and ask for help, when I am feeling lonely or unhappy or to help someone else -</p>	<p>Solve Solution Pressure</p>	<p>Being a part of different groups, and the role I play in these groups e.g. class, teams, <b>faith groups</b> - different rights and responsibilities that I have in school and the wider community - how a community can help people from different groups to feel included - how to recognise that we are all equal, and <b>ways in which we are the same and different to others in our community</b></p> <p><b>what money is and its different forms e.g. coins, notes</b>, and ways of paying for things e.g. debit cards,</p>	<p>Rights Responsibilities Inclusion</p>	<p>Routines and habits for maintaining good physical and mental health - <b>why sleep and rest are important for growing and keeping healthy</b> - that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies - the importance of, and routines for, brushing teeth and visiting the dentist - about food and drink that affect dental health</p> <p>how to describe and share a range of feelings - ways to feel good, calm down or change my</p>	<p><b>A parentmail/parent meeting will be needed to prepare parents for the content covered and vocabulary used when teaching RSE.</b></p> <p><b>RSE vocab and definitions suitable for KS1:</b> <b>Female genitalia (parts that determine sex):</b> <b>Vulva:</b> the area between the legs, which includes the openings to the vagina</p>

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<p><b>what bullying is and different types of bullying - how someone may feel if they are being bullied</b></p> <p>the difference between happy surprises and secrets that make me feel uncomfortable or worried, and how to get help - how to resist pressure to do something that feels uncomfortable or unsafe - how to ask for help if I feel unsafe or worried and what vocabulary to use</p> <p><b>the things I have in common with my friends, classmates, and other people - how friends can have both similarities and differences -</b> how to play and work cooperatively in different groups and situations; including online - how to share my ideas and listen to others, take part in discussions, and give reasons for my views</p> <p>how to recognise hurtful behaviour, including online and whom to tell - sometimes people may behave differently online including by pretending to be someone they are not</p> <p>the ways in which people can access the internet e.g. phones, tablets,</p>		<p>electronic payments - <b>how money can be kept and looked after - getting, keeping and spending money</b> - that people are paid money for the job they do - how to recognise the difference between needs and wants - how people make choices about spending money, including thinking about needs and wants</p>		<p>mood e.g. playing outside, listening to music, spending time with others - how to manage big feelings including those associated with change, loss and bereavement - when and how to ask for help, and how to help others, with their feelings</p> <p>the human life cycle and how people grow from young to old - how our needs and bodies change as we grow up - <b>how to identify and name the main parts of the body including external genitalia</b> - about change as people grow up, including new opportunities and responsibilities - preparing to move to a new class and setting goals for next year</p> <p>how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines - <b>how to help keep myself safe in familiar and unfamiliar environments, such as in school, online and outside</b> - how to identify potential unsafe situations, who is responsible for keeping me safe in these situations, and steps I can take to avoid or remove myself from danger - how to help keep myself</p>	<p>and urethra, the clitoris and the soft skin covering them</p> <p><b>Vagina:</b> the small opening between the legs — a small tube from the outside to the inside of the body</p> <p><b>Clitoris:</b> the button-shaped bump above the vagina</p> <p><b>It may also be useful for pupils to know about:</b></p> <p><b>Urethra:</b> the tiny opening near the vagina of a tiny tube through which urine ‘wee’ leaves the body</p> <p><b>Male genitalia (sex parts):</b></p> <p><b>Penis:</b> the spongy tissue that dangles between the legs. Boys urinate ‘wee’ through a tube in their penis (the urethra)</p> <p><b>Testicles:</b> two plum-shaped ‘balls’ in a squashy bag (the scrotum) behind the penis</p> <p>Emergency Life-cycle Risk</p> <p>Routine</p>
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	<p>computers - the purpose and value of the internet in everyday life - how to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos - that information online might not always be true and people may not be who they say they are</p>				<p>safe at home in relation to electrical appliances, fire safety and medicines/household products - things that people can put into my body or onto my skin (e.g. medicines and creams) and how these can affect how people feel - how to respond if there is an accident and someone is hurt - whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</p>	
Y3	<p><b>How to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</b> - that being part of a family provides support, stability and love and includes spending time together and caring for each other - the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty - to identify if/when something in a family might make someone upset or worried - what to do and whom to tell if family relationships are making me feel unhappy or unsafe</p> <p>how to recognise and model respectful behaviours e.g. helping or including others, being responsible -</p>	<p>Support Stability encouragement</p>	<p>The reasons for rules and laws in wider society - the importance of abiding by the law and what might happen if rules and laws are broken - <b>what human rights are and how they protect people including children</b> - that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</p> <p>about jobs that people may have from different sectors e.g. teachers, business people, charity work - that people can have more than one job at once or over their lifetime - <b>about common myths and gender stereotypes related to work and how</b></p>	<p>Stereotype Human Rights Job Career</p>	<p><b>Understand about the choices that people make in daily life that could affect their health and how to identify healthy and unhealthy choices</b> (e.g. in relation to food, exercise, sleep) - what can help people to make healthy choices and what might negatively influence them - habits and that sometimes they can be maintained, changed or stopped - <b>the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</b> - what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally - that regular exercise such as walking or cycling has positive benefits for my mental and physical health</p>	

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<p><b>the importance of self-respect and my right to be treated respectfully by others</b>          - what it means to treat others, and be treated, politely - the ways in which people show respect and courtesy in different cultures and in wider society</p> <p>what is appropriate to share with friends, classmates, family and wider social groups including online - what privacy and personal boundaries are, including online</p> <p><b>basic strategies to help keep myself safe online e.g. passwords, using trusted sites and adult supervision</b></p> <p><b>that bullying and hurtful behaviour is unacceptable in any situation and about the effects and consequences of bullying for the people involved</b> - about bullying online, and the similarities and differences to face-to-face bullying - what to do and whom to tell if I see or experience bullying or hurtful behaviour          how to respond safely and appropriately to adults I may encounter in all contexts, including online, whom I do not know</p> <p>how the internet can be used positively for leisure, for school and</p>		<p><b>to challenge stereotypes</b>          through examples of role models in different fields of work e.g. women in STEM - about some of the skills needed to do a job, such as teamwork and decision-making - how to recognise my interests, skills and achievements and how these might link to future jobs - how to set goals that they would like to achieve this year e.g. learn a new hobby</p>		<p>about the things that affect feelings both positively and negatively - strategies to identify and talk about my feelings - some of the different ways people express feelings e.g. words, actions, body language - how to recognise how feelings can change overtime and become more or less powerful</p> <p>that everyone is an individual and has unique and valuable contributions to make - how to recognise how strengths and interests form part of a person's identity - how to identify my own personal strengths and interests and what I'm proud of (in school, out of school) - how to recognise common challenges to self - worth e.g. finding school work difficult, friendship issues - basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what I can learn from a setback, remembering what I am good at, trying again</p> <p>how to identify typical hazards at home and in school - how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen - fire safety at home including the need for smoke alarms - the importance of following safety rules from parents and other</p>	
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	<p>for work - how to recognise that images and information online can be altered or adapted and the reasons for why this happens - strategies to recognise whether something I see online is true or accurate - <b>how to evaluate whether a game is suitable to play or a website is appropriate for my age-group</b> - how to make safe, reliable choices from search results - how to report something seen or experienced online that concerns me</p>				<p>adults - how to help keep myself safe in the local environment or unfamiliar places, including road, rail, water and firework safety</p>	
Y4	<p><b>The features of positive healthy friendships such as mutual respect, trust and sharing interests</b> - strategies to build positive friendships and how to seek support with relationships if I feel lonely or excluded and understand how not seeking support can lead to feeling isolated</p> <p>how to communicate respectfully with friends when using digital devices - how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone I don't know - what to do or whom to tell if I am worried about any contact online - <b>how to recognise risks online such as harmful content or contact</b> -</p>	<p>Isolated Excluded</p>	<p>The meaning and benefits of living in a community - how to recognise that I belong to different communities as well as the school community - the different groups that make up and contribute to a community - the individuals and groups that help the local community, including through volunteering and work - how to show compassion towards others in need and the shared responsibilities of caring for them</p> <p>how people make different spending decisions based on their budget, values and needs - how to keep track of money and why it is important to know how much is being spent - different ways to pay for things such as cash, cards, e-payment and the reasons for</p>	<p>Compassion Budget Volunteer</p>	<p>How to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally - what good physical health means and how to recognise early signs of physical illness - that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary - <b>how to maintain oral hygiene and dental health, including how to brush and floss correctly</b> - the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health <b>how to identify external genitalia and reproductive organs - the physical and emotional changes during puberty</b> -</p>	<p><b>A parentmail/parent meeting will be needed to prepare parents for the content covered and vocabulary used when teaching RSE.</b></p> <p><b>RSE vocab and definitions suitable for KS2:</b>                  Pubic hair: the hair that grows above and around the genitals in young people and adults: it starts to grow during puberty.                  Clitoris: the button-shaped bump above the urethra and vagina                  Urethra: the opening above the vagina of a tiny tube through which urine 'wee' leaves the body</p>

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<p><b>how people may behave differently online including pretending to be someone they are not and how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</b></p> <p>that everything shared online has a digital footprint - that organisations can use personal information to encourage people to buy things - how to recognise what online adverts look like - how to compare content shared for factual purposes and for advertising - why people might choose to buy or not buy something online e.g. from seeing an advert - that search results are ordered based on the popularity of the website, and other factors, and that this can affect what information people access</p> <p>how to differentiate between playful teasing, hurtful behaviour and bullying, including online - how to respond if I witness or experience hurtful behaviour or bullying, including online</p> <p>how to recognise the difference between 'playful dares' and dares which put someone under pressure,</p>		<p>using them - that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</p>		<p><b>key facts about the menstrual cycle and menstrual wellbeing- strategies to manage the changes during puberty including menstruation - the importance of personal hygiene routines during puberty including washing regularly and using deodorant - how to discuss the challenges of puberty with a trusted adult - how to get information, help and advice about puberty</b></p> <p>the importance of taking medicines correctly and using household products safely - how to recognise what is meant by a 'drug' - <b>that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</b> - how to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects - how to identify some of the risks associated with drugs common to everyday life - that for some people using drugs can become a habit which is difficult to break - how to ask for help or advice</p>	<p>Vagina: a passageway from the uterus to the outside of the body.          Vulva: the whole area between a female's legs. The vulva includes the opening to the vagina, the opening to the urethra, the clitoris and the folds of soft skin called labia that cover them.          Anus: the opening through which faeces (poo) leaves the body.          Uterus: made of strong muscle and hollow inside, it's the size and shape of an upside-down pear and is connected to both the fallopian tubes and the inside of the vagina. This is where a baby grows until it's ready to be born.          Cervix: the small opening in the lower part of the uterus. It connects the uterus to the top of the vagina. This opening stretches wide when it's time for a baby to be born.          Ovary: there are two ovaries: one on each side of the uterus. The ovaries contain eggs or ova.          Fallopian tubes: the passageways through which an egg travels on its way to the uterus.</p>
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	<p>at risk, or make them feel uncomfortable - how to manage pressures associated with dares</p> <p>when it is right to keep or break a confidence or share a secret</p> <p><b>how to recognise differences between people such as gender, race, faith - how to recognise what I have in common with others</b> e.g. shared values, likes and dislikes, aspirations - <b>the importance of respecting the differences and similarities between people</b> - vocabulary to sensitively discuss difference and include everyone</p>					<p>Vagina: a passageway from the uterus to the outside of the female body.</p> <p><b>Other vocab</b>          puberty,          change,          grow,          mature,          child,          teenage,          adult,          private parts,          genitals,          penis,          testicles,          breasts,          pubic hair,          Adam's apple</p> <p>internal,          inside,          reproductive organs,          menstruation,          menstrual cycle,          period,          Sanitary pads,          tampons,          scrotum,          sperm,          semen,          hygiene,          self-esteem,          self-confidence,</p>
Y5	<p>What makes a healthy friendship and how they make people feel included - strategies to help someone feel included - peer influence and how it can make people feel or behave face to face and online - strategies to manage peer influence and the need for peer approval e.g. exit strategies,</p>	<p>Peer          Peer influence          Peer pressure          Discrimination</p>	<p>How resources are allocated and the effect this has on individuals, communities and the environment -- <b>the importance of protecting and showing compassion for the environment and living things and how everyday actions can</b></p>	<p>Ambition          Reliable          Biased/unbiased          diversity</p>	<p>How sleep contributes to a healthy lifestyle and healthy sleep strategies and how to maintain them - the benefits of being outdoors and in the sun for physical and mental health - <b>how to manage risk in relation to sun exposure,</b></p>	<p><b>A parentmail/parent meeting will be needed to prepare parents for the content covered and vocabulary used when teaching RSE and FGM.</b></p>

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<p>assertive communication - that it is common for friendships to experience challenges - strategies to positively resolve disputes and reconcile differences in friendships - <b>that friendships can change over time and the benefits of having new and different types of friends</b> - how to recognise if a friendship is making me feel unhappy, unsafe, worried, or uncomfortable and how to seek support in relation to friendships</p> <p><b>how to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations - how to ask for, give and not give permission for physical contact</b> - how it feels in a person's mind and body when they are uncomfortable - that it is never someone's fault if they have experienced unacceptable contact - how to respond to unwanted or unacceptable physical contact - that no one should ask me to keep a secret that makes me feel uncomfortable or try to persuade me to keep a secret I am worried about - know whom to tell if I am concerned about unwanted physical contact</p> <p>how to recognise that everyone should be treated equally - why it is</p>	<p>racism, sexism homophobia</p>	<p><b>either support or damage it</b> - the way that money is spent and how it affects the environment - how to express my own opinions about my responsibility towards the environment</p> <p>how to identify jobs that I might like to do in the future - the role ambition can play in achieving a future career - how or why someone might choose a certain career - what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values - the importance of diversity and inclusion to promote people's career opportunities - stereotyping in the workplace, its impact and how to challenge it - that there is a variety of routes into work e.g. college, apprenticeships, university, training</p>	<p>Suspicious Career</p>	<p><b>including skin damage and heat stroke - how medicines can contribute to health and how allergies can be managed - that some diseases can be prevented by vaccinations and immunisations</b> - that bacteria and viruses can affect health - how I can prevent the spread of bacteria and viruses with everyday hygiene routines and how to recognise the shared responsibility of keeping a clean environment</p> <p>personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes - that for some people their gender identity does not correspond with their biological sex - how to recognise, respect and express my individuality and personal qualities</p> <p>ways to boost my mood and improve emotional wellbeing - the link between participating in interests, hobbies and community groups and mental wellbeing</p> <p>how to identify when situations are becoming risky, unsafe or an emergency - how to identify occasions where I can help take responsibility for my own safety -</p>	<p>Identity Qualities sweat, body odour, spots,  erection ejaculation wet dreams</p>
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	<p>important to listen and respond respectfully to a wide range of people, including those whose <b>traditions, beliefs</b> and lifestyle are different to my own - <b>know what discrimination means and different types of discrimination</b> e.g. racism, sexism, homophobia - how to identify online bullying and discrimination of groups or individuals e.g. <b>trolling</b> and harassment - appreciate the impact of discrimination on individuals, groups and wider society and I know ways to safely challenge discrimination - <b>how to report discrimination online</b></p> <p>how to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise - basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased - that some media and online content promote stereotypes - <b>how to assess which search results are more reliable than others</b> - recognise unsafe or suspicious content online - how devices store and share information</p>				<p>how to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</p> <p>how to deal with common injuries using basic first aid techniques - how to respond in an emergency, including when and how to contact different emergency services</p> <p>*that female genital mutilation (FGM) is against British law - what to do and whom to tell if I think myself or someone I know might be at risk of FGM</p> <p>Revisit external genitalia and reproductive organs - <b>the physical and emotional changes during puberty - and key facts about the menstrual cycle and menstrual wellbeing</b></p> <p><b>What erections and wet dreams are.</b></p>	
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<p>Y6</p>	<p>The link between values and behaviour and how to be a positive role model - how to discuss issues respectfully and how to listen to and respect other points of view - how to constructively challenge points of view I disagree with - ways to participate effectively in discussions online and manage conflict or disagreements</p> <p>what prejudice means - how to differentiate between prejudice and discrimination - how to recognise acts of discrimination strategies to safely respond to and challenge discrimination - how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups - how stereotypes are perpetuated and how to challenge this</p> <p>the benefits of safe internet use e.g. learning, connecting and communicating - <b>how and why images online might be manipulated, altered, or faked</b> how to recognise when images might have been altered - why people choose to communicate through social media and some of the risks and challenges of doing so - that social media sites have age restrictions and regulations for use -</p>	<p>Prejudice/discrimination values</p>	<p>To compare the features of a healthy and unhealthy friendship - about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong - strategies to respond to pressure from friends including online including 'challenges' and 'dares' - <b>how to recognise and respond to pressure from others to do something unsafe or that makes me feel worried or uncomfortable</b></p> <p>the risks and effects of different drugs - the laws relating to drugs common to everyday life and illegal drugs - how to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs - the organisations where people can get help and support concerning drug use and how to ask for help if I have concerns about drug use - mixed messages in the media</p>	<p>Restrictions Regulations Inappropriate</p>	<p><b>That mental health is just as important as physical health and that both need looking after</b> - how to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support - how negative experiences such as being bullied or feeling lonely can affect mental wellbeing - positive strategies for managing feelings - that there are situations when someone may experience mixed or conflicting feelings - how feelings can often be helpful, whilst recognising that they sometimes need to be overcome - how to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available - how to identify where I and others can ask for help and support with mental wellbeing in and outside school - the importance of asking for support from a trusted adult</p> <p>the changes that may occur in life including death, and how these can cause conflicting feelings - that changes can mean people experience feelings of loss or grief and about the process of grieving and how grief can be expressed - strategies that</p>	<p><b>A parentmail/parent meeting will be needed to prepare parents for the content covered and vocabulary used when teaching RSE. Parents have the right to refuse permission for their child to learn about sexual intercourse and conception.</b></p> <p>Loss Grief consent, commitment, reproduction, sex, sexual intercourse, fertilised, foetus, womb, conception conflicting emotions, roller coaster, frustrated, angry, moody, sexy feelings, adolescent, advice</p>
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	<p>the reasons why some media and online content is not appropriate for children - how online content can be designed to manipulate people's emotions and encourage them to read or share things - about sharing things online, including rules and laws relating to this - how to recognise what is appropriate to share online - how to report inappropriate online content or contact</p> <p>how to protect personal information online and strategies for dealing with requests for personal information or images of themselves - how to identify types of images that are appropriate to share with others and those which might not be appropriate - that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be - what to do if I take, share or come across an image which may upset, hurt or embarrass me or others - how to report the misuse of personal information or sharing of upsetting content/ images online - the different age rating systems for social media, T.V, films, games and online gaming - why age restrictions are important and how they help people make safe decisions about what to watch, use or play</p>		<p>relating to drug use and how they might influence opinions and decisions</p>		<p>can help someone cope with the feelings associated with change or loss - how to identify how to ask for help and support with loss, grief or other aspects of change (Grandpa's Camper book)</p> <p>how to recognise some of the changes as I grow up e.g. increasing independence - what being more independent might be like, including how it may feel - the transition to secondary school and how this may affect my feelings - how relationships may change as I grow up or move to secondary school - practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</p> <p>the role that money plays in people's lives, attitudes towards it and what influences decisions about money - about value for money and how to judge if something is value for money - how companies encourage customers to buy things and why it is important to be a critical consumer - <b>how having or not having money can impact on a person's emotions, health and wellbeing - common risks associated with money,</b></p>	
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	<p>how balancing time online with other activities helps to maintain their health and wellbeing - strategies to manage time spent online and foster positive habits e.g. switching phone off at night - what to do and whom to tell if I am frightened or worried about something I have seen online</p>				<p><b>including debt, fraud and gambling</b> - how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk - how to get help if am are concerned about gambling or other financial risks</p> <p><b>what it means to be attracted to someone and different kinds of loving relationships - that people who love each other can be of any gender, ethnicity or faith - the difference between gender identity and sexual orientation</b> and everyone's right to be loved - the qualities of healthy relationships that help individuals flourish - ways in which couples show their love and commitment to one another, including those who are not married or who live apart - what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults - that people have the right to choose whom they marry or whether to get married and that to force anyone into marriage is illegal - how and</p>	
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					<p>where to report forced marriage or ask for help if I am worried</p> <p>*how to identify the links between love, committed relationships and conception - what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults - how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb - the responsibilities of being a parent or carer and how having a baby changes someone's life</p> <p>how to get advice and report concerns about personal safety, including online - <b>what consent means and how to seek and give/not give permission in different situations</b></p>	
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\* to be taught at the schools' discretion dependent upon needs of the cohort.

Sticky Knowledge is bold.

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Key to Colour Coding:

Many objectives in the PSHE Long Term Plan will be covered in other curriculum areas and sometimes in a different term in accordance with the other subject's long term plan. The colour coding reflects this. However, many objectives, especially those around showing respect to others, will also be ongoing threads throughout all of our lessons.

Science Maths including money week Computing RE SRE DART

Topic Theme – (eg Y1 All About Me) Geography/History Covered in specific PSHE lessons

## Impact

### Knowledge Progression Grid – PSHE

Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>Family and Friendships</b>	I know that I can talk to familiar adults in school.	I know about people who care for me and the roles they play.	I know how to be a good friend, e.g. kindness, listening, honesty	I know how to recognise and respect that there are different types of families,	I know about the features of positive healthy friendships such as mutual	I know what makes a healthy friendship and how they make	I know what it means to be attracted to someone and	I know about different types of relationships, including those within families,

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	<p>I know how to be a good friend and demonstrate this through play, taking turns and listening to others.</p> <p>I know when other people are feeling sad and how to show empathy and concerns to people who are special to me.</p>	<p>I know what it means to be a family and how families are different, e.g. single parents, same-sex parents, married, un-married etc.</p> <p>I know about the importance of telling someone — and how to tell them — if I am worried about something in my family</p>	<p>I know about different ways that people meet and make friends</p> <p>I know strategies for positive play with friends, e.g. joining in, including others, etc.</p> <p>I know about what causes arguments between friends and how to positively resolve them.</p> <p>I know how to recognise, and ask for help, when I am feeling lonely or unhappy or to help someone else</p>	<p>including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</p> <p>I know that being part of a family provides support, stability and love and includes spending time together and caring for each other</p> <p>I know about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</p> <p>I know to identify if/when something in a family might make someone upset or worried</p> <p>I know what to do and whom to tell if family relationships are making me feel unhappy or unsafe</p>	<p>respect, trust and sharing interests</p> <p>I know strategies to build positive friendships and how to seek support with relationships if I feel lonely or excluded and understand how not seeking support can lead to feeling isolated</p> <p>I know how to communicate respectfully with friends when using digital devices</p> <p>I know how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone I don't know</p> <p>I know what to do or whom to tell if I am worried about any contact online</p>	<p>people feel included</p> <p>I know strategies to help someone feel included</p> <p>I know about peer influence and how it can make people feel or behave face to face and online.</p> <p>I know strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</p> <p>I know that it is common for friendships to experience challenges</p> <p>I know strategies to positively resolve disputes and reconcile differences in friendships</p> <p>I know that friendships can change over time and the benefits of having new and</p>	<p>different kinds of loving relationships</p> <p>I know that people who love each other can be of any gender, ethnicity or faith</p> <p>I know the difference between gender identity and sexual orientation and everyone's right to be loved</p> <p>I know about the qualities of healthy relationships that help individuals flourish</p> <p>I know ways in which couples show their love and commitment to one another, including those who are not married or who live apart</p> <p>I know what marriage and civil partnership mean e.g. a legal declaration of</p>	<p>friendships, romantic or intimate relationships and the factors that can affect them</p> <p>I know the importance of trust in relationships and the behaviours that can undermine or build trust</p> <p>I know about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them</p> <p>I know how to safely and responsibly form, maintain and manage positive relationships, including online</p> <p>I know the qualities and behaviours I should expect and exhibit in a wide</p>
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						<p>different types of friends</p> <p>I know how to recognise if a friendship is making me feel unhappy, unsafe, worried, or uncomfortable and how to seek support in relation to friendships</p>	<p>commitment made by two adults</p> <p>I know that people have the right to choose whom they marry or whether to get married and that to force anyone into marriage is illegal</p> <p>I know how and where to report forced marriage or ask for help if I am worried</p>	<p>variety of positive relationships</p> <p>I know how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships</p> <p>I know strategies to identify and reduce risk from people online that I do not already know, when and how to access help</p>
<p><b>Safe Relationships</b></p>	<p>I know that some things are private, on my own body</p>	<p>I know about situations when someone's body or feelings might be hurt and whom to go to for help</p> <p>I know about what it means to keep something private, including parts of the body that are private</p> <p>I know how to identify different types of touch and how they make people feel (e.g.</p>	<p>I know how to recognise hurtful behaviour, including online and whom to tell</p> <p>I know that sometimes people may behave differently online including by pretending to be someone they are not</p> <p>I know about what bullying is and</p>	<p>I know what is appropriate to share with friends, classmates, family and wider social groups including online</p> <p>I know about what privacy and personal boundaries are, including online</p> <p>I know basic strategies to help keep myself safe online e.g. passwords, using</p>	<p>I know how to differentiate between playful teasing, hurtful behaviour and bullying, including online</p> <p>I know how to respond if they witness or experience hurtful behaviour or bullying, including online</p> <p>I know how to recognise the difference between</p>	<p>I know how to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</p> <p>I know how to ask for, give and not give permission for physical contact</p> <p>I know how it feels in a person's mind and body when</p>	<p>I know how to compare the features of a healthy and unhealthy friendship</p> <p>I know about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</p> <p>I know strategies to respond to pressure</p>	<p>I know about the law relating to sexual consent</p> <p>I know how to seek, give, not give and withdraw consent (in all contexts, including online)</p> <p>I know the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or</p>

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	<p>hugs, tickling, kisses and punches)</p> <p>I know how to respond if being touched makes me feel uncomfortable or unsafe</p> <p>I know when it is important to ask for permission to touch others</p> <p>I know how to ask for and give/not give permission</p> <p>I know how to respond safely to adults I don't know</p>	<p>different types of bullying</p> <p>I know how someone may feel if they are being bullied</p> <p>I know about the difference between happy surprises and secrets that make me feel uncomfortable or worried, and how to get help</p> <p>I know how to resist pressure to do something that feels uncomfortable or unsafe</p> <p>I know how to ask for help if I feel unsafe or worried and what vocabulary to use</p>	<p>trusted sites and adult supervision</p> <p>I know that bullying and hurtful behaviour is unacceptable in any situation and about the effects and consequences of bullying for the people involved</p> <p>I know about bullying online, and the similarities and differences to face-to-face bullying</p> <p>I know what to do and whom to tell if I see or experience bullying or hurtful behaviour</p> <p>I know how to respond safely and appropriately to adults they may encounter in all contexts, including online, whom I do not know</p>	<p>'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</p> <p>I know how to manage pressures associated with dares</p> <p>I know when it is right to keep or break a confidence or share a secret</p> <p>I know how to recognise risks online such as harmful content or contact</p> <p>I know how people may behave differently online including pretending to be someone they are not and how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</p>	<p>they are uncomfortable</p> <p>I know that it is never someone's fault if they have experienced unacceptable contact</p> <p>I know how to respond to unwanted or unacceptable physical contact</p> <p>I know that no one should ask me to keep a secret that makes me feel uncomfortable or try to persuade me to keep a secret I am worried about</p> <p>I know whom to tell if I am concerned about unwanted physical contact</p>	<p>from friends including online including 'challenges' and 'dares'</p> <p>I know how to recognise and respond to pressure from others to do something unsafe or that makes me feel worried or uncomfortable</p> <p>I know how to get advice and report concerns about personal safety, including online</p> <p>I know what consent means and how to seek and give/not give permission in different situations</p>	<p>others who may be at risk, or who have already been subject to FGM</p>
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<p><b>Respecting ourselves and others</b></p>	<p>I know choices may impact on others, e.g. taking a toy from a friend</p>	<p>I know what kind/unkind, respectful/disrespectful behaviour means in and out school and how unkind behaviour can make people feel</p> <p>I know about what respect means, including self-respect</p> <p>I know about class rules, being polite to others, sharing and taking turns</p>	<p>I know about the things I have in common with my friends, classmates, and other people</p> <p>I know how friends can have both similarities and differences</p> <p>I know how to play and work cooperatively in different groups and situations; including online</p> <p>I know how to share my ideas and listen to others, take part in discussions, and give reasons for my views</p>	<p>I know how to recognise and model respectful behaviours e.g. helping or including others, being responsible</p> <p>I know the importance of self-respect and my right to be treated respectfully by others</p> <p>I know what it means to treat others, and be treated, politely</p> <p>I know the ways in which people show respect and courtesy in different cultures and in wider society</p>	<p>I know how to recognise differences between people such as gender, race, faith</p> <p>I know how to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</p> <p>I know about the importance of respecting the differences and similarities between people</p> <p>I know a vocabulary to sensitively discuss difference and include everyone</p>	<p>I know how to recognise that everyone should be treated equally</p> <p>I know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>I know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</p> <p>I know how to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</p> <p>I appreciate the impact of discrimination on individuals, groups and wider society</p>	<p>I know about the link between values and behaviour and how to be a positive role model</p> <p>I know how to discuss issues respectfully and how to listen to and respect other points of view</p> <p>I know how to constructively challenge points of view I disagree with</p> <p>I know ways to participate effectively in discussions online and manage conflict or disagreements</p>	<p>I know the characteristics of abusive behaviours; to recognise warning signs, including online; how to report abusive behaviours or access support for myself or others</p>
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						and I know ways to safely challenge discrimination		
						I know how to report discrimination online		
<b>Rights and Responsibilities: belonging to a community</b>	<p>I know why we have rules.</p> <p>I know how to follow a simple instruction.</p> <p>I know the difference between good and bad actions</p>	<p>I know about examples of rules in different situations, e.g. class rules, rules at home, rules outside</p> <p>I know that different people have different needs</p> <p>I know how we care for people, animals and other living things in different ways</p> <p>I know how we can look after the environment, e.g. recycling</p>	<p>I know about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</p> <p>I know about different rights and responsibilities that I have in school and the wider community</p> <p>I know about how a community can help people from different groups to feel included</p> <p>I know how to recognise that we are all equal, and ways in which we are the same and different to others in our community</p>	<p>I know the reasons for rules and laws in wider society</p> <p>I know the importance of abiding by the law and what might happen if rules and laws are broken</p> <p>I know what human rights are and how they protect people including children</p> <p>I know that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</p>	<p>I know the meaning and benefits of living in a community</p> <p>I know how to recognise that I belong to different communities as well as the school community</p> <p>I know about the different groups that make up and contribute to a community</p> <p>I know about the individuals and groups that help the local community, including through volunteering and work</p> <p>I know how to show compassion</p>	<p>I know about how resources are allocated and the effect this has on individuals, communities and the environment</p> <p>I know the importance of protecting and showing compassion for the environment and living things and how everyday actions can either support or damage it</p> <p>I know about the way that money is spent and how it affects the environment</p> <p>I know how to express my own opinions about my responsibility</p>	<p>I know what prejudice means</p> <p>I know how to differentiate between prejudice and discrimination</p> <p>I know how to recognise acts of discrimination strategies to safely respond to and challenge discrimination</p> <p>I know how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</p> <p>I know how stereotypes are perpetuated and</p>	<p>I know about bullying and its impact, and to know strategies to manage being bullied or witnessing others being bullied</p> <p>I know the impact of stereotyping, prejudice and discrimination on individuals and relationships</p>

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					towards others in need and the shared responsibilities of caring for them	towards the environment	how to challenge this	
<b>Media, Literacy and digital resilience</b>		<p>I know how and why people use the internet</p> <p>I know the benefits of using the internet and digital devices</p> <p>I know how people find things out and communicate safely with others online</p>	<p>I know the ways in which people can access the internet e.g. phones, tablets, computers</p> <p>I know how to recognise the purpose and value of the internet in everyday life</p> <p>I know how to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</p> <p>I know that information online might not always be true and people may not be who they say they are</p>	<p>I know how the internet can be used positively for leisure, for school and for work</p> <p>I know how to recognise that images and information online can be altered or adapted and the reasons for why this happens</p> <p>I know strategies to recognise whether something they see online is true or accurate</p> <p>I know how to evaluate whether a game is suitable to play or a website is appropriate for their age-group</p> <p>I know how to make safe, reliable choices from search results</p>	<p>I know that everything shared online has a digital footprint</p> <p>I know that organisations can use personal information to encourage people to buy things</p> <p>I know how to recognise what online adverts look like</p> <p>I know how to compare content shared for factual purposes and for advertising</p> <p>I know why people might choose to buy or not buy something online e.g. from seeing an advert</p> <p>I know that search results are ordered based on the</p>	<p>I know how to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</p> <p>I know basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</p> <p>I know that some media and online content promote stereotypes</p> <p>I know how to assess which search results are more reliable than others</p> <p>I know to recognise unsafe or suspicious content online</p>	<p>I know about the benefits of safe internet use e.g. learning, connecting and communicating</p> <p>I know how and why images online might be manipulated, altered, or faked how to recognise when images might have been altered</p> <p>I know why people choose to communicate through social media and some of the risks and challenges of doing so</p> <p>I know that social media sites have age restrictions and regulations for use</p> <p>I know the reasons why some media and online content</p>	

# All Hallows C of E Primary School PSHE Curriculum



				I know how to report something seen or experienced online that concerns me	popularity of the website, and other factors, and that this can affect what information people access	I know how devices store and share information	<p>is not appropriate for children</p> <p>I know how online content can be designed to manipulate people's emotions and encourage them to read or share things</p> <p>I know about sharing things online, including rules and laws relating to this</p> <p>I know how to recognise what is appropriate to share online</p> <p>I know how to report inappropriate online content or contact</p>	
<b>Money and work</b>		<p>I know that everyone has different strengths, in and out of school</p> <p>I know about how different strengths and interests are needed to do different jobs</p>	I know about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments	<p>I know about jobs that people may have from different sectors e.g. teachers, business people, charity work</p> <p>I know that people can have more than</p>	<p>I know how people make different spending decisions based on their budget, values and needs</p> <p>I know how to keep track of money and why it is important</p>	<p>I know how to identify jobs that I might like to do in the future</p> <p>I know about the role ambition can play in achieving a future career</p>	<p>I know about the role that money plays in people's lives, attitudes towards it and what influences decisions about money</p> <p>I know about value for money and how</p>	

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		<p>I know about people whose job it is to help us in the community</p> <p>I know about different jobs and the work people do</p>	<p>I know how money can be kept and looked after</p> <p>I know about getting, keeping and spending money</p> <p>I know that people are paid money for the job they do</p> <p>I know how to recognise the difference between needs and wants</p> <p>I know how people make choices about spending money, including thinking about needs and wants</p>	<p>one job at once or over their lifetime</p> <p>I know about common myths and gender stereotypes related to work and how to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</p> <p>I know about some of the skills needed to do a job, such as teamwork and decision-making</p> <p>I know how to recognise my interests, skills and achievements and how these might link to future jobs</p> <p>I know how to set goals that they would like to achieve this year e.g. learn a new hobby</p>	<p>to know how much is being spent</p> <p>I know about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</p> <p>I know that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</p>	<p>I know how or why someone might choose a certain career</p> <p>I know about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</p> <p>I know the importance of diversity and inclusion to promote people's career opportunities</p> <p>I know about stereotyping in the workplace, its impact and how to challenge it</p> <p>I know that there is a variety of routes into work e.g. college, apprenticeships, university, training</p>	<p>to judge if something is value for money</p> <p>I know how companies encourage customers to buy things and why it is important to be a critical consumer! know how having or not having money can impact on a person's emotions, health and wellbeing</p> <p>I know about common risks associated with money, including debt, fraud and gambling</p> <p>I know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</p> <p>I know how to get help if am are concerned about gambling or other financial risks</p>	
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<p><b>Physical Health and mental well-being</b></p>	<p>I know that some foods are healthy and some foods are unhealthy</p> <p>I know when I am feeling happy, sad or angry.</p> <p>I know how to express how I feel.</p> <p>I know how to manage my own needs, e.g. toileting</p> <p>I know how to get myself dressed.</p>	<p>I know what it means to be healthy and why it is important</p> <p>I know ways to take care of myself on a daily basis and about basic hygiene routines, e.g. hand washing</p> <p>I know about healthy and unhealthy foods, including sugar intake</p> <p>I know about physical activity and how it keeps people healthy</p> <p>I know about different types of play, including balancing indoor, outdoor and screen-based play</p> <p>I know about people who can help me to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</p>	<p>I know about routines and habits for maintaining good physical and mental health</p> <p>I know why sleep and rest are important for growing and keeping healthy</p> <p>I know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</p> <p>I know the importance of, and routines for, brushing teeth and visiting the dentist</p> <p>I know about food and drink that affect dental health</p> <p>I know how to describe and share a range of feelings</p> <p>I know ways to feel good, calm down or change their mood e.g. playing outside,</p>	<p>I know about the choices that people make in daily life that could affect their health and how to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</p> <p>I know what can help people to make healthy choices and what might negatively influence them</p> <p>I know about habits and that sometimes they can be maintained, changed or stopped</p> <p>I know the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</p> <p>I know what is meant by a healthy, balanced diet including what foods should be</p>	<p>I know to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</p> <p>I know what good physical health means and how to recognise early signs of physical illness</p> <p>I know that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</p> <p>I know how to maintain oral hygiene and dental health, including how to brush and floss correctly</p> <p>I know the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</p>	<p>I know how sleep contributes to a healthy lifestyle and healthy sleep strategies and how to maintain them</p> <p>I know about the benefits of being outdoors and in the sun for physical and mental health</p> <p>I know how to manage risk in relation to sun exposure, including skin damage and heat stroke</p> <p>I know how medicines can contribute to health and how allergies can be managed</p> <p>I know that some diseases can be prevented by vaccinations and immunisations</p> <p>I know that bacteria and viruses can affect health</p> <p>I know how I can prevent the spread of bacteria and</p>	<p>I know that mental health is just as important as physical health and that both need looking after</p> <p>I know how to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</p> <p>I know how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</p> <p>I know positive strategies for managing feelings</p> <p>I know that there are situations when someone may experience mixed or conflicting feelings</p> <p>I know how feelings can often be helpful, whilst recognising that</p>	<p>I know the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices</p> <p>I know the benefits of physical activity and exercise for physical and mental health and wellbeing</p> <p>I know the importance of taking increased responsibility for my own physical health</p> <p>I know the importance of sleep and strategies to maintain good quality sleep</p> <p>I know strategies for maintaining personal hygiene, including oral health</p> <p>I know the purpose of vaccinations offered during adolescence for</p>
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		<p>I know how to keep safe in the sun</p>	<p>listening to music, spending time with others</p> <p>I know how to manage big feelings including those associated with change, loss and bereavement</p> <p>I know when and how to ask for help, and how to help others, with their feelings</p>	<p>eaten regularly or just occasionally</p> <p>I know that regular exercise such as walking or cycling has positive benefits for my mental and physical health</p> <p>I know about the things that affect feelings both positively and negatively</p> <p>I know strategies to identify and talk about my feelings</p> <p>I know about some of the different ways people express feelings e.g. words, actions, body language</p> <p>I know how to recognise how feelings can change overtime and become more or less powerful</p>		<p>viruses with everyday hygiene routines and how to recognise the shared responsibility of keeping a clean environment</p>	<p>they sometimes need to be overcome</p> <p>I know how to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</p> <p>I know how to identify where I and others can ask for help and support with mental wellbeing in and outside school</p> <p>I know the importance of asking for support from a trusted adult</p> <p>I know about the changes that may occur in life including death, and how these can cause conflicting feelings</p> <p>I know that changes can mean people experience feelings of loss or grief and about the process</p>	<p>individuals and society</p> <p>I know the importance of dental check-ups, sun safety and self-examination</p> <p>I know the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities</p> <p>I know how to identify and articulate a range of emotions</p> <p>I know a range of healthy coping strategies and ways to promote wellbeing and boost mood</p> <p>I know the causes and triggers for unhealthy coping strategies, and the need to seek help for themselves or others as soon as possible</p>
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# All Hallows C of E Primary School PSHE Curriculum



							<p>of grieving and how grief can be expressed</p> <p>I know about strategies that can help someone cope with the feelings associated with change or loss</p> <p>I know how to identify how to ask for help and support with loss, grief or other aspects of change</p> <p>I know how balancing time online with other activities helps to maintain their health and wellbeing</p> <p>I know strategies to manage time spent online and foster positive habits e.g. switching phone off at night</p> <p>I know what to do and whom to tell if I am frightened or worried about</p>	<p>I know the characteristics of mental and emotional health and strategies for managing these</p> <p>I know the link between language and mental health stigma and develop strategies to challenge these</p> <p>I know the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</p>
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							something I have seen online	
<p><b>Growing and changing</b></p>	<p>I know what I can do well and what I am getting better at</p>	<p>I know how to recognise what makes me special and unique including my likes, dislikes and what I am good at; promoting self respect</p>	<p>I know about the human life cycle and how people grow from young to old</p>	<p>I know that everyone is an individual and has unique and valuable contributions to make</p>	<p>I know how to identify external genitalia and reproductive organs</p>	<p>I know about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</p>	<p>I know how to recognise some of the changes as I grow up e.g. increasing independence</p>	<p>I know how we are all unique; that recognising and demonstrating personal strengths</p>
	<p>I know how to show resilience and perseverance in the face of challenge</p>	<p>I know how to manage and whom to tell when finding things difficult, or when things go wrong</p> <p>I know how I am the same and different to others</p> <p>I know how to recognise feelings in myself and others and how feelings can affect how people behave</p>	<p>I know how our needs and bodies change as we grow up</p> <p>I know how to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>I know about change as people grow up, including new opportunities and responsibilities</p> <p>I know about preparing to move to a new class and setting goals for next year</p>	<p>I know how to recognise how strengths and interests form part of a person's identity</p> <p>I know how to identify my own personal strengths and interests and what I'm proud of (in school, out of school)</p> <p>I know how to recognise common challenges to self - worth e.g. finding school work difficult, friendship issues</p> <p>I know basic strategies to manage and reframe setbacks e.g. asking for help,</p>	<p>I know how to recognise how strengths and interests form part of a person's identity</p> <p>I know how to identify my own personal strengths and interests and what I'm proud of (in school, out of school)</p> <p>I know how to recognise common challenges to self - worth e.g. finding school work difficult, friendship issues</p> <p>I know basic strategies to manage and reframe setbacks e.g. asking for help,</p>	<p>I know about the physical and emotional changes during puberty</p> <p>I know key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</p> <p>I know strategies to manage the changes during puberty including menstruation</p> <p>I know the importance of personal hygiene routines during puberty including washing regularly and using deodorant</p> <p>I know how to discuss the challenges of</p>	<p>I know that for some people their gender identity does not correspond with their biological sex</p> <p>I know how to recognise, respect and express my individuality and personal qualities</p> <p>I know ways to boost my mood and improve emotional wellbeing</p> <p>I know about the link between participating in interests, hobbies and community groups and mental wellbeing</p>	<p>I know about what being more independent might be like, including how it may feel</p> <p>I know about the transition to secondary school and how this may affect my feelings</p> <p>I know about how relationships may change as I grow up or move to secondary school</p> <p>I know practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</p> <p>I know how to identify the links</p>

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				<p>focusing on what I can learn from a setback, remembering what I am good at, trying again</p>	<p>puberty with a trusted adult</p> <p>I know how to get information, help and advice about puberty</p>		<p>between love, committed relationships and conception</p> <p>I know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</p> <p>I know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</p> <p>I know about the responsibilities of being a parent or carer and how having a baby changes someone's life</p>	
<p><b>Keeping Safe</b></p>	<p>I know and understand why adults should help to keep us safe I know why it is important to be safe near the road</p>	<p>I know how rules can help to keep me safe</p> <p>I know why some things have age restrictions, e.g. TV and film, games, toys or play areas</p>	<p>I know how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</p> <p>I know how to help keep myself safe in familiar and</p>	<p>I know how to identify typical hazards at home and in school</p> <p>I know how to predict, assess and manage risk in everyday situations e.g. crossing the</p>	<p>I know the importance of taking medicines correctly and using household products safely</p>	<p>I know how to identify when situations are becoming risky, unsafe or an emergency</p> <p>I know how to identify occasions where I can help</p>	<p>I know how to protect personal information online and strategies for dealing with requests for personal information or</p>	<p>I know how to identify risk and manage personal safety in increasingly independent situations, including online</p>

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	<p>I know what to do if worried or scared</p>	<p>I know basic rules for keeping safe online and whom to tell if I see something online that makes me feel unhappy, worried, or scared</p>	<p>unfamiliar environments, such as in school, online and outside</p> <p>I know how to identify potential unsafe situations, who is responsible for keeping me safe in these situations, and steps I can take to avoid or remove myself from danger</p> <p>I know how to help keep myself safe at home in relation to electrical appliances, fire safety and medicines/household products</p> <p>I know about things that people can put into my body or onto my skin (e.g. medicines and creams) and how these can affect how people feel</p> <p>I know how to respond if there is an accident and someone is hurt</p>	<p>road, running in the playground, in the kitchen</p> <p>I know about fire safety at home including the need for smoke alarms</p> <p>I know the importance of following safety rules from parents and other adults</p> <p>I know how to help keep myself safe in the local environment or unfamiliar places, including road, rail, water and firework safety</p>	<p>I know how to recognise what is meant by a 'drug'</p> <p>I know that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</p> <p>I know how to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</p> <p>I know how to identify some of the risks associated with drugs common to everyday life</p> <p>I know that for some people using drugs can become a habit which is difficult to break</p> <p>I know how to ask for help or advice</p>	<p>take responsibility for my own safety</p> <p>I know how to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</p> <p>I know how to deal with common injuries using basic first aid techniques</p> <p>I know how to respond in an emergency, including when and how to contact different emergency services</p> <p>I know that female genital mutilation (FGM) is against British law</p> <p>I know what to do and whom to tell if I think myself or someone I know might be at risk of FGM</p>	<p>images of themselves</p> <p>I know how to identify types of images that are appropriate to share with others and those which might not be appropriate</p> <p>I know that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</p> <p>I know what to do if I take, share or come across an image which may upset, hurt or embarrass me or others</p> <p>I know how to report the misuse of personal information or sharing of upsetting content/ images online</p> <p>I know about the different age rating</p>	<p>I know how to identify risk and manage personal safety in increasingly independent situations, including online</p> <p>I know how to access health services when appropriate</p> <p>I know the positive and negative uses of drugs in society</p> <p>I know how to evaluate misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</p> <p>I know strategies to manage a range of influences on drug, alcohol and tobacco use, including peers</p>
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			<p>I know about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</p>				<p>systems for social media, T.V, films, games and online gaming</p> <p>I know why age restrictions are important and how they help people make safe decisions about what to watch, use or play</p> <p>I know about the risks and effects of different drugs</p> <p>I know about the laws relating to drugs common to everyday life and illegal drugs</p> <p>I know how to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</p> <p>I know about the organisations where people can get help and support concerning drug use and how to ask for help if I</p>	
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							<b>have concerns about drug use</b>  <b>I know about mixed messages in the media relating to drug use and how they might influence opinions and decisions</b>	
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Teachers use continuous assessment to identify and assess gaps during teaching. Assessment grids are biannually for Y1 – Y6 to show children’s progress towards the end of year objectives on the knowledge progression grids. All data is passed onto the PSHE team who use it to inform their action planning.