



Dovedale Primary School

Personal, Social, Citizenship, Health and Emotional Education (PSCHE), Relationships and Sex Education (RSE) and Health Education Curriculum



PSCHE - Long Term Overview

Health and Wellbeing strand highlighted in red Relationships strand highlighted in green Living in the Wider World strand highlighted in blue.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-confidence and Self-awareness					
	Managing Feelings and Behaviour					
	Making Relationships					
Year 1	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Year 2	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe
Year 3	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Year 4	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe
Year 5	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Year 6	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe

Christopher Winter Project (Relationships and Sex Education) – Extra lessons - Overview

The Christopher Winter Project Lesson Objectives are highlighted in blue on the skills ladder below.

EYFS	Year 1	Year 2
<p style="text-align: center;"><u>Family and Friendship</u></p> <ul style="list-style-type: none"> • Caring Friendships • Being Kind • Families 	<p style="text-align: center;"><u>Growing and Caring for Ourselves</u></p> <ul style="list-style-type: none"> • Different Friends • Growing and Changing • Families and Care 	<p style="text-align: center;"><u>Differences</u></p> <ul style="list-style-type: none"> • Differences • Male and Female Animals • Naming Body Parts
Year 3	Year 4	Year 5
<p style="text-align: center;"><u>Valuing Differences and Keeping Safe</u></p> <ul style="list-style-type: none"> • Body Differences • Personal Space • Help and Support 	<p style="text-align: center;"><u>Growing Up</u></p> <ul style="list-style-type: none"> • Changes • What is Puberty? • Healthy Relationships 	<p style="text-align: center;"><u>Puberty</u></p> <ul style="list-style-type: none"> • Talking about Puberty • The Reproductive System • Help and Support • Additional - Respect and Equality
Year 6		
<p style="text-align: center;"><u>Puberty, Relationships and Reproduction</u></p> <ul style="list-style-type: none"> • Puberty and Reproduction • Communication in Relationships • Families, Conception and Pregnancy • Online Relationships 		

Being Healthy

Core Theme: Health and Wellbeing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Make healthy choices in relation to food.</p>	<p>H1 – Explore what a healthy lifestyle means and how to maintain one (including physical activity, rest, healthy eating and dental health).</p> <p>H1 – Identify simple benefits of a healthy lifestyle.</p> <p>H1 – Know how to stay safe in the sun.</p> <p>H2 - Identify ways of keeping healthy.</p> <p>H2 - Recognise what they like and dislike.</p> <p>H2 – Identify choices they can make that can improve their health.</p> <p>H2 - Recognise that choices can have good and not so good consequences.</p> <p>H3 - Set simple goals.</p> <p>H6 - Recognise the importance of and how to maintain personal hygiene.</p> <p>H7 – Know how some diseases spread and how they can be controlled. Understand the responsibilities they have for their own health and that of others. Develop simple skills to help</p>		<p>H1 - Explore what affects their physical, mental and emotional health.</p> <p>H1 – Recognise the characteristics of an active, healthy lifestyle (including physical activity, rest, healthy eating and dental health) and the importance of building regular exercise into their routines.</p> <p>H1 – Recognise the importance of sufficient, good quality sleep for good health.</p> <p>H1 – Recognise the importance of dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>H1 – Know about safe and unsafe exposure to the sun and how to reduce the risk of sun damage.</p> <p>H2 – Begin to understand the concept and benefits of a balanced healthy lifestyle (including physical activity, rest, healthy eating and dental health).</p> <p>H2 - Identify how to make real, informed choices that improve their physical and emotional health.</p> <p>H3 – Understand what is included in a balanced diet and the principles of planning</p>		<p>H1 - Know what positively and negatively affects their physical, mental and emotional health.</p> <p>H1 – Recognise the characteristics of an active, healthy lifestyle (including physical activity, rest, healthy eating and dental health), the importance of building regular exercise into their routines and how to achieve this.</p> <p>H1 – Understand the importance of sufficient, good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>H1 – Understand the importance of dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>H1 – Understand what is safe and unsafe exposure to the sun, why we need to stay safe and how to reduce the risk of sun damage.</p> <p>H1 – Know how and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>H2 - Understand the concept and benefits of a balanced healthy lifestyle (including physical activity, rest, healthy eating, nutritional content and dental health). Explore the risks associated with an inactive, unhealthy lifestyle e.g. obesity and tooth decay.</p>	

	prevent diseases spreading.		and preparing a range of healthy meals. H3 - Understand what may influence our choices. H5 - Set goals.		H3 – Recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating H3 - Identify how to make real, informed choices (including recognising that choices can have positive, neutral and negative consequences). H4 - Recognise how images in the media do not always reflect reality. H5 - Set goals that will challenge them. H16 - Explore what is meant by the term habit and why habits can be hard to change.	
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Vocabulary

	Health, healthy, choices, consequences, goals, personal hygiene, prevent, disease, food, energy, move, breathe, grow, repair, human body, emotions, hungry, balanced diet, fruit, vegetables, relax, calm, Chills Skills, physical activity, sport, germs, sleep, health and wellbeing.		Physical, mental and emotional health, balances healthy lifestyle, choices, balanced diet, goals, growth, energy, repair, physically active, thoughts, feelings, emotions, coping strategies, wellbeing, decisions, informed choices.		Physical, mental and emotional health, balanced healthy lifestyle, choices, media, reality, challenging goals, habits, wellbeing, kindness, balanced diet, risks, sugar, technology, sleep, diet, exercise, dental health, calming strategies, health risks, tooth decay, stress, bullying, obesity, asthma, diabetes, poor diet, limited exercise, worrying, smoking, informed healthier choices, stigma.	
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Drug Education

Core Theme: Health and Wellbeing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>H1 - Explore the importance of physical, mental and emotional health.</p> <p>H2 - Explore how to make informed choices.</p> <p>H11 – Understand the role of drugs as medicines.</p> <p>H11 - Identify alternatives to taking medicines.</p> <p>H11 - Understand that household products, including medicines, can be harmful if not used properly.</p> <p>H12 - Identify rules for and ways of keeping safe.</p> <p>H15 - Recognise they have a shared responsibility for keeping themselves and others safe. Recognise when to say yes, no, I'll ask and I'll tell.</p>		<p>H2 - Recognise how to make informed choices.</p> <p>H9 - Understand that people have different attitudes to risk.</p> <p>H10, H11 - Recognising, predicting and assessing risks in different situations.</p> <p>H14 – Understand when they need help, where to get help and how to ask for help.</p> <p>H17 – Distinguish between safe and harmful and to know some substances can be harmful if misused.</p> <p>H21, H23 – Learn rules about staying safe.</p>		<p>H2 - Know how to make informed choices.</p> <p>H10, H17 - Identify a range of drugs/ substances and assessing some of the risks/effects.</p> <p>H17 – Know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks' can damage their immediate and future health and safety.</p> <p>H17 – Know that some substances/drugs are restricted and some are illegal to own, use and give to others.</p> <p>H13 – Identify influences and when an influence becomes a pressure.</p> <p>H14 - Develop skills of how to ask for help.</p> <p>H15 - Identify basic emergency procedures.</p> <p>H16 – Understand the term 'habit' and why habits can be hard to change.</p>

Vocabulary

		Physical, mental and emotional health, unwell, medicines, drugs, symptoms, vaccinations, paracetamol, illness, antibiotics, insulin, asthma, inhaler.		Choices, risk, help, safe, harmful, substances, misuse, medicines, conditions, allergies, reaction, diabetes, insulin, asthma, inhaler, dangers, consequences, syringe, needle, responsibility.		Choices, drugs, substances, risks, effects, influences, pressures, help, emergency procedures, habits, alcohol, caffeine, health, dangers, addictive, law, cigarettes, tar, tobacco, chemicals, legal, illegal.
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Difference and Diversity

Core Theme: Living in the Wider World and Relationships

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>L4 – Understand that they belong to different groups.</p> <p>L8 - Identify ways in which they are unique.</p> <p>R5 – Share opinions on things that matter using discussions.</p> <p>R8 - Identify and respect the differences and similarities between people.</p>		<p>R10 - Identify how to listen and respond respectfully to a wide range of people.</p> <p>R13 - Recognise simple similarities and differences between people but understand everyone is equal.</p> <p>R14 – Recognise the nature and consequences of discrimination.</p> <p>R16 - Recognise and challenge stereotypes.</p>		<p>R10 – Identify how to listen and respond respectfully to a wide range of people even when they are very different to them and understand the importance of this.</p> <p>R13 - Recognise a range of factors that make people the same or different but understand everyone is equal.</p> <p>R14 - Understand the nature and consequences of discrimination.</p> <p>R16 - Recognise and challenge stereotypes. Know that stereotypes can be unfair, negative or destructive.</p> <p>R17 – Understand the correct use of the terms sex, gender identity and sexual orientation.</p>	

Vocabulary

	<p>Groups, unique, opinions, respect, similarities, differences, same, similar, different, equal, diversity, special, families, family tree, finger prints, experience, compare, lives, relationships, qualities.</p>		<p>Differences, similarities, diversity, equal, consequences, discrimination, stereotypes, disability, refugee, cultural, religious, interests, feelings, media, adverts, fair treatment, love, hate, lives, communities.</p>		<p>Difference, diversities, same, different, consequences, discrimination, stereotypes, sex, gender identity, sexual orientation, equal, respect, kindness, personality, interests, age, culture, religious beliefs, inclusive, accepting, gender, gender dysphoria, lesbian, gay, heterosexual, transgender, refugee, empathy.</p>	
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Being Me

Core Theme: Living in the Wider World and Relationships

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Develop a positive sense of themselves, and others.</p> <p>Have confidence in their own abilities.</p> <p>Develop the confidence to try new activities and say why they like some activities more than others.</p> <p>Develop the confidence to speak in a familiar group, talk about their ideas, and choose the resources they need for their chosen activities.</p> <p>Say when they do or don't need help</p>		<p>L4 - Recognise they belong to different groups and communities such as family and school.</p> <p>L8 - Explore ways in which they are all unique.</p> <p>L9 - Identify ways in which we are the same as all other people; what we have in common with everyone else.</p> <p>R7 - Offer constructive support to others.</p> <p>R9 - Identify what makes them special.</p> <p>R9 – Explore the importance of self-respect and how this links to their own happiness.</p>		<p>L7 - Explore different kinds of responsibilities at school and in the community.</p> <p>L9 – Explore what being part of a community means.</p> <p>L11 - Appreciate the range of identities in the UK.</p> <p>R10 - Listen and respond respectfully.</p> <p>R13 - Identify that differences and similarities between people.</p> <p>R9 – Understand the importance of self-respect and how this links to their own happiness.</p>		<p>L7 – Identify different kinds of responsibilities at school and in the community.</p> <p>L9 – Know what being part of a community means and the benefits that come with being part of one.</p> <p>R13 - Identify that differences and similarities between people arise from a number of factors.</p>

Vocabulary

		Groups, communities, unique, common, constructive support, special, identity, love, guidance, safety, fun, kindness.		Responsibilities, school, community, identities, respect, similarities, differences, personality, attitudes, interest, culture/beliefs, race, gender, style, aspirations, belonging, symbols.		Responsibilities, school, community, similarities, differences, skills, talents, abilities, uniqueness, strengths, qualities, personality traits, interests, hobbies, likes/dislikes, attitudes, aspirations, beliefs, quirks, discrimination, problems, solutions.
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Exploring Emotions

Core Theme: Relationships and Healthy and Wellbeing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Develop their social skills and learn how to manage their feelings.</p> <p>Talk about how they and others show feelings.</p> <p>Talk about their own and others' behaviour, and its consequences.</p> <p>Know that some behaviour is unacceptable.</p> <p>Work as part of a group or class, and understand and follow the rules.</p> <p>Adjust their behaviour to different situations, and take changes of routine in their stride</p>	<p>H1 - Communicate feelings to others.</p> <p>H4 – Develop simple strategies for managing feelings.</p> <p>H4 - Use words to describe feelings.</p> <p>R1 – Begin to recognise a range of feelings in ourselves and other people.</p> <p>R1 - Recognise how others show feelings and how to respond.</p> <p>R2 - Recognise that their behaviour can affect others.</p>		<p>H1 – Understand the importance of communicating feelings to others and be able to communicate their feelings.</p> <p>H4 – Continue to develop their strategies for managing feelings.</p> <p>H4 – Extend their vocabulary to describe a range of feelings.</p> <p>R1 – Continue to recognise a range of feelings in ourselves and other people and how to respond.</p> <p>R2 - Understand how their behaviour can affect others.</p>		<p>R1 - Recognise a wider range of feelings in others and how to respond appropriately.</p> <p>R7 – Understand how their actions can affect themselves and others and the consequences their behaviour can have.</p> <p>R12 – Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise.</p> <p>H6 – Deepen understanding of good and not so good feelings.</p> <p>H6 – Further extend emotional vocabulary.</p> <p>H6 - Explore the intensity and range of feelings.</p> <p>H7 - Recognise that they may experience conflicting emotions and how to manage these.</p>	

Vocabulary

	<p>Feelings, communicating, strategies, managing, range, behaviour, affects, emotions, expressing, control, calm, chill skill, apologise, sorry, caring, sad, anxious, angry, upset, happy, scared, lonely, excited, frustrated</p>		<p>Communicating, strategies, managing, feelings, range, comfortable, uncomfortable, negative, positive, emotions, mixed and conflicting emotions, intense, terrified, anxious, afraid, fearful, frightened, shy, worried self-awareness, accept, mindfulness, reluctant.</p>		<p>Feelings, emotions, responding, strategies, resolve, disputes, consequences, actions, conflicting emotions, manage, embarrassment, fight, flight or freeze, thoughts, behaviours, conflicts.</p>	
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Changes

Core Theme: Health and Wellbeing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>H5 - Explore what change means.</p> <p>H5 - Explore loss and change and the associated feelings.</p> <p>H8 – Explore the changes of growing from young to old.</p> <p>H9 – Explore how to manage change positively.</p> <p>H13 – Identify strategies and where to go for help.</p>		<p>H6 – Understand good and not so good feelings including their range and intensity.</p> <p>H7 - Develop an understanding that change can cause conflicting emotions.</p> <p>H7 - Acknowledge, explore and identify how to manage change positively.</p> <p>H8 - Explore changes.</p> <p>H14 – Know where to go for help and how to ask for help.</p>		<p>H6 – Explain intensity of feelings.</p> <p>H6 - Explore and identify how to manage the difficult emotions.</p> <p>H7 – Acknowledge, explore and identify how to manage change positively and begin to apply these.</p> <p>H8 – Develop strategies to help manage the transition to secondary school.</p> <p>H8 – Explore strategies that they can use to manage loss, separation, divorce and bereavement.</p> <p>H14 - Practise asking for help and know where to go for help.</p>

Vocabulary

		Change, loss, feelings, growing, old, young, strategies, help, emotions, positive and negative attitudes.		Feelings, intensity, conflicting emotions, help, beginning, end, living, feelings, divorce, loss, comfortable, uncomfortable.		Feelings, intensity, difficult emotions, change, managing, transition, loss, separation, divorce, bereavement, help, conflicting feelings, strategies, regulate, self-talk strategies, future, worries.
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Relationships

Core Theme: Relationships – Taught in all year groups

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Form positive relationships and develop respect for others.</p> <p>Play co-operatively with others.</p> <p>Take turns with others.</p> <p>Take account of one another's ideas about how to organise their activity.</p> <p>Show sensitivity to others' needs and feelings.</p> <p>Form positive relationships with adults and other children.</p> <p>Christopher Winter Project Recognise the importance of friendship</p> <p>Know that friendships can make us feel happy</p> <p>Know some ways that we can make new friends feel welcome</p> <p>Recognise the importance of</p>	<p>R2 - Recognise that our behaviour can affect others.</p> <p>R4 - Recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>R6 - Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p>R7 - Offer constructive support and feedback to others.</p> <p>R9 - Identify their special people (family, friends, carers), what makes them special and how special people should care for each other – commitment including in difficult times, protection and care, spending time together and sharing each other's lives.</p> <p>R9 - Recognise that families are important for children growing up as they can give love, security and stability.</p> <p>R9 – Recognise how important friendships are in making us feel happy and secure and how people choose and make friends.</p>	<p>Christopher Winter Project Identify differences between males and females</p> <p>Understand the concept of gender stereotypes - that some people have fixed ideas about what boys and girls can do</p>	<p>R2 - Recognise what constitutes a healthy relationship and the importance of respecting others. Understand that healthy friendships are positive and do not make others feel lonely/excluded. Develop the skills to form and maintain positive and healthy relationships.</p> <p>R2 – Understand the characteristics of friendships including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems/difficulties.</p> <p>R2 – Recognise the conventions of courtesy and manners.</p> <p>R3 - Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>R4 - Recognise some different types of relationship.</p> <p>R7 - Understand that actions affect themselves and others.</p> <p>R9 – Begin to understand the concept of keeping something confidential or secret, when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p>	<p>Christopher Winter Project Know that respect is important in all relationships including online</p> <p>Discuss the characteristics of healthy relationships</p> <p>Explain how friendships can make people feel unhappy or uncomfortable.</p>	<p>R2 – Understand what constitutes a healthy relationship and the importance of respecting others. Understand how to recognise who to trust and who not to trust. Continue to develop the skills to form and maintain positive and healthy relationships.</p> <p>R3 – Reflect on ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>R4 - Recognise a range of different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>R4- Recognise that others' families sometimes look different to their families and that we should respect those differences. Other families are also characterised by love and care.</p> <p>R5, R6 - Understand the true meaning behind civil partnerships and marriage.</p> <p>R12 – Know that most friendships have ups and downs and to develop strategies to resolve conflicts. Know that resorting to violence is never right.</p> <p>R20 - Recognise that forcing anyone to marry is a crime.</p> <p>R21 – Understand the concept of keeping something confidential or secret, when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p>	<p>Christopher Winter Project Explain differences between healthy and unhealthy relationships</p> <p>Know that communication and permission seeking are important</p> <p>Explore positive and negative ways of communicating in a relationship</p> <p>Consider when it is appropriate to share personal/private information in a relationship</p> <p>Know how and where to get support if an online relationship goes wrong</p>

<p>saying sorry and forgiveness</p> <p>Know that arguing with friends and then making up can make friendships stronger</p> <p>Know that resorting to violence is never right</p> <p>Recognise that all families are different</p> <p>Identify different members of the family</p> <p>Understand how members of a family can help each other</p>	<p>H13 – Know who to go to if they are worried</p> <p><u>Christopher Winter Project</u> Understand that we are all different but can still be friends</p> <p>Explore different types of families</p> <p>Identify who can help when families make us feel unhappy or unsafe</p>		<p>R10 - Listen and responding respectfully.</p> <p>R21 - Understand personal boundaries. Identify what they are willing to share with their most special people; friends; classmates and others. Understand that we all have rights to privacy.</p> <p><u>Christopher Winter Project</u> Understand that all families are different and have different family members</p> <p>Identify who to go to for help and support</p>		<p><u>Christopher Winter Project</u> Explain how emotions/relationships change as they approach and move through puberty</p> <p>Know how to get help and support during puberty</p>	
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Vocabulary

	<p>Relationships, behaviour, affect, fair, unfair, kind, unkind, right, wrong, working co-operatively, arguments, negotiation, support, feedback, special, kindness, friend, friendship, moral, feelings, lonely, rejection, listening, disagreements.</p> <p><u>Friends, feelings, similar, different, family.</u></p>	<p><u>Similar, different, sex, gender roles, stereotypes,</u></p>	<p>Healthy relationships, positive, unhealthy relationships, actions, affect, break a confidence, share a secret, respect, personal boundaries, friendship, jealousy, insults, power, fairness, equal, control, support, love, honesty, inclusive, caring, listening, kindness, rebuild, problem solving, compromise, promises, pressure, privacy, online NSPCC PANTS. <u>family, fostering, adoption, relationship.</u></p>	<p><u>Respect, relationships, online, friendships, comfortable, uncomfortable.</u></p>	<p>Healthy relationships, unhealthy relationships, acquaintances, friends, relatives, family, civil partnerships, marriage, conflicts, confidentiality, confidence, friendships, passive, aggressive, assertive, confidential, problems, advice, diverse, partners, arranged marriage, forced marriage, foster carer, adopted, single parent, same-sex parents, commitment. <u>Emotions, relationships, change, puberty, help, support.</u></p>	<p><u>communication, personal/private information, internet safety.</u></p>
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Growing Up

Core Theme: Health and Wellbeing, Relationships and Living in the Wider World

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Christopher Winter Project Discuss how children grow and change</p> <p>Understand that babies need care and support</p> <p>Know that older children can do more by themselves</p>	<p>H8 – Understand the process of growing from young to old.</p> <p>H9 - Explore growing and changing and becoming independent.</p> <p>H10 – Know the correct names for the main parts of the body (including external genitalia).</p> <p>H13 - Identify people who they can ask for help and think about how they might do that and to keep trying until they are heard.</p> <p>H15, R3 - Identify ways of keeping safe. Know the difference between secrets and nice surprises (that everyone will find out eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p> <p>H16 – Explore privacy in different contexts.</p> <p>H16 – Understand respecting the needs of ourselves and other people.</p> <p>R8 – Identify similarities and differences.</p> <p>R10 – Understand what physical contact is acceptable, comfortable, unacceptable and uncomfortable.</p> <p>L8 – Know that everybody is unique.</p> <p>Christopher Winter Project Describe the difference between male and female babies</p> <p>Explore how male and female differences are part of the lifecycle</p>	<p>Christopher Winter Project Know that people are unique and to respect the body differences between ourselves and others.</p> <p>Name male and female body parts using agreed words and explore the differences in bodies.</p> <p>Consider appropriate and inappropriate physical contact and consent</p> <p>Understand that each person’s body belongs to them</p> <p>Understand personal space and unwanted touch</p>	<p>H4 – Explore how images in the media do not always reflect reality.</p> <p>H5 - Celebrate our strengths/qualities.</p> <p>H8 - Explore the kind of changes that happen in life and the associated feelings.</p> <p>H12 – Begin to understand that bacteria and viruses can affect health and that following a simple hygiene routine can prevent the spread. Understand the importance of handwashing.</p> <p>H18 – Explore the changes that happen as they grow up.</p> <p>H20 – Understand the right to protect our bodies from inappropriate and unwanted contact and the importance of privacy.</p> <p>R4 - Identify differences and similarities between people.</p> <p>R8 – Understand the difference between acceptable and unacceptable physical contact and comfortable/ uncomfortable physical contact.</p> <p>R13 - Know and use the correct names for the main parts of the body (including external genitalia).</p> <p>R16 - Recognise and challenge stereotypes.</p>	<p>Christopher Winter Project Explain the main physical and emotional changes that happen during male and female puberty</p> <p>Ask questions about puberty with confidence</p> <p>Understand how puberty affects the reproductive organs</p> <p>Describe what happens during menstruation and sperm production</p> <p>Know where to get help/support with their wellbeing throughout puberty.</p> <p>Explore the impact of puberty on the body and the importance of physical hygiene</p> <p>Explain how to keep clean during puberty</p>	<p>H4 – Understand that images in the media and online do not always reflect reality.</p> <p>H6 - Identify the intensity of feelings.</p> <p>H7 – Recognise conflicting feelings.</p> <p>H12 – Understand that bacteria and viruses can affect health and that following a simple hygiene routine can prevent the spread. Understand the importance of handwashing.</p> <p>H13 - Identify pressures and influences.</p> <p>H18 - Understand changes that happen at puberty.</p> <p>H19 - Understand what puberty and human reproduction is.</p> <p>H20 – Understand that they have the right to protect their body from inappropriate and unwanted contact and the importance of privacy.</p> <p>H20 – Recognise the importance of permission seeking/consent.</p> <p>R2- Identify qualities of a healthy relationship</p> <p>R5 - Discuss committed loving relationships.</p> <p>R13 – Identify differences and similarities between people, but understand everyone is equal.</p> <p>L1 - Debate topical issues.</p> <p>Christopher Winter Project</p>

		<p>Describe some differences between male and female animals</p> <p>Understand that making a new life needs a male and a female</p> <p>Describe the physical differences between males and females</p> <p>Name the different body parts</p>		<p><u>Christopher Winter Project</u></p> <p>Explore the human lifecycle and understand that puberty is an important stage</p> <p>Know about the physical and emotional changes that happen during puberty</p> <p>Explore how puberty is linked to reproduction understanding that children change into adults to be able to reproduce if they choose to</p>		<p>Describe how and why the body changes during puberty in preparation for reproduction</p> <p>Talk about puberty with confidence</p> <p>Consider different ways people might start a family</p> <p>Describe the decisions that have to be made before having children</p> <p>Know where to get help/support with their wellbeing throughout puberty.</p> <p>SEX – Parents can withdraw their child from this. Know some basic facts about conception and pregnancy</p> <p>Talk about reproduction with confidence</p>
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Vocabulary

	<p>Boy, girl, male, female, private parts, penis, vulva.</p>	<p>Growing up, young, old, growing, changing, independent, asking for help, safe, secrets, privacy, contact, unique, skills, baby, needs, timeline, stereotypes, body parts, penis, vagina, PANTS acrostic, touch, secrets, surprises, teats, udders, boy, girl, male, female, unique, private parts, penis, vulva, testicles.</p>	<p>Unique, personal space, physical contact, consent, stereotypes, gender roles, similar, different, male, female, private parts, penis, vulva, vagina, uterus, testicles,</p>	<p>Growing up, media, reality, strengths, qualities, changes, life, feelings, personal hygiene, prevent, bacteria, rights, protect, bodies, equal, physical contact, acceptable/unacceptable, stereotypes, body parts, emotional and physical needs, womb, breast, umbilical cord, ovaries, male, female, puberty, period, sanitary towel, employability skills, jobs, careers, aspirations, diversity, skills, human life cycle, sweat, odour, physical appearance, personal space, affection. Puberty, lifecycle, teenager, adult, changes, changes, feelings, bodies, female, male, private parts, reproduction, reproduce, penis, vulva, vagina, uterus, testicles physical, breasts, sperm, egg, pubic hair, emotional, feelings, responsibility.</p>	<p>Puberty, physical changes, emotional changes, female, male, hormones, ovaries, uterus, vagina, penis, testicles, eggs, sperm, reproductive organs, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings.</p>	<p>Media, online, reality, intensity, feelings, conflicting feelings, hygiene, prevent, bacteria, pressures, influences, changes, puberty, human reproduction, healthy relationships, committed loving relationships, similarities, differences, equal, physical and emotional changes, worries, concerns, menstruation, periods, sperm, eggs, develop, baby, adolescent, self-conscious, embarrassment, emotions, foetus, womb, pregnancy. Puberty, changes, female, male, reproduction, reproductive parts, communication, permission, touch, womb, sperm, egg, conception, fertilisation, pregnancy, , marriage, twins, IVF, sperm donor, fostering, adoption, relationship, friendship, love, consent, intimacy, SEX – Parents can withdraw their child from this. sexual intercourse, sex</p>
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Being Responsible

Core Theme: Living in the Wider World and Relationships

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>L1 - Identify how they can contribute to the life of the classroom and school.</p> <p>L2 - Construct and explore the importance of rules.</p> <p>L3 - Explore and understand that everyone has rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>L5 - Identify what improves and harms their environments.</p> <p>R4 - Recognise what is fair/unfair, right/wrong, kind/unkind.</p>		<p>L1 - Discuss and debate topical issues.</p> <p>L2 - Identify why rules are needed in different situations.</p> <p>L3, L4 – Know that there are human rights to protect everyone and that everyone has responsibilities to protect those rights.</p> <p>L7 - Explore rights and responsibilities, rights and duties at home, school, community and the environment.</p> <p>L7 - Develop skills to carry out responsibilities.</p> <p>L8 - Explore how to resolve differences and respect others' points of view.</p> <p>L9 - Explore what being part of a community means and how they belong.</p>		<p>L1 - Research, discuss and debate topical issues.</p> <p>L2 – Explain using examples why rules are needed in different situations.</p> <p>L3, L4 - Understand that there are human rights to protect everyone, why we have them and that everyone has responsibilities to protect those rights.</p> <p>L5 - Understand there are some cultural practices against British law.</p> <p>L7 - Explore rights and responsibilities at home, school, community and the environment. Recognise the importance.</p> <p>L7 – Continue to develop skills to carry out responsibilities.</p> <p>L8 – Continue to explore how to resolve differences and explore others' points of view.</p> <p>L9 - Know what being part of a community means and how they belong.</p>	

Vocabulary

	Responsible, responsibilities, rules, rights, improves, harms, environment, fair, unfair, right, wrong, kind, unkind, consequences, equal, questions, parliament, Prime Minister, Queen, campaign, rubbish, recycle, reuse, reduce, wasteful.		Responsible, responsibilities, rules, human rights, duties, community, environment, skills, resolve differences, respect, points of view, belonging, disrespects, needs, wants, essential, decision, voting, fair, School Council, debate, chairperson.		Responsible, responsibilities, rules, human rights, cultural practices, British law, community, environment, points of view, belonging, United Nations (UN), Universal Declaration of Human Rights (UDHR), protected, parliament, democracy, opinions, voting, majority, choice, ballots, election, debate, for, against, proposal, argument, diversity, dreams, hate.	
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Money Matters

Core Theme: Living in the Wider World and Relationships

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>L6 – Recognise what money looks like.</p> <p>L6 - Identify how money is obtained.</p> <p>L6 - Understand the ways money can be used.</p> <p>L7 - Understand how to keep money safe and what influences choices.</p>		<p>L10 - Identify the role of voluntary and charity groups.</p> <p>L12 – Understand different values and customs.</p> <p>L13 - Explore how to manage money.</p> <p>L13 - Explain the importance of money in people’s lives and how money is obtained.</p> <p>L14 – Understand the concepts of interest, loan, debt and tax.</p> <p>L16 – Understand enterprise and begin to develop enterprise skills.</p>		<p>L13 - Understand how finance plays an important part in people’s lives.</p> <p>L13 – Understand about being a critical consumer.</p> <p>L14 - Develop an understanding of the concepts of interest, loan, debt and tax.</p> <p>L15 – Identify how resources are allocated and the effects on individuals, communities and the environment.</p> <p>L16 – Develop enterprise skills.</p> <p>L18 - Critique how social media presents information.</p> <p>R15 -Recognise and managing dares.</p>

Vocabulary

		<p>Money, coins, notes, pay, ATM, debit cards, spend, save, share/donate, worth, wants, needs, bank, purse, wallet, money box, profit, cash, cheque, charity, jobs, earning, paid.</p>		<p>Money, change, voluntary groups, charity groups, values, interest, loan, debt, tax, needs, wants, jobs, earn, pay, coins, save, costs, enterprise, bills, spend, donate, fundraising.</p>		<p>Money, finance, critical consumer, interest, loan, debt, tax, enterprise, social media, dares, advertising, save, borrow, accept, reduced, consequences, council tax, bills, spending, decisions, Fairtrade, skills, qualities, jobs, entrepreneur, business, profit margins, wellbeing, risk, credit card.</p>
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Bullying Matters

Core Theme: Relationships

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>R2 - Recognise their behaviour can affect others.</p> <p>R6 - Listen to others and work cooperatively.</p> <p>R11 - Identify that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable.</p> <p>R12 - Recognise when people are being unkind to them or others, who to tell and what to say.</p> <p>R13 - Identify different types of teasing and bullying, to identify that these are wrong and unacceptable.</p> <p>R14 – Identify strategies to recognise teasing/ bullying if they experience or witness it, whom to go to and how to get help.</p>		<p>R7 – Understand that their actions affect themselves and others.</p> <p>R11 – Identify the importance of working towards shared goals.</p> <p>R12 – Develop strategies for getting support for themselves or for others at risk.</p> <p>R13 – Identify differences and similarities</p> <p>R14, L6 - Understand the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling' how to respond, develop strategies for getting support and ask for help).</p> <p>R18 - Identify strategies to recognise teasing/ bullying/abuse in all its forms if they experience or witness it, whom to go to and how to get help.</p>		<p>R7 – Understand how their actions can affect themselves and others and the consequences their behaviour can have.</p> <p>R12 – Continue to develop strategies for getting support for themselves or for others at risk.</p> <p>R13 - Identify that differences and similarities arise from a number of factors.</p> <p>R14 - Understand the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice based language, 'trolling' how to respond and continue to develop strategies for getting support and ask for help).</p> <p>R18 – Identify strategies to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) if they experience or witness it, whom to go to and how to get help.</p>	

Vocabulary

	<p>Bullying, bully, behaviour, affect, kind, unkind, teasing, bullying, strategies, witness, cyberbullying, opposites, included, excluded, left out, kindness, feelings, STOP – several times on purpose, start telling other people.</p>		<p>Bullying, bully, actions, affect, goals, strategies, risk, consequences, discrimination, teasing, bullying, aggressive behaviour, cyberbullying, prejudice-based language, trolling, bystanders, victim, hurtful, differences, barriers, help.</p>		<p>Bulling, bully, actions, behaviour, strategies, risk, consequences, discrimination, teasing, bullying, aggressive behaviour, cyberbullying, prejudice-based language, trolling, STOP – several times on purpose, start telling other people, power of words, direct, indirect, power relationships, banter, name calling, crossing the line, threatened, help, homophobic, violence, responsibilities, excuses.</p>	
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Being Safe

Core Theme: Health and Wellbeing and Living in the Wider World

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>H11 - Identify household products are hazards if not used properly.</p> <p>H12 - Explore rules for and ways of keeping physically and emotionally safe in a range of situations including responsible ICT use and online safety.</p> <p>H13 - Know who to go to if they are worried and to keep trying until they are heard.</p> <p>H14, H15 - Recognise that they share a responsibility for keeping themselves and others safe, when to say yes, no, I'll ask and I'll tell.</p> <p>H16 – Explore what is 'privacy'; their right to keep things private and the importance of respecting others' privacy.</p> <p>H21 – Know how to respond safely and appropriately to adults they may encounter whom they do not know.</p> <p>L2 - Understand why rules are important in keeping us safe.</p> <p>L10 – Identify special people who work in the community who are responsible for looking after and protecting us. Know how to contact those special people when they need their help and the vocabulary and confidence</p>		<p>H2 – Know how to make informed choices.</p> <p>H10 - Explore how to recognise, predict and assess risks in different situations.</p> <p>H11 - Understand that increased independence brings increased responsibility to keep themselves safe.</p> <p>H15 – Understand why rules are important and how rules can keep them safe.</p> <p>H15 - Identify where and how to get help, to keep trying until they are heard the vocabulary and confidence to do so.</p> <p>H21 - Develop strategies for keeping physically and emotionally safe in different situations.</p> <p>H21 – Know how to respond safely and appropriately to adults they may encounter whom they do not know.</p> <p>H22 – Understand how to keep safe online, the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>H23, H24, H25 - Understand how to become digitally responsible and stay safe</p>		<p>H2 - Understand how to make informed choices.</p> <p>H10 – Know how to recognise, predict and assess risks in different situations.</p> <p>H11 - Understand that increased independence brings increased responsibility to keep themselves safe.</p> <p>H13 – Understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>H15 - Explain how rules can keep them safe, including school rules about health and safety.</p> <p>H15 - Identify where and how to get help, to keep trying until they are heard the vocabulary and confidence to do so.</p> <p>H15 – Know the concepts of basic first-aid for example dealing with common injuries, including head injuries.</p> <p>H16 – Understand the term 'habit.'</p> <p>H21 – Develop strategies for keeping physically and emotionally safe in different situations.</p> <p>H21 – Know how to respond safely and appropriately to</p>

		<p>to do so, including dialling 999 in an emergency.</p> <p>L10 – Know how to make a clear and efficient call to emergency services if necessary.</p>		<p>online. Begin to understand how to recognise risks and how to report them.</p> <p>Understand the importance of showing respect online, even when we are anonymous.</p>		<p>adults they may encounter whom they do not know.</p> <p>H22 - Understand the importance of protecting information particularly online.</p> <p>H23, H24, H25 - Understand how to become digitally responsible and stay safe online. Understand how to recognise risks and how to report them. Understand the importance of showing respect online, even when we are anonymous.</p> <p>H24 – Know that for most people the internet is an integral part of life and know how information and data is shared and used online.</p> <p>H24 – Know how to use mobile phones responsibly. Understand the benefits of rationing time spent online and the risks of excessive time spent on electronic devices. Identify safe user habits (time limits, turning it off at night etc).</p> <p>H25 – Know how to manage requests for images of themselves or others. Understand what is and is not appropriate to ask for or share. Know who to talk to if they feel uncomfortable.</p> <p>L18 – Critically examine what is presented to them in social media and why it is important to do so, that people can behave differently online including pretending to be someone they are not. Understand how information contained in social media can misrepresent or mislead,</p>
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						understand the importance of being careful what they forward to others.
Vocabulary						
		Safe, safety, household products, hazards, rules, worried, responsibility privacy, respect, community, help, duties, 999, Know the Road, Stop, Look and Listen, Car Clever (In-car safety), online safety, internet, personal information, technology, privacy, private, NSPCC PANTS.		Safe, safety, informed choices, risks, independence, responsibility, rules, help, physically and emotionally safe, personal information, protect, online, Green Cross Code, road crossings, hazards, railway lines, building sites, water, NSPCC PANTS, touching, consent, consequences, online safety, internet, technology, SMART, danger.		Safe, safety, informed choices, risks, independence, responsibility, rules, help, habit, physically and emotionally safe, personal information, protect, online, road safety, pedestrian, cyclist, hazards, danger, accident, addictive, social media, consequence, mental health, internet, online safety, live streaming, online gaming.