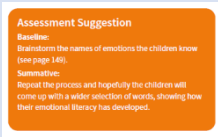
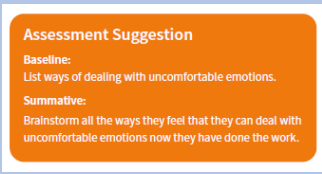
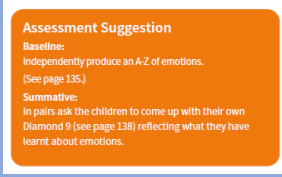


CHANGES

KS1	LKS2	UKS2
Knowledge: About Loss and Change	Knowledge: About Loss and Change	Knowledge: About Loss and Change
SKILLS <ul style="list-style-type: none"> Identify examples of loss and change. Begin to recognise that loss and change can affect the way we think, feel and behave. Understand that changes can produce big feelings. 	<ul style="list-style-type: none"> Recognise that loss/change are a normal part of life. Describe how change and loss, can affect feelings, thoughts and behaviours. Recognise that feelings associated with loss/change can change over time and range in intensity. 	<ul style="list-style-type: none"> Explore that loss, bereavement and change are part of the human life cycle. Understand that change and loss, including death, can create feelings and behaviours that are not the same for everyone. Recognise that internal conflicting emotions can be normal when dealing with loss and change.
Skills: Managing Loss and Change <ul style="list-style-type: none"> Identify feelings associated with loss and change. Recognise some simple ways to prepare for change/transition. Identifying different things that may help to manage big feelings. Talk about some ways to help others when they are affected by change. Know that it is important to talk to someone if you are worried. Identify people who can help us if we feel worried/unhappy. 	Skills: Managing Loss and Change <ul style="list-style-type: none"> Use a varied vocabulary when talking about feelings associated with loss and change. Identify self-help strategies and the importance of support when preparing for change/transitions. Describe everyday things that affect feelings and understand the importance of expressing feelings. Develop some ways of responding to others and showing support if they are affected by loss/change. Know why it is important to talk about our feelings and not bottle them up. Know who to talk to if you are worried or have strong feelings. 	Skills: Managing Loss and Change <ul style="list-style-type: none"> Describe a range of emotions and intensities associated with loss and change. Identify problem solving strategies to manage transitions between classes and key stages. Identify strategies to respond to feelings, including intense or conflicting feelings. Recognising the signs when someone may be struggling and understand how to seek support. Explore some barriers to asking for help and some ways to address them. Know who to talk to and where to go for help.
OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT) <ul style="list-style-type: none"> To describe how they feel if they lose something e.g. a favourite toy To describe how a child might feel if their parents get divorced To give three things they could do when they are worried about a change happening. To explain how their needs have changed from a baby to now. 	OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT) <ul style="list-style-type: none"> To identify their internal and external responses to changes they experienced when moving from key stage 1 to key stage 2. Explain how they would feel in new situations using appropriate vocabulary and explain how they would cope with the feelings. To understand and respect that people react in different ways to change due to their individual differences and respect this. 	OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT) <ul style="list-style-type: none"> To explain that a feeling can change over time and how feelings may be different in intensity due to individual differences. To explain what grief is and describe a situation when a person might experience this feeling. To describe three ways they have changed during their time at primary school with a focus on achievement. To identify feelings about moving to secondary school and how they might deal with these feelings/who could help them.
VOCAB	VOCAB	VOCAB
worry excitement loss divorce life cycle	anxiety anticipation fear bravery internal response external response differences	intensity grief bereavement death conflicting emotions transition
<div> Assessment Suggestion Baseline: Without leading the children's conclusions, ask them to discuss in pairs what they understand change to be. Collect their answers and record them/photograph them. Summative: Ask the children to work in the same pairs to discuss what they now understand change to be. Compare the differences. </div>	<div> Assessment Suggestion Baseline: In groups of four, create an A to Z of changes. Summative: Add to the A-Z in a different colour any new words linked to change. </div>	<div> Assessment Suggestion Baseline: Record all the strategies you have if you are faced with challenges or change. Summative: Record in a different colour all the strategies you have if you are faced with challenges or change. </div>
PROTECTED CHARACTERISTICS	PROTECTED CHARACTERISTICS	PROTECTED CHARACTERISTICS
<ul style="list-style-type: none"> marriage and civil partnership 	<ul style="list-style-type: none"> disability race religion or belief sex 	<ul style="list-style-type: none"> disability race religion or belief sex
BRITISH VALUES	BRITISH VALUES	BRITISH VALUES
<ul style="list-style-type: none"> individual liberty mutual respect tolerance of those of different faiths and beliefs. 	<ul style="list-style-type: none"> individual liberty mutual respect tolerance of those of different faiths and beliefs. 	<ul style="list-style-type: none"> individual liberty mutual respect tolerance of those of different faiths and beliefs.

KS1	LKS2	UKS2
Knowledge <ul style="list-style-type: none"> Explore the role of medicines (use when we are ill/ prevent illness/ manage a condition.) Understand that household products, including medicines, can be harmful if not used properly. 	Knowledge <ul style="list-style-type: none"> Describe the different purposes that medicines have. Explain the importance of taking medicines correctly and using household products safely. 	Knowledge <ul style="list-style-type: none"> Understand that there are rules and laws surrounding the use of medicines, drugs and household products. Reflect on the risks/effects that legal drugs common to everyday life can have on health.
Managing risk <ul style="list-style-type: none"> Explore that medicines come in different forms and are used in different ways. Understand that things that people put into their body or on their skin can affect how they feel. Talk about some simple rules for staying safe around medicines and other household substances/products. Identify people that they can go to if they are ill, worried or to help them stay healthy 	Managing risk <ul style="list-style-type: none"> Describe risk in relation to the use of medicines/household products, and suggest what action to take to help prevent or minimise harm. Explore the possible risks and consequences of using/misusing legal drugs/ household products in everyday situations. Identify a circle of support and how to ask for help. Demonstrate what to do in an emergency situation 	Managing risk <ul style="list-style-type: none"> Describe some ways in which alcohol, tobacco and other substances can affect the body/decision making. Explain why some substances are harmful for growing bodies. Analyse mixed messages in the media relating and recognise how they might influence opinions/behaviour. Identify a range of strategies to better manage situations involving peer influence/approval. Research reliable sources of information/ support for children/adults affected by their own or someone else's drug use.
OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT) <ul style="list-style-type: none"> To describe the four groups that medicines can be split into: <ol style="list-style-type: none"> Prevent illness (Vaccinations). Ease pain (Paracetamol). Help the body fight illness (Antibiotics). Help the body work properly (Insulin). and give an example of a medicine from each group and the situation it would be used in. To explain rules for administering medicine; who should administer them and how they are administered. To identify some household products which could be harmful if not used correctly. 	OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT) <ul style="list-style-type: none"> To describe the consequences of using a medicine or a household product incorrectly. Give an example of an emergency situation and what they would do in that situation. 	OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT) <ul style="list-style-type: none"> To understand how: <ul style="list-style-type: none"> caffeine alcohol energy drinks cigarettes vapes can be detrimental to health. To identify external influences, including peer pressure, which may affect their decision making. To know ways of seeking help.
VOCAB <p>medicine, vaccination, pain relief, illness, household product</p>	VOCAB <p>emergency, legal drugs, consequence</p>	VOCAB <p>alcohol, caffeine, energy drinks, cigarettes, vapes</p>
ASSESSMENT SUGGESTION <p>Assessment Suggestion Baseline: Ask the children the questions: What are medicines? How do medicines get into the body? Provide a body outline and ask the pupils to draw/write their response. This could be completed again or added to and also be used as a summative assessment. Summative: Ask the children to work in pairs. Layla and Luke are at home and find something that looks like a sweet. Ask the class to act out what Layla and Luke would do next. Share the reactions of Layla and Luke. Discuss as necessary.</p>	ASSESSMENT SUGGESTION <p>Assessment Suggestion Baseline: Provide the children with Resource 1: Page 51. https://www.pbs.org/education/ask-the-children-and-their-adults-education/ask-the-children-and-their-adults-education/ What things are good for the body? What things are not good for the body? Summative: Ask the children to draw round their hand and write down five safety rules they could share with younger children about what they have learnt.</p>	ASSESSMENT SUGGESTION <p>Assessment Suggestion Baseline: Provide a question box in the classroom and ask pupils to write down any questions they might have. Always take time to look at the questions before sharing with the class. Summative: What is a drug? Ask the children to brainstorm the word and then develop a definition. For example, A drug is a substance that can change the way we think, feel and behave.</p>
PROTECTED CHARACTERISTICS <ul style="list-style-type: none"> disability 	PROTECTED CHARACTERISTICS <ul style="list-style-type: none"> disability 	PROTECTED CHARACTERISTICS <ul style="list-style-type: none"> disability age (in terms of this is not a protected characteristic when age restrictions apply e.g. alcohol, vapes and cigarettes)
BRITISH VALUES <ul style="list-style-type: none"> the rule of law 	BRITISH VALUES <ul style="list-style-type: none"> the rule of law 	BRITISH VALUES <ul style="list-style-type: none"> the rule of law (age restrictions) individual liberty (as an adult, people are at liberty to drink alcohol, smoke and vape).

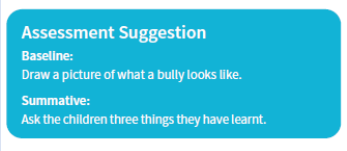
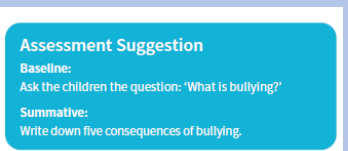
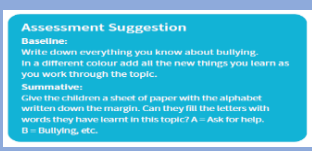
EXPLORING EMOTIONS

KS1	LKS2	UKS2
Knowledge: Exploring Emotions	Knowledge: Exploring Emotions	Knowledge: Exploring Emotions
<ul style="list-style-type: none"> Name a range of words to describe feelings. Understand that all feelings are ok. Understand that feelings can affect how our bodies feel and behave. 	<ul style="list-style-type: none"> Use a wider vocabulary to describe how they feel. Describe feelings that can be comfortable/uncomfortable. Recognise that feelings can differ in intensity. 	<ul style="list-style-type: none"> Use a varied vocabulary when talking about feelings. Understand that sometimes we can have conflicting feelings. Explain that feelings can change over time and range in intensity.
Skills: Recognising Emotions	Skills: Recognising Emotions	Skills: Recognising Emotions
<ul style="list-style-type: none"> Explore how to recognise different feelings. Talk about how we recognise what others might be feeling. Understand that not everyone feels the same about the same things. 	<ul style="list-style-type: none"> Explore how everyday things can affect how we think, feel and behave. Describe what supports good mental/physical health. Identify that not everyone feels the same about the same things. 	<ul style="list-style-type: none"> Understand that feelings can impact our mental and physical health. Recognise the importance of taking care of mental health and wellbeing. Discuss the signs that someone may be struggling with their mental health.
Skills: Managing Emotions	Managing Emotions	Managing Emotions
<ul style="list-style-type: none"> Talk about ways to manage big and uncomfortable feelings. Identify who they can ask for help and can demonstrate how to ask for help. 	<ul style="list-style-type: none"> Identify strategies that they could use to respond to feelings, including intense or uncomfortable feelings. Understand the importance of not bottling up how you are feeling. Understand the importance of asking for help if feelings become too uncomfortable. Explain how they can access help. 	<ul style="list-style-type: none"> Identify strategies that they could use to respond to feelings, including conflicting feelings. Record strategies and behaviours that support mental health and wellbeing. Explain how to seek support for themselves and others.
OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT)	OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT)	OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT)
<ul style="list-style-type: none"> To be able to recognise when they feel angry and be able to use a strategy to calm down when they feel like this To identify some scenarios where two friends might need to say sorry. Identify how feelings can affect different parts of their body focusing on the following feelings; happy, scared, lonely, excited, worried, angry, sad, 	<ul style="list-style-type: none"> To be able to give ways that mental health and physical health are connected and begin to recognise physical signs of experiencing certain emotions. (see vocab) To identify how bullying can make people feel. To describe consequences of not dealing with negative feelings. 	<ul style="list-style-type: none"> To identify situations where a person might feel embarrassed and the physical and mental reactions to this; understanding the part the brain plays in this. Understand what is meant by conflicting emotions and identify conflicting emotions which might be experienced in different situations To identify how discrimination can affect people's emotions To identify possible risks of excessive screen time on mental health. To become able to maintain good mental health and learn how to cope with their increasing emotions
VOCAB	VOCAB	VOCAB
happy, scared, lonely, excited, worried, angry, sad, strategy.	consequence, negative feelings, positive feelings, mental health, physical health, jealous, disappointed, proud, lonely, shocked, bullying	resentful, joyful, valued, respected, isolated, ridiculed, infuriated, embarrassed, conflicting emotions
		
PROTECTED CHARACTERISTICS	PROTECTED CHARACTERISTICS	PROTECTED CHARACTERISTICS
<ul style="list-style-type: none"> Disability (hidden disability-mental health) 	<ul style="list-style-type: none"> Disability (hidden disability-mental health) 	<ul style="list-style-type: none"> Disability (hidden disability-mental health)
BRITISH VALUES	BRITISH VALUES	BRITISH VALUES
<ul style="list-style-type: none"> mutual respect tolerance of those of different faiths and beliefs. 	<ul style="list-style-type: none"> mutual respect tolerance of those of different faiths and beliefs. 	<ul style="list-style-type: none"> mutual respect tolerance of those of different faiths and beliefs.

BEING HEALTHY

<u>KS1</u>	<u>LKS2</u>	<u>UKS2</u>
FACTORS OF A HEALTHY LIFESTYLE	FACTORS OF A HEALTHY LIFESTYLE	FACTORS OF A HEALTHY LIFESTYLE
<ul style="list-style-type: none"> • Explore what 'being healthy' means and why it is important. • Understand that food is necessary to keep our bodies healthy. • Identify that food choices can vary for families/cultures. • Name/describe different physical activities and identify ones they enjoy. • Explain how physical activity can help us to stay healthy. • Understand that sleep and relaxation are important for growing and keeping healthy. • Talk about healthy ways to feel good, calm down or change their mood. 	<ul style="list-style-type: none"> • Explain what a healthy lifestyle is and why it is important. • Understand what a healthy, balanced diet may include. • Understand what an informed choice is. • Identify opportunities for physical activity within their everyday lives. • Describe some consequences of being physically inactive, on the mind and body. • Identify routines that support good quality sleep. • Explore strategies and behaviours that support mental health. 	<ul style="list-style-type: none"> • Identify things that can affect someone's physical/mental health. • Explain what constitutes a healthy diet and the risks associated with not having one. • Reflect on what may influence our choices to have a balanced lifestyle. • Identify what good physical health means and how to seek help if they are worried about their health. • Recognise habits that can have both positive/negative effects on a healthy lifestyle. • Understand routines/strategies that support good quality sleep; the effects of lack of sleep. • Identify strategies and behaviours that support mental health.
HYGIENE, HEALTH AND PREVENTION	HYGIENE, HEALTH AND PREVENTION	HYGIENE, HEALTH AND PREVENTION
<ul style="list-style-type: none"> • Demonstrate how to brush teeth. • Explain what good dental care is understanding the foods/drinks that support it. • Demonstrate simple hygiene routines that stop germs from spreading. • Begin to recognise different ways of staying healthy in the sun. • Understand what it means to take a break and how this is important for our health. 	<ul style="list-style-type: none"> • Explain what good dental health means, including how to brush and floss. • Identify the effects of different foods/drinks on the teeth. • Identify the everyday hygiene routines that can limit the spread of infection. • Identify the benefits/risks of sun exposure. • Describe how the five ways to wellbeing can be used as a tool to help keep a healthy balance. 	<ul style="list-style-type: none"> • Identify the everyday routines that improve dental health. • Identify the everyday routines/habits that can limit the spread of infection. • Understand the wider importance of personal hygiene and how to maintain it. • Explain how to keep safe from sun damage and reduce the risk of skin cancer. • Identify the benefits of the internet and strategies for managing/balancing time online/offline.
OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT)	OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT)	OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT)
<ul style="list-style-type: none"> • To explain why we need to eat food. • To know which foods we should eat more/less of (in particular sugary foods) • To explain that sleep and relaxing is important for health. • To explain that physical activity is important for health. • To know that good handwashing helps to prevent the spread of germs. 	<ul style="list-style-type: none"> • To create a healthy balanced meal based on the Eatwell guide being able to name some foods from each group. • To explain the consequences of an inactive lifestyle on health and wellbeing • To know what to do to have good dental hygiene and what will happen if a person does not have good dental hygiene. 	<ul style="list-style-type: none"> • To identify influences about food choices. • To identify pros and cons of technology. • To identify ways of keeping good physical and mental health.
<u>VOCAB</u>	<u>VOCAB</u>	<u>VOCAB</u>
sugar, balanced diet, personal hygiene, physical activity.	Eatwell guide, inactive lifestyle, dental hygiene	microbes, technology, influences, mental health
<div> Assessment Suggestion Baseline: Draw an outline of a person on the board and as a group mind map what they consider should be added if that person was considered healthy. What would they be doing? What would they be eating? What would they be thinking? What would their life be like? Summative: Using the outline of the person used in the baseline activity ask: Are there things that they would like to change or include? Use different colour crayons to show the change. </div>	<div> Assessment Suggestion Baseline: Create an A-Z of how to keep healthy (see page 135) Introduce a time limit in which to create this. Summative: Repeat the exercise. Hopefully they will be able to do it more quickly and have a better understanding of how to stay healthy. </div>	<div> Assessment Suggestion Baseline: Ask individual children to create a chart titled: 'The 5 Ways to Wellbeing'. Each column should be titled: connect; be active; take notice; keep learning; and give. Without giving them any further ideas, ask them to fill in examples of what these could involve in order to improve wellbeing. Summative: Return the charts to the children and ask them to add to their columns. </div>
PROTECTED CHARACTERISTICS	PROTECTED CHARACTERISTICS	PROTECTED CHARACTERISTICS
<ul style="list-style-type: none"> • disability (hidden disability-mental health) 	<ul style="list-style-type: none"> • disability (hidden disability-mental health) 	<ul style="list-style-type: none"> • disability (hidden disability-mental health)
BRITISH VALUES	BRITISH VALUES	BRITISH VALUES
<ul style="list-style-type: none"> • individual liberty • mutual respect 	<ul style="list-style-type: none"> • Individual liberty • mutual respect 	<ul style="list-style-type: none"> • individual liberty • mutual respect • tolerance of those of different faiths and beliefs.

BULLYING MATTERS

<u>KS1</u>	<u>LKS2</u>	<u>UKS2</u>
About Bullying	About Bullying	About Bullying
<ul style="list-style-type: none"> • Explore what is bullying and what is not. • Recognise kind and unkind behaviour in themselves and others. • Identify that bodies and feelings can be hurt by words and actions. • Understand that hurtful behaviour is not acceptable. 	<ul style="list-style-type: none"> • Describe different types of bullying including the role of a bystander. • Recognise that our behaviour can affect others. • Identify how the body may react to unhappy or uncomfortable feelings. • Explain the consequences of hurtful/bullying behaviour and understand neither are acceptable. 	<ul style="list-style-type: none"> • Explain what direct, indirect and cyberbullying means. • Identify when banter or other behaviour becomes unkind. • Analyse ways to identify and manage uncomfortable feelings online/offline. • Explore the impact and consequences of bullying and discrimination, identifying positive ways to challenge it.
Strategies and Support	Strategies and Support	Strategies and Support
<ul style="list-style-type: none"> • Explore simple strategies to resolve arguments between friends. • Understand how to report bullying and who they can talk to. 	<ul style="list-style-type: none"> • Explain positive strategies they can use if subject to bullying or hurtful behaviour on or offline. • Recognise the importance of seeking support and identify how they might do this. 	<ul style="list-style-type: none"> • Identify positive strategies that may help to resolve disputes in friendships. • Describe some barriers to accessing support. • Recognise the importance of seeking support if feeling lonely, excluded or unsafe.
OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT)	OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT)	OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT)
<ul style="list-style-type: none"> • To articulate that bullying is unkind behaviour happening several times on purpose. • To name some trusted adults they can report bullying to. 	<ul style="list-style-type: none"> • To give reasons people might bully • To articulate ways to be kind online • To identify strategies they can use if they are being bullied. 	<ul style="list-style-type: none"> • To articulate what discrimination is and how this links to bullying, linking to the protected characteristics. • To discuss the consequences of discrimination linking to protected characteristics. • To identify strategies for solving disputes in friendships.
<u>VOCAB</u>	<u>VOCAB</u>	<u>VOCAB</u>
friendship, relationship, bullying, trusted adult, kindness, unkind, feelings	bystander, strategy, disability, difference.	banter, discrimination, protected characteristics, cyber bullying, direct and indirect bullying.
<u>Assessment Suggestion</u>	<u>Assessment Suggestion</u>	<u>Assessment Suggestion</u>
		
PROTECTED CHARACTERISTICS	PROTECTED CHARACTERISTICS	PROTECTED CHARACTERISTICS
<ul style="list-style-type: none"> • disability • race • religion or belief 	<ul style="list-style-type: none"> • disability • race • religion or belief • sex 	<ul style="list-style-type: none"> • age • disability • marriage and civil partnership • race • religion or belief • sex • sexual orientation
BRITISH VALUES	BRITISH VALUES	BRITISH VALUES
<ul style="list-style-type: none"> • individual liberty • mutual respect • tolerance of those of different faiths and beliefs. 	<ul style="list-style-type: none"> • individual liberty • mutual respect • tolerance of those of different faiths and beliefs. 	<ul style="list-style-type: none"> • the rule of law • individual liberty • mutual respect • tolerance of those of different faiths and beliefs.

GROWING UP

<u>KS1</u>	<u>LKS2</u>	<u>UKS2 (split between Y5 and 6)</u>
<u>Growing and Changing</u> <ul style="list-style-type: none"> Name the main parts of the body including vagina and penis. Recognising the difference between male and female body parts. Understand the human life cycle and that people grow from young to old. Describe ways that people's needs and bodies change as they grow. Talk about some ways to keep clean. Understand that babies grow in the mothers' body and have particular needs when they are born. Recognise what makes them special and unique. 	<u>Growing and Changing</u> <ul style="list-style-type: none"> Explain how daily hygiene helps to reduce the spread of infection. Explain how adults care for a baby during and after pregnancy. Recognising that individuality and personal qualities contribute to who we are. 	<u>Growing and Changing</u> <ul style="list-style-type: none"> Understand the processes of reproduction and birth as part of the human life cycle – that babies start from an egg and sperm. Explore physical and emotional changes that happen during puberty. Identify the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction. Explain how babies are conceived, born and cared for. Know some key facts about menstruation. Identify the importance of keeping clean and how to maintain personal hygiene whilst growing and changing. Reflect on the responsibilities of being a parent or carer and how having a baby changes someone's life. Identify and value personal strengths, skills, achievements and interests.
<u>Privacy, Boundaries and Consent</u> <u>TAUGHT EACH YEAR THROUGH NSPCC</u> <u>PANTS AND SPEAK OUT STAY SAFE</u>	<u>Privacy, Boundaries and Consent</u> <u>TAUGHT EACH YEAR THROUGH NSPCC</u> <u>PANTS AND SPEAK OUT STAY SAFE</u>	<u>Privacy, Boundaries and Consent</u> <u>TAUGHT EACH YEAR THROUGH NSPCC</u> <u>PANTS AND SPEAK OUT STAY SAFE</u>
<ul style="list-style-type: none"> Understand that some parts of the body are private. Identify different types of touch and how they make people feel. Understand the difference between happy surprises and secrets that make them feel uncomfortable or worried and how to get help. 	<ul style="list-style-type: none"> Explain what is meant by privacy and personal boundaries. Recognise uncomfortable/comfortable behaviour online/offline. Know when it is right to break or keep a confidence or share a secret. Know how to ask for help. 	<ul style="list-style-type: none"> Understand what consent means and how to seek and give/not give permission in different situations. Analyse when behaviour including physical touch is acceptable, unacceptable, wanted or unwanted in different situations. Respond appropriately if someone asks you to keep a secret that makes you feel uncomfortable. Identify who to ask for help.
<u>OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT)</u>	<u>OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT)</u>	<u>OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT)</u>
<ul style="list-style-type: none"> To identify the main differences between male and female bodies, including using penis and vagina to name external genitalia. To identify stages of the human life cycle from baby to adult. To know that the parts of the body covered by the pants are private. To know that they should not keep a secret that makes them uncomfortable. 	<ul style="list-style-type: none"> To identify male and female stereotypes and explain why we need to tackle stereotypes. To identify positive qualities not linked to personal appearance. To identify touch and behaviour they would find comfortable and uncomfortable. 	<ul style="list-style-type: none"> To know how a baby is made (human reproduction) and name external genitalia and internal reproductive organs. To know what happens to males and females physically and emotionally during puberty (including menstruation) and how to maintain personal hygiene during puberty. Understand how social media can be used positively and negatively and how images on social media can be manipulated. To understand the meaning of the word consent and how this can apply to a range of situations.
<u>VOCAB</u>	<u>VOCAB</u>	<u>VOCAB</u>
penis, vulva, male, female, touch, secret, surprise, private, body parts, pants,	personal space, consent, positive qualities, gender stereotypes, comfortable, uncomfortable touch and behaviour, safe, unsafe.	penis, vagina, womb, ovaries, fallopian tubes, ovum, sperm, conceive, conception, umbilical cord, menstruation, puberty, emotions, social media, consent, emotions,
<u>Assessment Suggestion</u>	<u>Assessment Suggestion</u>	<u>Assessment Suggestion</u>
<div> Assessment Suggestion Baseline: Ask the children is it okay to keep a secret? Record their responses. Summative: Ask the children is it okay to keep a secret? Record and compare responses with the baseline activity. </div>	<div> Assessment Suggestion Baseline: In pairs, write a definition of growing up. Summative: In pairs, write a definition of growing up. They should be able to reflect on what they now know. </div>	<div> Assessment Suggestion Baseline: Use a question box to enable the children to ask any question they want about growing up. Summative: Ask the class to brainstorm individually everything they know about how their bodies and emotions will change in puberty. </div>
<u>PROTECTED CHARACTERISTICS</u>	<u>PROTECTED CHARACTERISTICS</u>	<u>PROTECTED CHARACTERISTICS</u>
<ul style="list-style-type: none"> sex 	<ul style="list-style-type: none"> sex 	<ul style="list-style-type: none"> marriage and civil partnership pregnancy and maternity race religion or belief sex sexual orientation
<u>BRITISH VALUES</u>	<u>BRITISH VALUES</u>	<u>BRITISH VALUES</u>
<ul style="list-style-type: none"> the rule of law individual liberty 	<ul style="list-style-type: none"> the rule of law individual liberty 	<ul style="list-style-type: none"> the rule of law individual liberty



PSHE/RSE PROGRESSION STENSON FIELDS PRIMARY COMMUNITY SCHOOL



<ul style="list-style-type: none">• mutual respect• tolerance of those of different faiths and beliefs.	<ul style="list-style-type: none">• mutual respect• tolerance of those of different faiths and beliefs.	<ul style="list-style-type: none">• mutual respect• tolerance of those of different faiths and beliefs.
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BEING ME

<u>KS1</u>	<u>LKS2</u>	<u>UKS2</u>
Being Unique and Special	Being Unique and Special	Being Unique and Special
<ul style="list-style-type: none"> Recognise and share facts about themselves. Identify their likes and dislikes and what they are good at. Talk about some ways that they are special. 	<ul style="list-style-type: none"> Explore what contributes to who we are. Identify and talk about their own strengths and interests. Recognise what makes them unique and understands that being different is something to celebrate. 	<ul style="list-style-type: none"> Identify a range of factors that what contributes to our identity. Express their talents and strengths with confidence. Set goals for how they would like to develop them. Explain ways in which they respect and value other people's differences.
Understanding Similarities and Differences	Understanding Similarities and Differences	Understanding Similarities and Differences
<ul style="list-style-type: none"> Recognise how friends can have both similarities and differences. Show some simple ways to respect and celebrate other's differences. 	<ul style="list-style-type: none"> Identify visible/invisible differences between people. Explain why it is important to respect and celebrate the differences and similarities between people. 	<ul style="list-style-type: none"> Respect the differences and similarities between people. Reflect on how discrimination and our own behaviour can affect others.
Being Part of a Community	Being Part of a Community	Being Part of a Community
<ul style="list-style-type: none"> Name some groups that they belong to. Talk about how being part of a group makes them feel. 	<ul style="list-style-type: none"> Identify the different groups that make up their community. Recognise that they belong to different communities as well as the school community. Describe what is positive about their community and how it supports them. 	<ul style="list-style-type: none"> Explain some of the benefits of communities. Reflect on diversity and what it means. Understand the benefits of living in a diverse community and how we value diversity within our communities. Explore how shared events and experiences can create a stronger community.
OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT)	OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT)	OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT)
<ul style="list-style-type: none"> Describe what makes you unique. Identify a positive quality about yourself Identify a group they belong to in the community 	<ul style="list-style-type: none"> Describe what makes you unique referring specifically to: personality, ethnicity, interests, culture/beliefs, gender. Explain what discrimination means referring to ethnicity, culture/beliefs, gender and disability. Explain what respect means. 	<ul style="list-style-type: none"> Describe who makes up their community (including school) and what contribution they make. Explain what discrimination means referring to discrimination and think of examples e.g. race, gender, sexuality, disability, mental health. Identify their own skills, talents and abilities. Explain what diversity is and what a diverse community means to them.
<u>VOCAB</u>	<u>VOCAB</u>	<u>VOCAB</u>
similar, different, unique, positive qualities, community, belong, school, class.	personality, ethnicity, interests, culture/beliefs, gender stereotypes, discrimination, respect, disability, community, difference.	skills, talents, abilities, traits, strengths/weaknesses, interests, hobbies, likes/dislikes, attitude, aspirations, beliefs, quirks, hidden disability, community, race, sexuality, disability, mental health, diversity.
<u>Assessment Suggestion</u>	<u>Assessment Suggestion</u>	<u>Assessment Suggestion</u>
Assessment Suggestion Baseline: Draw and write what makes you special. Summative: Add to the picture in a different colour anything else you would like to add. What have you noticed?	Assessment Suggestion Baseline: Create cards with good qualities written on them. For example, I am strong, I forgive people, I am kind, I am brave, etc. Children can pick cards that apply to themselves or to a partner and explain why they have picked them. Summative: Repeat the process. Have children become more confident and self-aware?	Assessment Suggestion Baseline: Each child creates their own Diamond 9 (see page 138) of their own strengths. Do not give them any guidance or help in terms of content, just method. Summative: Repeat the process allowing the children to change strengths and the Diamond 9. Ask them to write a few lines explaining why they've made the changes they have.
PROTECTED CHARACTERISTICS	PROTECTED CHARACTERISTICS	PROTECTED CHARACTERISTICS
<ul style="list-style-type: none"> age disability race religion or belief sex 	<ul style="list-style-type: none"> age disability marriage and civil partnership race religion or belief sex 	<ul style="list-style-type: none"> age disability marriage and civil partnership pregnancy and maternity race religion or belief sex sexual orientation
BRITISH VALUES	BRITISH VALUES	BRITISH VALUES
<ul style="list-style-type: none"> individual liberty mutual respect tolerance of those of different faiths and beliefs. 	<ul style="list-style-type: none"> individual liberty mutual respect tolerance of those of different faiths and beliefs. 	<ul style="list-style-type: none"> individual liberty mutual respect tolerance of those of different faiths and beliefs.

DIFFERENCE AND DIVERSITY

<u>KS1</u>	<u>LKS2</u>	<u>UKS2</u>
Similarities and Differences	Similarities and Differences	Similarities and Differences
<ul style="list-style-type: none"> Recognise ways they are the same as and different to others. Talk about some ways that they are special. Express their thought and opinions and recognise that others can be different. 	<ul style="list-style-type: none"> Discuss a range of the similarities/ differences between people. Explore what contributes to who we are. Listen actively to others' views and explore how they are the similar or different to their own. 	<ul style="list-style-type: none"> Reflect on diversity and what it means; the benefits of living in a diverse community. Recognise their individuality and identify their personal qualities. Understand that their views and opinions come from their different backgrounds and experiences. Model how to discuss or debate respectfully.
Respecting Others	Respecting Others	Respecting Others
<ul style="list-style-type: none"> Talk about some ways to treat themselves and others with kindness. Know what it means if something is fair or unfair. 	<ul style="list-style-type: none"> Recognise the importance of self-respect and demonstrate ways to respect others. Recognise and challenge stereotypes. Explain the concept of being equal. 	<ul style="list-style-type: none"> Explain the importance of having respect and compassion for self and others. Recognise how stereotypes are perpetuated and have some strategies to challenge positively. Identify different types of discrimination and recognise the impact they can have. Understand that there are laws about discrimination so that we can live in a fair society.
OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT)	OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT)	OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT)
<ul style="list-style-type: none"> Identify similarities and differences between themselves and others in their class. Explain what family means and describe how this can be different for different people. Identify a contrasting locality to their own and explain how the lives and relationships of the people living there are the same/different to their own. 	<ul style="list-style-type: none"> Identify what represents them in terms of culture, religion, family and interests and compare to others in the class identifying similarities and differences. To explain what stereotyping is and describe the negative effects of this. To explain what discrimination is and describe the negative effect of this. 	<ul style="list-style-type: none"> Explain what makes up a person's identity. Identify examples of discrimination in history Identify some disabilities and how people might be discriminated against because of their disability. Suggest ways to tackle discrimination. Understand the meaning of the words: lesbian, gay, heterosexual, and identify when these words might be used inappropriately and what the consequences of this could be.
VOCAB	VOCAB	VOCAB
same, similar, different, equal, contrasting locality, family	culture, religion, family, stereotyping, discrimination, hate, negative effect, acceptance, inclusion.	Personality, interests, age, culture, religious beliefs. discrimination, prejudice, lesbian, gay, heterosexual.
Assessment Suggestion	Assessment Suggestion	Assessment Suggestion
Assessment Suggestion Baseline: Draw and write activity, 'A family looks like...' The child then draws a picture and can label it and/or write sentences beside it to explain. Summative: Use the Draw and write activity which was completed in the baseline task and add anything else in a different colour.	Assessment Suggestion Baseline: Draw and write activity. What do we mean by stereotyping? Summative: Repeat the activity again adding more information in a different colour. The differences will allow you to identify what the class now understand and what still needs to be learnt.	Assessment Suggestion Baseline: Draw/write: What is prejudice? Summative: Complete the baseline task again. Compare responses. What new information and understanding has been gained?
PROTECTED CHARACTERISTICS	PROTECTED CHARACTERISTICS	PROTECTED CHARACTERISTICS
<ul style="list-style-type: none"> age disability marriage and civil partnership pregnancy and maternity race religion or belief sex 	<ul style="list-style-type: none"> age disability marriage and civil partnership pregnancy and maternity race religion or belief sex 	<ul style="list-style-type: none"> age disability marriage and civil partnership pregnancy and maternity race religion or belief sex sexual orientation
BRITISH VALUES	BRITISH VALUES	BRITISH VALUES
<ul style="list-style-type: none"> democracy the rule of law individual liberty mutual respect tolerance of those of different faiths and beliefs. 	<ul style="list-style-type: none"> democracy the rule of law individual liberty mutual respect tolerance of those of different faiths and beliefs. 	<ul style="list-style-type: none"> democracy the rule of law individual liberty mutual respect tolerance of those of different faiths and beliefs.

BEING RESPONSIBLE

KS1	LKS2	UKS2
Rules and Responsibilities <ul style="list-style-type: none"> Understand what a rule is and that we follow rules to help each other. Understands that rules need be fair. Give examples of rules from different situations. Identify simple responsibilities they have. Describe some simple ways to manage waste. 	Rules and Responsibilities <ul style="list-style-type: none"> Explain why rules and laws are important. Explore the consequences of not having rules and laws or of breaking them. Describe some basic human rights. Understand that rights come with responsibilities. Describe what climate change is and some ways we can all help to reduce the effects. 	Rules and Responsibilities <ul style="list-style-type: none"> Explore how law protects our rights and how to respond respectfully if something is not within the law. Recognise that human rights are there to protect everyone. Understand the relationship between rights and responsibilities, providing examples. Explain the importance of protecting the environment and set personal everyday actions.
Community and Care <ul style="list-style-type: none"> Recognise that people have different needs. Describe some ways to care for people, animals and other living things. 	Community and Care <ul style="list-style-type: none"> Explore what is meant by a community and the differences between needs and wants within a community. Explore and identify the welfare needs of animals and humans. 	Community and Care <ul style="list-style-type: none"> Recognise how we can support others within a community. Identify diversity within a community and explore how we can celebrate this. Recognise the importance of having compassion towards others and explain how to show care and concern.
OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT) <ul style="list-style-type: none"> To discuss their rights in the classroom, playground and at home and the responsibilities go with these. To identify their responsibility to look after the environment through: reduce, reuse, recycle. 	OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT) <ul style="list-style-type: none"> To understand that it is their responsibility to behave in a way that does not affect the rights of others To identify things they would need to grow and live happily, distinguishing clearly between wants and needs. To understand that voting is a fair way for a group to make a decision. To understand that we have a responsibility to look after planet Earth 	OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT) <ul style="list-style-type: none"> To know the difference between a rule and a law. To know that everyone has a right to be protected by the law. To know how to support the local community, including how to support diversity. To understand that they have a responsibility to look after the earth to prevent climate change
VOCAB rights, responsibilities, fair, reduce, reuse, recycle	VOCAB responsibilities, rights, wants, needs,	VOCAB human rights, universal declaration of human rights, united nations, rules, laws, parliament, democracy, community climate change
Assessment Suggestion <div> Assessment Suggestion Baseline: Draw pictures of responsibilities that you have at home and at school. Summative: Set goals of being more responsible at home and school. Have you achieved the goals? </div>	Assessment Suggestion <div> Assessment Suggestion Baseline: What 'super skills' do you have at the start of the topic? (Use the assessment wheel page 27). Summative: How have your 'super skills' improved? </div>	Assessment Suggestion <div> Assessment Suggestion Baseline: What 'super skills' do you have at the start of the topic? (Use the assessment wheel on page 27.) Summative: How have your 'super skills' improved? </div>
PROTECTED CHARACTERISTICS	PROTECTED CHARACTERISTICS <ul style="list-style-type: none"> age disability marriage and civil partnership pregnancy and maternity race religion or belief sex sexual orientation 	PROTECTED CHARACTERISTICS <ul style="list-style-type: none"> age disability marriage and civil partnership pregnancy and maternity race religion or belief sex sexual orientation
BRITISH VALUES <ul style="list-style-type: none"> democracy the rule of law individual liberty mutual respect tolerance of those of different faiths and beliefs. 	BRITISH VALUES <ul style="list-style-type: none"> democracy the rule of law individual liberty mutual respect tolerance of those of different faiths and beliefs. 	BRITISH VALUES <ul style="list-style-type: none"> democracy the rule of law individual liberty mutual respect tolerance of those of different faiths and beliefs.

BEING SAFE

KS1	LKS2	UKS2
Keeping Safe	Keeping Safe	Keeping Safe
<ul style="list-style-type: none"> • Explore basic rules for keeping safe online e.g. not to share information, whom to tell if they see something online that is upsetting, the importance of passwords and the importance of adult supervision. • Talk about examples of rules and age restrictions that are there to keep them safe. • Identifying possible risks/hazards in the home and outside. • Explore how to keep safe and reduce risks at home and in their local environment. 	<ul style="list-style-type: none"> • Explain basic strategies to help keep themselves safe online e.g. passwords, using trusted sites, identifying misinformation, sharing information, who to trust, how to report. • Identifying situations where age restrictions apply. • Identify and assess risk online/offline. (Including in the home and when playing out). • Discuss ways to reduce risks at home and in the local environment in order to stay safe. 	<ul style="list-style-type: none"> • Identify strategies for keeping safe online including how to report the misuse of personal information or sharing of upsetting content/images, the importance of personal responsibility, balancing time online/offline. • Explain reasons for age restrictions/regulations. • Predict, assess and manage risks online and offline. (Including road and water safety). • Explore how the pressure/excitement in the moment can affect how we manage risk.
OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT)	OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT)	OUTCOMES (TO ASSIST SUMMATIVE ASSESSMENT)
<ul style="list-style-type: none"> • To know the rules of staying safe when crossing the road and be able to implement them when crossing the road. • To know that it is important to have a username when playing online and give suggestions for suitable usernames. • To know how to ask for help when something is confusing or upsetting online. • To understand the word 'privacy' and identify some things that should be kept private (link to NSPCC 'PANTS'). • To articulate how to stay safe when accessing age-appropriate content/games 	<ul style="list-style-type: none"> • To know how to stay safe when playing in the local environment. • To know how to stay safe when playing age-appropriate games online. • To know what consent means in a variety of situations. • To understand that people are not always who they say they are online. • To have strategies to use when something online upsets them. 	<ul style="list-style-type: none"> • To know how to stay safe when playing age-appropriate games online. • To know risks involved with online gaming, live streaming and social media, including how it can impact self-esteem. • To understand the importance of having a healthy balance of screen-time and be able to. • To know the risks involved with open water and apply this knowledge when making decisions about playing in the local area.
VOCAB	VOCAB	VOCAB
road safety, privacy, online safety, username, age restrictions,	Consent, hazard, safety, online safety,	Local safety issues, water safety, screen time, healthy balance, self-esteem, risk, live streaming.
Assessment Suggestions	Assessment Suggestions	Assessment Suggestions
<div> Assessment Suggestion Baseline: Discuss what websites, games and/or any other ways they use the Internet. Summative: As a class develop a class display. For example, use hand outlines. Together write five ways on the digits, about how they can keep themselves and/or others safe online, at home, near the road etc. </div>	<div> Assessment Suggestion Baseline: : Draw/write: What risks might someone of your age experience? Summative: Draw/write: What risks might someone of your age experience? Add any new ideas in a different colour. </div>	<div> Assessment Suggestion Baseline: Provide a box. Ask pupils to post the top 10 risky situation children of their age may experience. This may inform future planning. Summative: Provide appropriate sentence stems for example: I have learnt that... This has made me think differently because... </div>
PROTECTED CHARACTERISTICS	PROTECTED CHARACTERISTICS	PROTECTED CHARACTERISTICS
<ul style="list-style-type: none"> • age (with reference to restrictions) 	<ul style="list-style-type: none"> • age (with reference to restrictions) 	<ul style="list-style-type: none"> • age (with reference to restrictions)
BRITISH VALUES	BRITISH VALUES	BRITISH VALUES
<ul style="list-style-type: none"> • democracy • the rule of law • individual liberty • mutual respect • tolerance of those of different faiths and beliefs. 	<ul style="list-style-type: none"> • democracy • the rule of law • individual liberty • mutual respect • tolerance of those of different faiths and beliefs. 	<ul style="list-style-type: none"> • democracy • the rule of law • individual liberty • mutual respect • tolerance of those of different faiths and beliefs.

FIRST AID

<u>KS1</u>	<u>LKS2</u>	<u>UKS2</u>
<ul style="list-style-type: none"> • Recognises what to do if there is an accident and someone gets hurt. Know to keep themselves safe first. • Demonstrate how to ask for help including calling 999. • Explain what first aid is and demonstrate basic techniques for dealing with common injuries such as asthma attacks and bites/stings. • To demonstrate carrying out the primary survey and putting a person into the recovery position. • To know the signs that someone is choking and how to respond to this. 	<ul style="list-style-type: none"> • Identify why first aid is important and demonstrate how to ask for help including calling 999 in an emergency • To demonstrate carrying out the primary survey and putting a person into the recovery position. • To know how to treat a burn. • To know what a bone injury might look like and how to treat it. • To know how to treat minor bleeds. • To recognise the signs of electric shock and know how to keep themselves safe in this situation. 	<ul style="list-style-type: none"> • Identify hazards that may cause injury. • Explain how to respond in an emergency, including when and how to contact different emergency services • To demonstrate carrying out the primary survey and putting a person into the recovery position. • To demonstrate how to respond to a bleed. • To identify the symptoms of shock and demonstrate responding to this. • To demonstrate responding to someone who has fainted. • To know what a seizure is and how to respond in this situation. • To know how to respond if someone has eaten or drunk something poisonous.
OUTCOMES (To assist summative assessment)	OUTCOMES (To assist summative assessment)	OUTCOMES (To assist summative assessment)
<ul style="list-style-type: none"> • To demonstrate the primary survey and putting a person into the recovery position. • To know some of the items within a first aid kit. • To demonstrate how to respond when someone chokes. • To demonstrate what to do if someone is having an asthma attack. • To demonstrate calling for an ambulance. • To demonstrate what to do if someone has a bite or sting. 	<ul style="list-style-type: none"> • To demonstrate the primary survey and putting a person into the recovery position. • To demonstrate calling for an ambulance. • To demonstrate how to treat a minor bleed (cuts and grazes) • To demonstrate treating a burn. • To identify the signs of a bone injury and demonstrate what to do if someone has one. • To identify signs of electric shock and demonstrate what they would do in this situation. 	<ul style="list-style-type: none"> • To demonstrate the primary survey and putting a person into the recovery position. • To demonstrate contacting emergency services. • To demonstrate how to respond to a bleed. • To identify the symptoms of shock and demonstrate responding to this. • To demonstrate responding to someone who has fainted. • To know what a seizure is and how to respond in this situation. • To know how to respond if someone has eaten or drunk something poisonous.
<u>VOCAB</u>	<u>VOCAB</u>	<u>VOCAB</u>
Primary survey, recovery position, emergency services, asthma, bites, stings, first aid kit	Primary survey, recovery position, emergency services, bleed, burn, bone injury, electric shock	Primary survey, recovery position, emergency services, bleed, shock, faint, seizure, poison.
Assessment suggestion	Assessment suggestion	Assessment suggestion
Through role play, pupils show how to respond to the above situations.	Through role play, pupils show how to respond to the above situations.	Through role play, pupils show how to respond to the above situations.
PROTECTED CHARACTERISTICS	PROTECTED CHARACTERISTICS	PROTECTED CHARACTERISTICS
n/a	n/a	n/a
BRITISH VALUES	BRITISH VALUES	BRITISH VALUES
n/a	n/a	n/a

RELATIONSHIPS

<u>KS1</u>	<u>LKS2</u>	<u>UKS2</u>
Friendships <ul style="list-style-type: none"> • Explain what makes a good friend/ friendship. • Talk about some ways to make friends. • Explain basic techniques for resisting pressure. • Recognise kind and unkind behaviour. • Name the special people in their lives. • Resolve conflict in simple ways e.g. choosing to share, take turns, etc. • Tell someone if you are worried about something in a relationship/family. 	Friendships <ul style="list-style-type: none"> • Identify what makes a positive healthy or unhealthy friendship. • Identifying strategies to build friendships. • Understand the difference between persuasion, influence and pressure. • Explain how kindness can support wellbeing. • Recognise there are different types of relationships. • Explain what can cause arguments with friends and describe some ways to resolve them. • Recognise the importance of asking for help if we feel worried, lonely or excluded 	Friendships <ul style="list-style-type: none"> • Reflect on what the qualities of a good friendship/relationship are and are not. • Identify and apply strategies that support healthy friendships. Use strategies to manage peer influence and the need for peer approval. • Explore what a loving caring relationship means. • Understand what marriage and civil partnership means. • Understand that forced marriage is a crime. • Use strategies to positively resolve disputes and reconcile differences in friendships. Friendships <ul style="list-style-type: none"> • Explain when and how to seek advice if family, friendship or relationships make them unhappy through a range of options.
Families <ul style="list-style-type: none"> • Talk about some ways that their family is the same or different to others. • Describe some things they enjoy doing with their family and how it makes them feel. 	Families <ul style="list-style-type: none"> • Recognise that there are different types of family structures. • Explain what it means to be part of a family. 	Families <ul style="list-style-type: none"> • Explore and respect that there are different family structures in society. • Reflect on how being part of a family provides stability and love.
OUTCOMES (to assist summative assessment) <ul style="list-style-type: none"> • To explain ways to form new friendships and how to be a good friend. • Make suggestions about how to help someone who is lonely. • To suggest some ways to resist pressure from peers or friends. • To identify people in their life who are special to them. 	OUTCOMES (to assist summative assessment) <ul style="list-style-type: none"> • To know what makes a healthy/unhealthy relationship. • To describe their family unit and understand that different people have different family structures. • To know when we should keep a secret and when we should tell someone. • To understand the terms: fairness, compromise and problem solving and know that they are key components of a healthy relationship. 	OUTCOMES (to assist summative assessment) <ul style="list-style-type: none"> • To suggest strategies for dealing with an unhealthy relationship. • In the context of going to secondary school, identify what is important when making new friendships. • To know the meaning of passive, aggressive and assertive in the context of relationships. • To know what marriage and civil partnership is and why people decide to enter into these. • To respect differences in family units. • To know the difference between an arranged marriage and forced marriage (including knowing that forced marriage is illegal in the United Kingdom).
<u>VOCAB</u> Friendship, loneliness, relationship, special, peer pressure	<u>VOCAB</u> Healthy/unhealthy relationship, jealousy, insults, shouting, power, fairness, not equal, control, respect, support, love, honesty, problem solving, compromise, family, kindness.	<u>VOCAB</u> Passive, aggressive, assertive, marriage, civil partnership, forced marriage, arranged marriage, foster carer, adopted, same sex parents, differences.
Assessment suggestion <div> Assessment Suggestion Baseline: What makes a good class mate? Summative: Can the children add more suggestions in a different colour pen to the baseline question? </div>	Assessment suggestion <div> Assessment Suggestion Baseline: Write 10 things that describe a healthy relationship. Summative: Add to the baseline activity in a different colour any words/skills that you have learnt about that makes a healthy relationship. </div>	Assessment suggestion <div> Assessment Suggestion Baseline: Jenny and John often experience different friendship problems. Give out paper and ask the class to write the types of problems Jenny and John may experience. Summative: Set a group challenge to create a magazine about 'relationships'. The aim is to allow the class to practise group working skills as well as explore what they have learnt about relationships. </div>
PROTECTED CHARACTERISTICS <ul style="list-style-type: none"> • marriage and civil partnership • religion or belief 	PROTECTED CHARACTERISTICS <ul style="list-style-type: none"> • race • religion or belief • sex 	PROTECTED CHARACTERISTICS <ul style="list-style-type: none"> • age (in terms of legal age restrictions for marriage) • marriage and civil partnership • pregnancy and maternity • race • religion or belief • sex • sexual orientation
BRITISH VALUES <ul style="list-style-type: none"> • democracy • individual liberty • mutual respect • tolerance of those of different faiths and beliefs. 	BRITISH VALUES <ul style="list-style-type: none"> • democracy • individual liberty • mutual respect • tolerance of those of different faiths and beliefs. 	BRITISH VALUES <ul style="list-style-type: none"> • democracy • the rule of law • individual liberty • mutual respect • tolerance of those of different faiths and beliefs.

MONEY MATTERS

<u>KS1</u>	<u>LKS2</u>	<u>UKS2</u>
Economic Wellbeing	Economic Wellbeing	Economic Wellbeing
<ul style="list-style-type: none"> • Understand what money is and its different forms. • Describe some ways money can be looked after. • Recognise that people make different choices about how to spend/save money. • Talk about some things we all need and some things we want but don't need. 	<ul style="list-style-type: none"> • Explain some different ways to pay for things. • Explain some different ways to keep track of money. • Identify that people have different attitudes towards saving/spending. • Recognise that people make spending decisions based on needs, wants and priorities. • Identifying the ways that money can impact on people's feelings. • Recognise that people's spending decisions can affect others and the environment 	<ul style="list-style-type: none"> • Understand what a bank account is and how this is linked to payment. • Understand the risks associated with money and ways of keeping money safe • Identify the risks involved in gambling activities. • Explain some ways to get help if they are concerned about gambling or other financial risks. • Reflect on the role that money plays in people's lives, attitudes towards it and what influences decisions about spending and saving. • Identify the impact that having or not having money can have on a person's wellbeing. • Explain some ways that money is/can be distributed to benefit the community.
Work, Aspirations and Careers	Work, Aspirations and Careers	Work, Aspirations and Careers
<ul style="list-style-type: none"> • Know that everyone has different strengths and talents, in and out of school. • Name some different jobs that people do. 	<ul style="list-style-type: none"> • Recognise positive things about themselves and their achievements. • Identify some of the skills that may help them in their future careers. 	<ul style="list-style-type: none"> • Identify how skills can help them with their future career. • Identify jobs that they might like to do in the future. • Discuss their views on how or why someone may or may not choose a certain career. • Recognise a variety of routes into careers. • Explore some strategies to challenge stereotypes and to understand the impact this can have on aspirations.
OUTCOMES (to assist summative assessment)	OUTCOMES (to assist summative assessment)	OUTCOMES (to assist summative assessment)
<ul style="list-style-type: none"> • To know what coins and notes are. • To know that people can use cash or debit card to pay for things. • To begin to understand the difference between wants and needs and the idea of saving up for things they want. • To be able to name some occupations and the skills needed to perform these. 	<ul style="list-style-type: none"> • To identify different ways to pay for things. • To know what a bank is and why we need them. • To interpret a bank statement • To suggest ways to save energy and therefore money. • To suggest ways to save water and therefore money. • To explain what 'enterprise' means suggest an enterprising idea. 	<ul style="list-style-type: none"> • To know how to keep money safe and how to spot a scam. • To know what the deductions on a payslip are for and what taxes go towards paying for. • To know what gambling is and the risks involved. • To understand that stereotypes should not affect their aspirations in terms of career choice.
VOCAB	VOCAB	VOCAB
Money, coins, value, debit card, budget, needs, wants, jobs, pay, salary, occupation	Bank, bank statement, bank account, payment, account, credit, debit, balance, interest, loan, debt, tax, enterprise, saving energy,	Bank account, scam, gambling, risk, pay slip, deductions, entrepreneur, career choice, aspirations, stereotypes
Assessment Suggestion	Assessment Suggestion	Assessment Suggestion
Assessment Suggestion Baseline: Complete a draw and write activity of where money comes from and how people get money. Summative: Ask for three places we might want to save money, two reasons why we might spend money, and one situation in which money might make us feel sad.	Assessment Suggestion Baseline: Ask the children, in pairs, to come up with what they would like to know about saving and spending money. Summative: Ask the children, in pairs, to brainstorm what they know about saving and spending money.	Assessment Suggestion Baseline: Complete the sentence stems. Tax is... Interest is... Debt is... A loan is... Summative: Explain five ways people could manage their money better.
PROTECTED CHARACTERISTICS	PROTECTED CHARACTERISTICS	PROTECTED CHARACTERISTICS
<ul style="list-style-type: none"> • age • disability • race • sex 		<ul style="list-style-type: none"> • age • disability • marriage and civil partnership • pregnancy and maternity • race • religion or belief • sex • sexual orientation
BRITISH VALUES	BRITISH VALUES	BRITISH VALUES
<ul style="list-style-type: none"> • mutual respect • tolerance of those of different faiths and beliefs. 	<ul style="list-style-type: none"> • individual liberty 	<ul style="list-style-type: none"> • democracy • the rule of law • individual liberty • mutual respect • tolerance of those of different faiths and beliefs.



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