



Nursery

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

Autumn Spring Summer

<u>Term</u>	<u>Topic</u>	<u>Medium-term plan</u>	<u>Resources and Books</u>
Autumn 1 - Relationships	How are you feeling today? Kind hands and kind feet	<ul style="list-style-type: none"> • Could be done loosely on 'an emotion of the week' throughout the half term • Exploring feelings and the similarities and differences between them • Ways to manage feelings and the importance of talking about how we feel • Link feelings to the stories explored through topic – puppets/faces • No Outsiders Books x2 – About being different to our friends 	<ul style="list-style-type: none"> • Feeling Better - BBC Teach • Link facial expressions/body language to every feeling • Class book or circle times to share feelings • Puppets/role play to bring emotions to life • 'The Colour Monster' – Anna Llenas • 'How do you feel?' – Anthony Browne • 'Emily Makes A Friend' – Deborah Chancellor • 'Red Rockets and Rainbow Jelly' and 'You Choose'
Autumn 2	Growth Mind set	<ul style="list-style-type: none"> • Using feelings appropriately to express feelings • Be able to share and take turns • Group activities and how to play • Showing affection for others 	<ul style="list-style-type: none"> • Lots of opportunity to take turns and wait for a short amount of time • Show interest in children's books and play ideas – opportunity for parent involvement here

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Spring 1 – Living in the Wider World	Our family – similarities and differences Houses and Homes	<ul style="list-style-type: none"> • No Outsiders x2 – Family diversity • Who is in your family? Explore similarities and differences • What makes a family • Explore different houses and homes – compare to people around the world 	<ul style="list-style-type: none"> • No Outsiders – ‘The Family Book’ and ‘Mommy, Mama and Me’ • ‘Families, Families, Families’ – Suzanne Lang • ‘Daddy, Papa and Me’ – Leslea Newman • ‘Houses and Homes’ – Ann Morris
Spring 2 – Living in the Wider World	Looking after our world Jobs in the community	<ul style="list-style-type: none"> • Jobs in the community – Exploring different roles and responsibilities in the community and those in the wider community 	<ul style="list-style-type: none"> • Small world scenarios • Fact books (Use SLS boxes to support invitations) • Variety of fact books/small world/role play to support children’s explorations • ‘Clean Up’ – Nathan Byron • ‘I look After Our Planet’ – Charlie and

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Summer 1 – Health and Wellbeing	Ways to be healthy	<ul style="list-style-type: none">• Brushing teeth and why it is important• Strategies to support managing feelings and breathing techniques• Getting dressed independently	<ul style="list-style-type: none">• ‘I Don’t Want to Wash My Hands’ – Tony Ross• ‘What are germs’ – Katie Daines• Brush your teeth, please!• PANTS rule – NSPCC• Within dressing up/outdoor areas have lots of opportunities to dress up/step into clothing
Summer 2 – Health and Wellbeing	Healthy and Unhealthy food Looking after yourself	<ul style="list-style-type: none">• Healthy and unhealthy food• Stranger Danger – scenarios –who is special to you; trust• Going to school and moving on	<ul style="list-style-type: none">• No Outsiders – Blue Chameleon• ‘I Will Never Not Eat a Tomato’ – Lauren Child• Explore Reception classrooms and what will be different

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Autumn 1 - Relationships	<p>How are you feeling today?</p> <p>Being a good friend</p>	<ul style="list-style-type: none"> • No Outsiders Books x2 – Being different to our friends • Could be done loosely on ‘an emotion of the week’ throughout the half term • Exploring feelings and the similarities and differences between them • Ways to manage feelings and the importance of talking about how we feel • How should we treat our friends? 	<ul style="list-style-type: none"> • ‘Red Rockets and Rainbow Jelly’ and ‘You Choose’ • Feeling Better - BBC Teach • Link facial expressions/body language to every feeling • Class book or circle times to share feelings – Put together scrapbook of being good friends (continue throughout the year) • Puppets/role play to bring emotions to life • ‘Meesha Makes Friends’ – Tom Percival • ‘My Inside Weather’ – Jen Thorpe • ‘All Are Welcome’ – Alexandra Penfold
Autumn 2	Growth Mind set	<ul style="list-style-type: none"> • Different ways to do something tricky – how do you feel when things are difficult • Encouraging themselves and others to try again • Identifying challenging things – setting challenges • Characteristics of the mindsets, helping a character to have a growth mindset • How to tackle difficulty, setting personal challenges and taking risks • Identifying challenging things 	<ul style="list-style-type: none"> • ‘Everyone can learn to ride a bicycle’ – Chris Raschka • ‘Cleversticks’ - Bernard Ashley • ‘Rooting for You’ – Susan Hood

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Spring 1 –Living in the Wider World	<p style="text-align: center;">My Family – similarities and differences</p> <p style="text-align: center;">Houses and homes</p>	<ul style="list-style-type: none"> • No Outsiders x2 – Family diversity • Who is in your family? Explore similarities and differences • What makes a family • Explore different houses and homes – compare to people around the world 	<ul style="list-style-type: none"> • No Outsiders – ‘The Family Book’ and ‘Mommy, Mama and Me’ • ‘Families, Families, Families’ – Suzanne Lang • ‘Daddy, Papa and Me’ – Leslea Newman • ‘Houses and Homes’ – Ann Morris
Spring 2 – Living in the Wider World	<p style="text-align: center;">Looking after our planet</p> <p style="text-align: center;">Jobs in the community</p>	<ul style="list-style-type: none"> • Exploring varieties of job roles that support our community; day workers and night workers/keeping the community safe 	<ul style="list-style-type: none"> • Variety of fact books/small world/role play to support children’s explorations • ‘Clean Up’ – Nathan Byron • ‘Look After Our Planet’ – Charlie and Lola • Visits from police/fire fighters • ‘Arthur’s funny money’ – Lillian Hoban

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Summer 1 – Health and Wellbeing		<ul style="list-style-type: none"> • Daily routine of washing/being clean/dressing independently • The importance of sleep and winding down at the end of the day • Exploring healthy and unhealthy foods 	<ul style="list-style-type: none"> • ‘Germs are Not For Sharing’ – Elizabeth Verdick • ‘What Are Germs?’ – Katie Daines • ‘The Ugly Vegetables’ – Grace Lin • ‘Gregory the Terrible Eater’ – Mitchell Sharmat
Summer 2 – Health and Wellbeing	<p>Awareness of strangers</p> <p>Reflecting on Reception – Moving to year 1</p>	<ul style="list-style-type: none"> • Understanding how to develop a healthy body and mind • What is private, is private – body parts/going to the toilet independently/changing • What have you enjoyed learning this year • What will you do next year 	<ul style="list-style-type: none"> • No Outsiders – Blue Chameleon • NSPCC – PANTS rule • ‘

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Autumn 1	Growth Mind set	<ul style="list-style-type: none"> • I give up – Characteristics of a fixed and growth mind set and developing a growth mind set • Strictly can't dance – How it feels to fail and how to learn • Grow, grow, grow your brain – Describing the learning journey and what learning means • Soaking up the learning – Identifying the characteristics of growth and fixed mind set, what happens in the brain when we learn • Super snails – The snail's growth mind set • Super snails 2 – Setting personal challenges 	<ul style="list-style-type: none"> • Charlie and Lola – Too many big words • Giraffes can't dance • Sponge brains • Youtube clip of a snail and snail puppet • Photographs of snail
Autumn 2 - Relationships	Family diversity Trust and consent Being respectful	<ul style="list-style-type: none"> • Family dynamics • Roles of different people in our lives • Trust and sharing concerns with those we trust • Consent • Rules; class and wider society • Kind and unkind behaviour can ourselves or others feel • Weekly 'No Outsiders' Stories during carpet time discussion 	<p>Inclusion, belonging & addressing extremism — KS1-2 www.pshe-association.org.uk</p> <p>Medway Public Health Directorate relationships and sex education, KS1-3 (pshe-association.org.uk)</p> <ul style="list-style-type: none"> • Weekly No Outsiders story • My Family, Your Family – Lisa Bullard • One Family – George Bullard • Two Homes – Claire Masural • Tell Me Again, About the Night I Was Born – Jamie-Lee Curtis

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Spring 1 –Living in the Wider World	Money and Careers	<ul style="list-style-type: none"> • Jobs in our community • Responsibilities of people in school and in our community • community • How money is collected/obtained from others • How to make choices of what to do with money 	<p style="text-align: center;">Money Teaching Resources 5-8 years MoneySense (mymoneysense.com)</p> <p style="text-align: center;">Teachers Values, Money & Me (valuesmoneyandme.co.uk)</p> <p>Links with Great Fire of London and class/diversity</p>
Spring 2 – Living in the Wider World	Community and Belonging Media and Digital Resilience	<ul style="list-style-type: none"> • How can we look after the environment • How to care for animals/people in different ways • How and why do we use the internet • Why the internet is a good tool to use in a safe way • How to be safe on the internet – key rules 	<p style="text-align: center;">Medway Public Health Directorate relationships and sex education, KS1-3 (pshe-association.org.uk)</p> <p style="text-align: center;">Safer Internet Day - Teaching Resources - BBC Teach</p> <ul style="list-style-type: none"> • Here We Are – Oliver Jeffers • Somebody Swallowed Stanley • Bee and Me – Alison Jay • The Water Princess – Susan Verde <p>Topic link with diversity and acceptance</p>

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Summer 1 – Health and Wellbeing	<p>Health: Food and Exercise</p> <p>Growing from Young to Old</p> <p>Safe Relationships</p>	<ul style="list-style-type: none"> • Exploring food and varieties of food • Importance of exercise on the body and mental wellbeing • Effect of different foods on your body • What being healthy means and who ensures you stay healthy • Hygiene and daily procedures you can do to stay healthy • Growing from young to old • Labelling genitalia/difference between boys and girls 	<p>Links with 'Green Fingers' and healthy food 1decision primary PSHE education resources www.pshe-association.org.uk</p> <ul style="list-style-type: none"> • Rah, Rah, Radishes! – April Pulley Sayre • Maurice the Unbeastly – Amy Dixon • Medway Public Health Directorate relationships and sex education, KS1-3 (pshe-association.org.uk) • Talk PANTS & Join Pantosaurus - The Underwear Rule NSPCC • Can use Jigsaw resources if necessary
Summer 2 – Health and Wellbeing	<p>Keeping Safe</p> <p>Moving On</p>	<ul style="list-style-type: none"> • How to get help if there is an accident and who to call • How to respond safely to adults you don't know • How to be safe online – basic rules (development from spring 2) • Who can help them in uncertain situations and how to ask for help • What makes you unique – interests and attributes • How to manage change when moving to a new year group 	<p>Medway Public Health Directorate relationships and sex education, KS1-3 (pshe-association.org.uk)</p> <ul style="list-style-type: none"> • No Dragons for Tea – Jean Pendizwol • Some Secrets Should Never Be Kept – Jayneen Sanders • Officer Buckle and Gloria – Peggy Rathmann

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Autumn 1	Growth Mind set	<ul style="list-style-type: none"> • Playing teacher – Strategies to help engagement with learning • Oh No! I've made a mistake – How we feel when we make a mistake • Girls can't do that! Dream big – Comparing sex to job roles, responding to mistakes • Super effort – Creating a character that represents effort • Challenge mountains – Setting learning challenges • Ding ding! How much effort? – Different stages of effort 	<ul style="list-style-type: none"> • Role badges and posters explaining roles • The Girl Who Never Made Mistakes – Mark Pett • Rosie Revere Engineer – Andrea Beaty • Wanted poster template • Mountain pictures • Effort meter template
Autumn 2 - Relationships	Maintaining a good friend	<ul style="list-style-type: none"> • Recognising hurtful behaviour and knowing where to get help • Sharing opinions openly and working together • What is bullying and how do we deal with it if we are onlookers or victims of it • Giving permission regarding physical contact and how to respond if it makes you feel uncomfortable 	<ul style="list-style-type: none"> • Bring in diversity aspects within these lessons • Friends Childline

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Spring 1 – Living in the Wider World	<p>Money and Careers</p> <p>Media and Digital Resilience</p>	<ul style="list-style-type: none"> • Impact of jobs and earning money • Exploring where money can go and what it can be spent on • Awareness of savings • How the internet is used in many people’s day to day jobs • Positives of internet • Negatives of the internet • How to understand the difference between the real and ‘virtual world’ 	<ul style="list-style-type: none"> • Where Can I Keep My Money Safe? Teachers MoneySense (mymoneysense.com)
Spring 2 – Living in the Wider World	<p>Community and Belonging</p>	<ul style="list-style-type: none"> • What jobs can we do in our community • Roles and responsibilities in school • How can the community support inclusion • Recognising equality in the community despite differences 	<ul style="list-style-type: none"> • Weekly No Outsiders Story • Diversity – exploring inspirational local and British people • The Pink Hat – Andrew Boyner • The President of the Jungle – Andre Rodriquez

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Summer 1 – Living in the Wider World	Risk and Safety – emergencies	<ul style="list-style-type: none"> • Identifying risk and how to respond to it (both day to day and online) • Understanding that not everything they see online is safe or trustworthy • Resisting pressure if something makes you feel unsafe or concerne 	
Summer 2 – Health and Wellbeing	Sleep Medicine Teeth Growing older Naming genitals	<ul style="list-style-type: none"> • The effect of sugar on dental hygiene and your body • Importance of physical activity and rest • There are different ways to learn and play – linking to mental well-being and more practical activities with less screen time • Change in feelings as you grow older and have different experiences; how this can affect body and behaviour • Ways to manage big feelings, when and how to ask for advice or support 	<ul style="list-style-type: none"> • The Sleep Factor lesson plans & PowerPoints www.pshe-association.org.uk • Dental health — teacher guidance, lesson plans and PowerPoints, KS1-3 www.pshe-association.org.uk • Mental health and emotional wellbeing lesson plans www.pshe-association.org.uk • Can use Jigsaw resources if necessary

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Autumn 1	Growth Mind set	<ul style="list-style-type: none"> • On the high wire – How someone feels when they fail • Firing neurons – What happens in your brain when you are learning something • Born to be – Characteristics of growth and fixed mindset • Mistakes that worked – Importance of making mistakes as part of the learning process • Challenge mountains – Challenging areas and barriers to learning and how to overcome these • Never give up – How to overcome failure and how it feels when we make mistakes 	<ul style="list-style-type: none"> • Mirette on the High Wire – Emily Arnold McCully • Youtube clip of firing neurons at the brain • Sportsman (bring in Paralympics?) • Mistakes that worked – Charlotte Foltz Jones
Autumn 2 – Health and Wellbeing	Healthy choices and habits	<ul style="list-style-type: none"> • Awareness and responsibilities of medicines for medical conditions • Managing risk – how to keep your body safe (wearing a seatbelt etc) • Making choices of what to put in our bodies • The benefit on nutritionally rich food and a balanced diet • Lack of physical activity and the effect on the body • Lack of sleep can affect mood and body energy 	<ul style="list-style-type: none"> • Drug and alcohol education www.pshe-association.org.uk

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Spring 1 – Living in the Wider World	<p>Money and Careers</p> <p>Digital Resilience</p>	<ul style="list-style-type: none"> • Different job roles and stereotypes involved in these • Jobs and aspirations to reach a goal • Saving money and earning money • Internet safety and awareness that not everything and everyone can be trusted online 	
Spring 2 – Living in the Wider World	<p>Immediate environment and effects on looking after your environment</p>	<ul style="list-style-type: none"> • All belonging to different groups and communities • What is meant by a diverse community – wider and local community in school • Community making all feel welcome • Acknowledge and respect different ways of living 	<ul style="list-style-type: none"> • Inclusion, belonging & addressing extremism — KS1-2 www.pshe-association.org.uk • Environment – Linked to ‘Planet full of’

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Summer 1 - Relationships	<p>Main features of family and friendship</p> <p>Managing and Expressing Feelings</p>	<ul style="list-style-type: none"> • Having strong relationships supports wellbeing • How families differ • Shared experiences with family • People with families and how they support and care for each other • Family stereotypes • How to reconcile differences/be aware of conflict at times between friends • Develop strategies to support awareness of others that may be lonely or excluded • Responding to pressure and to know how to deal with this and ask for support 	<ul style="list-style-type: none"> • Weekly No Outsiders story • Moving and moving home lesson plan by University of Worcester, KS2.pdf (pshe-association.org.uk) • Affirmations
Summer 2 – Health and Wellbeing	<p>How babies grow – internal and external changes</p> <p>Moving to year 4</p>	<ul style="list-style-type: none"> • Understand how babies grow and develop • Understand what a baby needs to survive • Awareness of how boys and girls bodies change on the inside 	<ul style="list-style-type: none"> • Wonder – R.J.Palacio • Can use Jigsaw resources if necessary

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<u>Term</u>	<u>Topic</u>	<u>Medium-term plan</u>	<u>Resources and Books</u>
Autumn 1	Growth Mind set	<ul style="list-style-type: none"> • From failure to success – valuing failure as an important part of learning and defining successful • Bounce – Strategies for persevering and learning when they make a mistake • Doom words – Words that can restrict us as learners • Mindset trumps – Characteristics of an effective learner • Fantastic elastic brain – Identifying the characteristics of growth and fixed mindset; debating whether we are born to be good at something • Learning cereals – Characteristics of an effective learner 	<ul style="list-style-type: none"> • Your Fantastic Elastic Brain – JoAnn M. Deak
Autumn 2 – Relationships	Features of friendship Managing risk and responding to hurtful behaviour Awareness of	<ul style="list-style-type: none"> • Developing self-worth and self-esteem • Recognising personal strengths/attributes that contribute to self-esteem • Recognising others’ strengths/attributes • Setting goals for yourself • Everyone should feel comfortable, respected and equal 	<ul style="list-style-type: none"> • Premier League Primary Stars Resources (plprimarystars.com)

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Spring 1 – Living in the Wider World	Shared responsibilities; At home At school In the community	<ul style="list-style-type: none"> • Recognising how yours and others' behaviour can affect others • Exploring rights and responsibilities in school environment/wider community • The rights children have and why we should protect these • Responsibility to respect the world around us • Awareness of every day choices and the effect on the environment • Patience, vocabulary and opinions to share with others when discussing topical debates 	<ul style="list-style-type: none"> • Weekly No Outsiders story • Premier League Primary Stars Resources (plprimarystars.com) • Any documents on environment • Charities and donation; RSPCA/Blood donation/adopting an endangered animal etc • Opportunity to debate ideas
Spring 2 – Living in the Wider World	Internet Safety	<ul style="list-style-type: none"> • What to do when you feel uncomfortable online • Jobs – different income based on job role • What do banks do • How can you pay for things 	<ul style="list-style-type: none"> • Link between online and banking and importance of privacy/passwords/not sharing personal information • City of London Police: 'Cvber Detectives'

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Summer 1 – Health and Wellbeing	<p>Importance of a balanced life style</p> <p>Medicines and households – managing risks</p>	<ul style="list-style-type: none"> • Managing feelings in times of grief and loss • Expressing feelings appropriately • Different activities to support positive mental well-being • Safe and unsafe products at home and the impact of them if used in the wrong way • Prescribed medication for personal use, not to be shared 	<ul style="list-style-type: none"> • Mental health and emotional wellbeing PowerPoint lesson plans (pshe-association.org.uk) • Free PSHE lessons on loss and bereavement Winston's Wish (winstonswish.org)
Summer 2 – Health and Wellbeing	<p>Having a baby</p> <p>Support with puberty</p>	<ul style="list-style-type: none"> • Able to label internal and external parts of a male and female body • Understand how a girls' body changes in preparation for having a baby • Individuals are created from both parts of a mother and a father • How puberty can affect feelings and emotions • Moving to year 5 	<ul style="list-style-type: none"> • Medway Public Health Directorate relationships and sex education, KS1-3 (pshe-association.org.uk) • Can use Jigsaw resources if necessary

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Autumn 1	Growth Mind set	<ul style="list-style-type: none"> • Reflecting on different mind-sets, how they use them and what their strengths are • Suggesting ways to help someone learn, exploring stereotypes • Identifying the characteristics of a successful teacher • 3d model of the brain, explaining how the brain works • Debating what it means to be a failure, characteristics of mindset • Explain what happens when you are learning 	<ul style="list-style-type: none"> • ‘There is no bathroom’ – scene from Kindergarten cop
Autumn 2 - Relationships	<p style="text-align: center;">What makes your identity</p> <p style="text-align: center;">Friends and influences</p> <p style="text-align: center;">Recognising prejudice and discrimination</p>	<ul style="list-style-type: none"> • Range of different factors that contribute to an individual’s identity; race/religion/gender/hobbies/likes and dislikes • Stereotypes are not always accurate and sometimes show a dishonest view of individuals • Importance of challenging some assumptions • Acknowledging that some people’s views 	<ul style="list-style-type: none"> • Weekly No Outsiders story • Inclusion, belonging & addressing extremism – KS1-2 www.pshe-association.org.uk • Premier League Primary Stars Teamwork (plprimarystars.com) • Link to diversity booklet

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Autumn Spring Summer

<u>Term</u>	<u>Topic</u>	<u>Medium-term plan</u>	<u>Resources and Books</u>
Spring 1 – Health and Wellbeing	Effects of smoking/alcohol Body image	<ul style="list-style-type: none"> • Drugs associated with everyday life can affect well being (caffeine/nicotine/alcohol/smoking/vaping) • Some drugs are legal and some are illegal • Why people may choose/not choose to use drugs • Using some drugs can become habit and the effect on this • Organisations to support people that want to stop smoking and/or drinking • How to develop positive attitudes towards body image 	<ul style="list-style-type: none"> • Drug and alcohol education – lesson plans, resources & knowledge organisers www.pshe-association.org.uk • Comparison of bodies in the media – what is real and what has been edited (social media filters)
Spring 2 – Living in the Wider World	Media and how it can be used in different ways Key job roles and responsibilities	<ul style="list-style-type: none"> • Making decisions about making, spending and saving money • How to make choices about ways to save money • Recognising personal ‘value for money’ and how to justify spending • Risks associated with money • People often have more than one career in their life time • Training and skills needed for different jobs • What would influence decision to choose a job • Knowing someone online is different to knowing someone personally • Importance of consent before sharing information and photographs online • How to ask for support and advice about events online 	<ul style="list-style-type: none"> • How to Use a Bank Account Teaching Money MoneySense (mymoneysense.com) • Linking money to the internet – purchasing items/online banking etc • Order expert teaching resources Parent Zone • Teachers Values, Money & Me (valuesmoneyandme.co.uk)

Year 5

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

Autumn Spring Summer

<u>Term</u>	<u>Topic</u>	<u>Medium-term plan</u>	<u>Resources and Books</u>
Summer 1 – Health and Wellbeing	<p>Puberty for boys and girls</p> <p>Physical contact and feeling safe</p> <p>First aid and responding to emergencies</p>	<ul style="list-style-type: none"> • Conception • Puberty for boys • Puberty for girls • Know and understand how to carry out basic first aid • When it is appropriate to use first aid or ask an adult/call for professional help • Remaining calm in an emergency 	<ul style="list-style-type: none"> • Use Jigsaw resources if necessary • First Aid Lesson Plans St John Ambulance (sja.org.uk)
Summer 2 – Living in the Wider World	<p>How can we protect the environment?</p> <p>Importance of compassion and circumstance</p> <p>Moving to year 6</p>	<ul style="list-style-type: none"> • What people choose to spend their money on, has an effect on the environment (single-use plastic/recycled materials etc) • Awareness and concern for others – both animals and people and how we can make a difference in this way • Understanding the importance of sharing feelings, particularly when going through grief and loss • Aspirations for year 6 and how to prepare academically and socially for the new challenges • How to help others that are in need 	<ul style="list-style-type: none"> • Linking career-related learning to PSHE Primary Schools Toolkit (careersandenterprise.co.uk) • KS2 Compassionate Class RSPCA Education • Giving To Help Others

Year 6

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

Autumn Spring Summer

<u>Term</u>	<u>Topic</u>	<u>Medium-term plan</u>	<u>Resources and Books</u>
Autumn 1	Growth Mind set	<ul style="list-style-type: none"> • The impact of words and phrases on mindsets • Identifying what is important for them as an individual learner; identifying barriers and how to overcome them • Identifying and overcoming barriers to learning using a rock image • Discussing whether a calculator is better than a brain, justifying opinions and reflecting on the opinion of others • Defining learning; creating a way of explaining learning to younger children 	<ul style="list-style-type: none"> • Video of Dr Jo Boaler
Autumn 2 - Relationships	<p>How to maintain and healthy relationship</p> <p>Partnerships, marriage and attraction</p> <p>Dealing with grief</p> <p>Discussing topical issues and respecting others' points of view</p> <p>Managing and recognising pressure – from society and peers</p>	<ul style="list-style-type: none"> • People have a variety of relationships in their lives • Relationships can be formed between two people, regardless of their ethnicity/race/religion • Marriage should be wanted by both people and forcing someone to marry against their will is a crime • To acknowledge change and gain support to deal with his • How to recognise early signs of poor mental health • If mental health issues are not recognised, supported and dealt with early on they can build up • Mental health difficulties can often be supported and solved with support from a trusted adult 	<ul style="list-style-type: none"> • Mental health and emotional wellbeing lesson plans www.pshe-association.org.uk • Mental health and emotional wellbeing lesson plans www.pshe-association.org.uk

Year 6

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

Autumn Spring Summer

<u>Term</u>	<u>Topic</u>	<u>Medium-term plan</u>	<u>Resources and Books</u>
Spring 1 – Living in the Wider World	<p>Valuing diversity and recognising stereotypes</p> <p>Evaluating media sources and safety of sharing online, keeping personal information safe</p>	<ul style="list-style-type: none"> • How the media can affect people’s well-being • Online rules regarding sharing information and photographs online • To recognise unsafe information online and know how to deal with this • Be aware of mixed messages in the media • Aware of the importance of not stereotyping 	<ul style="list-style-type: none"> • Weekly No Outsiders story • Link to diversity document • Trust Me - Childnet • Every Mind Matters Guidance on learning in a safe environment.pdf (pshe-association.org.uk) • CoLP Cyber Detectives Teacher Guidance.pdf (pshe-association.org.uk) • Newswise Unit Of Work The Guardian
Spring 2 – Living in the Wider World	<p>Influences and attitude to money, savings and careers</p>	<ul style="list-style-type: none"> • Independence regarding saving and spending money that has been earned • Fundraising events for charity • Links between jobs and money • Planning an appropriate budget 	<ul style="list-style-type: none"> • Money Teaching Resources for Children MoneySense (mymoneysense.com)

Year 6

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

Autumn Spring Summer

<u>Term</u>	<u>Topic</u>	<u>Medium-term plan</u>	<u>Resources and Books</u>
Summer 1 – Health and Wellbeing	Puberty, growing up and	<ul style="list-style-type: none"> • Understand becoming physically attracted to someone changes their relationship • Self-image and developing good self-esteem • Reproductive organs and systems – How babies are conceived and born and how they need to be cared for • Puberty and changes involved relate to the changes from childhood to adulthood 	<ul style="list-style-type: none"> • Use Jigsaw resources if necessary • Medway Public Health Directorate relationships and sex education, KS1-3 (pshe-association.org.uk)
Summer 2 – Health and Wellbeing	Ways to manage mental health Moving to secondary school	<ul style="list-style-type: none"> • Managing change, accepting that change comes with challenges but excitement • Friendships change as they grow and how to manage it • Being involved in clubs and communities supports mental wellbeing • How sleep contributes to a healthy lifestyle – strategies that support good strategy sleep • How legal and illegal drugs can affect mental health and wellbeing • That growing up comes with increased responsibilities and opportunities 	<ul style="list-style-type: none"> • Mental health and emotional wellbeing lesson plans www.pshe-association.org.uk • Every Mind Matters Guidance on learning in a safe environment.pdf (pshe-association.org.uk) • Drug and alcohol education www.pshe-association.org.uk

Progression Map

Subject: PSHE

Intent: In order to support children growing up and experiencing a broad and complex world, it is our intention to deliver a PSHE curriculum that develop children's knowledge, awareness and understanding of their well-being, health and relationships. In doing so, children will have every opportunity to become independent individuals with acceptance of difference and self-esteem that will support them to lead creative and happy lives.

	EYFS		Key Stage 1		Key Stage 2			
	Nursery Au2	Reception Au 2	Year 1 Au 1	Year 2 Au 1	Year 3 Au 1	Year 4 Au1	Year 5 Au 1	Year 6 Au 1
Growth Mindset								
Knowledge	<p>Growth Mindset</p> <p>To know the importance of working together and playing with others. Be able to share affection with others; sharing and taking Turns. To understand the importance of trying again and not giving up.</p> <p>Vocab: Taking turns Try again Working together</p>	<p>Growth Mindset</p> <p>Recognise there are different ways to do something difficult and share how you feel when you find something difficult. Develop skills when you find something difficult.</p> <p>Vocab: Growth mindset Try Challenge Risk</p>	<p>Growth Mindset</p> <p>Knowing the differences between a growth and a fixed mindset. Identifying the characteristics of a growth and fixed mindset.</p> <p>Vocab: Growth mindset Fixed mindset Personal Characteristics</p>	<p>Growth Mindset</p> <p>Recognising how we feel when we make a mistake and how we respond to them effectively. To learn how gender effects job roles in some circumstances. To set learning challenges for next step progress and ensure different stages of effort towards success.</p> <p>Vocab: Gender Discrimination Equal opportunities</p>	<p>Growth Mindset</p> <p>Characteristics of a fixed and growth mindset. What happens in your brain when you are learning. Importance of making mistakes. How to overcome failure and how it feels when we make mistakes.</p>	<p>Growth Mindset</p> <p>Valuing failure as an important part of learning and defining success.</p> <p>Strategies to ensure perseverance and learning when you make a mistake.</p> <p>To be able to compare if we are born to be good at something.</p> <p>Vocab: Restriction Effective learning Perseverance</p>	<p>Growth Mindset</p> <p>Reflecting on different mindsets, how they are used and what their strengths are. Suggesting ways to help someone learn; exploring stereotypes. Characteristics of a successful teacher and reasons why.</p> <p>Exploring how the brain works, why it's so important to our lives and explaining what happens when we are learning. Debate what it means to be a failure.</p> <p>Vocab: Neurons Characteristics</p>	<p>Growth Mindset:</p> <p>The impact of words and phrases on mindset. Identifying what is important for you as an individual learner and how this can be overcome.</p> <p>Justifying and discussing opinions of others based on a contradicting statement. Defining learning</p> <p>Vocab: Mindset Overcoming barriers</p>
Skills	<p>To be able to try something new and try again when meeting challenge. To encourage friends to persevere and praising them for trying. Participates in collective co-operation as understanding of boundaries and expectations grows. Taking risks and trying new things, expressing their needs and ideas.</p>	<p>Different ways to do something tricky, knowing that challenge is important. Recognising difficult things. Exploring risk and getting aspects wrong initially and then trying again. The importance of praising and encouraging others.</p>	<p>Knowing we are all special and can all develop a growth mindset. Knows how to encourage each other and celebrate others achievements and outcomes.</p>	<p>Building resilience towards challenges and returning to them several times. Awareness that equal opportunities exist in a variety of areas of society and how this has changed from the past.</p>	<p>Accepting that mistakes are important in the learning process. Being able to look at challenges and barriers to learning and how to overcome these.</p> <p>Vocab: Brain neurons Overcome failure</p>	<p>Being able to recognise words that can restrict people as learners as they have an effect on motivation.</p> <p>Recognise the characteristics of an effective learner.</p>	<p>Recognising the processes in place in the brain when we are learning.</p> <p>Identifying the characteristics of a successful teacher, are these similar or different to your peers.</p>	<p>Identifying barriers and how to overcome them in order to be an effective learner.</p> <p>Oragnising thoughts related to learning and comparing them to others views on it.</p>

	EYFS		Key Stage 1		Key Stage 2			
	Nursery Au 1	Reception Au 1	Year 1 Au 2	Year 2 Au 2	Year 3 Su 1	Year 4 Au 2	Year 5 Au 2	Year 6 Au 2
Relationships								
Knowledge	<p>Relationships: How are you feeling today?</p> <p>To recognise positive and negative feelings. Explore the similarities and differences of emotions. Recognise feelings through stories and role play. How to be a good friend and develop play behaviours and interaction.</p> <p>Vocab: Feelings Happiness Sadness Anger</p>	<p>Relationships: Feelings</p> <p>Expresses a wide range of emotions in their interactions. Talks about how others may be feeling. Understand the impact of their actions on others and beginning to take steps to help them feel better by being a good friend. Beginning to be able to adapt their behaviour depending on the circumstance.</p> <p>Vocab: Wide range of feelings eg. worried/concerned</p>	<p>Relationships: Family diversity</p> <p>To recognise, accept and compare family dynamics. Special people in our lives and their role .</p> <p>Knowing what consent is and how to share concerns with those we trust. How kind and unkind behaviours differ and the effects of this on others' feelings.</p> <p>Our happy classroom; rules, boundaries and expectations</p> <p>Vocab: Consent Trust Concern</p>	<p>Relationships: Maintaining friendships</p> <p>To recognise hurtful behaviour directed personally or at someone else and knowing who to speak to about it.</p> <p>Understanding what bullying is and dealing with bullying personally or as an onlooker.</p> <p>Giving permission in all aspects of yourself and responding confidently or asking for support if it makes you uncomfortable.</p>	<p>Relationships: Family and friendships</p> <p>How families vary. How friendships vary based on circumstance and interest and the effect on this when building relationships.</p> <p>To be able to recognise and differentiate family stereotypes and the direct impact of this on people within the family.</p> <p>Being able to recognise and develop strategies to support someone that may be lonely or feel excluded</p> <p>Vocab: Loneliness Excluded Strategies Pressure Affirmations</p>	<p>Relationships: Features of friendship</p> <p>To understand the importance of developing self-worth and self-esteem. Recognising your own personal attributes and strengths that contribute to self-esteem.</p> <p>Recognising others strengths and attributes.</p> <p>Awareness of hurting others feelings through words and actions.</p> <p>Vocab: Self-worth Self-esteem Characteristics Bullying</p>	<p>Relationships: Individual identity</p> <p>There is a range of different factors that contribute to a person's identity; race, religion, gender, hobbies, interests, dislikes.</p> <p>Stereotypes and lack of accuracy when sharing the view of an individual.</p> <p>Vocab: Stereotype Assumption Discussion Prejudice</p>	<p>Relationships: Healthy relationships</p> <p>Explore and acknowledge the variety of relationships in your life. Knowing they are formed between two people.</p> <p>Components of marriage and why it is so important to be a shared desire. Crimes related to marrying someone against their will.</p> <p>To be able to accept change and know that support is required for dealing with any kind of change. Recognising signs linked to poor mental health.</p> <p>Vocab: Marriage Forced marriage</p>
Skills	<p>Expresses self-aware emotions through frustrations/pride/embarrassment. Responds to the feelings of others, recognising that some actions can hurt others. Experiences a wide range of emotions that may result in losing control, beginning to communicate these feelings with others.</p>	<p>Being aware of a variety of ways to be a good friend and support each other. Talks about their own and others' feelings or behaviour and the consequences of this.</p>	<p>Knows the classroom expectations and boundaries; understanding why these are important.</p> <p>Knows how to resolve conflicts between friends</p>	<p>Building confidence to address feeling uncomfortable.</p> <p>Recognising steps to take if you feel uncomfortable.</p>	<p>Recognising that strong relationships supports your own and others' wellbeing.</p> <p>Build strategies to support being aware of and reconciling differences between friends.</p> <p>Knowing how to respond to pressure from others and who to go to for support.</p> <p>Understand that difference may bring rise to bullying/directed unkindness and how to deal with this.</p> <p>Able to apply affirmations to personal feelings to develop self-esteem and self-worth.</p>	<p>Understanding the importance of setting goals for yourself in order to persevere and succeed in all aspects of life.</p> <p>Recognising the vital factor of feeling respected, equal and comfortable.</p> <p>Knowing how to deal with bullying if you are the victim or the onlooker.</p>	<p>Accepting the range of different factors that makes up one individual. Exploring similarities and differences.</p> <p>Recognising stereotypical views of groups of people.</p> <p>Importance of challenging a personal assumption linked to a stereotype of a person or group of people.</p> <p>Being able to discuss ideas and thoughts, with those that disagree with your view point.</p> <p>Accepting different opinions.</p>	<p>Understanding what marriage entails and the importance of it being a shared desire.</p> <p>Know that change occurs throughout our whole life; in both positive and negative ways that can affect our mental health.</p> <p>The consequences of poor mental health and the effects on different aspects of people's lives.</p>

	EYFS		Key Stage 1		Key Stage 2			
	Nursery Sp 1	Reception Sp 1	Year 1 Sp 2	Year 2 Sp 2	Year 3 Sp 2	Year 4 Sp 1	Year 5 Sp 2	Year 6 Sp 1
Living in the Wider World								
Knowledge	<p>Living in the Wider World: Houses and Homes</p> <p>Beginning to make sense of their families own life story; through culture/gender/family make-up. Comparing a range of different families and knowing the similarities and differences between these and their own.</p> <p>Vocab: House Flat Home Separate Together</p>	<p>Living in the Wider World: Family</p> <p>Recognising that all belong to different communities and social groups. Discussing family and knowing that all families have similarities and differences. Showing acceptance of different families, cultures and homes around the world.</p> <p>Vocab: Community Culture</p>	<p>Living in the Wider World: Community and Belonging</p> <p>Looking after the environment and recognising how to care for animals and people in different ways. Knowing the impact of recycling and re-using.</p> <p>Internet safety – How and why do we use the internet, why is the internet a good tool to use in a safe way. What are the key rules when following and exploring the internet.</p> <p>Vocab: Recycle Stranger Internet</p>	<p>Living in the Wider World: Community and Belonging</p> <p>Roles of people in school and how they vary people’s responsibilities. How can all feel included within school and the wider community.</p> <p>To recognise importance of equality in the community and effects this will have on physical and mental health.</p> <p>Vocab: Inclusion Community Equality</p>	<p>Living in the Wider World: The environment</p> <p>Building an awareness of what a community is. Understanding what the qualities of a community are. Being able to recognise a negative impact of not feeling part of a community.</p> <p>Recognising different groups and communities.</p> <p>Vocab: Diversity Prejudice Respect</p>	<p>Living in the Wider World: Rights and Responsibilities</p> <p>To develop an awareness of everyday choices and the effect of these on the environment.</p> <p>Exploring the rights and responsibilities in a school environment and the wider community and nation through parliamentary roles.</p> <p>Rights and responsibilities to accept those living under ‘protected characteristics’.</p> <p>Knowing the rights that children have and why we should protect these.</p> <p>Vocab: Interests of a child Debate Opinion</p>	<p>Living in the Wider World: Care for the environment</p> <p>Awareness of how we choose to live our lives having an impact on the wider environment.</p> <p>Acknowledging how we can care for the environment; making a difference.</p> <p>Aspirations for year 6 and how to prepare academically and socially for new challenges.</p> <p>Vocab: Environment Aspirations</p>	<p>Living in the Wider World: Diversity and online challenges</p> <p>To explore how the media can affect people’s wellbeing and self-esteem. Having knowledge of the media’s stereotypical views on some groups of people.</p> <p>To recognise unsafe information online and know how to deal with this.</p> <p>Vocab: Diversity</p>
Skills	<p>Exploring a range of homes around the world and the different culture linked to these. Comparing different homes and recognising similarities and differences to their own home. Being able to discuss what they like about their home and family.</p>	<p>Exploring a range of family dynamics through role play and stories. Knowing that people live differently around the world – being able to confidently share their own experiences and ask questions about differences.</p>	<p>Recognising small steps of saving the planet and the impact of this. Know how to keep safe in everyday life and recognise the differences in virtual reality and reality.</p>	<p>Building awareness of different social groups within our community and how to support inclusion in all aspects.</p>	<p>Developing a view on your own immediate environment and the effects on looking after your immediate environment both physically and mentally.</p> <p>Understanding of your immediate environment and developing a wider environment to learn and grow in.</p> <p>Recognising different ways of living and accepting this difference in life.</p>	<p>Knowing that we all have a responsibility to respect the world around us and be aware of how we can do this.</p> <p>Patience, vocabulary and opinions to share with others when discussing topical debates.</p> <p>To be able to listen to others’ points of view and understand that people can have different views on topics discussed.</p> <p>Showing awareness and acceptance of those that come under the umbrella of ‘protected characteristics’.</p>	<p>Be aware of challenges in year 6 and break them down into achievable sets incorporating aspects explored within Growth Mindset lessons/rights for a child and the opportunities they are given.</p>	<p>Keeping an open mind on the internet and not spending too much time in a virtual world. Importance of spending time with friends and loved ones, outside in nature and connecting with people directly.</p>

	EYFS		Key Stage 1		Key Stage 2			
	Nursery Sp 2	Reception Sp 2	Year 1 Sp 1	Year 2 Sp 1	Year 3 Sp 1	Year 4 Sp 2	Year 5 Sp 2	Year 6 Sp 2
Living in the Wider World								
Knowledge	<p>Living in the Wider World – Jobs</p> <p>Understand the importance of having a job; what we can do when we have a job. Exploring a range of job titles in the community and why they are important to others.</p> <p>Vocab: Community Specific vocabulary linked to job roles eg. optician/plumber etc</p>	<p>Living in the Wider World: Jobs</p> <p>Developing understanding of different job roles in the community, sharing ideas around day and night shifts. Understand the responsibility of having a job, knowing the commitment linked to it. To identify jobs that support the environment; bin men/charity etc. Visits from professionals and hands-on experience.</p> <p>Vocab: Shifts Contract Recycling Charity</p>	<p>Living in the Wider World: Money and Careers</p> <p>Responsibilities in our direct school community and wider community roles.</p> <p>How money is collected. How to make good decisions of what to do with money.</p> <p>Vocab: Savings account Bank account Saving</p>	<p>Living in the Wider World: Money and Media Resilience</p> <p>Recognising the impact of various jobs and earning money. Exploring where money can go and what it can be spent on. Positive and negative aspects of the internet.</p> <p>Vocab: Reality Virtual reality</p>	<p>Living in the Wider World: Money and Digital Resilience</p> <p>To be aware of the stereotypes involved in different job roles and the effect of this on chosen people.</p> <p>How to earn money and save money throughout your working life.</p> <p>To build resilience and awareness that not everyone and everything can be trusted online.</p> <p>Vocab: Aspirations Stereotype</p>	<p>Living in the Wider World: Internet and Financial safety</p> <p>Paying for things that we want/need – how to ensure you do not run out of money.</p> <p>Job role and the different pay scales that are linked to a job and why.</p> <p>What is the role of a bank and how does it support the person with the account.</p> <p>Understanding the link between the internet and personal, private information.</p> <p>Vocab: Finances Pay scale Account</p>	<p>Living in the Wider World: Money and the Media</p> <p>Internet safety: Importance of consent before sharing information and photographs online.</p> <p>What would influence you to choose a job. Training and skills needed for different jobs. Change of career throughout your life time. Money linked to a job: risks associated with losing a job/contracts. Justifying spending based on a job's wage.</p> <p>Vocab: Wage Contract</p>	<p>Living in the Wider World: Money</p> <p>To recognise the influential views and attitudes to money, savings and careers in society today.</p> <p>Links between jobs and money. Awareness of some companies supporting those less fortunate or those that require support; aspects of this such as fundraising events and budgets. Where does this money come from and how is it used?</p> <p>Vocab: Fundraising Budgets Donations</p>
Skills	<p>Explore a range of job titles and be able to recognise that males and females can have the job role. To take on a role in play linked to a job title and explain it/transform themselves into that role using props/costume. Discussing different roles and sharing what they would like to do</p>	<p>Explore a range of job titles and be able to recognise that males and females can have the job role. To take on a role in play linked to a job title and explain it/transform themselves into that role using props/costume. Discussing different roles and sharing what they would like to do</p>	<p>How to save money in an environmentally and personally suitable way – based on aspirations and needs.</p>	<p>Building awareness of a savings account and purpose of this. How to understand the difference between the 'real' and 'virtual' world.</p>	<p>To develop strategies to ensure you are safe when exploring the internet and what to do if you do not feel safe.</p> <p>Understanding the importance of saving money and spending money at the same time.</p>	<p>How to determine what is essential, what is a luxury and what a saving account is for.</p> <p>Understanding the importance of not sharing personal information with others that can be shared on the internet.</p>	<p>Knowing it is appropriate and acceptable to ask for support and advice about events online.</p> <p>Recognising that knowing someone online is not the same as knowing them personally – risks involved in this.</p> <p>Accepting different job paths and careers throughout your life.</p> <p>Recognising and knowing the processes to spending and saving money.</p>	<p>Recognising groups of people or charities that require support from the public and fundraising or donations to support others.</p>

Sum 1	EYFS		Key Stage 1		Key Stage 2			
	Nursery Su 2	Reception Su 2	Year 1 Su 1	Year 2 Su 2	Year 3 Su 2	Year 4 Su 2	Year 5 Su 1	Year 6 Su 1
Health and Wellbeing								
Knowledge	<p>Health and Wellbeing: Healthy and Unhealthy</p> <p>Recognising healthy and unhealthy food, knowing the importance of a balanced diet and trying lots of different types of food (linking to growth mindset). Following on from PANTS rule; stranger danger and acknowledging who is special to you and who you can trust. Knowing they are going to school in September and knowing this will look and be different.</p> <p>Vocab: Trust Healthy Unhealthy Balanced</p>	<p>Health and Wellbeing: Privacy and difference</p> <p>Recognise and talk about who they trust, comparing those they know to strangers. Knowing what privacy is and the many forms it can come in. Discussing the successes of the year and how they have changed. Aspirations for year 1 and what they want to do next.</p>	<p>Health and Wellbeing: Staying healthy</p> <p>Exploring varieties of food, where it has come from before being in your cupboards. Important effect of exercise on the body physically and mentally. Growing from young to old; different aspects we learn and what's next; animals/people. Exploring the difference between boys and girls – linking diversity and prejudice/discrimination Physical differences</p>	<p>Health and Wellbeing: Growing up</p> <p>Importance of physical activity and rest on our mental and physical health. Developing awareness that experiences and feelings impact our bodies and behaviour. Develop awareness that boys and girls are different through labelling genitalia.</p> <p>Vocab: Penis Vagina Mental health Dental hygiene</p>	<p>Health and Wellbeing: How Babies Grow</p> <p>To understand how babies grow in the womb and what they need to grow and survive before they are born.</p> <p>To recognise the importance of the mother living a healthy life style in order to keep the baby healthy.</p> <p>To be aware of how boys and girls bodies change when going through puberty and the importance of accepting these personal changes and changes that may be noticed in others.</p> <p>Vocab: Puberty Change Womb</p>	<p>Health and Wellbeing: Change</p> <p>Refer to Y3 and how physical changes occur outside of the body when entering puberty. Recognise how puberty can affect feelings and emotions.</p> <p>Begin to be aware of internal changes for girls; ovaries start to release eggs and menstruation starts.</p> <p>Know and understand how to carry out basic first aid. How to respond to an emergency.</p> <p>Aspirations and concerns for year 5 and how to prepare for this change.</p> <p>Vocab: Puberty Period Ovaries</p>	<p>Health and Wellbeing: Puberty</p> <p>Comparing gestation periods of humans to other animals.</p> <p>Break down of puberty for girls and for boys; internal changes. Re-cap changes that occur for a girl during puberty. Explore internal changes that occur for a boy during puberty in preparation for children.</p> <p>Vocab: Ovaries/Periods (re-cap) Testes Sperm Internal External</p>	<p>Health and Wellbeing: Puberty and growing up</p> <p>Understanding that becoming physically attracted to someone changes the relationship that you have with them. Links to this with self-image and the effect of a good self-esteem on wider relationships.</p> <p>*Reproductive organs and systems – how babies are conceived and how they should be cared for pre and post birth.</p> <p>Vocab: Physical attraction Conception Reproductive organs and systems</p>
Skills	<p>Comparing different types of food and beginning to know what is healthy and unhealthy. Understanding that we can have both healthy and unhealthy foods in balance. Taking on the discussions in play through shops/supermarkets/play dough imaginative play.</p>	<p>Know it is okay to feel a range of feelings towards moving to a new class with a new teacher. Ensure understanding they are building on their learning.</p>	<p>To understand how exercise helps us as we grow. To identify healthy and unhealthy foods. To understand that change happens and acknowledge the different changes that occur during the process.</p>	<p>Build up a range of activities to support our physical and mental health. Become aware of people to ask for support and how to explain the big feelings. Developing a good process to sleeping well and good dental hygiene.</p>	<p>Understand that all children will go through puberty and accept that this is a part of growing up.</p> <p>Compare changes of human to changes in animals.</p>	<p>Recognising these changes occur when children begin to start developing towards adulthood.</p> <p>Being open to the changes that will occur through puberty and ensuring communication with those you trust to support you.</p> <p>Acknowledge when it is appropriate to use first aid or ask an adult or call for help.</p> <p>Remaining calm in an emergency.</p>	<p>Recognising that both males and females go through external and internal changes as they enter puberty.</p> <p>Accepting this is part of the human life cycle.</p> <p>Knowing the time period of this is not the same for all mammals.</p>	<p>Recognising the importance of a high self-worth and self-esteem on future relationships.</p> <p>Process of conception and the changes that occur within gestation periods of different animals.</p>

	EYFS		Key Stage 1		Key Stage 2			
	Nursery Su 1	Reception Su 1	Year 1 Su 2	Year 2 Su 1	Year 3 Au 2	Year 4 Su 1	Year 5 Sp 1	Year 6 Su 2
Health and Wellbeing								
Knowledge	<p>Health and Wellbeing: Ways to be healthy Understand the importance of dressing and recognising the 'routines and rituals' of the day. Develops some independence when brushing teeth and washing hands – knowing the importance of being clean. Recognising when feelings are becoming overwhelming and know how to adapt breathing and mindfulness into the management of their feelings. Recognising the PANTS rule linked to changing/dressing.</p> <p>Vocab: Germ Private Healthy Unhealthy Breathing</p>	<p>Health and Wellbeing: Being Healthy Can recognise and describe physical changes on the body when you are tired/anxious/angry. Shows some understanding of the importance of exercise, eating, drinking water and sleeping well. Knowing ways to settle down before going to sleep and how to switch off an active brain.</p>	<p>Health and Wellbeing: Keeping safe Understand what being safe means. Being physically safe: how to get help and take part in basic first aid processes in an emergency. Being safe on the internet: How to be safe online(developing from spring 2). Know who can help you in uncertain situations. Recognising what makes you unique Managing change moving to a new class.</p> <p>Vocab: Emergency services First Aid Unique Risk</p>	<p>Health and Wellbeing: Safety and Risk To identify risk and how to respond to it in an online capacity and day-to-day.</p> <p>Understanding that not everything they see online is safe or trustworthy.</p> <p>Vocab: Trustworthy Untrustworthy</p>	<p>Health and Wellbeing: Healthy choices How to managing risk in order to keep your body safe.</p> <p>To understand that a lack of sleep and activity and the effects mentally and physically.</p> <p>To build awareness and responsibility of what to put into our bodies. Develop understanding of medicines that support various medical conditions.</p> <p>Vocab: Risk Nutritional Deprived</p>	<p>Health and Wellbeing: A Balanced life style The importance of supporting your own and others mental and physical wellbeing and how this will support the communication of expressing feelings at challenging times.</p> <p>Safe and unsafe products at home and the impact of them if they are used in the wrong way.</p> <p>Recognising which medication can be shared and if prescribed, only used on a personal level.</p>	<p>Health and Wellbeing: A healthy mind and body Drugs that help us medically. Comparing those beneficial drugs with those that are associated with everyday life and the effect of these if you become addicted (addiction/well-being). Exploring why some drugs are legal and some are illegal. Organisations that support people that want to stop taking/using what they have become addicted to.</p> <p>Body image – developing a positive attitude towards body image and how social media affects this.</p> <p>Vocab: Mental wellbeing Physical wellbeing Addiction Drugs</p>	<p>Health and Wellbeing: Mental health Recognising change occurs through all stages of life – the excitement and challenges that come with it. Managing change regarding friendships and how to manage this. Mental wellbeing: Different aspects that support mental wellbeing such as clubs, communities. Recognising that growing up comes with added responsibilities and opportunities. Linking these ideas to personal circumstances and moving to secondary school.</p> <p>Vocab: Responsibilities Opportunities</p>
Skills	Develop an increasingly independent focus towards dressing independently; zipping up coat, doing buttons, putting shoes and socks on etc. Washing hands and having more control over bowel and bladder movements and blowing nose. Acknowledging the importance of privacy and trust.	Describe self and knowing different effect on their body. Confidently asking questions about physical changes or emotions when doing different activities. To share the different processes of looking after our bodies and minds.	Recognising risks in the internet and how to share the concerns with people you trust. Confidently knowing what to do in an emergency where the emergency services are required.	Knowing it is acceptable to resist pressure if something makes you feel unsafe or concerned.	To be able to see the challenges of not having a nutritionally rich diet and the effect of this on our bodies. To be able to recognise risk and how to keep your body safe.	Developing the skills to express feelings appropriately. Ways to manage feelings in times of grief and loss. Determining the need for medication and the effects it would have if used in the wrong way.	Recognising that drugs are addictive and making independent decisions whether to take them up based on the long-term effects they have on the body and mind. Knowing you can become addicted to legal and illegal drugs. Awareness of what social media portrays is not always correct and has, at times, been edited.	Importance of sharing thoughts and feelings relating to change to be able to rationalise it. Comparing mental wellbeing and what can affect it; legal/illegal drugs/lack of sleep/interaction