



## Greenside Primary School Personal, Social, Health and Economic (PSHE) Progression Framework

### Curriculum Intent

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|------------------|-------------------|-------------------|-------------------|------------------|
| <b>Community</b> | <b>Resilience</b> | <b>Creativity</b> | <b>Aspiration</b> | <b>Diversity</b> |
|------------------|-------------------|-------------------|-------------------|------------------|

The PSHE curriculum at Greenside aims to provide children with:

- Accurate and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Within this, the school aims to develop pupils' understanding of:

- Identity; including personal qualities, attitudes, skills, attributes and achievements and what influences these.
- Relationships; including different types and in different settings.
- A healthy lifestyle; including physically, emotionally and socially.
- A balanced lifestyle; including within relationships, work-life, exercise and rest, spending and saving and diet.
- Risk; including identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others.
- Safety; including behaviour and strategies to employ in different settings.
- Diversity and equality, in all its forms.
- Rights; including the notion of universal human rights, responsibilities including fairness and justice and consent in different contexts.
- Change and resilience; the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance.
- Power, in a variety of contexts including; persuasion, bullying and negotiation.
- Career; including enterprise, employability and economic understanding.

### Implementation

The PSHE curriculum at Greenside Primary School has been carefully planned on a 2-year cycle to ensure coverage of the statutory guidance for Relationships and Health Education, whilst also supporting our pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents/carers, workers and members of society. Across our wider school curriculum, we also endeavour to ensure that pupils experience positive relationships with adults and their peer, always feel valued, and that those who are most vulnerable are identified and supported. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community.

At Greenside, we have designed our PSHE curriculum to be based around 8 key strands of learning:

**Physical Health & Wellbeing; Identity Society & Equality; Mental Health & Wellbeing, Drug, Alcohol & Tobacco, Keeping Safe & Managing Risk; Careers, Finance Capability & Economic Wellbeing; MindMate; Sex and Relationships (RSE)**

For 6 of these key strands (**Physical Health & Wellbeing; Identity Society & Equality; Mental Health & Wellbeing; Drug, Alcohol & Tobacco; Keeping Safe & Managing Risk; Careers, Finance Capability & Economic Wellbeing**) we follow the Leeds recommended 'You, Me and PSHE' scheme of work which provides us with a clear and progressive sequence of lessons from Year 1 to Year 6. The curriculum is further enhanced by **MindMate** lessons which are taught throughout the year to allow teachers to support and assess the mental wellbeing of their class. These sessions, taught once per half term, help to further develop children's social, emotional and mental health (SEMH), which has been priority over recent years.

From September 2020, the Government has made Relationships Education compulsory in all primary schools. At Greenside we teach **Sex and Relationships Education (RSE)** lessons through the Yasmine and Tom scheme of work. This scheme follows the interactive characters of Yasmine and Tom and uses these fictional characters as a tool to teach the statutory relationship curriculum. RSE is taught outside the two-year mixed key stage programme and is taught in class year groups. Every effort is made, where possible, for RSE lessons to be taught by pupils' class teacher. RSE is taught to Years 1 – 6 in the summer term but objectives from the statutory guidance are interweaved into the whole school PSHE programme.

## The PSHE Curriculum and Provision for Pupils with SEND

At Greenside Primary School, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this.

**The PSHE curriculum can be adapted to meet the needs of children with SEND in the following ways:**

| Universal Support across school for all subjects  |
|---|
| Word Banks for pre-learning and to support during topics and themes   |
| Cutting and Sticking Key Words on to work as prompts  |
| Print out portions of work and learning objectives to minimise writing  |
| Coloured Paper or recycled paper to minimise visual stress & background colours of the whiteboard is considered for pupils with dyslexia. |
| Breaking down lessons into short, manageable chunks   |
| Mixed ability groups – using peers as support and role models   |
| Adult assistance nearby/ Using another student as a reader/support  |
| Now/Next or Visual Timetables – class and individual/ My Turn/Your Turn   |
| Knowledge map/Mind Maps   |
| Printing work larger and in smaller chunks  |
| Cloze passages/activities to check learning   |
| Draw answers or explanations / Actions – telling the story of a lesson  |
| Fidget toys available/ Cushions for seats – wobble and wedge cushions - access to standing desks  |
| Pupils with hearing impairments/visual impairments are positioned close to the whiteboard to be able to access.                           |
| Word lists of key vocabulary for pre-learning and as prompts  |
| A safe/quiet space in or Cloud Room   |
| Keeping instructions short and one at a time  |

| Universal Support specific to subject  |
|--|
| Allow pupils with SEN and/or disabilities more time to practice keeping safe where necessary – for example with road safety exercises – and allow flexibility in the timing of activities.   |
| Try 'informal' seating using mixing and movement games which encourage pupils to talk to and work with others. This encourages communication skills, and helps develop pupils' self-confidence and peer support.   |
| Teach pupils to have regard for their own safety in out-of-school activities   |
| Plan to teach new vocabulary explicitly at the start of a new topic and ensure that pre-tutoring on PSHE vocabulary is available where needed.   |
| Encourage pupils to comment constructively and respectfully on each other's work and contributions to class and group activities.  |
| Make sure that peer assessment is not reduced to 'likes and dislikes' but focuses on learning – e.g. what new knowledge and understanding pupils have gained about being responsible citizens, what skills they have used and developed, what would they do differently, or what next steps they might take. |
| Provide opportunities for pupils to reflect constructively on their achievements, for example by producing personal diaries, profiles and portfolios of achievements in PSHE and citizenship learning. Give them opportunities to show what they can do and take responsibility in and out of class.         |
| Discussing disability, diversity and human rights can: contribute to the school meeting its responsibility to 'promote disability equality' under the Disability Discrimination Act 2005   |
| Empower disabled pupils to take an expert role when the topic is being discussed.  |
| Set up working agreements so that no one will be expected to ask or answer a personal question.  |
| Make sure pupils are comfortable with how the ideas explored have been left, particularly if sensitive issues have been discussed.   |

When planning for PSHE, class teachers should adapt their lessons where necessary using ideas taken from this list, however, it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs.

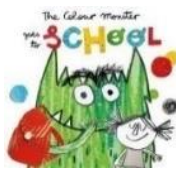

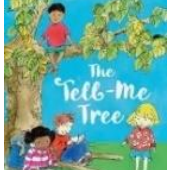

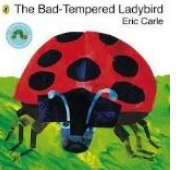
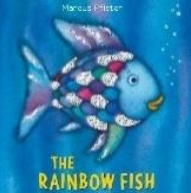
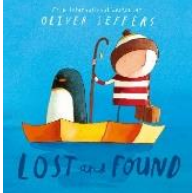

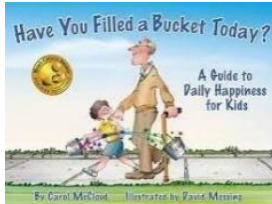
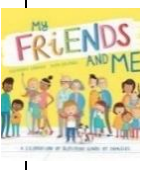



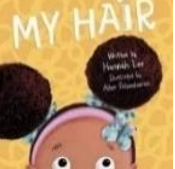

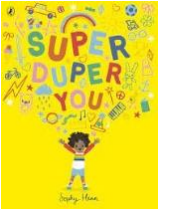
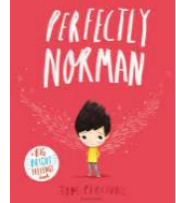
**We also have 'Continuum of Provision Maps' for each area of SEND need (e.g. Autism, Cognitive, SEMH, Visual impairment etc).**

## Breadth of Study

| Key Strands of Learning                                   | KS1  | LKS2   | UKS2   |
|---|--|--|--|
| <b>Drug, Alcohol and Tobacco Education</b>                | <p><b>What do we put into and on to bodies?</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• about what can go into bodies and how it can make people feel.</li> <li>• about what can go on to bodies and how it can make people feel.</li> </ul> <p><b>Medicines and Me</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• why medicines are taken.</li> <li>• where medicines come from.</li> <li>• about keeping themselves safe around medicines.</li> </ul>                                 | <p><b>Tobacco is a Drug</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• the definition of a drug and that drugs (including medicines) can be harmful to people.</li> <li>• about the effects and risks of smoking tobacco and second-hand smoke.</li> <li>• about the help available for people to remain smoke free or stop smoking.</li> </ul> <p><b>Making Choices</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them.</li> <li>• about the effects and risks of drinking alcohol.</li> <li>• about different patterns of behaviour that are related to drug use.</li> </ul> | <p><b>Different Influences</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis.</li> <li>• about different influences on drug use – alcohol, tobacco and nicotine products.</li> <li>• strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol.</li> </ul> <p><b>Weighing Up Risk</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs.</li> <li>• about assessing the level of risk in different situations involving drug use.</li> <li>• about ways to manage risk in situations involving drug use.</li> </ul> |
| <b>Keeping Safe and Managing Risk</b>                     | <p><b>Feeling Safe</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• safety in familiar situations.</li> <li>• about personal safety.</li> <li>• about people who help keep them safe outside the home.</li> </ul> <p><b>Indoors and Outdoors</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• about keeping safe in the home, including fire safety.</li> <li>• about keeping safe outside.</li> <li>• about road safety.</li> </ul>   | <p><b>Bullying – See it, Say it, Stop it</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• to recognise bullying and how it can make people feel</li> <li>• about different types of bullying and how to respond to incidents of bullying.</li> <li>• about what to do if they witness bullying.</li> </ul> <p><b>Playing Safe</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• how to be safe in their computer gaming habits.</li> <li>• about keeping safe near roads, rail, water, building sites and around fireworks.</li> <li>• about what to do in an emergency and basic emergency first aid procedures.</li> </ul>  | <p><b>When Things Go Wrong</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• about keeping safe online.</li> <li>• that violence within relationships is not acceptable.</li> <li>• about problems that can occur when someone goes missing from home.</li> </ul> <p><b>Keeping safe - Out and About</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• about feelings of being out and about in the local area with increasing independence.</li> <li>• about recognising and responding to peer pressure.</li> <li>• about the consequences of anti-social behaviour (including gangs and gang related behaviour).</li> </ul> <p><b>FGM</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• about the importance for girls to be protected against FGM.</li> </ul>   |
| <b>Mental Health and Emotional Wellbeing</b>              | <p><b>Feelings</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• about different types of feelings.</li> <li>• about managing different feelings.</li> <li>• about change or loss and how this can feel.</li> </ul> <p><b>Friendship</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• about the importance of special people in their lives.</li> <li>• about making friends and who can help with friendships.</li> <li>• about solving problems that might arise with friendships.</li> </ul> | <p><b>Strengths and Challenges</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• about celebrating achievements and setting personal goals.</li> <li>• about dealing with put-downs.</li> <li>• about positive ways to deal with set-backs.</li> </ul>  | <p><b>Dealing with Feelings</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• about a wide range of emotions and feelings and how these are experienced in the body.</li> <li>• about times of change and how this can make people feel • about the feeling.</li> </ul> <p><b>Healthy Minds</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• what mental health is.</li> <li>• about what can affect mental health and some ways of dealing with this.</li> <li>• about some everyday ways to look after mental health.</li> <li>• about the stigma and discrimination that can surround mental health.</li> </ul>  |
| <b>Careers, Finance Capability and Economic Wellbeing</b> | <p><b>My Money</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• about where money comes from and making choices when spending money.</li> <li>• about saving money and how to keep it safe</li> <li>• about the different jobs people do.</li> </ul>   | <p><b>Saving, Spending and Budgeting</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• about what influences people’s choices about spending and saving money.</li> <li>• how people can keep track of their money.</li> <li>• about the world of work.</li> </ul>  | <p><b>Borrowing and Earning Money</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• that money can be borrowed but there are risks associated with this.</li> <li>• about enterprise.</li> <li>• what influences people’s decisions about careers.</li> </ul>   |

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| <p><b>Physical Health and Wellbeing</b></p>        | <p><b>Fun Times</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• about food that is associated with special times, in different cultures.</li> <li>• about active playground games from around the World.</li> <li>• about sun-safety.</li> </ul> <p><b>What keeps me healthy?</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• about eating well.</li> <li>• about the importance of physical activity, sleep and rest.</li> <li>• about people who help us to stay healthy and well and about basic health and hygiene routines.</li> </ul> | <p><b>What helps me choose?</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• about making healthy choices about food and drinks.</li> <li>• about how branding can affect what foods people choose to buy.</li> <li>• about keeping active and some of the challenges of this.</li> </ul> <p><b>What is important to me?</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• why people may eat or avoid certain foods (religious, moral, cultural or health reasons).</li> <li>• about other factors that contribute to people’s food choices (such as ethical farming, fair trade and seasonality).</li> <li>• about the importance of getting enough sleep.</li> </ul> | <p><b>In the Media</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• that messages given on food adverts can be misleading.</li> <li>• about role models.</li> <li>• about how the media can manipulate images and that these images may not reflect reality.</li> </ul>  |
| <p><b>Identity, Society and Equality</b></p>       | <p><b>Me and Others</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• about what makes themselves and others special.</li> <li>• about roles and responsibilities at home and school.</li> <li>• about being co-operative with others.</li> </ul>  | <p><b>Celebrating Difference</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• Pupils learn about valuing the similarities and differences between themselves and others.</li> <li>• Pupils learn about what is meant by community.</li> <li>• Pupils learn about belonging to groups.</li> </ul> <p><b>Democracy</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• about Britain as a democratic society.</li> <li>• about how laws are made.</li> <li>• learn about the local council.</li> </ul>  | <p><b>Stereotypes, Discrimination &amp; Prejudice (including tackling homophobia)</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• about stereotyping, including gender stereotyping.</li> <li>• workshop from Diversity Role Models or Equaliteach.</li> <li>• about prejudice and discrimination and how this can make people feel.</li> </ul> <p><b>Human Rights</b><br/>Pupils learn:</p> <ul style="list-style-type: none"> <li>• about people who have moved to Islington from other places, (including the experience of refugees).</li> <li>• about human rights and the UN Convention on the Rights of the Child.</li> <li>• about homelessness.</li> </ul> |
| <p><b>Mindmate</b></p>                             | <p>Feeling Good and Being Me<br/>Friends and Family<br/>Life Changes and Transition<br/>Strong Emotions<br/>Being the Same and Being Different<br/>Solving Problems/Making it Better</p>  | <p>Feeling Good and Being Me<br/>Friends and Family<br/>Life Changes and Transition<br/>Strong Emotions<br/>Being the Same and Being Different<br/>Solving Problems/Making it Better</p>   | <p>Feeling Good and Being Me<br/>Friends and Family<br/>Life Changes and Transition<br/>Strong Emotions<br/>Being the Same and Being Different<br/>Solving Problems/Making it Better</p>   |
| <p><b>Sex and Relationship Education (RSE)</b></p> | <p>Introducing Yasmine and Tom<br/>Friendships and feelings<br/>Different families<br/>My brilliant body<br/>Keeping clean and taking care of myself<br/>Naming body parts<br/>Keeping safe</p>   | <p>Introducing Yasmine and Tom<br/>Gender stereotypes and aspirations<br/>Me, myself and I<br/>What makes a good friend?<br/>Families and getting on with our families<br/>My personal and private body parts and keeping safe*<br/>Body care<br/>Is it risky?<br/>People who can help us on and offline</p>   | <p>Introducing Yasmine and Tom<br/>On and offline friendships<br/>Friendships and secrets<br/>Friendships and pressure<br/>Keeping safe – safe and unsafe touch<br/>Keeping safe – online images<br/>Changes at puberty<br/>Periods (menstruation)*<br/>Wet dreams and masturbation*<br/>Making babies – sexual intercourse*<br/>Making babies – assisted fertility and multiple births<br/>Making babies – pregnancy and birth<br/>Identity and prejudice<br/>Equality and the law<br/>Getting help</p>   |

## Long Term Plans

|             |  |  |  |   |   |   |  |
|-------------|--|--|--|---|---|---|--|
| <b>EYFS</b> | <p><b>Personal, Social and Emotional Development</b></p> <p>PSED is developed throughout the year through high quality interactions, daily group discussions, weekly PSHE lessons and nurture/ social skills interventions where appropriate.</p> <p><i>NB. PSED statements have been split by half-term to show extra focus, but all apply on an ongoing basis throughout the year.</i></p> | <p>Show resilience and perseverance in the face of challenge:</p> <ul style="list-style-type: none"> <li>Develop language related to feelings in response to new experiences (i.e. starting school)</li> <li>Recognise and understand people who can help them at home and in school</li> </ul>  <p>Identify and moderate their own feelings socially &amp; emotionally:</p> <ul style="list-style-type: none"> <li>Begin to understand and follow classroom rules and behaviour expectations</li> </ul>   <p>See themselves as valuable individuals:</p> <ul style="list-style-type: none"> <li>Share information about themselves and their family</li> </ul> | <p>Identify and moderate their own feelings socially and emotionally:</p> <ul style="list-style-type: none"> <li>Identify the zones of self-regulation.</li> <li>Recognise their personal feelings, developing strategies for dealing with positive and negative emotions.</li> </ul>   <p>Manage their own needs:</p> <ul style="list-style-type: none"> <li>Know how to manage personal hygiene and its importance (Hand washing)</li> <li>Take responsibility for classroom tasks and routines</li> </ul> | <p>Build constructive and respectful relationships:</p> <ul style="list-style-type: none"> <li>Understand what it means to be respectful and to be treated with respect</li> <li>Know what makes a good friend, showing care and concern for others.</li> </ul>   | <p>Express their feelings and consider the feelings of others:</p> <ul style="list-style-type: none"> <li>Recognise and empathise with the feelings of others</li> <li>Understand that different people have different feelings or opinions.</li> </ul>   | <p>Think about the perspective of others:</p> <ul style="list-style-type: none"> <li>Discuss different challenges faced by characters in stories, explaining how the characters feel about these challenges and overcome them.</li> <li>Recognise the diverse world we live in and the challenges faced by others.</li> </ul>      <p>Know and talk about the different factors that support health and wellbeing:</p> <ul style="list-style-type: none"> <li>Recognise and understand the importance of diet, hygiene &amp; exercise for a healthy lifestyle. (Cooking: cutting/chopping/peeling).</li> </ul> | <p>See themselves as a valuable individual:</p> <ul style="list-style-type: none"> <li>Recognise and talk about the things they are good at and the things they want to improve</li> </ul>    <p>Show resilience and perseverance in the face of challenge:</p> <ul style="list-style-type: none"> <li>Recognise and discuss upcoming challenges (i.e. transition to Year 1) and understand who can help overcome these challenges</li> </ul> |
|-------------|--|--|--|---|---|---|--|

|               | KS1 – Cycle A  |  | KS1 - Cycle B   |  | LKS2 - Cycle A   |  | LKS2 - Cycle B   |  | UKS2 - Cycle A  |  | UKS2 - Cycle B  |  |
|---------------|--|--|---|--|--|--|--|--|---|--|---|--|
| <b>Aut. 1</b> | <b>Physical Health and Wellbeing (Y1)</b><br>Fun times   | Mindmate Lessons (Y1) taught throughout the year | <b>Physical Health and Wellbeing (Y2)</b><br>What keeps me healthy?                         | Mindmate Lessons (Y2) taught throughout the year | <b>Identity, Society and Equality (Y3)</b><br>Celebrating differences  | Mindmate Lessons (Y3) taught throughout the year | <b>Identity, Society and Equality (Y4)</b><br>Democracy  | Mindmate Lessons (Y4) taught throughout the year | <b>Identity, Society and Equality (Y5)</b><br>Stereotypes, discrimination and prejudice (including tackling homophobia) *Link to BHM* | Mindmate Lessons (Y5) taught throughout the year | <b>Identity, Society and Equality (Y6)</b><br>Human rights  |  |
| <b>Aut. 2</b> | <b>Identity, Society and Equality (Y1)</b><br>Me and others  |  | <b>Keeping Safe and Managing Risk (Y2)</b><br>Indoors and outdoors                          |  | <b>Keeping Safe and Managing Risk (Y3)</b><br>Bullying – See it, Say it, Stop it   |  | <b>Careers, Financial Capability and Economic Wellbeing (Y3)</b><br>Saving, spending and budgeting                     |  | <b>Keeping Safe and Managing Risk (Y5)</b><br>When things go wrong  |  | <b>Careers, Financial Capability and Economic Wellbeing (Y5)</b><br>Borrowing and earning money   |  |
| <b>Spr. 1</b> | <b>CMHW: Mental Health and Emotional Wellbeing (Y1)</b><br>Feelings  |  | <b>CMHW: Mental Health and Emotional Wellbeing (Y2)</b><br>Friendship                       |  | <b>CMHW: Mental Health and Emotional Wellbeing (Y3)</b><br>Strengths and challenges  |  | <b>Physical Health and Wellbeing (Y4)</b><br>What is important to me?  |  | <b>Mental health and emotional wellbeing (Y5)</b><br>Dealing with feelings  |  | <b>Mental health and emotional wellbeing (Y6)</b><br>Healthy Minds                                |  |
| <b>Spr. 2</b> | <b>Drug, Alcohol and Tobacco Education (Y1)</b><br>What do we put into and on our bodies?                  |  | <b>Careers, Financial Capability and Economic Wellbeing (Y1)</b><br>My Money                |  | <b>Physical Health and Wellbeing (Y3)</b><br>What helps me choose?   |  | <b>Keeping Safe and Managing Risk (Y4)</b><br>Playing safe.  |  | <b>Physical Health and Wellbeing (Y5)</b><br>In the media   |  | <b>Keeping Safe and Managing Risk (Y6)</b><br>Keeping safe – out and about. FGM.                  |  |
| <b>Sum. 1</b> | <b>Keeping Safe and Managing Risk (Y1)</b><br>Feeling safe   |  | <b>Drug, Alcohol and Tobacco Education (Y2)</b><br>Medicines and me                         |  | <b>Drug, Alcohol and Tobacco Education (Y3)</b><br>Tobacco is a drug   |  | <b>Drug, Alcohol and Tobacco Education (Y4)</b><br>Making choices  |  | <b>Drug, Alcohol and Tobacco Education (Y5)</b><br>Different influences   |  | <b>Drug, Alcohol and Tobacco Education (Y6)</b><br>Weighing up risk                               |  |
| <b>Sum. 2</b> | <b>Sex and Relationship Education RSE</b><br>Friendships & Feelings, Different Families, My Brilliant Body |  | <b>Sex and Relationship Education RSE</b><br>Keeping Clean, Naming Body Parts, Keeping Safe |  | <b>Sex and Relationship Education RSE</b><br>Gender Stereotypes, Me Myself & I, What makes a good friend?, Families & Getting on with our Families |  | <b>Sex and Relationship Education RSE</b><br>Personal & Private Parts, Body Care, Is it Risky?, People who can help us |  | <b>Sex and Relationship Education RSE</b><br>Friendships, Keeping Safe, Changes in Puberty  |  | <b>Sex and Relationship Education RSE</b><br>Making Babies, Identity & Prejudice, Equality & Law. |  |

## Progression of Knowledge & Vocabulary

Key: Essential Knowledge identified for each unit of learning.

| EYFS Knowledge and Vocab Summary       |  |  |  |  |   |   |
|--|--|--|--|--|---|---|
|  | Aut.1: How to cope with Changes  | Aut.2: Managing my Feelings & Needs  | Spr.1: How to be a Good Friend   | Spr.2: Recognising Others' Feelings  | Sum.1.: Thinking of Others  | Sum.2: Super Duper Me   |
| <b>ELG</b>                             | <p>Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Self-Regulation: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p>   | <p>Self- Regulation: show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Managing Self: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>   | <p>Building Relationships: Work and play cooperatively and takes turns with others.</p> <p>Building Relationships: Form positive attachments to adults and friendships with peers.</p>   | <p>Building Relationships: Show sensitivity to their own and others' needs.</p> <p>Self-Regulation: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p>   | <p>Building Relationships: Show sensitivity to their own and others' needs.</p> <p>Self-Regulation: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Managing Self: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>           | <p>Self-Regulation: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>   |
| <b>Assessment</b>                      | What can you do if are worried about something new?  | <p>Which zone of regulation are you in? How do you know?</p> <p>Why is it important to wash our hands?</p>   | Can you explain how to be a good friend?   | Why is it important to think about the feelings of others?   | <p>How are people and families different? What challenges might they face?</p> <p>How can you be healthy?</p>   | What have you achieved this year? What do you hope to achieve in Year 1?  |
| <b>Substantive Knowledge</b>           | <ul style="list-style-type: none"> <li>Know that new experiences can cause worries or concerns and that it helps that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. to share these with someone else.</li> <li>Know that I have trusted adults at home and at school who can help me.</li> <li>Know the classroom rules and why they are important.</li> </ul> | <ul style="list-style-type: none"> <li>Know the Colour Monster Zones of Regulation and how the different colours represent different feelings.</li> <li>Know that everyone experiences a range of emotions, and it is ok to feel sad or angry.</li> <li>Know that it is important to manage my personal hygiene to keep myself and others healthy.</li> </ul>  | <ul style="list-style-type: none"> <li>Know that being 'respectful' is caring enough to consider how my words and actions make others feel.</li> <li>Know that being 'selfish' is to not think about others and how my words or actions make them feel.</li> <li>Know that a good friend takes turns, is nice to all and shows care and concern for others.</li> </ul> | <ul style="list-style-type: none"> <li>Know that it is important to understand the feelings of other so that we can be a good friend.</li> <li>Know that different people have different interests, ideas, feelings or opinions.</li> <li>Know that we should listen to the thoughts and opinions of others so that they feel valued.</li> </ul> | <ul style="list-style-type: none"> <li>Know that we live in a diverse world and society with people from different backgrounds, religions and races.</li> <li>Know that all families are different and different families overcome different challenges.</li> <li>Know that diet, hygiene and exercise are all important parts of a healthy lifestyle.</li> </ul>   | <ul style="list-style-type: none"> <li>Know that it is important to celebrate our achievements and reflect on the progress we have made.</li> <li>Know that setting targets and goals helps us to achieve.</li> <li>Know that I have trusted adults at home and at school who can help me overcome challenges</li> </ul>                                    |
| <b>Disciplinary Knowledge (Skills)</b> | <ul style="list-style-type: none"> <li>I can use expressive vocabulary related to feelings in response to new experiences such as starting school.</li> <li>I can recognise which people can help me at home and at school.</li> <li>I can begin to understand and follow classroom rules and behaviour expectations.</li> <li>I can share information about myself and my family.</li> </ul>                    | <ul style="list-style-type: none"> <li>I can identify the different zones of self-regulation.</li> <li>I can recognise how I am feeling and describe this using vocabulary related to emotions.</li> <li>I can develop strategies for dealing with positive and negative emotions.</li> <li>I can manage my personal hygiene such as independent toileting and hand washing.</li> <li>I can take responsibility for classroom tasks and routines.</li> </ul> | <ul style="list-style-type: none"> <li>I can recognise what it means to be respectful and to be treated with respect.</li> <li>I can play cooperatively with others.</li> <li>I can show care and concern for others.</li> </ul>   | <ul style="list-style-type: none"> <li>I can recognise when others are feeling sad or left out.</li> <li>I can show kindness to other when they are feeling sad to try and cheer them up.</li> <li>I can recognise that the thoughts and opinions of others are just as important as mine.</li> </ul>  | <ul style="list-style-type: none"> <li>I can discuss different challenges faced by characters in stories and explain how they overcome them.</li> <li>I can recognise the diverse world we live and the challenges faced by others.</li> <li>I can recognise that there are many different types of families who should all be treated equally.</li> <li>I can identify healthy and unhealthy foods.</li> </ul> | <ul style="list-style-type: none"> <li>I can see myself as a valuable individual.</li> <li>I can recognise and talk about the things I am good at.</li> <li>I can recognise and talk about the things I want to improve.</li> <li>I can recognise and discuss challenges, such as the transition to Year 1, and understand how to overcome them.</li> </ul> |
| <b>Vocabulary</b>                      | Feelings, sad, angry, worried  | Sad, angry, worried, calm, upset, scared, excited, emotion, hygiene  | Respect, respectful, selfish, friend, together, care, concern, thought   | Interest, opinion, ideas, lonely, sensitive, kind, kindness  | Race, families, challenges, healthy, unhealthy, hygiene, exercise.  | Pride, achievement, goal, target, challenge,  |

**KS1 Knowledge and Vocab Summary – Cycle A**

|                              | Physical Health & Wellbeing:<br>Fun Times   | Identity Society & Equality:<br>Me & Others   | Mental Health & Wellbeing:<br>Feelings.   | Drug, Alcohol & Tobacco:<br>What do put in our bodies?   | Keeping Safe & Managing Risk:<br>Feeling Safe   | RSE (Y1)<br>Friendships and Feelings.   | Mindmate   |
|------------------------------|---|---|---|--|---|---|--|
| <b>NC</b>                    | RSE Statutory Guidance - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing & happiness.   | PHSE/ Citizenship – Pupils to think about themselves, learn from their experiences and recognise what they are good at.   | RSE - How Important friendships are in making us feel happy and secure and how people choose and make friends.  | RSE - About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.  | RSE - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.<br>The importance of permission-seeking and giving in relationships with friends, peers and adults.<br>That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.   | RSE - Practical steps they can take in a range of different contexts to improve or support respectful relationships.                                  | RSE - Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).   |
| <b>Strand</b>                | Physical Health and Wellbeing   | Identity, Society and Equality  | Mental Health & Wellbeing   | Drug, Alcohol and Tobacco Education  | Keeping Safe and Managing Risk  | Sex and Relationship Education RSE  | Mindmate   |
| <b>Assessment</b>            | How do you feel when you play outside?  | What does being responsible look like?  | What can a person do if they are feeling angry?   | Complete Georgie in the Garden storyboard.   | Who would you ask for help if they did not feel safe?   | What makes friendship feel good?  | What can I do to look after my mental health and wellbeing?  |
| <b>Substantive Knowledge</b> | Describe how to play different active playground games.<br>Recognise how active playground games make them feel.<br>Are able to make choices about which game to play, based on their feelings, likes and dislikes and what they are good at.<br>Understand about some of the effects of too much sun on the body.<br>Describe what people can do to protect their bodies from being damaged by the sun.<br>Articulate what they will need and who to ask for help if they going out in strong sun. | Recognise some of the things that make them special.<br>Describe ways they are similar and different to others.<br>Understand that everyone has something about them that makes them special.<br>Identify the different roles of people at home and school.<br>Solve simple dilemmas about taking responsibility.<br>Explain why it is important to take responsibility at school and at home (including looking after the local environment).<br>Recognise different types of helpful and unhelpful behaviour in the playground and in the classroom.<br>Challenge unhelpful behaviour in a positive way.<br>Understand how their behaviour can affect others. | Know that it is ok to feel a range of feelings including good and not so good.<br>Know that different emotions can look and feel different for different people.<br>Know that people feel differently about different situations.<br>Know that when I have negative feeling that I can seek out a trusted adult to support me.<br>Know that change or loss (such as a lost toy, when a pet dies, moving home or school) can make a person feel sad. | Recognise that different things that go into bodies can make people feel good or not so good.<br>Identify whether a substance might be harmful to take in.<br>Know how to ask for help if they are unsure whether something should go into the body.<br>Understand that substances can be absorbed through the skin.<br>Recognise that different things that people put on to bodies can make them feel good or not so good. | Recognise the difference between ‘real’ and ‘imaginary’ dangers.<br>Understand that there are situations when secrets should not be kept.<br>Know to tell a trusted adult if they feel unsafe.<br>Learn the difference between good and bad touches.<br>Understand there are parts of the body which are private.<br>Know who they can go to, what to say or do if they feel unsafe or worried.<br>Identify situations where they might need help.<br>Identify people in the community who can help to keep them safe.<br>Can ask for help if they need it. | Identify when a friendship feels good.<br>Understand how to solve a problem when a friendship goes wrong.<br>Learn about different types of families. | Know that it is good to talk about how I am feeling.<br>Know how to recognise how others show feelings.<br>Know how to respond to others when they are feeling sad, upset or angry.<br>Know that that talking about my feelings can help.<br>Know when someone is being unkind, including myself.<br>Know that the people in my class are all different and it is good to celebrate these differences. |

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| <b>Disciplinary Knowledge (Skills)</b> | <p>Children can tell others about a comfortable and an uncomfortable feeling they have.</p> <p>Identify food that is associated with special times, in different cultures.</p> <p>Suggest active playground games from around the world and incorporate them into their free choice time.</p> <p>Demonstrate how to keep themselves safe from the sun.</p> | <p>I can describe some of the things that make me special.</p> <p>I can describe ways I am similar and different to others.</p> <p>I understand that everyone has something about them that makes them special.</p> | <p>I can name different feelings (including good and not-so-good feelings).</p> <p>I can recognise that people may feel differently about the same situation.</p> <p>I can identify how different emotions look and feel in the body.</p> <p>I can recognise that some feelings can be stronger than others.</p> <p>I can describe some ways of managing different feelings.</p> <p>I can describe how people might feel when there is a change or loss.</p> <p>I can recognise what they can do to help themselves or someone else who may be feeling unhappy.</p> | <p>I can explain what can go into my body and how it can make me feel.</p> <p>I can explain what can go on to my body and how it can make me feel.</p> <p>I can state some basic safety rules for things that go on to the body.</p> | <p>Pupils categorise dangers-real &amp; imaginary.</p> <p>Pupils can label which touches somebody/ something might like or not like.</p> <p>Pupils articulate there are some parts of the body that are private and should not be touched by another person.</p> <p>Pupils able to complete the sentence: If you need help in the ____ask ____.</p> | <p>I can describe what makes a good friend.</p> <p>I can describe a similarity and difference between different types of families.</p> | <p>I can think about myself &amp; the different feelings I have.</p> <p>I can develop vocabulary to describe my feelings to others &amp; simple strategies for managing feelings.</p> <p>I can identify &amp; talk about times when people feel happy.</p> <p>I can learn to communicate their feelings to others.</p> <p>I can recognise how others learn how to communicate their feelings about new experiences to others.</p> <p>I can recognise how others show feelings &amp; know how to respond.</p> <p>I can recognise what is fair &amp; unfair, kind &amp; unkind, what is right &amp; wrong.</p> <p>I can learn what to do when someone is unfair or unkind recognise that everyone is different.</p> <p>I can begin to learn about empathy.</p> <p>I can learn how to play &amp; work co-operatively with others.</p> <p>I can understand that people often need to play / work together to reach a shared outcome.</p> |
| <b>Vocabulary</b>                      | <p>Judaism, Hannukah, Las Pasadas, Sikh, Hindu, Diwalli, Christmas, Christian, games, sun cream, shade.</p>  | <p>Unique, physical, dilemma, responsibility, co-operate, share, tolerate.</p>  | <p>sad, happy, feeling, confused, fear, terrified, scared, overjoyed, infuriated, terrified, disgusted, miserable, big feeling, little feeling, in-between feeling, loss, change</p>  | <p>Into, onto, substance, medicine, cream, vaccination, safe, unsafe, touch.</p>   | <p>Touch, safe, unsafe, private, real, imaginary, danger, secret, trusted adult.</p>  | <p>Friendship, relationship, family, similarity, difference.</p>   | <p>Feelings, differences, emotions, empathy, co-operation.</p>   |

| KS1 Knowledge and Vocab Summary – Cycle B |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
|   | Physical Health & Wellbeing:<br>What Keeps Me Healthy?  | Keeping Safe & Managing Risk:<br>Indoors & Outdoors   | Mental health and emotional wellbeing: Friendship (CMHW)  | Careers, Financial Capability & Economic Wellbeing: My Money  | Drug, Alcohol & Tobacco: Medicines & Me   | RSE (Y2)  | Mindmate  |
| NC  | RSE – Pupils know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.   | RSE -Pupils know how to make a clear and efficient call to emergency services if necessary.   | RSE -Pupils know healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.  | PSHE/ Citizenship - Consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues).  | RSE – Pupils know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.  | National Curriculum (Science) - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  | RSE- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.   |
| Strand                                    | Physical Health and Wellbeing   | Keeping Safe and Managing Risk  | Mental Health and Emotional Wellbeing   | Careers, Financial Capability and Economic Wellbeing  | Drug, Alcohol and Tobacco Education   | Sex and Relationship Education RSE  | Mindmate  |
| Assessment                                | Create a spider diagram outlining what is important to include in your healthy lifestyle  | How can you stay safe indoors and outdoors?   | Crunch Moment – How would you approach a difficult friendship?  | What jobs do people do?   | Why is it important to read the instructions before taking medicine?  | Label the body and identify parts that are ours to keep private.  | What can I do to look after my mental health and wellbeing?   |
| Substantive Knowledge                     | <p><b>Know what a healthy diet looks like.</b></p> <p>Identify who helps them make choices about the food they eat.</p> <p><b>Know the benefits of a healthy diet. (including oral health).</b></p> <p><b>Describe some ways of being physically active throughout the day.</b></p> <p><b>Learn why it is important to rest and get enough sleep, as well as be active.</b></p> <p>Understand that an hour a day of physical activity is important for good health.</p> <p>Know about the roles of people who help them to stay healthy (including giving vaccinations).</p> <p>Understand how basic hygiene routines can stop the spread of disease.</p> | <p>Pupils learn about keeping safe in the home, including fire safety.</p> <p><b>Know some simple rules for keeping safe indoors, including online.</b></p> <p><b>Understand that they can take some responsibility for their own safety.</b></p> <p>Pupils learn about keeping safe outside.</p> <p><b>Understand the importance of always telling someone where they are going or playing.</b></p> <p>Pupils learn about road safety.</p> <p><b>Identify hazards in relation to road safety.</b></p> <p>Explain how to cross the road safely.</p> | <p><b>Understand what makes a good friend.</b></p> <p>Can demonstrate how they show someone they care.</p> <p><b>Understand how people might feel if they are left out or excluded from friendships.</b></p> <p>Learn about when someone needs a friend and know some ways to approach making friends, know who they can talk to if they are worried about friendships.</p> <p><b>Recognise that difficulties within friendships can usually be resolved.</b></p> | <p><b>Understand that people get money in different ways (earn, win, find, presents, pocket money, borrow, benefits).</b></p> <p>Recognise that people make choices about what to buy.</p> <p><b>Understand that they may not always be able to have all the things they want.</b></p> <p>Understand why people might want to save their money.</p> <p>Describe how it feels to save for something you really want.</p> <p><b>Recognise where money is stored to keep it safe and some places are safer than others.</b></p> <p>Know that there are a range of jobs that people can do.</p> <p>Recognise that both men and women are able to do a range of jobs.</p> <p>Understand that having a job means people can earn money.</p> | <p><b>Pupils learn why medicines are taken.</b></p> <p>Understand the purpose of medicines is to help people stay healthy, get well or feel better if they are ill.</p> <p>Know that medicines come in different forms.</p> <p>Recognise each medicine has a specific use.</p> <p>Pupils learn where medicines come from.</p> <p><b>Understand that there are alternatives to taking medicines, and when these might be helpful.</b></p> <p><b>Pupils learn about keeping themselves safe around medicines.</b></p> <p>Understand that medicines comes with instructions to ensure they are used safely.</p> <p>Recognise that medicines can be harmful if not taken correctly.</p> | <p>For pupils to recognise that all bodies are different and that all bodies can do different things.</p> <p>To begin to develop a positive body image about themselves and learn skills to respond to any negative comments about their bodies.</p> <p>To develop an awareness of and take increasing responsibility for taking care of their own needs.</p> <p><b>To be able to name their personal and private body parts, in a safe space, confidently.</b></p> <p><b>To understand what 'private' means.</b></p> | <p>Recognise and celebrate their strengths set simple but challenging goals.</p> <p>Know how to learn from their experiences.</p> <p>Recognise how my behaviour can affect others.</p> <p><b>I understand the importance of cooperating with others.</b></p> <p><b>I can learn about change and loss and the associated feelings. I can learn about losing something special and how it feels. I can describe times when people might feel loss.</b></p> <p><b>I can describe how it feels to be sad/unhappy I can express and share feelings of unhappiness.</b></p> <p>I can start to understand empathy.</p> <p>I can start to empathise with others and how they may be feeling.</p> <p><b>Children learn how to play and work co-operatively with others and understand that people often need to play/work together to reach a shared outcome.</b></p> <p>Children reflect on and celebrate their achievements, identify their strengths and areas for improvement.</p> |

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| <b>Disciplinary Knowledge (Skills)</b> | <p>Pupils discuss times or situations when it might be easier or more difficult to make a healthy choice.</p> <p>Complete the sentence - Keeping active is important for bodies to ____.</p> <p>Sleep is important for bodies to ____</p> <p>Describe everyday routines to help take care of their bodies, including oral health.</p> | <p>Assess whether a situation is safe or unsafe.</p> <p>Can describe what to do if there is an emergency.</p> <p>Pupils know some rules for keeping safe outside.</p> <p>Can recall rules in relation to road safety for all road users.</p> | <p>Can identify people who are special to them and explain why.</p> <p>Can identify some ways that friendships can go wrong.</p> <p>Can describe some ways to sort out friendship problems.</p> | <p>Articulate ways to keep your money safe.</p> <p>Talk about the importance of having a job and what that job or career may look like.</p> <p>Discuss the pros and cons of saving up to buy something.</p> | <p>Explain that medicines can be prescribed by a doctor or bought from a shop or pharmacy.</p> <p>Understand when medicines might be used and who decides which medicine is used.</p> <p>Know some safety rules for using and storing medicines.</p> | <p>I can explain that bodies are different.</p> <p>I can say what is brilliant about my body.</p> <p>I can describe how to get help.</p> <p>I can name the objects that are used to help keep someone clean and healthy.</p> <p>I can explain why it is important to keep clean.</p> <p>I can name the different parts of my body including the private and personal body parts.</p> <p>I can explain what private and personal parts are and how they are identified.</p> | <p>I can name something they are good at and give reasons why.</p> <p>I can offer to share things.</p> <p>I can include others in activities.</p> <p>I can tell how feelings of loss e.g. a pet, can make my body feel. I can listen to others talking about loss.</p> <p>I can complete the sentence 'I feel unhappy when ...' and can ask others what makes them unhappy and listen to the response.</p> <p>I can create a sentence or a series of sentences which I could use to help someone who is being teased or bullied.</p> <p>I can explain a time they had to try really hard and how it made them feel when they did.</p> |
| <b>Vocabulary</b>                      | <p>Healthy, unhealthy, diet, Eatwell Plate, activity, rest, physical activity, germs, hygiene, oral health.</p>   | <p>Emergency, safe, hazard, unsafe, danger, road safety, 999, ambulance, fire brigade, police.</p>   | <p>Friendship, problem, argument, disagreement, excluded, resolution.</p>   | <p>Money, pound, pence, bank, savings, interest, bank account, job, career.</p>   | <p>Medicine, instructions, safety, pharmacist, chemist, GP, doctor, prescription, non-prescription.</p>  | <p>Head, body, leg, hand, foot, arm, neck, shoulders, chest, spine, bottom, vulva, ankles, nostrils, penis, testicles, shin, chin, knee, toes, lips, elbows, fingers, eyebrows, thighs.</p>  | <p>Strengths, goals, achievements, empathy, cooperation, response,</p>  |

LKS2 Knowledge and Vocab Summary – Cycle A

|                       | Identity Society & Equality: Celebrating Difference (Y3)   | Keeping Safe & Managing Risk: Bullying – see it, say it, stop it  | Mental Health & Wellbeing: Strengths and Challenges (CMHW)  | Physical Health & Wellbeing: What helps me choose?   | Drug, Alcohol & Tobacco: Tobacco is a drug  | RSE (Y3) Families and Relationships  | MIndmate   |
|-----------------------|--|---|---|--|---|--|--|
| NC                    | RSE Statutory Guidance – the importance of respecting others, even when they are very different from them. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Where and how to seek support.   | RSE Statutory Guidance – the importance of respecting others, even when they are very different from them. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Where and how to seek support. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.   | RSE Statutory Guidance - that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.   | RSE Statutory Guidance - what constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).   | RSE Statutory Guidance - the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.   | RSE Statutory Guidance - that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. -The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives  | RSE Statutory Guidance – That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.   |
| Strand                | Identity, Society and Equality   | Keeping Safe and Managing Risk  | Mental Health & Wellbeing   | Physical Health and Wellbeing  | Drug, Alcohol and Tobacco Education   | Sex and Relationship Education RSE   | Mindmate   |
| Assessment            | Pupils make two lists – What is good and what is bad about being part of a group?  | Pupils complete the sentence starter: Bullying is _____.  | Pupils complete a storyboard about achieving a goal.  | What do people think about when buying food?   | Brainstorm or mind map words and phrases around the word the word ‘drug’  | What can we do if there are difficulties in our families?  | What can I do to look after my mental health and wellbeing?  |
| Substantive Knowledge | <p>Pupils learn about valuing the similarities and differences between themselves and others.</p> <p>Learn that differences and similarities between people arise from a number of factors including family, culture, age, gender, personal interests, belief.</p> <p>Recognise they have shared interests and experiences with others in their class as well as with people in the wider world.</p> <p>Understand that peers might be similar or different to each other but can play or work together.</p> <p>Pupils learn about what is meant by community.</p> | <p>Recognise bullying and how it can make people feel.</p> <p>Define what is meant by ‘bullying’.</p> <p>Learn how bullying can make people feel and why this is unacceptable.</p> <p>Learn about different types of bullying and how to respond to incidents of bullying.</p> <p>Name different types of bullying (including racism).</p> <p>Identify the different ways bullying can happen (including online).</p> <p>Learn to describe how they would respond in a range of situations relating to falling out and bullying, including how to get help.</p> <p>Pupils learn about what to do if they witness bullying.</p> <p>Understand the role of bystanders and the important</p> | <p>Pupils learn about celebrating achievements and setting personal goals.</p> <p>Plan the steps required to help achieve a goal or challenge.</p> <p>Learn about dealing with put-downs.</p> <p>Explain what is meant by a put-up or put-down and how this can affect people.</p> <p>Pupils learn about positive ways to deal with set-backs.</p> <p>Recognise that everyone has set-backs at times, and that these cannot always be controlled.</p> | <p>Learn about making healthy choices about food and drinks.</p> <p>Understand who and what influences their choices about food and drinks.</p> <p>Learn about how branding can affect what foods people choose to buy.</p> <p>Learn about keeping active and some of the challenges of this.</p> <p>Identify a range of physical activities that help the body.</p> <p>Learn to evaluate the levels of physical activity in different pastimes.</p> | <p>Pupils learn the definition of a drug and that drugs (including medicines) can be harmful to people.</p> <p>Pupils learn what is meant by the word ‘drug’.</p> <p>Learn when a drug might be harmful.</p> <p>Recognise that tobacco is a drug. Pupils learn about the effect and risks of smoking tobacco and second-hand smoke.</p> <p>Learn the laws relating to smoking aim to help people to stay healthy, with a particular concern about young people and second-hand smoke.</p> <p>Pupils learn about the help available for people to remain smoke free or stop smoking. Pupils learn about some of the support and medicines that people might use to help them stop smoking.</p> <p>Learn the benefits for people who choose to stop smoking but that it can be hard for someone to stop smoking once they have started. Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that</p> | <p>Learn what a stereotype is.</p> <p>To develop an understanding of gender stereotypes.</p> <p>Learn to show respect to others who are different to me.</p> <p>To develop pupil understanding of what a good or healthy friendship is.</p> <p>Learn techniques to make myself feel better if I am feeling down.</p> <p>To explore further diversity in families and to have some ideas of what to do if there are any difficulties in their family.</p> <p>Learn to explain what I need to do to be a good friend.</p> <p>Signpost who I can talk to if I am worried about anyone or anything in my family.</p> | <p>I can identify areas for improvement and set high aspirations and goals.</p> <p>I can reflect on and celebrate my achievements and identify my strengths.</p> <p>I recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>I recognise when people are being unkind either to them or others.</p> <p>I know what to do when someone is unfair or unkind.</p> <p>I understand the importance of being co-operative with others.</p> <p>I understand that change happens &amp; can be challenging.</p> <p>I understand that adapting to change is key to developing emotional wellbeing.</p> <p>I know how to play and work co-operatively with others.</p> <p>I understand that people often need to play/work together to reach a shared outcome.</p> <p>I can share my opinions on things that matter to me.</p> |

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|                                 |   | <p>part they play in reducing bullying.</p> <p>Learn how and to whom to report incidents of bullying, where to get help and support.</p> |  |   | <p>it is important to follow instructions for their use.</p> <p><b>Pupils learn what asthma is and how it can affect people.</b></p> <p>Learn to recognise the symptoms of an asthma attack.</p> <p>Understand how people with asthma can look after themselves – treating asthma as a condition and treating an asthma attack.</p> |  | <p>I understand that people often need to play / work together to reach a shared outcome even when they disagree.</p> <p>I am beginning to understand empathy and why people can be different (in behaviour and image).</p>   |
| Disciplinary Knowledge (Skills) | <p>Explain what being part of a community means.</p> <p>Recognise some of the different groups or communities they belong to and their role within them.</p> <p>Value and appreciate the diverse communities that exist and how they connect.</p> | <p>Identify the difference between falling out with someone and bullying.</p> <p>Explain how to react if they witness bullying.</p>      | <p>Demonstrate a range of strategies for dealing with put-downs.</p> <p>Describe how it feels when there are set-backs.</p> <p>Explain how it feels to be challenged, try something new or difficult.</p> <p>Celebrate their own and others' skills, strengths and attributes.</p> <p>Know some positive ways to manage set-backs and how to ask for help or support.</p> <p>Recognise what is special about themselves.</p> | <p>Use Eatwell guide to help make informed choices about what they eat and drink.</p> <p>Describe situations when they have to make choices about their food and drink.</p> <p>Explain why people are attracted to different brands.</p> <p>Compare similar products according to packaging, taste, cost. Explain which they think is the best 'value for money'.</p> <p>Explain what choices they have about how to spend their free time.</p> | <p>Pupils know the effects and risks of smoking and of second-hand smoke on the body.</p> <p>Can express what they think are the most important benefits of remaining smoke free.</p> <p>Explain what they might say or do to help someone who wants to stop smoking.</p>   | <p>To develop a positive sense of self.</p> <p>I can tell you at least one thing I am good at.</p> <p>I can tell you two things that make a good friend.</p> <p>I can tell you one thing that most families have in common and one way in which families can be different.</p> <p>I can explain how I would respond to unkind, mean or bullying behaviour about my family or someone else's.</p> | <p>I can talk about something I find difficult.</p> <p>I can reframe this into a positive statement.</p> <p>I can offer to help someone reframe their difficulties.</p> <p>I can think of a time that I have been unkind and have apologised.</p> <p>I can think of a time when someone has been unkind to me and how it made me feel.</p> <p>I can work with others to overcome a new challenge.</p> <p>I can then talk about the sequence of individual events involved in this.</p> <p>I can use problem solving phrases such as 'What will happen next?'.</p> <p>I can listen to someone else's point of view when planning strategies.</p> <p>I can say how they feel in difficult situations.</p> |

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|            |  |  |  |  |  |  | I can listen to others doing the same.  |
| Vocabulary | Diversity, community, similarities, differences, group | Bullying, racism, homophobia, discrimination, bystander, argument, witness, online, support. | Put- down, Set- back, goal, achievement. | Healthy, branding, Eatwell, protein, carbohydrate, fats, sugar, fruit, vegetable, physical activity. | Smoke, tobacco, second- hand, asthma, inhaler, asthma attack, addiction, smoke free, drug. | Friendship. Relationship, bullying, stereotype, respect, tolerance, diversity. | Achievement, goals, strengths, difficulties, apologise, kindness, changes, emotional wellbeing, Agony Aunt, cooperate, communicate. |

LKS2 Knowledge and Vocab Summary – Cycle B

|                       | Identity Society & Equality:<br>Democracy   | Careers, Financial Capability &<br>Saving, Spending & Budgeting  | Physical Health & Wellbeing:<br>What is important to me?   | Keeping Safe & Managing Risk:<br>Playing Safe   | Drug, Alcohol & Tobacco:<br>Making Choices<br>(including vaping)   | RSE (Y4)<br>Body Care   | MIndmate  |
|-----------------------|---|--|--|---|--|---|---|
| NC                    | PHSE/ Citizenship - to research, discuss and debate topical issues, problems and events.  | PHSE/ Citizenship - to look after their money and realise that future wants and needs may be met through saving.   | RSE - The benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.  | RSE Statutory Guidance - why social media, some computer games and online gaming, for example, are age restricted.<br>-How to make a clear and efficient call to emergency services if necessary.<br>-Why social media, some computer games and online gaming, for example, are age restricted. | RSE Statutory Guidance – How to ask for advice or help for themselves or others, and to keep trying until they are heard.  | RSE Statutory Guidance - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.<br>How to recognise and report feelings of being unsafe or feeling bad about any adult.   | RSE Statutory Guidance – that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.<br>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know   |
| Strand                | Identity, Society and Equality  | Careers, Financial Capability and Economic Wellbeing   | Physical Health and Wellbeing  | Keeping Safe and Managing Risk  | Drug, Alcohol and Tobacco Education  | Sex and Relationship Education RSE  | Mindmate  |
| Assessment            | What does it mean to live in a democracy?   | What skills are useful for different jobs?   | What are the benefits and the risks of too much screen time?   | Pupils look at a drawing of a place and point out the possible risks of playing in that area.   | Who would you go to for help if you are worried about someone using drugs?   | What is consent and why is it important?  | What can I do to look after my mental health and wellbeing?   |
| Substantive Knowledge | <p>Understand that Britain is a democratic society and what this means.</p> <p>Know that there are different political parties who differ in their views.</p> <p>Understand that people have opportunities to influence decisions by voting in elections.</p> <p>Know how laws are made and the importance of following them.</p> <p>Understand the contribution and influence that individuals and organisations can have on social and environmental change.</p> <p>Understand that the local council organises services under the guidance of the central government.</p> <p>Recognise there are limited resources for the needs of the community.</p> | <p>Understand how manufacturers persuade us to spend money.</p> <p>Learn how people can keep track of their money.</p> <p>Know the best places people can go for help about money.</p> <p>Know there are a range of jobs, paid and unpaid, including shift work, full-time, part-time work.</p> <p>Know about a number of different jobs people do.</p> <p>Identify the skills and attributes needed for different jobs.</p> | <p>Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons).</p> <p>Understand that consumers may have different views on the food they eat and how it is produced and farmed.</p> <p>Children learn about the importance of getting enough sleep.</p> <p>Knows the impact that too much screen time can have on a person's health and wellbeing.</p> | <p>Know about the age classification system and understand why some games are not appropriate for children to play.</p> <p>Learns what to do in an emergency.</p>   | <p>Learn about drugs that are common in everyday life, such as caffeine, alcohol, tobacco, or nicotine products, and when they might be used.</p> <p>Are able to state some alternatives to using drugs.</p> <p>Know how alcohol can affect the body.</p> <p>Know that there are laws and guidelines related to the consumption of alcohol.</p> <p>Know where they can go for help if they are concerned about someone's use of drugs.</p> | <p>Learns to label the personal and private parts of bodies.</p> <p>Learns that no one has the right to touch us in a way that feels unsafe not even someone in our family.</p> <p>Learns which parts of the body I particularly need to keep clean as I get older.</p> <p>Know what risky means and that some risks are good and for others I need to think carefully.</p> | <p>I can extend my vocabulary so I can explain both the range and intensity of my feelings to others.</p> <p>I recognise and respond appropriately to a wider range of feelings to others.</p> <p>I recognise what constitutes a positive, healthy relationship and have developed the skills to form and maintain positive and healthy relationships.</p> <p>I can name some things, including changes, that can affect people's emotional wellbeing and I understand that feeling different emotions is a part of life.</p> <p>I understand that everyone's state of mental health can change frequently and that any one state is not necessarily permanent.</p> <p>I know that people can experience conflicting emotions at different times, such as times of loss and change, stress and anxiety. I can recognise when and how to ask for help.</p> <p>I can use basic techniques for resisting pressure to do something dangerous or unhealthy, something that makes me uncomfortable, anxious or that I believe to be wrong.</p> <p>I understand that my actions affect myself and others.</p> <p>I know about self-awareness and doing the right thing.</p> <p>I know the connection between discrimination and uncomfortable feelings.</p> <p>I recognise that, at times, I may experience conflicting emotions and know when I might need to listen to my emotions or overcome them.</p> |

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| Disciplinary Knowledge (Skills) |  | <p>Recognise when people are trying to pressurise them to spend their money and how this feels.</p> <p>Make decisions about whether something is 'value for money'.</p> <p>Can keep simple records to keep track of their money.</p> <p>Can ask simple questions about needs and wants - decide how to spend and save their money.</p> | <p>Are able to communicate their own personal food needs.</p> <p>Are able to talk about their views and express their opinions on factors that affect food choice.</p> | <p>Can evaluate whether a computer game is suitable for them to play and explain why.</p> <p>Can identify and assess the level of risk of different activities in the local environment.</p> <p>Recognise that in some situations there may pressure to behave in a way that doesn't feel safe.</p> <p>Can identify some ways to respond to unhelpful pressure.</p> <p>Can demonstrate how to ask for help from a range of emergency services.</p> <p>Can carry out some simple first aid procedures for different needs.</p> | <p>Can identify why a person may choose to use or not use a drug.</p> <p>Explain why drinking alcohol may pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed.</p> <p>Can identify different behaviours that are related to drug use.</p> | <p>Explain the difference between safe and unsafe touches.</p> <p>I can tell you at least one brilliant thing about my body.</p> <p>Understands how to take steps to assess risk and keep myself safe.</p> <p>I can identify someone I can ask for help if I need it.</p> | <p>I can talk about an event that made me have strong feelings.</p> <p>I can listen to someone else talking about a similar event.</p> <p>I can name some attributes that contribute to a healthy relationship.</p> <p>I can identify some of these attributes in myself.</p> <p>I can recognise that we don't all like the same things and my behaviour shows that this is ok.</p> <p>I can use 'I' messages especially (e.g. I feel ___ when ___ happens I would like to feel ___) if experiencing difficult emotions.</p> <p>I can listen to others 'I' messages.</p> <p>I can complete the sentence 'I feel stressed/anxious when ...and my body feels...'.<br/>When I feel stressed or anxious I can ask for help by...'.<br/>I can use a range of vocabulary to apologise when I have done something wrong or unkind.<br/>I can use feedback to improve my self-awareness.</p> |
| Vocabulary                      | Democracy, society, political party, labour party, conservative party, influence, vote, election, parliament, council, laws. | Money, jobs, finance, budgeting, bank, paid work, voluntary work.  | Halal, vegetarian, vegan, plant based, pescatarian, ethical, sleep hygiene, screen time.   | Risk, emergency, first aid, age classification.   | Addiction, habit, drugs, alcohol, tobacco, vape, caffeine, nicotine.  | Consent, risk, help, safe touch, unsafe touch, personal hygiene, vulva, testicles, penis.   | Feelings, experiences, relationship, character, emotions, emotional wellbeing, Agony Aunt, mindful hearing, apprehensive, pressure,  |

**UKS2 Knowledge and Vocab Summary – Cycle A**

|                       | Identity Society & Equality: Stereotypes, Discrimination & Prejudice (including tackling homophobia) (Y5)   | Keeping Safe & Managing Risk: When Things Go Wrong  | Mental Health & Emotional Wellbeing: Dealing with Feelings (CMHW)   | Physical Health & Wellbeing: In the Media   | Drug, Alcohol & Tobacco: Different Influences  | RSE (Y5): Puberty   | Miindmate  |
|-----------------------|---|---|---|---|--|---|--|
| NC                    | RSE Statutory Guidance - the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. what a stereotype is, and how stereotypes can be unfair, negative or destructive   | RSE Statutory Guidance - that people sometimes behave differently online, including by pretending to be someone they are not and that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.<br>-The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. | RSE Statutory Guidance - that mental wellbeing is a normal part of daily life, in the same way as physical health. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. | RSE Statutory Guidance - the risks associated with an inactive lifestyle (including obesity). How and when to seek support including which adults to speak to in school if they are worried about their health. What constitutes a healthy diet (including understanding calories and other nutritional content).   | RSE Statutory Guidance - the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).   | RSE Statutory Guidance – Know key facts about puberty, the changing adolescent body and menstrual wellbeing. The main changes which take place in males and females, and the implications for emotional and physical health. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe how information and data is shared and used online | RSE Statutory Guidance – how information and data is shared and used online that mental wellbeing is a normal part of daily life, in the same way as physical health. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.   |
| Strand                | Identity, Society and Equality  | Keeping Safe and Managing Risk  | Mental Health & Wellbeing   | Physical Health and Wellbeing   | Drug, Alcohol and Tobacco Education  | Sex and Relationship Education RSE  | Miindmate  |
| Assessment            | What is discrimination, how can we challenge it?  | Where can you ask for help if you feel unsafe?  | How can you manage your feelings?   | (Choose a positive role model) Why is this person a positive role model?  | What risks can you identify related to different drugs?  | Can you explain some of the changes you would notice throughout puberty?  | What can I do to look after my mental health and wellbeing?  |
| Substantive Knowledge | <p>Understand what is meant by the term 'protected characteristics.'</p> <p>Understand what is meant by the word 'stereotype'</p> <p>Identify stereotypes as presented in the media and wider world and give examples.</p> <p>Know what to do if they experience discriminatory language at school or in the wider world.</p> <p>Understand how discriminatory language can make people feel and that this is unacceptable.</p> | <p>Understand that people can be influenced by things online.</p> <p>Know when and how to report something that makes them feel unsafe or uncomfortable.</p> <p>Understand that nobody should experience violence within a relationship.</p> <p>Know what to do if they experience violence/ where to go for help, advice and support.</p> <p>Know who to talk to if they feel like running away.</p>   | <p>Understand how the same feeling can be expressed differently.</p> <p>Understand that change will affect everyone at some time in their life.</p> <p>Recognise that at times of loss, there is a period of grief that people go through.</p> <p>Understand there are a range of feelings that accompany bereavement and know that these are necessary and important.</p> <p>Know some ways of expressing feelings related to grief.</p>   | <p>Know that food and drink adverts can use misleading marketing messages in order to make a product seem more healthy for consumers.</p> <p>Identify advertising as one influence on people's choices about food and drink.</p> <p>Learns celebrities can be presented as role models and that they may be a good or not-so-good role model for young people.</p> <p>Learns images can be changed or manipulated by the media and how this can differ from reality</p> | <p>Know about different smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis.</p> <p>Learn the similarities and differences in the risks of smoking cigarettes, e-cigarettes, shisha and cannabis in relation to health,</p> <p>money, social effects and the law</p> <p>Understand that there are risks associated with all smoking drugs.</p> <p>Learn that there are many influences on us at any time.</p> | <p>Learn how healthy friendships and relationships feel.</p> <p>Know the difference between a safe and unsafe secret.</p> <p>Know the need to ask and receive permission (consent) for some types of touch.</p> <p>Learn when physical contact feels unsafe and describe how to ask for help.</p> <p>Learn why posting pictures could be risky.</p> <p>Know the law about sharing pictures of a child's personal and private body parts.</p> <p>Learn some of the changes that will happen in my body and other bodies during puberty.</p> <p>Learn what a period (menstruation) is.</p>  | <p>I understand that my actions affect myself and others and developed self-awareness, doing the right thing.</p> <p>I can recognise ways in which a relationship can be unhealthy and know who to talk to if I need support.</p> <p>I know what positively and negatively affects my physical, mental and emotional health.</p> <p>I can learn that different people respond differently to different changes.</p> <p>I can learn that some people find change easier than others.</p> <p>I can find out that there are things they can do that help them cope with or accept change.</p> <p>I can define what is meant by 'mental health' and can identify what mental health might look like.</p> <p>I recognise that anyone can be affected by poor mental health.</p> |

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|                                 |  |   |  |   |   | Learn about what a wet dream is, that some children have them and some don't.  | <p>I know what people can do to support their mental health, including where people can get help.</p> <p>I know about stereotyping, including gender stereotyping.</p> <p>I know that stereotypes exist for different groups and can explain what is meant by the word 'stereotype'.</p> <p>I am developing an awareness and understanding of the role peers can play in supporting one another, including restorative approaches.</p>  |
| Disciplinary Knowledge (Skills) | <p>Identify some discriminatory language (homophobic, sexist, disablist, racist and transphobic).</p> <p>Be able to challenge gender stereotypes e.g. male nurses.</p> | <p>Can explain why what they see online might not be trustworthy.</p> <p>Can list some of the reasons that might cause a young person to run away or be absent from home.</p> | <p>describe a wide range and intensity of emotions and feelings.</p> <p>recognise how emotions can be expressed appropriately in different situations</p> <p>identify situations when someone may feel conflicting emotions due to change</p> <p>identify ways of positively coping with times of change</p> | <p>are able to compare the health benefits of a food or drink product in comparison with an advertising campaign</p> <p>analyse how the media portray celebrities</p> <p>can explain why we need to be cautious about things we see, hear or read about in the media</p> <p>describe how the media portrayal might affect people's feelings about themselves.</p> <p>accept and respect that people have bodies that are different.</p> | <p>describe some of the other influences that surround a person's decision about whether to smoke or drink alcohol</p> <p>describe some strategies that people can use if they feel under pressure in relation to drug use</p> <p>demonstrate some ways to respond to pressure concerning drug use</p> <p>recognise that, even if people feel pressure from others about drug use, they can make an informed choice and act on it</p> | <p>I can describe some qualities of a good friendship.</p> <p>I can say no to something I don't want to do.</p> <p>Evaluate the importance of choice, control and time limit in making safer choices.</p> <p>I can describe who to talk to when I need help dealing with the changes at puberty.</p> <p>I can suggest ways to overcome possible problems from periods.</p> <p>I can suggest ways to manage wet dreams.</p> <p>I can describe what masturbation is.</p> | <p>I can talk about a time when my comfortable/uncomfortable feelings have influenced my thinking and behaviour and had an impact on those around me.</p> <p>I can listen to a friend doing the same.</p> <p>I can talk about a problem from the past, that I experienced with a friend?</p> <p>I can identify what I learnt about myself from it.</p> <p>I can ask how others are feeling and respond with empathic statements such as 'You sound ...'.</p> <p>I can give an example of a strong uncomfortable emotion and how that emotion has affected my behaviour.</p> <p>I can use a strategy to help me feel more positive/in control of my behaviour.</p> <p>I can use statements and questions to challenge stereotypes.</p> |
| Vocabulary                      | Stereotype, discrimination, homophobic, disablist, ageist, racism, transphobic.  | Violence, domestic abuse, physical abuse, emotional abuse, financial abuse, homeless, influence, fake news.   | Joy, fear, sadness, anger, happiness, excitement, fear, worry, empathy, grief, ritual, bereavement.  | Role-model, media, advertising, body image, consumer, respect, influence, influencer.   | Drug, alcohol, tobacco, vape, e-cigarette, shisha, cannabis, nicotine, drug, smoking drug.  | Online bullying, peer pressure, periods, menstruation, wet dreams, masturbation, puberty, vulva, testicles, penis.   | Positivity, influence, unhealthy relationship, media, cooperation, empathy, coping, emotional wellbeing, protective strategies, mindfulness, stereotype   |

**UKS2 Knowledge and Vocab Summary – Cycle B**

|                              | Identity Society & Equality: Human Rights (Y6)  | Careers, Financial Capability & Economic Wellbeing: Saving, Spending and Budgeting   | Mental Health & Emotional Wellbeing: Healthy Minds (CMHW)   | Keeping Safe & Managing Risk: Keeping Safe Out & About plus FGM  | Drug, Alcohol & Tobacco: Weighing up Risk   | RSE (Y6): Healthy Relationship/How a baby is made.  | Mindmate   |
|------------------------------|---|--|---|--|---|---|--|
| <b>NC</b>                    | RSE Statutory Guidance - the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.  | PHSE/ Citizenship - to look after their money and realise that future wants and needs may be met through saving.   | RSE Statutory Guidance - that mental wellbeing is a normal part of daily life, in the same way as physical health. Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Where and how to seek support. It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.  | RSE Statutory Guidance - the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. | RSE Statutory Guidance - the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.   | RSE Statutory Guidance - The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. | RSE Statutory Guidance – How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.   |
| <b>Strand</b>                | Identity, Society and Equality  | Careers, Financial Capability and Economic Wellbeing   | Mental Health and Emotional Wellbeing   | Keeping Safe and Managing Risk   | Drug, Alcohol and Tobacco Education   | Sex and Relationship Education RSE  | Mindmate   |
| <b>Assessment</b>            | Why do people move countries?   | What should people think about before borrowing money?   | What would best support somebody struggling with their mental health?   | What does the term FGM mean?   | What are the risks of using drugs?  | How is a baby made?   | What can I do to look after my mental health and wellbeing?  |
| <b>Substantive Knowledge</b> | <p>Identify the reasons why people move from one place to another.</p> <p>Pupils learn about human rights and the UN Convention on the Rights of the Child .</p> <p>Are aware how the rights are relevant to their lives and that rights come with responsibilities.</p> <p>Understand that individual human rights can sometimes conflict with the circumstances in a country.</p> <p>Learn about organisations and initiatives (including charities) that work with the homeless or people living in temporary accommodation.</p> | <p>Understand there are different ways that people can pay for something (including online, loans, credit cards and hire-purchase schemes).</p> <p>Learns the difference between manageable and unmanageable debt and how this can make people feel.</p> <p>Learn that money can be borrowed but there are risks associated with this.</p> <p>Learn which skills make someone enterprising.</p> <p>Know what is needed to plan and set up an enterprise.</p> <p>Understand that money is one factor in choosing a job and that some jobs pay more than others.</p> | <p>Know that mental health is about emotions, moods and feelings - how we think, feel and behave.</p> <p>Knows everyone has a state of mental health that changes frequently; that any one state is not necessarily permanent.</p> <p>Know that there is help, advice and support available about mental health.</p> <p>Recognise what can affect a person’s mental health.</p> <p>Understand that anyone can be affected by mental ill health.</p> <p>Know some everyday ways of looking after mental health.</p> <p>Understand that some things that support mental health will also support physical health.</p> | <p>Know that FGM is a form of abuse.</p> <p>Understand that everyone has the right to be protected against harm to their bodies.</p>   | <p>Know about some of the possible effects and risks of different drugs.</p> <p>Know that some drugs are restricted or that it is illegal to own, use and supply them to others.</p> <p>Know why risk depends on the drug itself, the person using the drug and the situation – when and where the person is, and who they are with.</p> <p>Identify situations where drug use may occur.</p> <p>Know where to get help, advice and support regarding drug use.</p> | <p>I can describe fertilisation through sexual intercourse.</p> <p>I know what consent means.</p> <p>I know the age of consent.</p> <p>I know that some people have help to become pregnant.</p> <p>I know why some people need assistance to make a baby.</p>  | <p>I know what positively and negatively affects my physical, mental and emotional health, including the media.</p> <p>I can recognise what constitutes a positive healthy relationship and develop the skills needed to form and maintain these.</p> <p>I can learn that major life changes can be fun and exciting, at the same time as being daunting for some.</p> <p>I can recognise and respond appropriately to a wider range of feelings in others.</p> <p>I can deepen my understanding of comfortable feelings and extend my vocabulary in order to explain both the range and intensity of my feelings to others.</p> <p>I can recognise and respond appropriately to a wider range of feelings in others.</p> <p>I can recognise how images and campaigns in the media and social media do not always reflect reality and can affect how people feel about themselves e.g. body image, eating issues.</p> <p>I can share my opinions on things that matter to me and explain my views through discussions with one other person and the whole class.</p> <p>I understand the importance of being healthy physically, emotionally and mentally.</p> |

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| Disciplinary Knowledge (Skills) | <p>Empathise with the experiences and challenges moving and settling in new place might bring.</p> <p>Identify some of the organisations that represent and support the rights of the child and the difference they make.</p> <p>Explain what make a place where someone lives a 'home'.</p> | <p>Identify where people can access reliable information and support.</p> <p>Weigh up the risks and benefits of running an enterprise and explain what makes a successful enterprise.</p> <p>I can debate the extent to which a person's salary is more or less important to job satisfaction</p> | <p>Know some ways of dealing with stress and how people can get help and support.</p> <p>Can explain why looking after mental health is as important as looking after physical health.</p> <p>Recognise that stigma and discrimination of people living with mental health problems can and does exist and know what can help to have a more positive effect.</p> | <p>Know where and how someone can get help and support.</p>                                | <p>Understand why and when people might use drugs.</p> <p>Can identify risks within a given scenario involving drug use.</p> <p>Understand what would need to change to reduce the level of risk.</p> | <p>I can explain how a baby is made and that different people use different methods to do this.</p> <p>I can describe the difference between identical and non-identical twins.</p> | <p>I can use a way of resisting peer pressure.</p> <p>I can name factors that can help me cope with difficult feelings and situations.</p> <p>I can identify a range of qualities that I admire in myself, and famous people, and say why I like them.</p> <p>I can explain why I like other people and offer them praise.</p> <p>I can identify something that motivates me to keep going when things are difficult.</p> <p>I can help someone else to do this.</p> <p>I can talk about my happiest memories of school and my most comfortable feelings about my new school and I can listen to others doing the same.</p> <p>I can use appropriate vocabulary, such as 'in my opinion...' to talk about lesson topics in a discussion and ask others for their opinions</p> |
| Vocabulary                      | <p>Migration, homeless, shelter, temporary accommodation,</p>  | <p>Economy, economic risk, salary, finance, enterprise, loan, credit card, debit card, interest, interest rates, manageable debt, unmanageable debt, loan shark, payday loans, hire purchase.</p>   | <p>Mental health, physical health, stress, anxiety, depression, state of mental health, state of mind, support.</p>   | <p>Female, genital, mutilation, girls, women, vulva, injure, disfigure, limb, illegal.</p> | <p>alcohol, tobacco, nicotine products, solvents, cannabis, side effect, legal drugs, illegal drugs.</p>  | <p>Sexual intercourse, fertility, fertilisation, embryo, pregnancy, consent,</p>  | <p>Influences, pressures, attributes, qualities, motivations, discrimination, compliment,</p>   |

## Progression of Skills

|  | EYFS (Milestone 1)  | KS1 (Milestone 2)   | LKS2 (Milestone 3)   | UKS2 (Milestone 4)  |
|--|---|---|--|---|
| <b>Physical Health and Wellbeing</b>         | <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships</li> </ul>  | <ul style="list-style-type: none"> <li>Identify food that is associated with special times, in different cultures.</li> <li>Suggest active playground games from around the world and incorporate them into their free choice time.</li> <li>Demonstrate how to keep themselves safe from the sun.</li> </ul>   | <ul style="list-style-type: none"> <li>about making healthy choices about food and drinks</li> <li>about how branding can affect what foods people choose to buy</li> <li>about keeping active and some of the challenges of this</li> <li>why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</li> <li>about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)</li> <li>about the importance of getting enough sleep</li> </ul> | <ul style="list-style-type: none"> <li>that messages given on food adverts can be misleading</li> <li>about role models</li> <li>about how the media can manipulate images and that these images may not reflect reality</li> </ul>   |
| <b>Identity, Society and Equality</b>        | <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>                                  | <ul style="list-style-type: none"> <li>about what makes themselves and others special</li> <li>about roles and responsibilities at home and school</li> <li>about being co-operative with others</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils learn about valuing the similarities and differences between themselves and others</li> <li>Pupils learn about what is meant by community</li> <li>Pupils learn about belonging to groups</li> <li>about Britain as a democratic society</li> <li>about how laws are made</li> <li>learn about the local council</li> </ul>  | <ul style="list-style-type: none"> <li>about stereotyping, including gender stereotyping</li> <li>workshop from Diversity Role Models or Equaliteach</li> <li>about prejudice and discrimination and how this can make people feel</li> <li>about people who have moved to Leeds from other places, (including the experience of refugees)</li> <li>about human rights and the UN Convention on the Rights of the Child</li> <li>about homelessness</li> </ul>  |
| <b>Mental Health and Emotional Wellbeing</b> | <ul style="list-style-type: none"> <li>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>                                     | <ul style="list-style-type: none"> <li>about different types of feelings</li> <li>about managing different feelings</li> <li>about change or loss and how this can feel</li> <li>about the importance of special people in their lives</li> <li>about making friends and who can help with friendships</li> <li>about solving problems that might arise with friendships</li> </ul> | <ul style="list-style-type: none"> <li>about celebrating achievements and setting personal goals</li> <li>about dealing with put-downs</li> <li>about positive ways to deal with set-backs</li> </ul>  | <ul style="list-style-type: none"> <li>about a wide range of emotions and feelings and how these are experienced in the body</li> <li>about times of change and how this can make people feel</li> <li>about the feelings associated with loss, grief and bereavement</li> <li>what mental health is</li> <li>about what can affect mental health and some ways of dealing with this</li> <li>about some everyday ways to look after mental health</li> <li>about the stigma and discrimination that can surround mental health</li> </ul>              |
| <b>Keeping Safe and Managing Risk</b>        | <ul style="list-style-type: none"> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul> | <ul style="list-style-type: none"> <li>safety in familiar situations</li> <li>about personal safety</li> <li>about people who help keep them safe outside the home</li> <li>about keeping safe in the home, including fire safety</li> <li>about keeping safe outside</li> <li>about road safety</li> </ul>   | <ul style="list-style-type: none"> <li>to recognise bullying and how it can make people feel</li> <li>about different types of bullying and how to respond to incidents of bullying</li> <li>about what to do if they witness bullying</li> <li>how to be safe in their computer gaming habits</li> <li>about keeping safe near roads, rail, water, building sites and around fireworks</li> <li>about what to do in an emergency and basic emergency first aid procedures</li> </ul>  | <ul style="list-style-type: none"> <li>about keeping safe online</li> <li>that violence within relationships is not acceptable</li> <li>about problems that can occur when someone goes missing from home</li> <li>about feelings of being out and about in the local area with increasing independence</li> <li>about recognising and responding to peer pressure</li> <li>about the consequences of anti-social behaviour (including gangs and gang related behaviour)</li> <li>about the importance for girls to be protected against FGM</li> </ul> |

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| <p><b>Drug, Alcohol and Tobacco Education</b></p>                | <ul style="list-style-type: none"> <li>• NA</li> </ul>  | <ul style="list-style-type: none"> <li>• about what can go into bodies and how it can make people feel</li> <li>• about what can go on to bodies and how it can make people fee</li> <li>• why medicines are taken</li> <li>• where medicines come from</li> <li>• about keeping themselves safe around medicines</li> <li>• that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</li> </ul>  | <ul style="list-style-type: none"> <li>• The definition of a drug and that drugs (including medicines) can be harmful to people</li> <li>• about the effects and risks of smoking tobacco and secondhand smoke</li> <li>• about the help available for people to remain smoke free or stop smokin</li> <li>• <b>Asthma lesson for Year 2, 3 or 4</b></li> <li>• that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</li> <li>• that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</li> <li>• about the effects and risks of drinking alcohol</li> <li>• about different patterns of behaviour that are related to drug use</li> </ul> | <ul style="list-style-type: none"> <li>• about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</li> <li>• about different influences on drug use – alcohol, tobacco and nicotine products</li> <li>• strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol</li> <li>• about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</li> <li>• about assessing the level of risk in different situations involving drug use</li> <li>• about ways to manage risk in situations involving drug use</li> </ul>  |
| <p><b>Careers, Finance Capability and Economic Wellbeing</b></p> | <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> </ul>  | <ul style="list-style-type: none"> <li>• about where money comes from and making choices when spending money</li> <li>• about saving money and how to keep it safe</li> <li>• about the different jobs people do</li> </ul>  | <ul style="list-style-type: none"> <li>• about what influences people’s choices about spending and saving money</li> <li>• how people can keep track of their money</li> <li>• about the world of work</li> </ul>  | <ul style="list-style-type: none"> <li>• that money can be borrowed but there are risks associated with this</li> <li>• about enterprise</li> <li>• what influences people’s decisions about careers</li> </ul>  |
| <p><b>Sex and Relationship Education (RSE)</b></p>               | <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and others’ needs</li> </ul> | <ul style="list-style-type: none"> <li>• to understand and respect the differences and similarities between people</li> <li>• about the biological differences between male and female animals and their role in the life cycle</li> <li>• the biological differences between male and female children</li> <li>• about growing from young to old and that they are growing and changing</li> <li>• that everybody needs to be cared for and ways in which they care for others</li> <li>• about different types of family and how their home-life is special</li> </ul> | <ul style="list-style-type: none"> <li>• about the way we grow and change throughout the human lifecycle</li> <li>• about the physical changes associated with puberty</li> <li>• about menstruation and wet dreams</li> <li>• about the impact of puberty in physical hygiene and strategies for managing this</li> <li>• how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</li> <li>• strategies to deal with feelings in the context of relationships</li> <li>• to answer each other’s questions about puberty with confidence, to seek support and advice when they need it</li> </ul>   | <ul style="list-style-type: none"> <li>• about the changes that occur during puberty</li> <li>• to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</li> <li>• what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</li> <li>• about human reproduction in the context of the human lifecycle</li> <li>• how a baby is made and grows (conception and pregnancy)</li> <li>• about roles and responsibilities of carers and parents</li> <li>• to answer each other’s questions about sex and relationships with confidence, where to find support and advice when they need it</li> <li>• Additional lessons: (schools will want to consider including these lessons, as part of SRE policy development)</li> <li>• some myths and misconceptions about HIV, who it affects and how it is transmitted</li> <li>• about how the risk of HIV can be reduced</li> <li>• that contraception can be used to stop a baby from being conceived</li> </ul> |