



## PSHE Progression of Knowledge

**What should be taught:**

### FS:

In EYFS, PSHE comes under the area of the EYFS Framework, Personal, Social and Emotional Development as well as aspects of Communication and Language, Understanding the World and Physical Development.

Children will develop their awareness of themselves, their families and the wider world around them. They will learn to play effectively with others and develop learning relationships with staff and their peers. They will also develop increasing independence in managing their own feelings and needs.

This will be underpinned by the school's monthly values throughout the year.

### KS1 and KS2:

During KS1 and KS2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. It builds on the skills that pupils started to acquire during EYFS to develop effective relationships, assume greater personal responsibility and manage personal safety (including online).

## Topics Overviews - 2 Year Cycle

	Foundation Stage	Years 1 & 2	Years 3 & 4	Years 5 & 6
<b>Cycle A</b> 2022-2023	This is Us  Let's Celebrate!  Baa, Quack, Moo  Overground/ Underground	Science- I'm a Survivor History- The Lady with the Lamp Geography- Arctic Adventures History- Life Long Ago History- Castles Geography- In the Jungle	History – Tomb Raiders Geography – Mountains and Rivers Science – Light and Dark Science – Healthy Me Geography – Stars and Stripes History – Divide and Conquer	History – Great Greece Geography – Mighty Mayans Science – Space History – Bletchley Park Geography- Across the Ocean Geography – Exciting Explorers
<b>Cycle B</b> 2023 - 2024	To the rescue  Oh, I do like to be beside the seaside	Science-Marvellous Minibeasts History- The Great Fire of London History- Transport Through Time Science-Growing Up Geography- Sink or Swim Geography- Waste not, want not	History – Rotten Romans Geography – Volcanoes History – Heads Will Roll Geography – It's a Wonderful World History – From Stone Age to Iron Age Geography – My MK	History – Titanic Geography – Rainforests History – Vile Victorians History – Shakespeare's Sagas Geography – Where Land Meets the Sea Science – Fitness or Football

## Curriculum Knowledge Coverage

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Families and friendship</b>	<p>PSED ELG – Building Relationships: Forms positive attachments to adults and friendships with peers</p> <p>DM – UTW: Talks about members of his/her immediate family and community</p>	<p>Roles of different people; families; feeling cared for about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</p> <ul style="list-style-type: none"> <li>the role these different people play in children's lives and how they care for them</li> <li>what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>about the importance of telling someone — and how to tell them — if they are worried about something in their family</li> </ul>	<p>Making friends; feeling lonely and getting help how to be a good friend, e.g. kindness, listening, honesty</p> <ul style="list-style-type: none"> <li>about different ways that people meet and make friends</li> <li>strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>about what causes arguments between friends</li> <li>how to positively resolve arguments between friends</li> <li>how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> </ul>	<p>What makes a family; features of family Life</p> <p>to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</p> <ul style="list-style-type: none"> <li>that being part of a family provides support, stability and love</li> <li>about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>to identify if/when</li> </ul>	<p>Positive friendships, including online about the features of positive healthy friendships such as mutual respect, trust and sharing interests</p> <ul style="list-style-type: none"> <li>strategies to build positive friendships</li> <li>how to seek support with relationships if they feel lonely or excluded</li> <li>how to communicate respectfully with friends when using digital devices</li> <li>how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>what to do or whom to tell if they are worried</li> </ul>	<p>Managing friendships and peer influence what makes a healthy friendship and how they make people feel included</p> <ul style="list-style-type: none"> <li>strategies to help someone feel included</li> <li>about peer influence and how it can make people feel or behave</li> <li>the impact of the need for peer approval in different situations, including online</li> <li>strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>that it is common for friendships to experience challenges</li> <li>strategies to positively resolve</li> </ul>	<p>Attraction to others; romantic relationships; civil partnership and marriage what it means to be attracted to someone and different kinds of loving relationships</p> <ul style="list-style-type: none"> <li>that people who love each other can be of any gender, ethnicity or faith</li> <li>the difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>about the qualities of healthy relationships that help individuals flourish</li> <li>ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>that people have the right to choose whom they marry or whether to get married</li> <li>that to force anyone into marriage is illegal</li> <li>how and where to report forced marriage or ask for help if they are worried</li> </ul>

				<p>something in a family might make someone upset or worried</p> <ul style="list-style-type: none"> <li>• what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>	<p>about any contact online</p>	<p>disputes and reconcile differences in friendships</p> <ul style="list-style-type: none"> <li>• that friendships can change over time and the benefits of having new and different types of friends</li> <li>• how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>• when and how to seek support in relation to friendships</li> </ul>	
<p><b>Safe relationships</b></p>	<p>Introduction of the PANTS rule through singing</p>	<p>Recognising privacy; staying safe; seeking permission about situations when someone's body or feelings might be hurt and whom to go to for help</p> <ul style="list-style-type: none"> <li>• about what it means to keep something private, including parts of the body that are private</li> <li>• to identify different types of</li> </ul>	<p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour how to recognise hurtful behaviour, including online</p> <ul style="list-style-type: none"> <li>• what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>• about what bullying is and</li> </ul>	<p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>What is appropriate to share with friends, classmates, family and wider social groups including online</p> <ul style="list-style-type: none"> <li>• about what privacy and personal boundaries are, including online</li> </ul>	<p>Responding to hurtful behaviour; managing confidentiality; recognising risks online to differentiate between playful teasing, hurtful behaviour and bullying, including online</p> <ul style="list-style-type: none"> <li>• how to respond if they witness or experience hurtful behaviour or bullying, including online</li> </ul>	<p>Physical contact and feeling safe to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</p> <ul style="list-style-type: none"> <li>• how to ask for, give and not give permission for physical contact</li> <li>• how it feels in a person's mind and body when they are uncomfortable</li> </ul>	<p>Recognising and managing pressure; consent in different situations to compare the features of a healthy and unhealthy friendship</p> <ul style="list-style-type: none"> <li>• about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• strategies to respond to pressure from friends including online</li> <li>• how to assess the risk of different online 'challenges' and 'dares'</li> </ul>

		<p>touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</p> <ul style="list-style-type: none"> <li>• how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>• when it is important to ask for permission to touch others</li> <li>• how to ask for and give/not give permission</li> </ul>	<p>different types of bullying</p> <ul style="list-style-type: none"> <li>• how someone may feel if they are being bullied</li> <li>• about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>• how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul>	<ul style="list-style-type: none"> <li>• basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>• that bullying and hurtful behaviour is unacceptable in any situation</li> <li>• about the effects and consequences of bullying for the people involved</li> <li>• about bullying online, and the similarities and differences to face-to-face bullying</li> <li>• what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• how to manage pressures associated with dares</li> <li>• when it is right to keep or break a confidence or share a secret</li> <li>• how to recognise risks online such as harmful content or contact</li> <li>• how people may behave differently online including pretending to be someone they are not</li> <li>• how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> </ul>	<ul style="list-style-type: none"> <li>• that it is never someone's fault if they have experienced unacceptable contact</li> <li>• how to respond to unwanted or unacceptable physical contact</li> <li>• that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>• whom to tell if they are concerned about unwanted physical contact</li> </ul>	<ul style="list-style-type: none"> <li>• how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• how to get advice and report concerns about personal safety, including online</li> <li>• what consent means and how to seek and give/not give permission in different situations</li> </ul>
<b>Respecting ourselves and others</b>	DM – C&L: Is developing social phrases	How behaviour affects others; being polite and respectful	Recognising things in common and differences; playing and	Recognising respectful behaviour; the	Respecting differences and similarities;	Responding respectfully to a wide range	Expressing opinions and respecting other points of view, including discussing

	<p>DM – PSED: Builds constructive and respectful relationships</p> <p>DM – PSED: Thinks about the perspectives of others</p> <p>DM – PSED: Sees himself/herself as a valuable individual</p> <p>DM – PSED: DM – PSED: Expresses his/her feelings and considers the feelings of others</p> <p>PSED ELG – Building Relationships: Shows sensitivity to his/her own and to others' needs</p> <p>PSED ELG – Building Relationships: Works and plays cooperatively and takes turns with others</p>	<p>what kind and unkind behaviour mean in and out school</p> <ul style="list-style-type: none"> <li>• how kind and unkind behaviour can make people feel</li> <li>• about what respect means</li> <li>• about class rules, being polite to others, sharing and taking turns</li> </ul>	<p>working cooperatively; sharing opinions about the things they have in common with their friends, classmates, and other people</p> <ul style="list-style-type: none"> <li>• how friends can have both similarities and differences</li> <li>• how to play and work cooperatively in different groups and situations</li> <li>• how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>	<p>importance of self-respect; courtesy and being polite to recognise respectful behaviours e.g. helping or including others, being responsible</p> <ul style="list-style-type: none"> <li>• how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>• the importance of self-respect and their right to be treated respectfully by others</li> <li>• what it means to treat others, and be treated, politely</li> <li>• the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>	<p>discussing difference sensitively to recognise differences between people such as gender, race, faith</p> <ul style="list-style-type: none"> <li>• to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>• about the importance of respecting the differences and similarities between people</li> <li>• a vocabulary to sensitively discuss difference and include everyone</li> </ul>	<p>of people; recognising prejudice and discrimination to recognise that everyone should be treated equally</p> <ul style="list-style-type: none"> <li>• why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>• what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>• to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> </ul>	<p>topical issues about the link between values and behaviour and how to be a positive role model</p> <ul style="list-style-type: none"> <li>• how to discuss issues respectfully</li> <li>• how to listen to and respect other points of view</li> <li>• how to constructively challenge points of view they disagree with</li> <li>• ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>
<b>Belonging to a Community</b>	DM – UTW: Understands that some places are	What rules are; caring for others' needs;	Belonging to a group; roles and responsibilities;	The value of rules and laws; rights,	What makes a community;	Protecting the environment; compassion	Valuing diversity; challenging discrimination and stereotypes what prejudice means

	<p>special to members of his/her community</p> <p>DM – UTW: Talks about members of his/her immediate family and community</p> <p>DM – UTW: Names and describes people who are familiar to him/her</p> <p>UTW ELG - People, Culture and Communities: Knows some similarities and differences between different religious and cultural communities in this country, drawing on his/her experiences and what has been read in class</p>	<p>looking after the environment about examples of rules in different situations, e.g. class rules, rules at home, rules outside</p> <ul style="list-style-type: none"> <li>• that different people have different needs</li> <li>• how we care for people, animals and other living things in different ways</li> <li>• how they can look after the environment, e.g. recycling</li> </ul>	<p>being the same and different in the community about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</p> <ul style="list-style-type: none"> <li>• about different rights and responsibilities that they have in school and the wider community</li> <li>• about how a community can help people from different groups to feel included</li> <li>• to recognise that they are all equal, and ways in which they are the same and different to others in their community</li> </ul>	<p>freedoms and responsibilities the reasons for rules and laws in wider society</p> <ul style="list-style-type: none"> <li>• the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>• what human rights are and how they protect people</li> <li>• to identify basic examples of human rights including the rights of children</li> <li>• about how they have rights and also responsibilities</li> <li>• that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul>	<p>shared responsibilities the meaning and benefits of living in a community</p> <ul style="list-style-type: none"> <li>• to recognise that they belong to different communities as well as the school community</li> <li>• about the different groups that make up and contribute to a community</li> <li>• about the individuals and groups that help the local community, including through volunteering and work</li> <li>• how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>	<p>towards others about how resources are allocated and the effect this has on individuals, communities and the environment</p> <ul style="list-style-type: none"> <li>• the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>• how to show compassion for the environment, animals and other living things</li> <li>• about the way that money is spent and how it affects the environment</li> <li>• to express their own opinions about their responsibility towards the environment</li> </ul>	<ul style="list-style-type: none"> <li>• to differentiate between prejudice and discrimination</li> <li>• how to recognise acts of discrimination</li> <li>• strategies to safely respond to and challenge discrimination</li> <li>• how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>• how stereotypes are perpetuated and how to challenge this</li> </ul>
<b>Media literacy and digital resilience</b>	<p>Taught through Project Evolve:</p> <p>Privacy and Security: identify some simple</p>	<p>Using the internet and digital devices; communicating online</p>	<p>The internet in everyday life; online content and information the ways in which people can access</p>	<p>How the internet is used; assessing information online how the internet can be used positively for</p>	<p>How data is shared and used that everything shared online has a digital footprint</p>	<p>How information online is targeted; different media types, their role and</p>	<p>Evaluating media sources; sharing things online about the benefits of safe internet use e.g. learning, connecting and communicating</p>

	<p>examples of my personal information (e.g. name, address, birthday, age, location)</p> <p>Privacy and Security: describe who would be trustworthy to share this information with; I can explain why they are trusted.</p>	<p>how and why people use the internet</p> <ul style="list-style-type: none"> <li>• the benefits of using the internet and digital devices</li> <li>• how people find things out and communicate safely with others online</li> </ul>	<p>the internet e.g. phones, tablets, computers</p> <ul style="list-style-type: none"> <li>• to recognise the purpose and value of the internet in everyday life</li> <li>• to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>• that information online might not always be true</li> </ul>	<p>leisure, for school and for work</p> <ul style="list-style-type: none"> <li>• to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>• strategies to recognise whether something they see online is true or accurate</li> <li>• to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>• to make safe, reliable choices from search results</li> <li>• how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul>	<ul style="list-style-type: none"> <li>• that organisations can use personal information to encourage people to buy things</li> <li>• to recognise what online adverts look like</li> <li>• to compare content shared for factual purposes and for advertising</li> <li>• why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>• that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>	<p>impact to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</p> <ul style="list-style-type: none"> <li>• basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>• that some media and online content promote stereotypes</li> <li>• how to assess which search results are more reliable than others</li> <li>• to recognise unsafe or suspicious content online</li> <li>• how devices store and share information</li> </ul>	<ul style="list-style-type: none"> <li>• how and why images online might be manipulated, altered, or faked</li> <li>• how to recognise when images might have been altered</li> <li>• why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>• that social media sites have age restrictions and regulations for use</li> <li>• the reasons why some media and online content is not appropriate for children</li> <li>• how online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>• about sharing things online, including rules and laws relating to this</li> <li>• how to recognise what is appropriate to share online</li> <li>• how to report inappropriate online content or contact</li> </ul>
<b>Money and work</b>	DM – UTW: Talks about members of his/her immediate	Strengths and interests; jobs in the community	What money is; needs and wants; looking after money	Different jobs and skills; job stereotypes;	Making decisions about money; using	Identifying job interests and aspirations;	Influences and attitudes to money; money and financial risks about the role that money plays in



	family and community	<p>that everyone has different strengths, in and out of school</p> <ul style="list-style-type: none"> <li>• about how different strengths and interests are needed to do different jobs</li> <li>• about people whose job it is to help us in the community</li> <li>• about different jobs and the work people do</li> </ul>	<p>about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</p> <ul style="list-style-type: none"> <li>• how money can be kept and looked after</li> <li>• about getting, keeping and spending money</li> <li>• that people are paid money for the job they do</li> <li>• how to recognise the difference between needs and wants</li> <li>• how people make choices about spending money, including thinking about needs and wants</li> </ul>	<p>setting personal goals about jobs that people may have from different sectors e.g. teachers, business people, charity work</p> <ul style="list-style-type: none"> <li>• that people can have more than one job at once or over their lifetime</li> <li>• about common myths and gender stereotypes related to work</li> <li>• to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>• about some of the skills needed to do a job, such as teamwork and decision-making</li> <li>• to recognise their interests, skills and achievements and how these might link to future jobs</li> <li>• how to set goals that they would like to achieve this</li> </ul>	<p>and keeping money safe how people make different spending decisions based on their budget, values and needs</p> <ul style="list-style-type: none"> <li>• how to keep track of money and why it is important to know how much is being spent</li> <li>• about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>• that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>	<p>what influences career choices; workplace stereotypes to identify jobs that they might like to do in the future</p> <ul style="list-style-type: none"> <li>• about the role ambition can play in achieving a future career</li> <li>• how or why someone might choose a certain career</li> <li>• about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>• the importance of diversity and inclusion to promote people's career opportunities</li> <li>• about stereotyping in the workplace, its impact and how to challenge it</li> </ul>	<p>people's lives, attitudes towards it and what influences decisions about money</p> <ul style="list-style-type: none"> <li>• about value for money and how to judge if something is value for money</li> <li>• how companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>• how having or not having money can impact on a person's emotions, health and wellbeing</li> <li>• about common risks associated with money, including debt, fraud and gambling</li> <li>• how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>• how to get help if they are concerned about gambling or other financial risks</li> </ul>
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				year e.g. learn a new hobby		<ul style="list-style-type: none"><li>• that there is a variety of routes into work e.g. college, apprenticeships, university, training</li></ul>	
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## Autumn 1 – Cycle A

EYFS		Year 1 & 2		Years 3 & 4		Years 5 & 6	
Cycle A	This is Us	Cycle A	Science- I'm a Survivor	Cycle A	History – Tomb Raiders	Cycle A	History – Great Greece
	<p><b>Establishing and maintaining relationships</b></p> <p>To be able to build constructive and respectful relationships</p> <p>To be able to manage his/her own needs around personal hygiene</p> <p>To be able to identify and moderate his/her own feelings socially and emotionally</p> <p>To know and talk about the different factors that support his/her overall health and wellbeing – focus on regular exercise and being a safe pedestrian</p> <p>To be able to express his/her own feelings and considers the feelings of others</p> <p><u>Key Knowledge</u> Through the theme and learning opportunities provided, children develop</p>		<p><b>Respecting ourselves and others</b></p> <p>To know what kind and unkind behaviour is and how it impacts others.</p> <p>To be able to understand the school value of respect and know why we have school rules.</p> <p>To know that we have things in common and differences and that this is a positive thing.</p> <p>To know how to play and work cooperatively in different groups and situations</p> <p>To know how to share their ideas and listen to others, take part in discussions, and give reasons for their views.</p> <p><u>Key Knowledge</u> Children will recognise how to compare different behaviours and the consequences of them</p> <p>They will learn how to relate their experiences and their</p>				<p><b>Belonging to a community</b></p> <p>To be able to differentiate between prejudice and discrimination.</p> <p>To be able to recognise acts of discrimination.</p> <p>To know strategies to safely respond to and challenge discrimination.</p> <p>To know how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups.</p> <p>To know how stereotypes are perpetuated and how to challenge these.</p> <p><u>Key Knowledge</u> <u>Prejudice and Discrimination</u> Prejudice is an unfair and unreasonable opinion or feeling, especially when formed without enough knowledge or thought.</p> <p>Discrimination is the unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age or sexual orientation.</p>

	<p>their self-confidence and self-awareness. They begin to manage their feelings and behaviour e.g. turn-taking and following instructions and begin to build positive relationships with adults and other children.</p> <p>Focused planning on Zones of Regulation and managing feelings – introduction of the calm zone and how to use it in the classroom.</p> <p><u>Key Vocabulary</u>  Family  Mum/Mummy  Dad/Daddy  Nan/Grandma/Nanna/Nannie  Grandad/Pop/Grandpa  House  Choice  Consequence  Feelings  Zones of Regulation  Happy/sad/angry/worried/excite/scared  Calm  Proud  Achieve  Wait/interrupt  Respect  Values  Yet  Help</p>		<p>own actions and choices to the school values</p> <p>They will learn the value of their contributions to a class team and the importance of the contributions of others.</p> <p><u>Key Vocabulary</u>  Behaviour, respect, polite, rules, sharing, common, differences, groups, situations, discussions, reasons</p>			<p><u>Extremism</u>  Extremism is having beliefs that most people think are unreasonable and unacceptable. An extremist is a person who holds extreme political or religious views, especially one who advocates illegal, violent, or other extreme action.</p> <p><u>Stereotypes</u>  A stereotype is an assumption about what someone will be like based on the group that they belong to. Sometimes this can affect how we behave towards others. Stereotyping is unfair and unhelpful. It can have a negative effect on someone's behaviour, aspirations and feelings about themselves.</p> <p>Prejudice, discrimination and stereotypes need to be challenged.</p> <ul style="list-style-type: none"> <li>- Accept people for who they are;</li> <li>- Never make assumptions about people;</li> <li>- People can be whoever they want to be, as long as they are respectful to others and themselves;</li> <li>- Speak up for the rights of others;</li> <li>- People can aspire to any career path they choose;</li> <li>- Speak out when you come across stereotypical comments or information;</li> <li>- Use your pupil voice</li> </ul> <p>Everyone is equal and has the right to be the best that they can be, with their own opinions, culture, language and religion.</p> <p><u>British Values</u>  - Democracy</p>
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						<p>Democracy is the foundation of the UK's political system. This British value is based on the idea that everyone should have an equal say in how their country is run, and that the government should be accountable to the people. All things voting, elections and referendums come in to play here.</p> <p>- Rule of Law</p> <p>Everyone in society is treated equally and fairly, and that everyone follows the same rules and laws. This value promotes a sense of order and stability in society, and helps to prevent crime and other harmful behaviours. The UK justice system is a large part of this, including laws, police officers and courts.</p> <p>- Individual Liberty</p> <p>People to pursue their own goals and interests, providing they do not harm others. This British value is based on the idea that people should be free to make their own decisions and choices within the bounds of the law, of course.</p> <p>- Respect and Tolerance</p> <p>Promote understanding and acceptance of people from different backgrounds and with different beliefs, and help to create a more inclusive and diverse society.</p> <p>Key Vocabulary</p> <p>Assumption, discrimination, prejudice, extremism, stereotypes, British Values, diversity, inclusion, challenge, tolerance</p>
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## Autumn 1 – Cycle B

EYFS		Year 1 & 2		Years 3 & 4		Years 5 & 6	
Cycle B	This is Us	Cycle B	Marvellous Minibeasts	Cycle B	Rotten Romans	Cycle B	Titanic
	<p><b>Establishing and maintaining relationships</b></p> <p>To be able to build constructive and respectful relationships</p> <p>To be able to manage his/her own needs around personal hygiene</p> <p>To be able to identify and moderate his/her own feelings socially and emotionally</p> <p>To know and talk about the different factors that support his/her overall health and wellbeing – focus on regular exercise and being a safe pedestrian</p> <p>To be able to express his/her own feelings and considers the feelings of others</p> <p>Key Knowledge Through the theme and</p>		<p><b>Families and friendship</b></p> <p>To be able to understand the roles and responsibilities of different people who care for us. Include the roles of different family</p> <p>To be able to understand what it means to be a family. Write a definition for the word family. Ask for meanings and opinions. What is special about their family</p> <p>To know that the word family means different things to different people. Cover different type of families, traditional and non-traditional. Cover tribes and communities and cultures.</p> <p>To be able to understand how to be a good friend. What makes a good friend-kindness, honesty etc I am a good friend because....</p>		<p><b>Families and Friendship</b></p> <p>To be able to describe what makes a family</p> <p>Including recognising that there are lots of different types of families and that being part of a family means being supported and cared for.</p> <p>To be able to recap what the subject of PSHE is and how we can help everyone to learn effectively in these lessons.</p> <p>To be able to understand that families support and love each other but sometimes problems occur and help is available</p> <p>To know the differences between people and why it is important to respect these differences.</p> <p>To know that families are varied in this country and across the world.</p> <p>To be able to understand what a good friend is and the boundaries associated with friendship.</p>		<p><b>Safe relationships</b></p> <p>To be able to compare the features of a healthy and unhealthy relationship.</p> <p>To know what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>To know what consent means.</p> <p>To know what strategies to use to respond to being pressured online.</p> <p>To know how to assess the risk of different online 'challenges' and 'dares'</p> <p>Key Knowledge In different situations, physical touch can be acceptable, unacceptable, wanted or unwanted. We have the right to give or not give permission for physical contact. We must always ask someone for permission before physical contact. We must consider how it feels in a person's mind and body when they are</p>

<p>learning opportunities provided, children develop their self-confidence and self-awareness. They begin to manage their feelings and behaviour e.g. turn-taking and following instructions and begin to build positive relationships with adults and children.</p> <p>Focused planning on Zones of Regulation and managing feelings – introduction of the calm zone and how to use it in the classroom.</p> <p><b>Key Vocabulary</b>  Family  Mum/Mummy  Dad/Daddy  Nan/Grandma/Nanna/Nannie  Grandad/Pop/Grandpa  House  Choice  Consequence  Feelings  Zones of Regulation  Happy/sad/angry/worried/excite/scared  Calm  Aspiration/aspire  Proud  Achieve  Wait/interrupt  Respect  Values  Yet  Help</p>	<p>To be able to understand different strategies for positive play.  Including everyone in play- role play ideas/ social scripts etc.</p> <p>To be able to consider how your actions can cause arguments between friends. Give the children scenarios to discuss and solve in groups. What to do if....</p> <p><b>Key Knowledge</b>  Children will explore the structure of different families through examples from other people and recognise that not all families are the same.</p> <p>They will develop an understanding of what helps us to form friendships and the key qualities we value in a friend.</p> <p><b>Key Vocabulary</b>  Friends, teachers, parents, sibling, grandparents, relatives, families, kindness, listening, honesty, friends, inclusion, arguments, help</p>	<p>To know how to communicate respectfully with friends using digital devices, including what to do if something is wrong.</p> <p><b>Key Knowledge</b>  There are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents.</p> <p>Being part of a family provides support, stability and love.</p> <p>Being part of a family means you can spend time with the people you love and care for each other.</p> <p>Families can support you in times of difficulty and also encourage you in the things you do.</p> <p>If family relationships are making you feel unhappy or unsafe, you should talk to a trusted adult.</p> <p><b>Key Vocabulary</b>  recognise, respect, stability, love, support, caring, unsafe, friendships, positive, digital devices, communicating, contact, online, healthy</p>	<p>uncomfortable. It is never someone's fault if they have experienced unacceptable contact.</p> <p>No one should ask you to keep a secret that makes you feel uncomfortable or try to persuade you to keep a secret they are worried about.</p> <p>If they are concerned about unwanted or unacceptable physical contact, speak to someone you trust or call Childline</p> <p><b>Key Vocabulary</b>  Friendship, pressure, dares, unsafe, worried, guidance, support, consent, permission, contact, uncomfortable, unacceptable, secret, worried, concerned</p>
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## Autumn 2 – Cycle A

EYFS		Years 1 & 2		Years 3 & 4		Years 5 & 6	
Cycle A	Let's Celebrate!	Cycle A	History- The Lady with the Lamp	Cycle A	Geography – Mountains and Rivers	Cycle A	Geography – Mighty Mayans
	<p><b>Confidence/managing feelings</b></p> <p>To be able to see themselves as a valuable individual.</p> <p>To be able to build constructive and respectful relationships.</p> <p>To be able to express your feelings and consider the feelings of others.</p> <p>To know how to show resilience and perseverance in the face of challenge.</p> <p>To be able to identify and moderate your own feelings socially and emotionally.</p> <p>To be able to think about the perspectives of others.</p> <p>To know how to manage your own needs.</p> <p>Key Knowledge Children will learn more about their own feelings –</p>				<p><b>Money and work</b></p> <p>To be able to understand that different jobs require different skillsets.</p> <p>Include that people can have more than one job at once or over their lifetime</p> <p>Include recognising their interests, skills and achievements and how these might link to future jobs</p> <p>Include setting personal goals.</p> <p>To be able to understand what gender stereotyping is and relate this to the work place.</p> <p>Include role models in key roles.</p> <p>To know how to save and spend money carefully.</p> <p>Including- keeping money safe how people make different spending decisions based on their budget, values and needs</p> <p>To know how to keep track of money and why it is important to know how much is being spent</p> <p>Include- different ways to pay for things such as cash, cards, e-payment and the reasons for using them</p> <p>To know that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</p>		



	<p>focused on anger and fear/worry and how to handle them – linked to fear of the dark.</p> <p>They will learn about having confidence in different situations and resilience to keep going. This will link with standing up in front of an audience.</p> <p>They will also explore opportunities for kindness and what this can look like. Linked to appreciating kindness of gifts and well wishes at different celebrations.</p> <p><u>Key Vocabulary</u></p> <p>Feelings Fear Worry Anger Overcome Face Resilience Confidence Kindness</p>			<p><u>Key knowledge</u></p> <p><u>Where the money goes</u></p> <p>Money comes from many different places – one is a job where people are paid wages. This money can be used to pay for food, household bills, travel costs and outings.</p> <p><u>Forms of money</u></p> <p>There are lots of different ways to pay for things that we need or want. These include coins and notes, credit cards, debit cards, contactless payments and online payments. The way people choose to pay for what they need may be affected by the cost of the item that needs to be bought and where it is bought from. How people choose to store their money is a personal choice and it is their choice what they do with this money.</p> <p><u>Borrowing money</u></p> <p>Sometimes people need to borrow money and this could be for lots of different reasons. Money might need to be borrowed so people can buy food or pay household bills or to pay for university fees or to buy a house. No matter what the reason, if something is borrowed, it needs to be returned. When people pay back the borrowed money, there is also an extra fee called interest. This is an extra amount that needs to be paid when money has been borrowed. Borrowing money can have an effect on our mental wellbeing. If people experience any uncomfortable emotions about money it is important that they talk to someone they trust.</p> <p><u>Decisions about spending</u></p> <p>Everyone is different and because of this we will all have different priorities. What people choose to spend their money on is a personal decision that needs to be right for them, their</p>		
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				<p>family and their wellbeing. Some people choose to prioritise spending that avoids any negative impact on the environment. This is ethical spending.</p> <p><u>Advertisements</u></p> <p>Many companies advertise their products to try to encourage customers to buy them. It can be helpful to understand companies are often trying to sell their goods and therefore will make a financial gain.</p> <p><u>Spending and recording</u></p> <p>When people go shopping they will need to make decisions about what to buy and where to find the items depending on what they are shopping for and the reasons they are shopping. It can be helpful to record what has been spent so that people know where their money goes. Recording how money is spent can help to budget for future spending as well.</p> <p>Key Vocabulary</p> <p>money, employment, wages, achievements, ethical spending, budgets, value, important, payment, priorities</p>		
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## Autumn 2 – Cycle B

EYFS		Years 1 & 2		Years 3 & 4		Years 5 & 6	
Cycle B	Let's Celebrate!	Cycle B	History- The Great Fire of London	Cycle B	Geography – Volcanoes	Cycle B	Geography – Rainforests
	<p><b>Confidence/managing feelings</b></p> <p>To be able to see themselves as a valuable individual.</p> <p>To be able to build constructive and respectful relationships.</p> <p>To be able to express your feelings and consider the feelings of others.</p> <p>To know how to show resilience and perseverance in the face of challenge.</p> <p>To be able to identify and moderate your own feelings socially and emotionally.</p> <p>To be able to think about the perspectives of others.</p> <p>To know how to manage your own needs.</p> <p>Key Knowledge</p>						

	<p>Children will learn more about their own feelings – focused on anger and fear/worry and how to handle them – linked to fear of the dark.</p> <p>They will learn about having confidence in different situations and resilience to keep going. This will link with standing up in front of an audience.</p> <p>They will also explore opportunities for kindness and what this can look like. Linked to appreciating kindness of gifts and well wishes at different celebrations.</p> <p>Key Vocabulary</p> <p>Feelings</p> <p>Fear</p> <p>Worry</p> <p>Anger</p> <p>Overcome</p> <p>Face</p> <p>Resilience</p> <p>Confidence</p> <p>Kindness</p>						
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## Spring 1 – Cycle A

EYFS		Years 1 & 2		Years 3 & 4		Years 5 & 6	
Cycle A	Baa, Quack, Moo	Cycle A	Geography- Arctic Adventures	Cycle A	Science – Light and Dark	Cycle A	Science – Space
	<p><b>Respecting themselves and others – resolving conflicts and sharing</b></p> <p>To be able to see themselves as a valuable individual.</p> <p>To be able to build constructive and respectful relationships.</p> <p>To be able to express their feelings and consider the feelings of others.</p> <p>To be able to show resilience and perseverance in the face of challenge.</p> <p>To be able to identify and moderate their own feelings socially and emotionally.</p>		<p><b>Money and work</b></p> <p>To be able to identify strengths and skills in yourself and others.</p> <p>To know about people whose job it is to help us in the community</p> <p>To be able to understand what money is and the difference between need and want.</p> <p>To know how to look after money and its different forms</p> <p>To be able to understand that people make choices about their spending.</p> <p>Key Knowledge  <u>Different ways to pay</u>            - When we pay for goods or services we use money and there are lots of ways to pay. We can use coins, banknotes, a debit card or online payment.  <u>Where money comes from</u></p>				

	<p>To be able to think about the perspectives of others.</p> <p>To know how to manage their own needs.</p> <p><u>Key Knowledge</u> Children will continue to develop their ability to share, take turns and coordinate this with other children with reducing adult support. They will learn how to consider the feelings of others to begin negotiating conflicts using timers etc to help know when to swap turns.</p> <p><u>Key Vocabulary</u> Share Turn taking Conflict Solve Independence Perspective Express yourself Relationships</p>		<p>- Money can come from lots of different places but it often comes from having a job. People get paid to do a job. This money is called their wages and these are paid on a certain date, often each month. The amount earned throughout a year from having a job is called a salary.</p> <p><u>Keeping money safe</u> - It is important to keep money safe so we can look after what we have. If we have coins or banknotes at home we might need to store them in a piggy bank. If we need to take coins, banknotes or a debit card out with us when we go shopping, we might take them in a wallet or purse. If we have larger amounts of money we can save up by opening a bank account.</p> <p><u>Choices about spending</u> - Some of these may include how much money they have at the time, what they need or trips they plan on taking. We must treat other people's spending choices with respect and remember people make choices based on what is right for them and their family. Receipts are one way people can keep track of what they spend.</p> <p><u>Wants or needs</u> - We may choose to spend money on things we want or</p>				
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		<p>things we need, but it is important to understand the difference. Things we need are things that help us to be safe, healthy and well. Things we want are things we would like to have. It is important to remember that people must make choices based on what is right for them and this will be different for everyone. We must respect the spending choices people make as they will choose what is right for them and their family.</p> <p>Key Vocabulary Strengths, interests, community, jobs, work, currency, jobs, wages, banks, savings, money, spending</p>				
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## Spring 1 – Cycle B

EYFS		Years 1 & 2		Years 3 & 4		Years 5 & 6	
Cycle B	Baa, Quack, Moo	Cycle B	History- Transport Through Time	Cycle B	History – Heads Will Roll	Cycle B	History – Vile Victorians
	<p><b>Respecting themselves and others – resolving conflicts and sharing</b></p> <p>To be able to see themselves as a valuable individual.</p> <p>To be able to build constructive and respectful relationships.</p> <p>To be able to express their feelings and consider the feelings of others.</p> <p>To be able to show resilience and perseverance in the face of challenge.</p> <p>To be able to identify and moderate their own feelings socially and emotionally.</p> <p>To be able to think about the perspectives of others.</p>				<p><b>Safe relationships</b></p> <p>To know what personal boundaries are, in real life and online.</p> <p>To be able to identify risks online (include password protection, trusted sites, harmful content and how to report concerns).</p> <p>To be able to understand that bullying is unacceptable in any circumstances.</p> <p>To know how to deal with pressure- caused by dares/ bullying/ teasing.</p> <p>To know who to speak to if a secret upsets you</p> <p><b>Key Knowledge</b> People may push us to follow or do the same things as them. This is called peer pressure.</p> <p>Bullying can take many forms verbal, physical, emotional and cyber.</p> <p>Anyone can be a victim of bullying and it can happen at any age.</p> <p>There is a difference between playful teasing,</p>		<p><b>Families and Friendships.</b></p> <p>To know what a healthy friendship is. <i>(Include- Including others, peer influences, peer approval)</i></p> <p>To know strategies to manage friendships and influences online. <i>(Include- assertive communication and common experiences).</i></p> <p>To be able to resolve disputes. <i>(Include irreconcilable difference, changes in friendships over time and what to do if you feel uncomfortable).</i></p> <p>To be able to understand that people who love each other can be of any gender, ethnicity or faith <i>(Include- the difference between gender identity and sexual orientation and everyone's right to be loved).</i></p> <p>To be able to understand ways in which couples show their love and commitment to one another. <i>(Include what marriage and civil partnership mean e.g. a legal</i></p>



	<p>To know how to manage their own needs.</p> <p><b>Key Knowledge</b> Children will continue to develop their ability to share, take turns and coordinate this with other children with reducing adult support. They will learn how to consider the feelings of others to begin negotiating conflicts using timers etc to help know when to swap turns.</p> <p><b>Key Vocabulary</b> Share Turn taking Conflict Solve Independence Perspective Express yourself Relationships</p>			<p>hurtful behaviour and bullying, including online.</p> <p>Victims of bullying need support. Bullies need help to change their behaviour.</p> <p>If a secret upsets you, you should tell an adult you trust.</p> <p>You should talk to an adult you trust if you are being bullied or are worried about someone else being bullied either face-to-face or online.</p> <p>Cyber-bullying is bullying, report it straight away. Use the report functions on websites and apps and speak with an adult you trust.</p> <p><b>Key Vocabulary</b> Family, classmates, boundaries, respect, safe, behaviour, bullying, differentiate, experiences, bullying, dares, pressures, confidence, harmful, pretending</p>	<p><i>declaration of commitment made by two adults).</i></p> <p>To understand that people have the right to choose whom they marry or whether to get married</p> <p><i>Include that to force anyone into marriage is illegal and how and where to report forced marriage or ask for help if they are worried</i></p> <p><b>Key Knowledge</b></p> <p>Friendships can change over time. There are benefits of having new and different types of friends.</p> <p>A healthy friendship should make you feel safe, included and happy.</p> <p>It is common for friendships to experience challenges. There are strategies to positively resolve disputes and reconcile differences in friendships.</p> <p>If a friendship is making you feel unsafe, worried, or uncomfortable always look for support and advise from someone you trust.</p> <p>Make sensible decisions. Know that peer pressure can make us choose the wrong decisions.</p> <p>There are strategies to manage peer influence and the need for peer approval e.g.</p>
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						<p>exit strategies and assertive communication.</p> <p>Key Vocabulary healthy, friendships, relationship, influence, communication, support, peer, relationship, attraction, healthy, commitment, love, marriage</p>
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## Spring 2 – Cycle A

EYFS		Years 1 & 2		Years 3 & 4		Years 5 & 6	
Cycle A	Overground/ Underground	Cycle A	History- Life Long Ago	Cycle A	Science – Healthy Me	Cycle A	History – Bletchley Park
	<p><b>Celebrating identity and difference</b></p> <p>To be able to see themselves as a valuable individual.</p> <p>To be able to recognise progress and improvement (<i>Reflection from September to now</i>)</p> <p>To be able to recognise some similarities and differences between life in this country and life in other countries</p> <p>To be able to show resilience and</p>				<p><b>Belonging to a community</b></p> <p>To be able to understand the value of rules and laws; rights, freedoms and responsibilities the reasons for rules and laws in wider society.</p> <p><i>Include- the importance of abiding by the law and what might happen if rules and laws are broken</i></p> <p>To be able to understand the term human rights and how these protect people.</p> <p><i>Include to identify basic examples of human rights including the rights of children and about how they have rights and also responsibilities. Children should know that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn.</i></p> <p>To know what makes a community. <i>Include shared responsibilities the meaning and</i></p>		<p><b>Respecting ourselves</b></p> <p>To be able to recognise prejudice and discrimination and to recognise that everyone should be treated equally</p> <p>To be able to understand why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>To know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia. <i>Include how to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment.</i></p>

<p>perseverance in the face of challenge</p> <p>To be able to think about the perspectives of others</p> <p><b>Key Knowledge</b> Children will reflect on their progress and the contributions they bring to the class</p> <p>They will continue to build their resilience to increasingly difficult challenges</p> <p>Linked to British Values, they will compare life in different places to their own life in Britain and appreciate the similarities and differences between them</p> <p>They will explore the values of patience and honesty in different situations through stories and role play scenarios</p> <p><b>Key Vocabulary</b> Similarities Differences Progress Reflect</p>		<p><i>benefits of living in a community. Children will recognise that they belong to different communities as well as the school community. Children will learn about the different groups that make up and contribute to a community</i></p> <p>To know about the individuals and groups that help the local community, including through volunteering and work.</p> <p>To know how to show compassion towards others in need and the shared responsibilities of caring for them.</p> <p><b>Key Knowledge</b> <u>Community</u> A community is a group of people living or working in the same area. We all belong to different communities. It could be your family, your school, clubs you attend or your religious community. There are lots of benefits to living in a community: - a safer environment - having people there for you - learning things from each other - having more opportunities to learn new skills - learning how to respect others - being part of something - helping other people and caring for them</p> <p>Different Communities <u>Voluntary Group</u> People who work together to help change their community. <u>Community Group</u></p>	<p>To be able to express opinions respecting other points of view points. <i>Including discussing topical issues about the link between values and behaviour and how to be a positive role model. Include how to constructively challenge points of view they disagree with</i></p> <p>To know how to manage discussions online and those that include conflict or disagreements</p> <p><b>Key Knowledge</b> Good friends will be respectful to each other and accept them for who they are. Accept differences and celebrate individuality.</p> <p>We are all equal. Everyone should be treated fairly, with respect, kindness and given the same opportunities.</p> <p>There are different types of discrimination e.g. racism, sexism, homophobia etc.</p> <p>Online bullying and discrimination of groups or individuals is called trolling and harassment. We can safely challenge discrimination and report discrimination online.</p> <p>It is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to our own</p>
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	Challenge Difficulties Patience Honesty				<p>A group who works for a specific purpose, or aims to provide a service in their Community, for the benefit of the public.</p> <p><u>Pressure Group</u> A group which attempts to influence government policies.</p> <p><u>Shared Responsibilities</u> We all have a role to play in our community</p> <p><u>Human Rights</u> Human Rights are the rights that we as humans are born with. They are wide-ranging, but often serve our most basic needs; this includes the right to live and the right to free education. These rights are expected to be protected by a person's government or the wider international community.</p> <p>Key Vocabulary Laws, society, human rights, responsibilities, rights, police, community, belonging, differences, volunteering, compassion, responsibilities</p>		<p>Key Vocabulary Treated, equally, respect, discrimination, bullying, online, report, safety, values, behaviours, respect, disagreements, conflict, views, listen</p>
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## Spring 2 – Cycle B

EYFS		Years 1 & 2		Years 3 & 4		Years 5 & 6	
Cycle B	Overground/ Underground	Cycle B	Science-Growing Up	Cycle B	Geography – It's a Wonderful World	Cycle B	History – Shakespeare's Sagas
	Celebrating identity and difference		<p>Safe relationships</p> <p>To be able to understand the word privacy and understand the</p>				

	<p>To be able to see themselves as a valuable individual.</p> <p>To be able to recognise progress and improvement (Reflection from September to now)</p> <p>To be able to recognise some similarities and differences between life in this country and life in other countries</p> <p>To be able to show resilience and perseverance in the face of challenge</p> <p>To be able to think about the perspectives of others</p> <p>Key Knowledge Children will reflect on their progress and the contributions they bring to the class</p> <p>They will continue to build their resilience to increasingly difficult challenges</p> <p>Linked to British Values, they will compare life in different places to their</p>	<p>importance of private parts of the body. <i>Include- types of touch. Feeling safe and feeling uncomfortable, permission to touch others and how to deal with pressure. or unsafe/ asking for help if you feel unsafe.</i></p> <p>To be able to understand why it is not always good to keep secrets- linked to surprises.</p> <p>To be able to understand what hurtful behaviour is both online and in person- including who to tell if you are worried.</p> <p>To be able to understand different types of bullying and how it can make you feel.</p> <p>Key Knowledge Always remember your body belongs to you and you can choose what happens with your body. The parts of our body under our underwear are private. That means no one should be allowed to see or touch them without permission.</p> <p>When someone's body or feelings might be hurt and we feel unsafe, we should tell the adults we trust.</p>				
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	<p>own life in Britain and appreciate the similarities and differences between them</p> <p>They will explore the values of patience and honesty in different situations through stories and role play scenarios</p> <p>Key Vocabulary  Similarities  Differences  Progress  Reflect  Challenge  Difficulties  Patience  Honesty</p>		<p>We respect others by allowing them to keep their body parts private. We should ask for permission before we touch others.</p> <p>Some forms of touch are appropriate like hugs, tickling and kisses but it is important to know the difference between what is appropriate and what is inappropriate. You have the right to say 'no' to unwanted touch</p> <p>Key Vocabulary  Feelings help private  uncomfortable safe unsafe  permission online, bullying, feelings, differences, secrets, uncomfortable, worried</p>				
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Summer 1 – Cycle A

EYFS		Years 1 & 2		Years 3 & 4		Years 5 & 6	
Cycle A	To the rescue	Cycle A	History-Castles	Cycle A	Geography – Stars and Stripes	Cycle A	Geography- Across the Ocean
	<p><b>Safety</b></p> <p>To know what is a reasonable risk and what is dangerous</p> <p>To know the difference between right and wrong</p> <p>To know and discuss how we take care of our teeth and bodies</p> <p>To know and discuss how we stay safe</p>		<p><b>Respecting ourselves and our community</b></p> <p>To be able to understand that everyone has different needs and need to be cared for in different ways. Include- animal care.</p> <div><p>To be able to understand that everyone is part of many different communities and each community is different and may have different rules.</p></div> <p><i>Include the theme of Belonging.</i></p>				

	<p>outside, including by the road</p> <p>To be able to explain the need for rules</p> <p>Key Knowledge</p> <p>Children will develop their explanations about different aspects of self-care and why this is so important to keep us safe</p> <p>They will link this to their understanding of the roles of everyday heroes – doctors, dentists, police, firefighters etc.</p> <p>Key Vocabulary</p> <p>Safe</p> <p>Safety</p> <p>Risk</p> <p>Dangerous</p> <p>Rules</p> <p>Right</p> <p>Wrong</p> <p>Teeth</p> <p>Brushing</p> <p>Exercise</p> <p>Sleep routine</p> <p>Road Safety</p> <p>Pedestrians</p>		<p>To be able to understand rules, rights and responsibilities.</p> <p><i>Include - how they can look after the environment, e.g. recycling.</i></p> <p>To be able to understand that they are all equal, and ways in which they are the same and different to others in their community.</p> <p>Key Knowledge</p> <p>We all belong to different groups and communities. Groups and communities help us to feel included.</p> <p>We are all unique and special. People have different beliefs, families, and ages, come from different places, wear different clothes, have different abilities and interests, look different and do things in different ways.</p> <p>Friends can have both similarities and differences.</p> <p>It is important to treat all people with kindness and respect.</p>				
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			<p>We should share ideas and listen to others, take part in discussions, and give reasons for our views.</p> <p>Cooperating with others means working together, sharing, listening, helping others and looking after everyone's feelings.</p> <p>Key Vocabulary Behaviour, school, kind, feelings, respect, polite, rules, sharing, classmates, friends, common, differences, groups, situations, discussions, reasons</p>				
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## Summer 1 – Cycle B

EYFS		Years 1 & 2		Years 3 & 4		Years 5 & 6	
Cycle B	To the rescue!	Cycle B	Geography- Sink or swim	Cycle B	History – From stone age to iron age	Cycle B	Geography – Where land meets the sea
	<b>Safety</b>  To know what is a reasonable risk and what is dangerous  To know the difference between right and wrong				<b>Respecting ourselves and others</b> (Use a vocabulary to sensitively discuss difference and include everyone)  To be able to recognise respectful behaviour, the importance of self-respect, courtesy and being polite to recognise respectful behaviours. (e.g. helping or including others, being responsible)		<b>Transition, Media Literacy</b>  To know about the benefits of safe internet use e.g. learning, connecting and communicating.  To know how and why images online might be manipulated, altered, or faked and to recognise these.

<p>To know and discuss how we take care of our teeth and bodies</p> <p>To know and discuss how we stay safe outside, including by the road</p> <p>To be able to explain the need for rules</p> <p>Key Knowledge</p> <p>Children will develop their explanations about different aspects of self-care and why this is so important to keep us safe</p> <p>They will link this to their understanding of the roles of everyday heroes – doctors, dentists, police, firefighters etc.</p> <p>Key Vocabulary</p> <p>Safe</p> <p>Safety</p> <p>Risk</p> <p>Dangerous</p> <p>Rules</p> <p>Right</p> <p>Wrong</p> <p>Teeth</p> <p>Brushing</p> <p>Exercise</p>		<p>To know how to model respectful behaviour in different situations (e.g. at home, at school, online)</p> <p>To know the importance of self-respect and their right to be treated respectfully by others and know what it means to treat others, and be treated, politely.</p> <p>To be able to recognise ways in which people show respect and courtesy in different cultures and in wider society.</p> <p>To know ways to demonstrate respecting differences and similarities; discussing difference sensitively to recognise differences between people such as gender, race, faith.</p> <p>To know the importance of respecting differences and similarities between people (e.g. shared values, likes and dislikes, aspirations)</p> <p>Key Knowledge</p> <p>We don't have to have all the same interests to be friends with someone.</p> <p>Everyone deserves to be treated with respect, even if they are not our friend.</p> <p>Everyone is different, people have different backgrounds, faiths, genders and sexual orientations</p> <p>People also have similarities. We may have the same likes and dislikes, the same values or aspirations.</p> <p>When talking about our beliefs and ideas with others we should take care to speak</p>	<p>To know why people choose to communicate through social media and some of the risks and challenges of doing so.</p> <p>To know that social media sites have age restrictions and regulations for use and why some media and online content is not appropriate for children.</p> <p>To know how online content can be designed to manipulate people's emotions and encourage them to read or share things.</p> <p>To know what is appropriate to share online (including rules and laws relating to this) and how to report inappropriate contact or content.</p> <p>Key Knowledge</p> <p><u>Different Types of Media</u></p> <p>There are a variety of different types of media: television, radio, cinema, newspapers, magazines, outdoor (e.g. signs and posters) social media and internet-based websites. These can have different purposes, e.g. their purpose might be to entertain, to inform, to advertise, or to persuade.</p> <p><u>Fake News</u></p> <p>Fake news is untrue information presented as news. Its purpose is often to damage the reputation of a person or a cause. The risk is that we believe what we are being told and it</p>
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	<p>Sleep routine</p> <p>Road Safety</p> <p>Pedestrians</p>			<p>respectfully and learn the correct vocabulary to express our thoughts.</p> <p><u>Key Vocabulary</u></p> <p>Respect, help, responsible, self-respect, polite, cultures, society, recognise, gender, race, faith, values, respect, differences, include</p>	<p>negatively influences our choices, actions, feelings and behaviour. It is important that we learn how to identify if what we are looking at or reading online is reliable, so that we can protect our wellbeing and stay safe when we use the internet. Photos can be altered. To check they are genuine, you can do an internet search on photos to see where they came from.</p> <p><u>Beware of Stereotypes</u></p> <p>Stereotyping is when people think that everyone who belongs to a specific group is the same. We should not judge a person just because of the way they look, their gender, the job they have, their age or their likes and dislikes.</p> <p><u>Using Social Media</u></p> <p>Some benefits include offering the opportunity to connect with people and avoid feelings of isolation, the ability to share ideas about things of interest, engaging with the wider world and exploring new topics, cultures and events. If we choose to use social media, it is important we do this safely and responsibly to avoid risks. These risks include disconnecting with the world around us if too much time is spent online, exposure to cyberbullying, exposure to inappropriate content and seeing or experiencing communication that does not respect the boundaries of others. To manage these risks, we can respect age restrictions, use</p>
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						<p>privacy settings, show kindness online, never share information or pictures we wouldn't want lots of people to see, balance time online with offline activities and always tell a trusted adult if anything worries or upsets us.</p> <p>Key Vocabulary Digital wellbeing, identify, purpose, fact, opinion, bias, reliable, stereotypes, reliable, respect, communicating, safety, social media, sharing, age restrictions, connecting</p>
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## Summer 2 – Cycle A

EYFS		Years 1 & 2		Years 3 & 4		Years 5 & 6	
Cycle A	Oh, I do like to be beside the seaside	Cycle A	Geography- In the Jungle	Cycle A	History – Divide and conquer	Cycle A	Geography – Exciting explorers
	<p><b>Transition</b></p> <p>To be able to show pride in my achievements this year</p> <p>To be able to set goals for Year 1</p> <p>To be able to form positive relationships with new teachers and children in class</p>				<p><b>Media Literacy</b></p> <p>To know how the internet is used and how to access information online safely. <i>Include- to recognise that images and information online can be altered or adapted and the reasons for why this happens and strategies to recognise whether something they see online is true or accurate and to make safe, reliable choices from search results</i></p>		<p><b>Transition- Money and work</b></p> <p>To be able to understand the term aspiration <i>Include-; what influences career choices; workplace stereotypes to identify jobs that they might like to do in the future</i></p> <p>To know about the role ambition can play in achieving a future career and how or why someone might choose a certain career</p>

	<p>To be able to show resilience in the face of challenges</p> <p><b>Children will be assessed against the PSED ELGs - Self-regulation, Managing Self and Building Relationships</b></p> <p>Key Knowledge</p> <p>Children will prepare for the transition to Key Stage 1.</p> <p>They will understand how to reflect on their learning and the importance of setting goals for learning next year.</p> <p>Key Vocabulary</p> <p>Transition Change Adjustment New Pride Goals Targets Aims</p>		<p>To be able to evaluate whether a game is suitable to play or a website is appropriate for their age-group</p> <p>To be able to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication.</p> <p>To know how data is shared and used and that everything shared online has a digital footprint. Include- that organisations can use personal information to encourage people to buy things</p> <p>To know what online adverts look like and to compare content shared for factual purposes and for advertising. <i>Include- why people might choose to buy or not buy something online e.g. from seeing an advert</i></p> <p>To be able to understand that search results are ordered based on the popularity of the website and that this can affect what information people access.</p> <p>Key Knowledge</p> <p><u>Digital Footprint</u> A digital footprint is a trail of information you leave behind when using apps and websites.</p>	<p><i>Include- pay, working conditions, personal interests, strengths and qualities, family, values.</i></p> <p>To know the importance of diversity and inclusion to promote people's career opportunities <i>Include- that there is a variety of routes into work e.g. college, apprenticeships, university, training, Influences and attitudes to money; money and financial risks about the role that money plays in people's lives, attitudes towards it and what influences decisions about money</i></p> <p>To be able to understand the term value for money and how to judge if something is value for money. <i>Include- persuasive advertising, risks, fraud, scams and gambling and debt.</i></p> <p>To be able to understand how having or not having money can impact on a person's emotions, health and wellbeing.</p> <p>Key Knowledge</p> <p><u>Ambition</u></p> <p>There are many important skills that are needed for the world of work, for example:</p> <ul style="list-style-type: none"> <li>- positivity;</li> <li>- problem-solving;</li> <li>- listening to others;</li> <li>- presenting and creating ideas;</li> <li>- teamwork;</li> </ul>
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				<p>Every time you visit a website, download an app or play a game online, a tiny bit of information about you is saved. This makes up your digital footprint.</p> <p><u>Target Advertising</u> When companies use your digital footprint to see what kind of things you might be interested in and then make sure that you see those adverts more often.</p> <p><u>Internet Reliability</u> With so many people having access to the internet, it is very easy to find out information and therefore very easy to share information, whether this is true or not. If we see information online and we are unsure whether or not it is true, it is very important to check with a reliable source. This may also be online or this may be offline, such as a book, newspaper or trusted adult. To find out how reliable a website is, we can look at who wrote it to see if it is an organisation that we can trust. We can look to see if there are contact details displayed on the website, make ourselves aware of any opinions that are being shared, and look at when it was updated and whether it refers to other sources we think are reliable and consider whether it says the same as other sources we trust.</p>	<p>- making decisions. We all have wonderful skills and strengths; some of which might suit certain jobs more than others. It is important to remember that anyone can have these skills and strengths, regardless of their gender or their background. It is people's skills and interests that determine what job they may choose - nothing else matters. We need to avoid using stereotypes</p> <p><u>Risks Associated with Money</u> Whichever way people choose to spend their money, it is very important to keep track of how much money is being spent and have a budget. If someone spends too much it can lead to debt. People need to 'live within their means'. This means that they should only spend what they can afford.</p> <p><u>Gambling</u> Gambling is a risk where money (or something else of value) is swapped in the hope of winning something better, e.g., more money. Participants have no idea if they will win or lose. Gambling is illegal for children under 18 years old. Many adults choose not to gamble at all because they consider the risk isn't worth it, it makes them feel bad, or it is against their values or religion. Gambling can become a habit. Adverts and pop-ups try to 'hook' people into gambling.</p>
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## Summer 2 – Cycle B

EYFS		Years 1 & 2		Years 3 & 4		Years 5 & 6	
<b>Cycle B</b>	Oh, I do like to be beside the seaside	<b>Cycle B</b>	Geography- Waste not want not	<b>Cycle B</b>	Geography – my MK	<b>Cycle B</b>	Science – Fitness or football
	<p><b>Transition</b></p> <p>To be able to show pride in my achievements this year</p>		<p><b>Digital resilience</b></p> <p>To be able to understand what the internet is and how people communicate online- the benefits.</p>				

<p>To be able to set goals for Year 1</p> <p>To be able to form positive relationships with new teachers and children in class</p> <p>To be able to show resilience in the face of challenges</p> <p><b>Children will be assessed against the PSED ELGs - Self-regulation, Managing Self and Building Relationships</b></p> <p>Key Knowledge</p> <p>Children will prepare for the transition to Key Stage 1.</p> <p>They will understand how to reflect on their learning and the importance of setting goals for learning next year.</p> <p>Key Vocabulary</p> <p>Transition Change Adjustment New Pride</p>	<p>To know how people find things out and communicate safely with others online.</p> <p>To be able to understand the purpose and value of the internet in everyday life</p> <p>To know that some content on the internet is factual and some is for entertainment e.g. news, games, videos</p> <p>To be able to understand that information online might not always be true.</p> <p>Key Knowledge</p> <p>The internet is a system that enables computers and other devices to send each other information. We can use devices to find and share information on the internet, communicate with others, watch videos and listen to music.</p> <p><u>Benefits of the Internet</u></p> <ul style="list-style-type: none"> <li>- find information;</li> <li>- video call people far away;</li> <li>- send messages;</li> <li>- research information;</li> <li>- play games.</li> </ul> <p><u>Using the Internet Safely and Responsibly</u></p> <ul style="list-style-type: none"> <li>- use age-appropriate websites and games;</li> <li>- talk to a trusted adult and agree what websites and apps can be used;</li> <li>- keep all personal information private;</li> <li>- don't share images;</li> <li>- talk to a trusted adult if anything worries or frightens us;</li> </ul>				
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	Goals Targets Aims		<ul style="list-style-type: none"><li>- think carefully about how we react to other people's comments or news;</li><li>- show kindness and respect in our communication online.</li></ul> <p><u>Trusting the Internet</u> The Internet isn't owned by anyone and people can write whatever they want. When we read information online, it is important that we use a trusted source or check a few websites we feel confident that we can rely on.</p> <p>Key Vocabulary Internet, digital devices, safety online, internet, purpose, value, content, recognise</p>				
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