

## Curriculum Drivers:

**Personal** – our world - context – society

**Originality** – oracy – adventure – risk – aspiration – creativity

**Well-being** – mental and physical – meta cognitive – learning powers

**Environment and Nature** – environment – sustainability

**Real** – Here and Now - current affairs – topical

PSHE

Roots to Grow, Wings to Fly

	Knowledge (EYFS)		Skills	Vocabulary
FS1	Managing -Self	<ul style="list-style-type: none"> <li>Managing Self</li> <li>With an increasing understanding take risks in a safe way.</li> <li>To Identify healthy food choices and healthy habits.</li> <li>To take part in physical activities in a range of ways, with enjoyment</li> <li>To use the toilet with increasing independence.</li> <li>To begin to know when to drink water and wear a hat</li> <li>To begin to know how to be safe around water</li> <li>With increasing control begin to organise, dress and undress for different activities</li> <li>To follow basic routines eg home time, hygiene and tidying up</li> </ul>	<ul style="list-style-type: none"> <li>I can take risks in safe manner.</li> <li>I can identify healthy foods and am willing to try them.</li> <li>I can identify the dangers of the sun and how to protect myself from them.</li> <li>I can go to the toilet on my own and take care of my needs in the toilet.</li> <li>I can access the resources in the classroom independently and am confident to ask for help when I need it.</li> <li>I can follow the routines in class.</li> </ul>	Happy, sad, share, angry, cross, down, crying, smiling, yawning, tired, energised, shocked, funny, silly, exhausted, upset, scared, worried, mixed up, frightened. class rules, friends, care, love, feelings, instruction words, Please, thank you, colours listen, hear, Healthy, unhealthy, fruit, vegetables, energy
	Making and Building relationships	<ul style="list-style-type: none"> <li>To be able to share and understand why they need to share</li> <li>To develop the ability to play co-operatively</li> <li>To make simple negotiations and compromises</li> <li>Becoming more considerate of others</li> <li>To know in simple terms what makes a good friend and how to be a good friend</li> <li>To know how to be kind and make simple acts of kindness towards their friends</li> <li>Talks about their feelings and begin to understand how others might be feeling.</li> </ul>	<ul style="list-style-type: none"> <li>I can share and play collaboratively.</li> <li>I can negotiate and make compromises with my friends.</li> <li>I can be a good friend to the other children in my class and describe what makes a good friend.</li> <li>I can be kind towards my friends</li> <li>I can accept and follow the boundaries of the setting.</li> </ul>	
	Self-Regulation	<ul style="list-style-type: none"> <li>To be aware of feelings eg happiness, anger, fear etc and begin to express their feelings in an appropriate way</li> <li>Follow instructions with increasing willingness and understanding</li> <li>Follow behaviour expectations</li> <li>To accept boundaries and rules</li> <li>Increasingly follows a rule without a reminder.</li> <li>Shows more confidence in new situations.</li> <li>Shows a developing sense of responsibility.</li> <li>Helps to find resolutions to conflicts and understands when and how to be assertive.</li> </ul>	<ul style="list-style-type: none"> <li>I can say how I am feeling.</li> <li>I can listen to and follow instructions.</li> <li>I can follow the classroom rules and can describe the rules to others.</li> </ul>	

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	Knowledge (EYFS)	Skills	Vocabulary
FS2	<b>Managing- Self</b> <ul style="list-style-type: none"> <li>Managing SelfTo identify and make healthy food choices and follow healthy habits.</li> <li>Recognise the enjoyment of physical activity and know they are making a positive impact on their health</li> <li>To know when to take risks and do so with increasing confidence and manage these safely.</li> <li>To organise and dress for different activities with increasing control of a variety of fastenings</li> <li>To know the reasons for basic hygiene and follow routines independently</li> <li>Confidently acknowledge the need for the toilet even during structured activities eg assemblies</li> <li>To know when to drink water and why</li> <li>To know how to stay safe in the sun and why- sun cream and hat</li> <li>To know how to be safe around water</li> <li>To manage their own needs.</li> </ul> <p>ELG- Manage their own basic hygiene and personal needs, including dressing and going to the toilet Understand the importance of healthy food choices Explain the reasons for rules and know right from wrong</p>	<ul style="list-style-type: none"> <li>I can try healthy foods.</li> <li>I can exercise.</li> <li>I understand and can explain why we need to eat healthy food.</li> <li>I can select healthy foods.</li> <li>I can be responsible for drinking and refilling my water bottle. I understand that I need to do this to stay healthy.</li> <li>I can wash my hands.</li> <li>I can get dressed by myself.</li> <li>I can identify when I need the toilet and I can go by myself.</li> <li>I will put my hat on when I am in the sunshine</li> <li>I understand why I can't jump into water without an adult.</li> <li>I can manage my own hygiene. I am beginning to understand the need for hygiene with adult support.</li> <li>I can choose a healthy snack. I understand why I need fruit and veg</li> </ul>	<p>Anger/angry – shaky, red, cross, frown, fast heart</p> <p>Nervous – funny feeling in my belly, shaking, sick, worried</p> <p>Sad – tears, upset, horrible feeling</p> <p>Scared - fast heart, shaking, sweating</p> <p>Excited – jumpy, smiling, happy, excited feeling in my belly</p> <p>Happy – smiling, calm, pleased, Mixed emotions – don't know how I feel</p> <p>Kind</p> <p>Helpful</p> <p>Share</p> <p>Bucket filler</p> <p>friends</p> <p>Healthy, unhealthy, diet, fruit, vegetables, energy, Cleanliness, hygiene</p>
	<b>Making and Building relationships</b> <ul style="list-style-type: none"> <li>Work and play co-operatively in small and larger groups</li> <li>Take turns appropriately without prompting</li> <li>Show and appreciation and understanding of other's similarities, differences and needs</li> <li>Embrace change in a positive way and celebrate friendship</li> <li>Welcome new friends and form new friendships as children come and go within their class</li> <li>Demonstrate behaviours that enable them to be a good friend</li> </ul> <p>ELG - Work and play cooperatively and take turns with others; Form positive attachments and friendships; Show sensitivities to others' needs</p>	<ul style="list-style-type: none"> <li>I can play with my friends.</li> <li>I am kind with my hands and my words.</li> <li>I can take turns.</li> <li>I can talk about similarities and differences with my friends.</li> <li>I can say kind things to my friends.</li> <li>I can use my manners.</li> <li>I am kind and helpful when some new comes to our class.</li> <li>I understand that I have my friends but I can work/play with other children too.</li> </ul>	
	<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>Know how they are feeling</li> <li>To use Colour Monster to be able to discuss the characteristics of different feelings</li> <li>To regulate their behaviour appropriately depending on the situation or circumstance</li> <li>To be able to follow behaviour expectations and know and understand cause and effect</li> <li>To further develop and explain their understanding of how to be a good learner with increasing confidence attempt and seek challenge</li> <li>Demonstrate resilience in the face of challenge</li> <li>Persevere when new learning etc is proving difficult</li> </ul> <p>ELG- Show an understanding of their own feelings and those of others, and regulate behaviour accordingly. Have a positive sense of self and show resilience and perseverance in the face of challenge. Pay attention to their teacher and follow multi-step instructions</p>	<ul style="list-style-type: none"> <li>I can identify how I and others are feeling based on my understanding of the different characteristics of each feeling.</li> <li>I can think about (reflect on) my behaviour and adapt it follow routines and rules</li> <li>I can talk about our class rules and routines and demonstrate (show) how I follow them.</li> <li>I can face my fears and 'have a go' at any challenge even if it is difficult.</li> <li>I can listen to and follow instructions.</li> <li>I can sit and listen, paying attention to my teacher and friends.</li> </ul>	

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PSHE

Roots to Grow, Wings to Fly

	Knowledge (National Curriculum)	Skills	Vocabulary
Year 1	<p><b>Family and Relationships</b></p> <ul style="list-style-type: none"> <li>To understand that families look after us.</li> <li>To know some words to describe how people are related (eg. aunty, cousin).</li> <li>To know that some information about me and my family is personal.</li> <li>To understand some characteristics of a positive friendship.</li> <li>To understand that friendships can have problems but that these can be overcome.</li> <li>To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</li> </ul>	<ul style="list-style-type: none"> <li>I can explore how families are different to each other.</li> <li>I can explore how friendship problems can be overcome.</li> <li>I can explore friendly behaviours.</li> <li>I can recognise how other people show their feelings.</li> <li>I can identify ways we can care for others when they are sad.</li> <li>I can explore the ability to successfully work with different people.</li> </ul>	<ul style="list-style-type: none"> <li>Accident</li> <li>Allergy</li> <li>Banks/building societies</li> <li>Behaviour</li> <li>Care</li> <li>Cash</li> <li>Democracy</li> <li>Different</li> <li>Drug</li> <li>Earn</li> <li>Emergency</li> <li>Emotions</li> <li>Fair</li> <li>Family</li> <li>Feelings</li> <li>Friend</li> <li>Friendly</li> <li>Germs</li> <li>Hazards</li> <li>Ill (poorly)</li> <li>Medicine</li> <li>Pet</li> <li>Physical contact</li> <li>Polite</li> <li>Problem</li> <li>Qualities</li> <li>Relax</li> <li>Respect</li> <li>Responsibility</li> <li>Role</li> <li>Rule</li> <li>Save</li> <li>Similar</li> <li>Skill</li> <li>Spend</li> <li>Stereotype</li> <li>Trust</li> <li>Unique</li> <li>Value</li> <li>Vote</li> </ul>
	<p><b>Health and Wellbeing and Transition</b></p> <ul style="list-style-type: none"> <li>To understand we can limit the spread of germs by having good hand hygiene.</li> <li>To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</li> <li>To know that certain foods and other things can cause allergic reactions in some people.</li> <li>To know that sleep helps my body to repair itself, to grow and restores my energy.</li> <li>To know that strengths are things we are good at.</li> <li>To know that qualities describe what we are like.</li> <li>To know the words to describe some positive and negative emotions.</li> <li>To understand that changes can be both positive and negative.</li> </ul>	<ul style="list-style-type: none"> <li>I can learn how to wash my hands properly.</li> <li>I can learn how to deal with an allergic reaction.</li> <li>I can explore positive sleep habits.</li> <li>I can explore two different methods of relaxation: progressive muscle relaxation and laughter.</li> <li>I can explore health-related jobs and people who help look after our health.</li> <li>I can identify personal strengths and qualities.</li> <li>I can identify different ways to manage feelings.</li> <li>Recognising our own strengths.</li> </ul>	
	<p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>To know the rules in school.</li> <li>To know that different pets have different needs.</li> <li>To understand the needs of younger children and that these change over time.</li> <li>To know that voting is a fair way to make a decision.</li> <li>To understand that people are all different.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise why rules are necessary.</li> <li>I can discuss how to meet the needs of different pets.</li> <li>I can explore the differences between people.</li> <li>I can recognise the groups that we belong to.</li> </ul>	
	<p><b>Economic wellbeing</b></p> <ul style="list-style-type: none"> <li>To know that coins and notes have different values.</li> <li>To know some of the ways children may receive money.</li> <li>To know that it is wrong to steal money.</li> <li>To know that banks are places where we can store our money.</li> <li>To know some jobs in school.</li> <li>To know that different jobs need different skills.</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss how to keep money safe.</li> <li>I can discuss what to do if we find money.</li> <li>I can explore choices people make about money.</li> <li>I can develop an understanding of how banks work.</li> </ul>	
	<p><b>Safety and the changing body</b></p> <ul style="list-style-type: none"> <li>To know that some types of physical contact are never appropriate.</li> <li>To know what to do if I get lost.</li> <li>To know that a hazard is something which could cause an accident or injury.</li> <li>To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</li> <li>To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</li> <li>To know that the emergency services are the police, fire service and the ambulance service.</li> </ul>	<ul style="list-style-type: none"> <li>I can practice what to do if I get lost. I can identify hazards that may be found at home.</li> <li>I can understand people's roles within the local community that help keep us safe.</li> <li>I can learn what is and is not safe to put in or on our bodies.</li> <li>I can practice making an emergency phone call.</li> </ul>	

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Roots to Grow, Wings to Fly

	Knowledge (National Curriculum)	Skills	Vocabulary
Year 2	<b>Family and Relationships</b> To know that families can be made up of different people. To know that families may be different to my family. To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing. To understand some ways people show their feelings. To understand what good manners are. To understand some stereotypes related to jobs. To know that there are ways we can remember people or events.	<ul style="list-style-type: none"> <li>I understand ways to show respect for different families.</li> <li>I understand that families offer love, care and support.</li> <li>I can understand difficulties in friendships and I can discuss action that can be taken.</li> <li>I can learn how other people show their feelings and how to respond to them.</li> <li>I can explore the conventions of manners in different situations.</li> <li>I can explore how loss and change can affect us.</li> </ul>	<ul style="list-style-type: none"> <li>Coins</li> <li>Diet</li> <li>Exercise</li> <li>Election</li> <li>Environment</li> <li>Friendship</li> <li>Goal</li> <li>Growth mindset</li> <li>Healthy</li> <li>Identity</li> <li>Job</li> <li>Love</li> <li>Manners</li> <li>Need</li> <li>Notes</li> <li>Priority</li> <li>Opinion</li> <li>Relaxation</li> <li>Rule</li> <li>Physical activity</li> <li>School council</li> <li>Skill</li> <li>Strengths</li> <li>Volunteer</li> <li>Vote</li> <li>Want</li> </ul>
	<b>Health and Wellbeing and Transition</b> To know that food and drinks with lots of sugar are bad for our teeth. To understand the importance of exercise to stay healthy. To understand the balance of foods we need to keep healthy. To know that breathing techniques can be a useful strategy to relax. To know that we can feel more than one emotion at a time. To know that a growth mindset means being positive about challenges and finding ways to overcome them. To understand that change is part of life.	<ul style="list-style-type: none"> <li>I can explore the effect that food and drink can have on my teeth.</li> <li>I can explore some of the benefits of exercise on body and mind.</li> <li>I can explore some of the benefits of a healthy balanced diet.</li> <li>I can suggest how to improve an unbalanced meal.</li> <li>I can learn breathing exercises to aid relaxation.</li> <li>I can explore strategies to manage different emotions.</li> <li>I can develop empathy.</li> <li>I can identify personal goals and how to work towards them.</li> <li>I can explore the need for perseverance and I can develop a growth mindset.</li> <li>I can develop an understanding of self respect</li> <li>Identifying people who can help us when we are worried about changes.</li> </ul>	
	<b>Citizenship</b> To know some of the different places where rules apply. To know that some rules are made to be followed by everyone and are known as 'laws'. To know some of the jobs people do to look after the environment in school and the local community. To understand how democracy works in school through the school council. To understand that everyone	<ul style="list-style-type: none"> <li>I can explain why rules are in place.</li> <li>I can identify positives and negatives about the school environment.</li> <li>I can learn how to discuss issues of concern to me.</li> <li>I can recognise the importance of looking after the school environment. Identifying ways to help look after the school environment.</li> <li>I can recognise the contribution people make to the local community.</li> </ul>	
	<b>Economic</b> To know some of the ways in which adults get money. To know the difference between a 'want' and 'need'. To know some of the features to look at when selecting a bank account.	<ul style="list-style-type: none"> <li>I can identify whether something is a want or need.</li> <li>I can recognise that people make choices about how to spend money.</li> <li>I can explore the reasons why people choose certain jobs.</li> </ul>	
	<b>Safety and the changing body</b> To know the PANTS rule. To know that I should tell an adult if I see something which makes me uncomfortable online. To understand the difference between secrets and surprises. To know the rules for crossing the road safely. To know that medicine can help us when we are ill. To understand that we should only take medicines when a trusted adult says we can. To know the names of parts of my body including private parts.	<ul style="list-style-type: none"> <li>I can discuss the concept of privacy.</li> <li>I can explore ways to stay safe online.</li> <li>I can learn how to behave safely near the road and when crossing the road.</li> <li>I can explore what people can do to feel better when they are ill.</li> <li>I can learn how to be safe around medicines.</li> </ul>	

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Roots to Grow, Wings to Fly

	Knowledge (National Curriculum)	Skills	Vocabulary
Year 3	Family and Relationships To know that I can talk to trusted adults or services such as Childline if I experience family problems. To know that bullying can be physical or verbal. To know that bullying is repeated, not a one off event. To know that violence is never the right way to solve a friendship problem To know that trust is being able to rely on someone and it is an important part of relationships. To know the signs of a good listener. To understand that there are similarities and differences between people. To understand some stereotypes related to age.	<ul style="list-style-type: none"> <li>I can learn that problems can occur in families and that there is help available if needed.</li> <li>I can explore ways to resolve friendship problems.</li> <li>I can develop an understanding of the impact of bullying and what to do if bullying occurs.</li> <li>I can identify who I can trust.</li> <li>I can learn about the effects of non-verbal communication.</li> <li>I can explore the negative impact of stereotyping.</li> </ul>	<ul style="list-style-type: none"> <li>Alone</li> <li>Balance</li> <li>Barriers</li> <li>Belonging</li> <li>Budget</li> <li>Bullying</li> <li>Charity</li> <li>Communication</li> <li>Community</li> <li>Council</li> <li>Councillor</li> <li>Empathy</li> <li>Expense</li> <li>Feeling</li> <li>Human rights</li> <li>Identity</li> <li>Law</li> <li>Lonely</li> <li>Open question</li> <li>Qualification</li> <li>Recycling</li> <li>Resilience</li> <li>Similar</li> <li>Solve</li> <li>Stereotype</li> <li>Stretch</li> <li>Sympathy</li> <li>Trust</li> <li>United Nations/ UN</li> </ul>
	Health and Wellbeing and To understand the importance of belonging. To understand what being lonely means and that it is not the same as being alone. To understand To understand ways to prevent tooth decay. To understand the positive impact relaxation can have on the body. To know the different food groups and how much of each of them we should have to have a balanced diet. To understand the importance of belonging. To understand what being lonely means and that it is not the same as being alone. To understand what a problem or barrier is and that these can be overcome. To understand that change often brings about more opportunities and responsibilities.	<ul style="list-style-type: none"> <li>I can discuss why it is important to look after my teeth.</li> <li>I can learn stretches which can be used for relaxation.</li> <li>I can develop the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</li> <li>I can explore my own identity through the groups I belong to.</li> <li>I can identify my strengths and I can explore how I use them to help others.</li> <li>I am able to breakdown a problem into smaller parts to overcome it.</li> <li>I can learn strategies to deal with change.</li> </ul>	
	Citizens To understand the UN Convention on the Rights of the Child. To understand how recycling can have a positive impact on the environment. To know that the local council is responsible for looking after the local area. To know that elections are held where adults can vote for local councillors. To understand some of the consequences of breaking rules. To understand the role of charities in the community	<ul style="list-style-type: none"> <li>I can explore how children's rights help them and other children.</li> <li>I can consider the responsibilities that adults and children have to maintain children's rights.</li> <li>I can discuss ways we can make a difference to recycling rates at home/school.</li> <li>I can identify local community groups and discussing how these support the community.</li> </ul>	
	Economics To understand that there are different ways to pay for things. To know that budgeting money is important. To understand that there are a range of jobs available. To understand that some stereotypes can exist around jobs but these should not affect people's choices.	<ul style="list-style-type: none"> <li>I can discuss the range of feelings which money can cause.</li> <li>I can discuss the different attitudes people have to money.</li> <li>I can explore the impact our spending can have on other people.</li> <li>I can consider the advantages and disadvantages of different payment methods</li> </ul>	
	Safety and the changing body To understand that cyberbullying is bullying which takes place online. To know the signs that an email might be fake. To know the rules for being safe near roads. To understand that other people can influence our choices. To know that bites or stings can sometimes cause an allergic reaction. To know that it is important to maintain the safety of myself and others.	<ul style="list-style-type: none"> <li>I can explore ways to respond to cyberbullying or unkind behaviour online.</li> <li>I can develop skills as a responsible digital citizen.</li> <li>I can identify things people might do near roads which are unsafe.</li> <li>I am beginning to recognise unsafe digital content.</li> <li>I can explore that people and things can influence me and that I need to make the right decision for me.</li> <li>I can explore choices and decisions that I can make.</li> <li>I can learn what to do in a medical emergency, including calling the emergency services.</li> </ul>	



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Year 4	Family and Relationships To know that families are varied in the UK and across the world. To understand the different roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what happens to their body. To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes related to disability. To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.	<ul style="list-style-type: none"> <li>I can use respectful language to discuss different families.</li> <li>I can explore physical and emotional boundaries in friendships.</li> <li>I can explore how my actions and behaviour can affect other people.</li> <li>I can discuss how to help someone who has experienced a bereavement</li> </ul>	<ul style="list-style-type: none"> <li>Act of kindness</li> <li>Age restriction</li> <li>Asthma</li> <li>Authority</li> <li>Bank balance</li> <li>Bank statement</li> <li>Bereavement</li> <li>Boundaries</li> <li>Breasts</li> <li>Bystander</li> <li>Cabinet</li> <li>Career</li> <li>Council officer</li> <li>Debit card</li> <li>Diversity</li> <li>Fluoride</li> <li>Genitals</li> <li>Law</li> <li>Local government</li> <li>Mental health</li> <li>Negative emotions</li> <li>Permission</li> <li>Positive emotions</li> <li>Protect</li> <li>Puberty</li> <li>Public</li> <li>Reuse</li> <li>Tobacco</li> <li>Visualise</li> </ul>
	Health and Wellbeing and Transition To know key facts about dental health. To know that visualisation means creating an image in our heads. To know that different job roles need different skills and so some roles may suit me more than others. To know that it is normal to experience a range of emotions. To know that mental health refers to our emotional wellbeing, rather than physical. To understand that mistakes can help us to learn. To know who can help if we are worried about our own or other people's mental health. To know that setting goals can help us to achieve what we want.	<ul style="list-style-type: none"> <li>I can develop independence in looking after my teeth.</li> <li>I can identify what makes me feel calm and relaxed.</li> <li>I can learn visualisation as a tool to aid relaxation.</li> <li>I can explore how my skills can be used to undertake certain jobs.</li> <li>I can explore ways we can make ourselves feel happy or happier.</li> <li>I can develop the ability to appreciate the emotions of others in different situations.</li> <li>I can learn to take responsibility for my emotions by knowing that I can control some things but not others.</li> <li>I can develop a growth mindset.</li> <li>I can recognise my own achievements.</li> <li>I can set goals.</li> </ul>	
	Citizenship To know that human rights are specific rights that apply to all people. To know some of the people who protect our human rights such as police, judges and politicians. To know that reusing items is of benefit to the environment. To understand that councillors have to balance looking after local residents and the needs of the council. To know that there are a number of groups which make up the local community.	<ul style="list-style-type: none"> <li>I can discuss how we can help to protect human rights.</li> <li>I can identify ways items can be reused.</li> <li>I can explain why reusing items is of benefit to the environment.</li> <li>I can identify the benefits different groups bring to the local community.</li> <li>I can discuss the positives diversity brings to a community.</li> </ul>	
	Economics To know that money can be lost in a variety of ways. To understand the importance of tracking money. To know that many people will have more than one job or career in their lifetimes.	<ul style="list-style-type: none"> <li>I can explore the factors which affect whether something is value for money.</li> <li>I can discuss some impacts of losing money.</li> <li>I can identify negative and positive influences that can affect our career choices.</li> </ul>	
	Safety and the changing body To understand that there are risks to sharing things online. To know the difference between private and public. To understand the risks associated with smoking tobacco. To understand the physical changes to both male and female bodies as people grow from children to adults. To know that asthma is a condition which causes the airways to narrow.	<ul style="list-style-type: none"> <li>I can discuss how to seek help if I need to.</li> <li>I can explore what to do if an adult makes me feel uncomfortable.</li> <li>I can learn about the benefits and risks of sharing information online.</li> <li>I can discuss the benefits of being a non-smoker.</li> <li>I can discuss some physical and emotional changes during puberty.</li> <li>I can learn how to help someone who is having an asthma attack.</li> </ul>	

## Curriculum Drivers:

**Personal** – our world - context – society

**Originality** – oracy – adventure – risk – aspiration – creativity

**Well-being** – mental and physical – meta cognitive – learning powers

**Environment and Nature** – environment – sustainability

**Real** – Here and Now - current affairs – topical

PSHE

Roots to Grow, Wings to Fly

	Knowledge (National Curriculum)	Skills	Vocabulary
Year 5	<b>Family and Relationships</b> To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111. To know what attributes and skills make a good friend. To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying. To understand that positive attributes are the good qualities that someone has. To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.	<ul style="list-style-type: none"> <li>To identify ways families might make children feel unhappy or unsafe.</li> <li>To explore the impact that bullying might have.</li> <li>To explore issues which might be encountered in friendships and how these might impact the friendship</li> <li>To explore and question the assumptions we make about people based on how they look.</li> <li>To explore our positive attributes and being proud of these (self-respect).</li> </ul>	<ul style="list-style-type: none"> <li>Attraction</li> <li>Attributes</li> <li>Bladder</li> <li>Cervix</li> <li>Clitoris</li> <li>Cyberbullying</li> <li>Decision</li> <li>Defendant</li> <li>Discrimination</li> <li>Egg/ova</li> <li>Ejaculation</li> <li>Erection</li> <li>Expenditure</li> <li>Fail</li> <li>Fallopian tube</li> <li>Freedom of expression</li> <li>Friend</li> <li>Government</li> <li>House of Commons</li> <li>Income</li> <li>Influence</li> <li>Interest</li> <li>Judge</li> <li>Jury</li> <li>Labia</li> <li>Marriage</li> <li>Member of Parliament (MP)</li> <li>Menstruation/period</li> <li>Nipples</li> <li>Ovary/ovaries</li> <li>Parliament</li> <li>Pressure group</li> <li>Prime Minister</li> <li>Protect</li> <li>Pubic hair</li> <li>Repayment</li> <li>Responsibility</li> <li>Scrotum</li> <li>Secret</li> <li>Sperm duct</li> <li>Steps</li> <li>Trial</li> <li>Urethra</li> <li>Uterus</li> <li>Vaginal opening</li> <li>Wedding</li> <li>Wet dreams</li> <li>Womb</li> </ul>
	<b>Health and Wellbeing</b> To understand the risks of sun exposure. To know that relaxation stretches can help us to relax and de-stress. To know that calories are the unit that we use to measure the amount of energy certain foods give us. To know that what we do before bed can affect our sleep quality. To understand what can cause stress. To understand that failure is an important part of success. To understand the skills needed for roles in school.	<ul style="list-style-type: none"> <li>I can develop independence for protecting myself in the sun.</li> <li>I can understand the relationship between stress and relaxation.</li> <li>I can consider calories and food groups to plan healthy meals.</li> <li>I can develop greater responsibility for ensuring good quality sleep.</li> <li>I can take responsibility for my own feelings</li> <li>I can recognise own skills and how these can be developed.</li> </ul>	
	<b>Citizenship</b> To know what happens when someone breaks the law. To understand the waste hierarchy. To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.	<ul style="list-style-type: none"> <li>I can explain why reducing the use of materials is positive for the environment.</li> <li>I can discuss how rights and responsibilities link.</li> <li>I can explore the right to a freedom of expression.</li> <li>I can identify the contribution people make to the community and how this is recognised.</li> <li>I can develop an understanding of how parliament and Government work.</li> <li>I can identify ways people can bring about change in society.</li> </ul>	
	<b>Economic wellbeing</b> To know that when money is borrowed it needs to be paid back, usually with interest. To know that it is important to prioritise spending. To know that income is the amount of money received and expenditure is the amount of money spent. To know some ways that people lose money.	<ul style="list-style-type: none"> <li>I can explore ways to overcome stereotypes in the workplace.</li> <li>I can discuss risks associated with money.</li> <li>I can make a budget based on priorities.</li> <li>I can discuss the role of money in selecting a job.</li> <li>I can discuss how income can change and the feelings associated with this.</li> </ul>	
	<b>Safety and the changing body</b> To know the steps to take before sending a message online (using the THINK mnemonic). To know some of the possible risks online. To know some strategies I can use to overcome pressure from others and make my own decisions. To understand the process of the menstrual cycle. To know the names of the external sexual parts of the body and the internal reproductive organs. To know that puberty happens at different ages for different people. To know how to assess a casualty's condition.	<ul style="list-style-type: none"> <li>I can develop an understanding of how to ensure relationships online are safe.</li> <li>I can learn to make 'for' and 'against' arguments to help with decision making.</li> <li>I can identify reliable sources of help with puberty.</li> <li>I can learn about the emotional changes during puberty</li> <li>I can learn about how to help someone who is bleeding.</li> </ul>	

## Curriculum Drivers:

**Personal** – our world - context – society

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**Well-being** – mental and physical – meta cognitive – learning powers

**Environment and Nature** – environment – sustainability

**Real** – Here and Now - current affairs – topical

PSHE

Roots to Grow, Wings to Fly

	Knowledge (National Curriculum)	Skills	Vocabulary
Year 6	<p>Family and Relationships</p> <p>To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111. To know what attributes and skills make a good friend. To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying To understand that positive attributes are the good qualities that someone has. To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability</p>	<ul style="list-style-type: none"> <li>I can identify ways to resolve conflict through negotiation and compromise.</li> <li>I can I can discuss how and why respect is an important part of relationships.</li> <li>I can identify ways to challenge stereotypes.</li> <li>I can explore the process of grief and understanding that it is different for different people.</li> </ul>	<ul style="list-style-type: none"> <li>Alcohol</li> <li>Authority</li> <li>Concern</li> <li>Conflict</li> <li>Discrimination</li> <li>Earn</li> <li>Expectation</li> <li>Gambling</li> <li>Grief</li> <li>Grieving</li> <li>Habit</li> <li>Internet trolling</li> <li>Ministers</li> <li>PIN</li> <li>Pregnant</li> <li>Prejudice</li> <li>Protected characteristics</li> <li>Resolve</li> <li>Vaccination</li> </ul> <p><b>Sex education</b></p> <ul style="list-style-type: none"> <li>Conception</li> <li>Fertilisation</li> <li>Pregnant</li> <li>Sexual intercourse</li> <li>Sperm</li> </ul>
	<p>Health and Wellbeing and Transition</p> <p>To understand that vaccinations can give us protection against disease. To know that changes in the body could be possible signs of illness. To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits. To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). To know the effects technology can have on mental health To know that a big change can bring opportunities but also worries.</p>	<ul style="list-style-type: none"> <li>I can consider ways to prevent illness.</li> <li>I can identify some actions to take if I am worried about my health or my friends' health.</li> <li>I can identify a range of relaxation strategies and situations in which they would be useful.</li> <li>I can explore ways to maintain good habits.</li> <li>I can set achievable goals for a healthy lifestyle.</li> <li>I can explore my personal qualities and how to build on them.</li> <li>I can develop strategies for being resilient in challenging situations.</li> <li>Exploring a greater range of strategies to deal with feelings associated with change.</li> </ul>	
	<p>Citizenship</p> <p>To know that education is an important human right. To know that our food choices can affect the environment. To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. To know that prejudice is making assumptions about someone based on certain information. To know that discrimination is treating someone differently because of certain factors.</p>	<ul style="list-style-type: none"> <li>I can learn about environmental issues relating to food.</li> <li>I can discuss how education and other human rights protect us.</li> <li>I can identify causes which are important to us.</li> <li>I can discuss how people can influence what happens in parliament.</li> <li>I can discuss ways to challenge prejudice and discrimination.</li> <li>I can identify appropriate ways to share views and ideas with others.</li> </ul>	
	<p>Economic wellbeing</p> <p>To understand that there are certain rules to follow to keep money safe in bank accounts. To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money. To understand that different jobs have different routes into them. To understand that people change jobs for a number of reasons. To know that banks and organisations such as Citizens' Advice can help with money-related problems.</p>	<ul style="list-style-type: none"> <li>I can recognise differences in how people deal with money and the role of emotions in this.</li> <li>I can discuss some risks associated with gambling.</li> <li>I can identify jobs which might be suitable for me.</li> </ul>	
	<p>Safety and the changing body</p> <p>To understand the risks associated with drinking alcohol. To understand that online relationships should be treated in the same way as face to face relationships. To know where to get help with online problems. To understand how a baby is conceived and develops. To know how to conduct a primary survey (using DRSABC).</p>	<ul style="list-style-type: none"> <li>I can develop an understanding about the reliability of online information.</li> <li>I can explore online relationships including dealing with problems.</li> <li>I can discuss the reasons why adults may or may not drink alcohol.</li> <li>I can discuss problems which might be encountered during puberty and using knowledge to help.</li> <li>I can learn how to help someone who is choking.</li> <li>I can place an unresponsive patient into the recovery position.</li> </ul>	
	<p>Identity</p> <p>To know that identity is the way we see ourselves and also how other people see us.</p>	<ul style="list-style-type: none"> <li>I can discuss the factors that make our 'identity'.</li> <li>I can recognise the difference between how we see ourselves and how others see us.</li> <li>I can explore how the media might influence our identity.</li> </ul>	