

PSHE overview – 2 year cycle

We follow the KAPOW mixed aged planning.

Cycle A 26/27 Year 1,3,5

Cycle B 27/28 Year 2,4,6

	Autumn term	Spring	Summer
FS1 and 2 Cycle A and B	Self – regulation: My feelings Building relationships: Special relationships	Managing self: Taking on challenges Self – regulation: Listening and following instructions	Building relationships: My family and friends Managing self: My wellbeing
Year 1/ 2 Cycle A	Connecting with others: How can I help myself and others feel happy and safe? The online world: How do we spend time online?	Health protection: How can I protect myself and others in daily life? Staying safe: How can I stay safe? AREP year 2 content	My healthy self: How can we look after our emotions? Citizenship: How can I help others and the environment?
Year 1/ 2 Cycle B	Connecting with others: How can I build safe, kind and caring relationships with others? The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money? My healthy self: How can we look after our bodies? AREP year 1 content	Growing up: How can we look after and respect our bodies as we grow? Staying safe: How can I make safe choices in different places?
Year 3 /4 Cycle A	Connecting with others: What helps us feel safe and included? The online world: How should we communicate online?	Citizenship: What careers do people choose and why? Staying safe: What signs help me recognise safe or unsafe?	My healthy self: How can I take care of my mind and body? Citizenship: What rights and responsibilities do we have? AREP year 4 content
Year 3 /4 Cycle B	Connecting with others: How can we respect each other? The online world: How can we decide what to trust online?	Health protection: How can we prevent illness and injury and respond if they happen? My healthy self: How can I make healthy choices?	Citizenship: How can I spend money wisely? Growing up: How will my body and emotions change as I grow up? AREP year 3 content
Year 5/ 6 Cycle A	Connecting with others: Why are healthy relationships important? The online world: How am I influenced by what I see online? AREP year 6 content	Citizenship: How can we be in control of our money? Connecting with others: What does it mean to stand up for myself and others?	Online world: How do I feel about the things I see online? Staying safe: How can I stay safe as I grow up?
Year 5/ 6 Cycle B	My healthy self: How can I support my mind and body as I grow? Citizenship: How can we make a difference in our communities and beyond? AREP year 5 content	Growing up: How can I manage the changes to my body and emotions as I grow up? My healthy self: How do my choices today shape my future health?	Citizenship: How can we protect everyone's rights? Sex education: How do people become parents?



Dalestorth Primary and Nursery School Subject Progression Overview
Subject: PHSE



	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>EYFS- Self-regulation</u>							
Objectives	• Recognise and name a range of feelings and begin to describe how they feel. • Notice feelings in themselves and others through facial expressions, body language and behaviour. • Talk about things that help them to feel calm, happy and ready to learn. • Begin to use simple strategies to regulate emotions, such as quiet time, breathing, movement or talking to an adult. • Listen and respond to others when they are sharing feelings.						
Key Vocabulary	feelings; emotions; calm; regulate; happy; sad; angry; worried; excited						
Sticky Knowledge	• Everyone has feelings and feelings can change. • It is okay to talk about how we feel.						

	• Our face, body and actions can give clues about feelings. • Simple strategies can help us feel calm and ready to learn. • A trusted adult can help when feelings feel difficult.						
Sentence starters							
EYFS- Building relationships							
Objectives	• Talk about family members, friends and other special people. • Recognise positive relationships and what makes someone a good friend. • Share, take turns and cooperate fairly during play and learning. • Recognise their own strengths and those of others. • Use kind words and actions and begin to manage simple disagreements.						
Key vocabulary	family; friends; friendship; share; turn-taking; kind; special; help						
Sticky knowledge	Special people help us feel safe and cared for. • Families and relationships can be different. • Sharing and turn-taking help people play and learn together. • Kind words and actions help relationships. • We can ask an adult for help when a disagreement is difficult.						
Sentence starters							

EYFS- Managing self							
Objectives	Persevere when facing a new or difficult challenge. • Communicate needs, choices and ideas clearly. • Understand that rules and instructions help keep people safe. • Listen carefully and follow simple instructions. • Begin to use coping strategies when something is difficult. • Ask for help when needed and have another go after a mistake.						
Key vocabulary	challenge; perseverance; rules; listening; instructions; coping; try again; help						
Sticky knowledge	Rules help keep us safe and help us work together. • Trying again is part of learning. • Asking for help is a positive choice. • Listening carefully helps us understand what to do. • Mistakes can help us learn and improve.						
Sentence starters							
Be a friend	- We take turns when sharing our thoughts, opinions and experiences. - We help our classmates.	- We use kind words with one another during our PSHE lessons. - We work positively with our classmates (whoever that may be) and strive to support one another to grow, learn and improve.	- When others are upset, uncomfortable or finding it difficult to share, we support them and listen without judgement. - We support and help each other when collaborating on a task or discussing a talking point.		- When others face difficulties, we are willing to help others and lead by example – this could be sharing our opinions or asking for help when we or our classmates need it. - After listening to others, we constructively suggest ideas, recommendations or areas of improvement to them.		
Be you	- We are happy and proud to talk about ourselves.	- We can say how we are different to others (including our life experiences out of school) and see these differences as positives. - We aim to do our best in what we do.	- We are proud of who we are and share our ideas openly and confidently. - We strive to be the best versions of ourselves and demonstrate that we are willing to learn from mistakes, poor choices and experiences.		- We are proud of what makes us unique and recognise our strengths and weaknesses. - We are humble in how we approach our learning and are open to new concepts and suggestions.		
Be honest	- We share what we think. - We say when we find something difficult, have made a poor choice or don't agree with something/someone.	- We listen to what others have to say and accept that others think differently and have different experiences. - We share, including poor choices, and use discussion to learn and improve our actions.	- We are honest and truthful with our opinions and recognise that we may all have different opinions or experiences. - After listening to others, we are open to our thoughts changing and acting differently to become better individuals.		- We are sincere and genuine when listening to others contributions in PSHE. - We share what we truly believe or have experienced first-hand but are willing to accept that others may disagree, have different experiences and debate/discuss differences		

Be brave	- We answer questions and share our thoughts in front of our class. - We try our best when doing something for the first time.	- We have courage to express our thoughts openly and with care. - When we find a question or task difficult, we persevere and ask for help if we need it.	- We believe in ourselves and recognise that we may not all agree all the time. - We enjoy new challenges (including challenging questions) and are willing to give them a go.		- We show resilience in how we approach our learning in PSHE and across school. - We view challenges and making mistakes (both in and out of school) as necessary steps for improving and becoming better individuals.		
Be kind	- We use kind words when speaking to one another. - We look after and comfort our class mates if they become upset, nervous or find something difficult.	- We respect other opinions and recognise that they might not be the same as ours. - We treat others how we would want to be treated in PSHE and across the school.	- We are careful with our words in PSHE so as to not upset or offend. - We ask questions to others and listen carefully, to demonstrate that we value each other.		- We do not judge others on their opinions and experiences; we comfort and show support when others become upset or make mistakes. - At times, we put others ahead of ourselves by listening to them and supporting them with their work.		
<u>My healthy self</u>							
Objectives		• Recognise and name a range of emotions, including anger, fear, sadness, happiness, disgust and surprise. • Identify facial and body clues that can show how someone is feeling. • Talk about situations that can make them feel calm, happy, worried or upset. • Recognise that rest and enjoyable activities can support emotional wellbeing. • Practise simple strategies for managing feelings and returning to a calm state. • Identify a trusted adult who can help when feelings are difficult.	Recognise how movement, sleep, food and drink affect the body. • Identify everyday habits that help people stay healthy. • Explain why regular exercise and active play are important. • Recognise the importance of sleep and a regular bedtime routine. • Identify healthy food and drink choices and the importance of hydration. • Understand the importance of looking after teeth and practising good dental care. • Plan a simple healthy daily routine balancing activity, rest, food, drink and dental care.	Explain the connection between physical health and mental health. • Use a wider range of vocabulary to describe emotions and mood. • Recognise that sleep, routines and lifestyle choices can affect wellbeing. • Recognise that bullying and unkind behaviour can affect mental wellbeing. • Identify when they or someone else may need support. • Identify trusted people and services that can provide support.	• Explain how exercise, nutrition and hydration support physical and mental wellbeing. • Understand the importance of a balanced diet and a range of nutrients. • Recognise signs of being hydrated or dehydrated. • Explore the difference between a fixed mindset and a growth mindset. • Explain how resilience can help when facing challenges or setbacks. • Recognise how kindness and helping others can contribute to wellbeing. • Develop strategies for maintaining positive physical and emotional health.	• Explain how nutrition and physical activity contribute to wellbeing as children grow. • Distinguish between light, moderate and vigorous physical activity. • Reflect on how active they are and identify ways to increase movement. • Explore strategies for self-regulation and managing emotions. • Recognise when they need support and identify appropriate sources of help. • Consider how routines, food choices, activity and emotional strategies work together.	• Explain how daily choices and habits can affect health in the short and long term. • Understand calories as a unit used to describe energy in food and drink. • Explain the importance of dental hygiene, including brushing and flossing. • Consider how food, drink, activity and lifestyle choices affect future health. • Recognise that setbacks are part of life and develop persistence and resilience. • Reflect on confidence, reactions and choices and how these can influence wellbeing.
Key Vocabulary		anger; body clues; disgust; emotions; face clues; fear; feelings; happiness; relax; sadness; surprise; trust; trusted adult	active; exercise; five-a-day; healthy; habits; sleep; hydration; dental care; routine	health; mental health; mind; mood; negative (feelings); physical health; positive (feelings); respect; routine; support; trust team	balanced diet; fixed mindset; growth mindset; hydrated; dehydrated; hygiene; mindset; nutrients; resilience	cope; light (activity); moderate (activity); regulate; response; vigorous (activity); wellbeing	calories; dental hygiene; (tooth) decay; flossing; long-term; persistence; setback; short-term
Sticky Knowledge		• Emotions are natural responses and everyone experiences different feelings.	• Being active helps keep the body healthy and strong. • Sleep helps the body and brain rest and recover.	• Explain how a lifestyle factor can affect mood or physical health.	• Read and discuss simple food information/labels. • Compare fixed and growth mindset responses to a setback.	• Classify activities as light, moderate or vigorous and explain why.	• Explain the possible short- and long-term impact of a lifestyle choice.

		• Feelings can change and can be stronger or weaker depending on the situation. • Our faces, bodies, voices and actions can give clues about how we feel. • Rest, enjoyable activities and talking can help us feel better. • It is okay to ask a trusted adult for help.	• Fruit and vegetables form part of a healthy diet. • Drinking water helps keep the body hydrated. • Healthy habits are built through regular choices and routines. • Brushing teeth and looking after teeth help prevent tooth problems.	• Suggest appropriate sources of support for a scenario. • Reflect on routines that support their own wellbeing.	• Explain how several healthy choices work together to support wellbeing.	• Plan realistic ways to build more movement into a week. • Choose and justify self-regulation strategies for different situations.	• Interpret simple food/energy information. • Set a personal wellbeing goal and identify steps to achieve it.
Sentence starters		<i>I think that...</i> <i>I believe that...</i> <i>In my opinion...</i> <i>It is clear that...</i> <i>I agree with... because</i> <i>I would like to add...</i> <i>Linking to what... said, I think...</i> <i>This can be seen...</i> <i>For example...</i> <i>This shows...</i> <i>This means...</i> <i>Therefore...</i> <i>I disagree with... because...</i> <i>That's not how I see it. I think...</i> <i>I hear what you are saying but...</i> <i>Why do you think that?</i> <i>How do you know that?</i> <i>What do you mean when?</i>		<i>I think that...</i> <i>I believe that...</i> <i>In my opinion...</i> <i>It is clear that...</i> <i>I agree with... because</i> <i>I would like to add...</i> <i>Linking to what... said, I think...</i> <i>Another example is</i> <i>That's how I see it too</i> <i>This can be seen...</i> <i>For example...</i> <i>This shows...</i> <i>This means...</i> <i>Therefore...</i> <i>I disagree with... because...</i> <i>That's not how I see it. I think...</i> <i>I hear what you are saying but...</i> <i>I respectfully disagree with...because</i> <i>Why do you think that?</i> <i>How do you know that?</i> <i>What do you mean when yo say...?</i>		<i>I think that...</i> <i>I believe that...</i> <i>In my opinion...</i> <i>The first point I would like to make is...</i> <i>I agree with... because</i> <i>I would like to add...</i> <i>Linking to what... said, I think...</i> <i>Another examples is ..</i> <i>...made a good point when ..</i> <i>That's how I see it too</i> <i>This can be seen...</i> <i>For example...</i> <i>This shows...</i> <i>This means...</i> <i>Therefore...</i> <i>I disagree with... because...</i> <i>That's not how I see it. I think...</i> <i>I hear what you are saying but...</i> <i>I respectfully disagree with .. because...</i> <i>I understand why you think that, but have you thought about...</i> <i>Why do you think that?</i> <i>How do you know that?</i> <i>What do you mean when?</i> <i>What do you mean when you say?</i>	
Content							
Be a friend	- We take turns when sharing our thoughts, opinions and experiences. - We help our classmates.	- We use kind words with one another during our PSHE lessons. - We work positively with our classmates (whoever that may be) and strive to support one another to grow, learn and improve.	- When others are upset, uncomfortable or finding it difficult to share, we support them and listen without judgement. - We support and help each other when collaborating on a task or discussing a talking point.	- When others face difficulties, we are willing to help others and lead by example – this could be sharing our opinions or asking for help when we or our classmates need it. - After listening to others, we constructively suggest ideas, recommendations or areas of improvement to them.			
Be you	- We are happy and proud to talk about ourselves.	- We can say how we are different to others (including our life experiences out of school) and see these differences as positives. - We aim to do our best in what we do.	- We are proud of who we are and share our ideas openly and confidently. - We strive to be the best versions of ourselves and demonstrate that we are willing to learn from mistakes, poor choices and experiences.	- We are proud of what makes us unique and recognise our strengths and weaknesses. - We are humble in how we approach our learning and are open to new concepts and suggestions.			

Be honest	- We share what we think. - We say when we find something difficult, have made a poor choice or don't agree with something/someone.	- We listen to what others have to say and accept that others think differently and have different experiences. - We share, including poor choices, and use discussion to learn and improve our actions.	- We are honest and truthful with our opinions and recognise that we may all have different opinions or experiences. - After listening to others, we are open to our thoughts changing and acting differently to become better individuals.		- We are sincere and genuine when listening to others contributions in PSHE. - We share what we truly believe or have experienced first-hand but are willing to accept that others may disagree, have different experiences and debate/discuss differences		
Be brave	- We answer questions and share our thoughts in front of our class. - We try our best when doing something for the first time.	- We have courage to express our thoughts openly and with care. - When we find a question or task difficult, we persevere and ask for help if we need it.	- We believe in ourselves and recognise that we may not all agree all the time. - We enjoy new challenges (including challenging questions) and are willing to give them a go.		- We show resilience in how we approach our learning in PSHE and across school. - We view challenges and making mistakes (both in and out of school) as necessary steps for improving and becoming better individuals.		
Be kind	- We use kind words when speaking to one another. - We look after and comfort our class mates if they become upset, nervous or find something difficult.	- We respect other opinions and recognise that they might not be the same as ours. - We treat others how we would want to be treated in PSHE and across the school.	- We are careful with our words in PSHE so as to not upset or offend. - We ask questions to others and listen carefully, to demonstrate that we value each other.		- We do not judge others on their opinions and experiences; we comfort and show support when others become upset or make mistakes. - At times, we put others ahead of ourselves by listening to them and supporting them with their work.		
Be a friend	- We take turns when sharing our thoughts, opinions and experiences. - We help our classmates.	- We use kind words with one another during our PSHE lessons. - We work positively with our classmates (whoever that may be) and strive to support one another to grow, learn and improve.	- When others are upset, uncomfortable or finding it difficult to share, we support them and listen without judgement. - We support and help each other when collaborating on a task or discussing a talking point.		- When others face difficulties, we are willing to help others and lead by example – this could be sharing our opinions or asking for help when we or our classmates need it. - After listening to others, we constructively suggest ideas, recommendations or areas of improvement to them.		
<u>Connecting with others</u>							
Objectives		Identify what makes themselves and others special. • Recognise how friends, family and classmates can support one another. • Demonstrate fair, friendly and respectful behaviour. • Recognise when someone may feel lonely, left out or unsafe. • Explore simple ways to manage disagreements. • Identify trusted adults who can help with relationship problems.	Recognise that families and communities can be similar and different. • Describe qualities of a kind, caring and respectful relationship. • Recognise unkind behaviour, including bullying. • Understand the importance of personal space, privacy and boundaries. • Practise ways to respond when someone behaves unkindly. • Identify trusted adults and sources of support.	• Recognise personal strengths and qualities and develop self-worth. • Understand how families and friendships can provide support. • Identify boundaries in friendships and other relationships. • Explore strategies for repairing a friendship after a falling out. • Identify different forms of bullying and appropriate responses. • Use respectful communication when discussing relationship problems.	• Recognise respectful and disrespectful behaviour in different settings. • Understand that expectations for behaviour can vary between situations. • Use assertive communication to express feelings and boundaries. • Explore compromise and conflict-resolution strategies. • Recognise how bullying can affect individuals and communities. • Identify how stereotypes can negatively affect people and communities.	• Explore identity, values and experiences and how they influence relationships. • Understand commitment and support within different families. • Recognise different types of relationships and family structures. • Explore healthy friendships and how to maintain them. • Understand conflict and strategies for resolving it. • Identify where to seek help if home does not feel safe.	• Develop self-respect, confidence and resilience in relationships. • Set personal boundaries and communicate them clearly. • Recognise and challenge stereotypes, discrimination and bullying. • Understand the role of a bystander and an upstander. • Show empathy towards people with different experiences. • Recognise when to seek support for themselves or others

Key Vocabulary		fair / unfair; friendly; lonely; safe; share; strengths; trust; trusted adult	belong; bullying; calm; carer; family; kindness; respect; boundaries; privacy	behaviour; falling out; friendship; relationship; respect; self-respect; bullying; boundaries	assertive; compromise; disrespect; manners; respect; conflict; stereotype	civil partnership; commitment; conflict; influence; marriage; identity; values; support	bystander; discrimination; empathy; self-esteem; stereotypes; upstander; boundaries; resilience
Sticky Knowledge		People can be similar and different and everyone has strengths. • Kind, fair and respectful behaviour helps people feel safe and included. • Sharing and taking turns can help relationships. • Talking to a trusted adult can help when a problem feels too difficult to solve alone.	Families and communities can be different and all can be important and caring. • Bullying and repeated unkind behaviour are not acceptable. • Everyone has a right to personal space, privacy and boundaries. • Children can tell a trusted adult if they feel worried, unsafe or bullied.	• Friendships need communication, respect and trust. • People can disagree without ending a friendship. • Apologising, listening and compromising can help repair relationships. • Bullying can take different forms and should be reported to a trusted adult. • Everyone deserves to feel safe and respected.	• Respect means treating people with consideration and valuing differences. • Assertive communication can help someone express a need without being aggressive. • Compromise can help people resolve disagreements fairly. • Stereotypes can create unfair expectations about people. • Bullying and disrespectful behaviour can affect wellbeing and belonging.	• Healthy relationships involve respect, support, communication and commitment. • Families and relationships can take different forms. • People's experiences and beliefs can influence how they behave. • Conflict can be managed through communication, boundaries and support. • If home does not feel safe, children should tell a trusted adult.	• Everyone deserves respect and fair treatment. • Discrimination can involve unfair treatment because of a characteristic or difference. • An upstander takes appropriate action to support someone or challenge harmful behaviour. • Empathy means trying to understand another person's feelings or experience. • Healthy boundaries help protect wellbeing and respectful relationships.
Sentence starters		I think that... I believe that... In my opinion... It is clear that... I agree with... because I would like to add... Linking to what... said, I think... This can be seen... For example... This shows... This means... Therefore... I disagree with... because... That's not how I see it. I think... I hear what you are saying but... Why do you think that? How do you know that? What do you mean when?	I think that... I believe that... In my opinion... It is clear that... I agree with... because I would like to add... Linking to what... said, I think... Another example is That's how I see it too This can be seen... For example... This shows... This means... Therefore... I disagree with... because... That's not how I see it. I think... I hear what you are saying but... I respectfully disagree with...because Why do you think that? How do you know that? What do you mean when yo say...?	I think that... I believe that... In my opinion... The first point I would like to make is... I agree with... because I would like to add... Linking to what... said, I think... Another examples is made a good point when .. That's how I see it too This can be seen... For example... This shows... This means... Therefore... I disagree with... because... That's not how I see it. I think... I hear what you are saying but... I respectfully disagree with .. because... I understand why you think that, but have you thought about... Why do you think that? How do you know that? What do you mean when? What do you mean when you say?			

Be a friend	- We take turns when sharing our thoughts, opinions and experiences. - We help our classmates.	- We use kind words with one another during our PSHE lessons. - We work positively with our classmates (whoever that may be) and strive to support one another to grow, learn and improve.		- When others are upset, uncomfortable or finding it difficult to share, we support them and listen without judgement. - We support and help each other when collaborating on a task or discussing a talking point.		- When others face difficulties, we are willing to help others and lead by example – this could be sharing our opinions or asking for help when we or our classmates need it. - After listening to others, we constructively suggest ideas, recommendations or areas of improvement to them.	
Be you	- We are happy and proud to talk about ourselves.	- We can say how we are different to others (including our life experiences out of school) and see these differences as positives. - We aim to do our best in what we do.		- We are proud of who we are and share our ideas openly and confidently. - We strive to be the best versions of ourselves and demonstrate that we are willing to learn from mistakes, poor choices and experiences.		- We are proud of what makes us unique and recognise our strengths and weaknesses. - We are humble in how we approach our learning and are open to new concepts and suggestions.	
Be honest	- We share what we think. - We say when we find something difficult, have made a poor choice or don't agree with something/someone.	- We listen to what others have to say and accept that others think differently and have different experiences. - We share, including poor choices, and use discussion to learn and improve our actions.		- We are honest and truthful with our opinions and recognise that we may all have different opinions or experiences. - After listening to others, we are open to our thoughts changing and acting differently to become better individuals.		- We are sincere and genuine when listening to others contributions in PSHE. - We share what we truly believe or have experienced first-hand but are willing to accept that others may disagree, have different experiences and debate/discuss differences	
Be brave	- We answer questions and share our thoughts in front of our class. - We try our best when doing something for the first time.	- We have courage to express our thoughts openly and with care. - When we find a question or task difficult, we persevere and ask for help if we need it.		- We believe in ourselves and recognise that we may not all agree all the time. - We enjoy new challenges (including challenging questions) and are willing to give them a go.		- We show resilience in how we approach our learning in PSHE and across school. - We view challenges and making mistakes (both in and out of school) as necessary steps for improving and becoming better individuals.	
Be kind	- We use kind words when speaking to one another. - We look after and comfort our class mates if they become upset, nervous or find something difficult.	- We respect other opinions and recognise that they might not be the same as ours. - We treat others how we would want to be treated in PSHE and across the school.		- We are careful with our words in PSHE so as to not upset or offend. - We ask questions to others and listen carefully, to demonstrate that we value each other.		- We do not judge others on their opinions and experiences; we comfort and show support when others become upset or make mistakes. - At times, we put others ahead of ourselves by listening to them and supporting them with their work.	
<u>The online world</u>							
Objectives		• Identify common ways people use the internet. • Compare activities that happen online and offline. • Use polite and respectful behaviour online. • Recognise that some online content may be unsuitable or upsetting. • Understand that screen time should be balanced with other activities. • Know to tell a trusted adult if something online feels unsafe.	Explain why some personal information should be kept private. • Understand the importance of asking permission before sharing information or images. • Recognise that not everything online is real or truthful. • Identify safe and unsafe online situations. • Know how to respond when something online makes them uncomfortable. • Identify how and when to ask for help.	• Compare communication online with communication face-to-face. • Recognise how messages can be misunderstood online. • Use respectful and safe communication. • Identify unsafe situations and online bullying. • Understand how blocking and reporting can help. • Know when to take a screenshot and seek adult support where appropriate.	• Identify different types of online content and information. • Recognise that online information may be inaccurate or misleading. • Use search engines effectively to find information. • Check more than one source before accepting information as reliable. • Compare evidence and identify signs that information may be misleading. • Explain why some online content should not automatically be trusted.	• Explore how advertising and influencers can affect choices. • Identify persuasive techniques used online. • Recognise targeted advertising and how it can be personalised. • Understand that scams can use pressure or persuasive messages. • Consider how online influence can affect spending decisions. • Develop strategies for responding safely to pressure online.	• Explore how online experiences can affect thoughts, feelings and behaviour. • Recognise a range of online risks, including harmful or upsetting content. • Consider how repeated exposure to online content can influence responses. • Make informed decisions about what to view, share or respond to. • Know how to respond to harmful online behaviour and where to seek support.

							• Reflect on how to protect their own and others' wellbeing online.
Key Vocabulary		online; permission; polite; safe; screen time; trusted adult	permission; personal information; private information; sharing; safe; unsafe	anonymous; block; communicate; report; respectful; screenshot; online bullying	content; in/accurate; mislead; reliable; search engine; source; evidence	advert; influence; scam; targeted; persuasive; pressure	Not out yet
Sticky Knowledge		The internet can be useful and enjoyable when used safely. • We should behave kindly and respectfully online. • Not everything online is suitable for children. • If something online worries or upsets us, we should tell a trusted adult.	• Personal and private information should be protected. • We should ask permission before sharing someone else's information or image. • People can pretend or present information inaccurately online. • A trusted adult can help when something online feels unsafe or confusing.	• Online messages can be misunderstood because we cannot always see facial expressions or hear tone of voice. • Respectful communication matters online and offline. • Blocking and reporting are tools that can help with unwanted contact or harmful behaviour. • A trusted adult should be told about serious or worrying online behaviour.	• Online information is not always accurate or reliable. • A reliable source provides information that can be supported by evidence. • Comparing sources can help us spot misleading information. • Search engines return results, but appearing in search results does not automatically make information trustworthy.	• Online content can influence what people think, buy or do. • Advertising uses persuasive techniques to encourage people to act. • Targeted content may be selected because of information about a user. • Scams can use urgency, pressure or misleading claims. • It is important to stop, think and seek help before responding to suspicious requests.	• Online experiences can affect thoughts, feelings and behaviour. • Not all online content is safe, appropriate or healthy to engage with. • It is important to pause, think and make informed choices online. • Harmful or worrying content should be reported and shared with a trusted adult. • Looking after wellbeing online includes setting boundaries and choosing when to step away
<i>Sentence starters</i>		I think that... I believe that... In my opinion... It is clear that... I agree with... because I would like to add... Linking to what... said, I think... This can be seen... For example... This shows... This means... Therefore... I disagree with... because... That's not how I see it. I think... I hear what you are saying but... Why do you think that? How do you know that? What do you mean when?		I think that... I believe that... In my opinion... It is clear that... I agree with... because I would like to add... Linking to what... said, I think... Another example is That's how I see it too This can be seen... For example... This shows... This means... Therefore... I disagree with... because... That's not how I see it. I think... I hear what you are saying but... I respectfully disagree with...because Why do you think that? How do you know that? What do you mean when you say...?		I think that... I believe that... In my opinion... The first point I would like to make is... I agree with... because I would like to add... Linking to what... said, I think... Another examples is made a good point when .. That's how I see it too This can be seen... For example... This shows... This means... Therefore... I disagree with... because... That's not how I see it. I think... I hear what you are saying but... I respectfully disagree with .. because... I understand why you think that, but have you thought about... Why do you think that? How do you know that? What do you mean when? What do you mean when you say?	
Be a friend	- We take turns when sharing our thoughts, opinions and experiences.	- We use kind words with one another during our PSHE lessons.		- When others are upset, uncomfortable or finding it difficult to share, we support them and listen without judgement.		- When others face difficulties, we are willing to help others and lead by example – this could be sharing our	

	- We help our classmates.	- We work positively with our classmates (whoever that may be) and strive to support one another to grow, learn and improve.		We support and help each other when collaborating on a task or discussing a talking point.		opinions or asking for help when we or our classmates need it. - After listening to others, we constructively suggest ideas, recommendations or areas of improvement to them.	
Be you	- We are happy and proud to talk about ourselves.	- We can say how we are different to others (including our life experiences out of school) and see these differences as positives. - We aim to do our best in what we do.		- We are proud of who we are and share our ideas openly and confidently. - We strive to be the best versions of ourselves and demonstrate that we are willing to learn from mistakes, poor choices and experiences.		- We are proud of what makes us unique and recognise our strengths and weaknesses. - We are humble in how we approach our learning and are open to new concepts and suggestions.	
Be honest	- We share what we think. - We say when we find something difficult, have made a poor choice or don't agree with something/someone.	- We listen to what others have to say and accept that others think differently and have different experiences. - We share, including poor choices, and use discussion to learn and improve our actions.		- We are honest and truthful with our opinions and recognise that we may all have different opinions or experiences. - After listening to others, we are open to our thoughts changing and acting differently to become better individuals.		- We are sincere and genuine when listening to others contributions in PSHE. - We share what we truly believe or have experienced first-hand but are willing to accept that others may disagree, have different experiences and debate/discuss differences	
Be brave	- We answer questions and share our thoughts in front of our class. - We try our best when doing something for the first time.	- We have courage to express our thoughts openly and with care. - When we find a question or task difficult, we persevere and ask for help if we need it.		- We believe in ourselves and recognise that we may not all agree all the time. - We enjoy new challenges (including challenging questions) and are willing to give them a go.		- We show resilience in how we approach our learning in PSHE and across school. - We view challenges and making mistakes (both in and out of school) as necessary steps for improving and becoming better individuals.	
Be kind	- We use kind words when speaking to one another. - We look after and comfort our class mates if they become upset, nervous or find something difficult.	- We respect other opinions and recognise that they might not be the same as ours. - We treat others how we would want to be treated in PSHE and across the school.		- We are careful with our words in PSHE so as to not upset or offend. - We ask questions to others and listen carefully, to demonstrate that we value each other.		- We do not judge others on their opinions and experiences; we comfort and show support when others become upset or make mistakes. - At times, we put others ahead of ourselves by listening to them and supporting them with their work.	
<u>Citizenship</u>							
Objectives		Explore how we can care for other people, animals and the environment. • Identify the needs of babies, young children and pets. • Recognise ways children can help at school and in the local area. • Understand that rules help communities to be safe, happy and fair. • Identify simple ways to contribute positively to a community.	Recognise that people belong to different groups and communities. • Explore different jobs and what people do at work. • Understand that people earn money through work. • Recognise that people have different skills and responsibilities. • Consider how communities depend on different people and jobs	• Understand children's and human rights and why they matter. • Recognise that rights come with responsibilities. • Explore how communities can reduce waste and care for the environment. • Understand the role of local councils in meeting community needs. • Consider how people can influence decisions and make positive change.	• Name different payment methods. • Identify some advantages and disadvantages of different ways to pay. • Record and track money spent, saved and left. • Explain what a budget is and plan how to spend and save a set amount of money. • Decide whether something offers value for money by considering its cost, usefulness and quality.	• Develop active citizenship and understand different ways people can make a difference. • Explore the roles of individuals, communities and pressure groups in creating change. • Understand how local councillors and MPs can influence decisions. • Explore how people can communicate their views and campaign for change. • Consider how democratic processes can be used to influence decisions.	• Explore human rights and why laws are needed to protect people. • Understand how the legal system supports fairness and justice. • Recognise consequences of breaking laws. • Explore prejudice, discrimination and stereotypes. • Understand protected characteristics and the importance of equality and inclusion. • Consider how citizens can challenge unfairness and protect rights.

					- Identify some of the things that can influence people to spend money. - Explain how spending choices can affect people and the environment. - Recognise feelings that may arise in money-related situations and suggest helpful ways to respond.		
Key Vocabulary		care; democracy; different; fair; pet; responsibility; rule; similar; unique; vote	election; environment; identity; job; opinion; rule; school council; volunteer; vote	charity; community; consequence; council; councillor; law; recycling; rights; United Nations/UN	Bank, budget, feelings, money, need, save,value	defendant; freedom of expression; government; House of Commons; protected characteristics; judge; jury; Member of Parliament (MP); Parliament; pressure group; Prime Minister; trial	conception consent ovary pregnant sexual intercourse sperm
Sticky Knowledge		- People, animals and the environment need care. - Rules help communities work safely and fairly. - Everyone can make positive contributions to their school and local community. - People can be similar and different and communities include many different people.	- People belong to different groups and communities. - Different jobs contribute to communities in different ways. - People can earn money by doing work. - People have different skills, interests and responsibilities. - Children can contribute to their school community through volunteering and school council activities.	- Rights help protect people and support fairness and dignity. - Rights and responsibilities are linked. - Local councils make decisions and provide services for communities. - Reducing waste, reusing and recycling can help the environment. - People can work together to improve their communities	- Getting value for money involves considering the cost, usefulness and quality of items. - Budgeting involves planning how to spend and save available money.	- People can influence change through discussion, campaigns, community action and democratic processes. - Pressure groups work to raise awareness and influence decisions. - MPs represent constituents and work in Parliament. - Freedom of expression allows people to express views, within the law. - Active citizenship involves taking responsible action to improve communities.	- Human rights and laws help protect people and support fairness. - The legal system has different roles and processes. - Breaking laws can have consequences. - Prejudice and discrimination can create unfair treatment and barriers. - Equality and inclusion help people participate and belong. - Citizens can challenge unfairness through appropriate and lawful action.
Sentence starters		I think that... I believe that... In my opinion... It is clear that... I agree with... because I would like to add... Linking to what... said, I think... This can be seen... For example...	I think that... I believe that... In my opinion... It is clear that... I agree with... because I would like to add... Linking to what... said, I think... Another example is That's how I see it too		I think that... I believe that... In my opinion... The first point I would like to make is... I agree with... because I would like to add... Linking to what... said, I think... Another examples is made a good point when ..		

		This shows... This means... Therefore... I disagree with... because... That's not how I see it. I think... I hear what you are saying but... Why do you think that? How do you know that? What do you mean when?	This can be seen... For example... This shows... This means... Therefore... I disagree with... because... That's not how I see it. I think... I hear what you are saying but... I respectfully disagree with...because Why do you think that? How do you know that? What do you mean when yo say...?	That's how I see it too This can be seen... For example... This shows... This means... Therefore... I disagree with... because... That's not how I see it. I think... I hear what you are saying but... I respectfully disagree with .. because... I understand why you think that, but have you thought about... Why do you think that? How do you know that? What do you mean when? What do you mean when you say?
Be a friend	- We take turns when sharing our thoughts, opinions and experiences. - We help our classmates.	- We use kind words with one another during our PSHE lessons. - We work positively with our classmates (whoever that may be) and strive to support one another to grow, learn and improve.	- When others are upset, uncomfortable or finding it difficult to share, we support them and listen without judgement. - We support and help each other when collaborating on a task or discussing a talking point.	- When others face difficulties, we are willing to help others and lead by example – this could be sharing our opinions or asking for help when we or our classmates need it. - After listening to others, we constructively suggest ideas, recommendations or areas of improvement to them.
Be you	- We are happy and proud to talk about ourselves.	- We can say how we are different to others (including our life experiences out of school) and see these differences as positives. - We aim to do our best in what we do.	- We are proud of who we are and share our ideas openly and confidently. - We strive to be the best versions of ourselves and demonstrate that we are willing to learn from mistakes, poor choices and experiences.	- We are proud of what makes us unique and recognise our strengths and weaknesses. - We are humble in how we approach our learning and are open to new concepts and suggestions.
Be honest	- We share what we think. - We say when we find something difficult, have made a poor choice or don't agree with something/someone.	- We listen to what others have to say and accept that others think differently and have different experiences. - We share, including poor choices, and use discussion to learn and improve our actions.	- We are honest and truthful with our opinions and recognise that we may all have different opinions or experiences. - After listening to others, we are open to our thoughts changing and acting differently to become better individuals.	- We are sincere and genuine when listening to others contributions in PSHE. - We share what we truly believe or have experienced first-hand but are willing to accept that others may disagree, have different experiences and debate/discuss differences
Be brave	- We answer questions and share our thoughts in front of our class. - We try our best when doing something for the first time.	- We have courage to express our thoughts openly and with care. - When we find a question or task difficult, we persevere and ask for help if we need it.	- We believe in ourselves and recognise that we may not all agree all the time. - We enjoy new challenges (including challenging questions) and are willing to give them a go.	- We show resilience in how we approach our learning in PSHE and across school. - We view challenges and making mistakes (both in and out of school) as necessary steps for improving and becoming better individuals.
Be kind	- We use kind words when speaking to one another. - We look after and comfort our class mates if they become upset, nervous or find something difficult.	- We respect other opinions and recognise that they might not be the same as ours. - We treat others how we would want to be treated in PSHE and across the school.	- We are careful with our words in PSHE so as to not upset or offend. - We ask questions to others and listen carefully, to demonstrate that we value each other.	- We do not judge others on their opinions and experiences; we comfort and show support when others become upset or make mistakes. - At times, we put others ahead of ourselves by listening to them and supporting them with their work.
<u>Staying Safe</u>				

Objectives		• Recognise everyday hazards and simple rules that keep people safe. • Identify road safety behaviours. • Recognise potentially dangerous objects and situations. • Notice body clues that may signal a problem or uncomfortable situation. • Know how to move away from danger where possible. • Identify a trusted adult and know when to seek help.	• Recognise unsafe situations at home and in public places. • Identify hazards and behaviours that could make someone feel unsafe. • Understand that some body parts are private. • Use correct scientific names for private body parts. • Understand that permission and boundaries matter. • Practise saying no and seeking help from a trusted adult.		• Recognise warning signs and respond to uncomfortable situations. • Identify hazards and assess risk in familiar settings. • Understand safer road-crossing behaviours. • Explore water safety, including currents and tides. • Distinguish medicines from harmful or illegal substances. • Recognise pressure and inappropriate behaviour and identify safer responses.		• Explore hazards and safer choices at home, outdoors, on public transport and around water. • Understand how peer pressure can affect decisions. • Develop understanding of consent and personal boundaries. • Explore the risks associated with drugs and harmful substances. • Recognise threats, violence and unsafe situations and identify safer responses. • Understand the role of emergency services, including search-and-rescue services. • Develop strategies to protect themselves and others.
Key Vocabulary		999; body clues; comfortable; danger; emergency; harm; road safety; rule; safe; trusted adult; uncomfortable; unsafe	penis; permission; private parts; testicles; vagina; vulva; boundaries; safe; unsafe		alcohol; boundaries; cigarettes; current; hazard; illegal; inappropriate; legal; operator; personal space; pressure; risk; road crossing; tide; vapes		addictive; air ambulance; cautious; coastguard; consent; criminal offence; drugs; emergency services; emotional; mountain rescue; peer pressure; physical; public transport; search-and-rescue; substance; threat; violence
Sticky Knowledge		• Rules can help keep us safe. • Body clues can tell us when something does not feel right. • If something feels unsafe or uncomfortable, move away where possible and tell a trusted adult. • Emergency services can be contacted when there is serious danger.	• Private body parts have correct scientific names. • Children have a right to privacy and personal boundaries. • It is okay to say no to unwanted behaviour or touch. • If something feels unsafe or uncomfortable, tell a trusted adult. • Getting help is the right thing to do when worried or unsafe.		• A hazard is something that could cause harm. • Risk can be reduced by making safer choices and following rules. • Personal space and boundaries should be respected. • Water can be dangerous because of currents, tides and changing conditions. • Medicines should be used safely and harmful substances should not be used. • Pressure can affect decision-making and it is okay to seek help.		• Peer pressure can influence choices, but people can refuse and seek support. • Consent means agreeing freely; boundaries should be respected. • Some substances can be harmful, addictive or illegal. • Unsafe situations involving threats or violence require help from trusted adults or emergency services. • Different emergency services have different roles.

							• Safer choices and planning can reduce risk
<i>Sentence starters</i>		I think that... I believe that... In my opinion... It is clear that... I agree with... because I would like to add... Linking to what... said, I think... This can be seen... For example... This shows... This means... Therefore... I disagree with... because... That's not how I see it. I think... I hear what you are saying but... Why do you think that? How do you know that? What do you mean when?		I think that... I believe that... In my opinion... It is clear that... I agree with... because I would like to add... Linking to what... said, I think... Another example is That's how I see it too This can be seen... For example... This shows... This means... Therefore... I disagree with... because... That's not how I see it. I think... I hear what you are saying but... I respectfully disagree with...because Why do you think that? How do you know that? What do you mean when yo say...?		I think that... I believe that... In my opinion... The first point I would like to make is... I agree with... because I would like to add... Linking to what... said, I think... Another examples is made a good point when .. That's how I see it too This can be seen... For example... This shows... This means... Therefore... I disagree with... because... That's not how I see it. I think... I hear what you are saying but... I respectfully disagree with .. because... I understand why you think that, but have you thought about... Why do you think that? How do you know that? What do you mean when? What do you mean when you say?	
Be a friend	- We take turns when sharing our thoughts, opinions and experiences. - We help our classmates.	- We use kind words with one another during our PSHE lessons. - We work positively with our classmates (whoever that may be) and strive to support one another to grow, learn and improve.	- When others are upset, uncomfortable or finding it difficult to share, we support them and listen without judgement. - We support and help each other when collaborating on a task or discussing a talking point.	- When others face difficulties, we are willing to help others and lead by example – this could be sharing our opinions or asking for help when we or our classmates need it. - After listening to others, we constructively suggest ideas, recommendations or areas of improvement to them.			
Be you	- We are happy and proud to talk about ourselves.	- We can say how we are different to others (including our life experiences out of school) and see these differences as positives. - We aim to do our best in what we do.	- We are proud of who we are and share our ideas openly and confidently. - We strive to be the best versions of ourselves and demonstrate that we are willing to learn from mistakes, poor choices and experiences.	- We are proud of what makes us unique and recognise our strengths and weaknesses. - We are humble in how we approach our learning and are open to new concepts and suggestions.			
Be honest	- We share what we think. - We say when we find something difficult, have made a poor choice or don't agree with something/someone.	- We listen to what others have to say and accept that others think differently and have different experiences. - We share, including poor choices, and use discussion to learn and improve our actions.	- We are honest and truthful with our opinions and recognise that we may all have different opinions or experiences. - After listening to others, we are open to our thoughts changing and acting differently to become better individuals.	- We are sincere and genuine when listening to others contributions in PSHE. - We share what we truly believe or have experienced first-hand but are willing to accept that others may disagree, have different experiences and debate/discuss differences			
Be brave	- We answer questions and share our thoughts in front of our class. - We try our best when doing something for the first time.	- We have courage to express our thoughts openly and with care. - When we find a question or task difficult, we persevere and ask for help if we need it.	- We believe in ourselves and recognise that we may not all agree all the time. - We enjoy new challenges (including challenging questions) and are willing to give them a go.	- We show resilience in how we approach our learning in PSHE and across school. - We view challenges and making mistakes (both in and out of school) as necessary steps for improving and becoming better individuals.			

Be kind	- We use kind words when speaking to one another. - We look after and comfort our class mates if they become upset, nervous or find something difficult.	- We respect other opinions and recognise that they might not be the same as ours. - We treat others how we would want to be treated in PSHE and across the school.	- We are careful with our words in PSHE so as to not upset or offend. - We ask questions to others and listen carefully, to demonstrate that we value each other.	- We do not judge others on their opinions and experiences; we comfort and show support when others become upset or make mistakes. - At times, we put others ahead of ourselves by listening to them and supporting them with their work.			
Health Protection Objectives		Recognise and name a range of emotions, including anger, fear, sadness, happiness, disgust and surprise. • Identify facial and body clues that can show how someone is feeling. • Talk about situations that can make them feel calm, happy, worried or upset. • Recognise that rest and enjoyable activities can support emotional wellbeing. • Practise simple strategies for managing feelings and returning to a calm state. • Identify a trusted adult who can help when feelings are difficult.	• Recognise how movement, sleep, food and drink affect the body. • Identify everyday habits that help people stay healthy. • Explain why regular exercise and active play are important. • Recognise the importance of sleep and a regular bedtime routine. • Identify healthy food and drink choices and the importance of hydration. • Understand the importance of looking after teeth and practising good dental care. • Plan a simple healthy daily routine balancing activity, rest, food, drink and dental care.	• Explore healthy habits that help prevent illness and injury. • Understand the role of medicines and safe medicine use. • Explain how the body defends itself from disease. • Explore allergies, asthma and other health conditions. • Understand how vaccination helps protect people from some diseases. • Explore sun safety and the importance of SPF. • Practise basic first aid and know when to call 999.			
Key Vocabulary		anger; body clues; disgust; emotions; face clues; fear; feelings; happiness; relax; sadness; surprise; trust; trusted adult	active; exercise; five-a-day; healthy; habits; sleep; hydration; dental care; routine	allergy; asthma; defence; disease; immune; infection; pressure; SPF; sunstroke; symptom; vaccine			
Sticky Knowledge		• Emotions are natural responses and everyone experiences different feelings. • Feelings can change and can be stronger or weaker depending on the situation. • Our faces, bodies, voices and actions can give clues about how we feel. • Rest, enjoyable activities and talking can help us feel better.	• Being active helps keep the body healthy and strong. • Sleep helps the body and brain rest and recover. • Fruit and vegetables form part of a healthy diet. • Drinking water helps keep the body hydrated. • Healthy habits are built through regular choices and routines.	• The body has defences that help protect against infection and disease. • Vaccination helps the immune system recognise and respond to some diseases. • Allergies and asthma can affect people in different ways and may require support. • Sun exposure can cause harm and sun protection reduces risk.			

		• It is okay to ask a trusted adult for help.	• Brushing teeth and looking after teeth help prevent tooth problems.	• First aid can provide immediate help until further medical assistance is available. • Some situations require urgent help and 999.			
<i>Sentence starters</i>		I think that... I believe that... In my opinion... It is clear that... I agree with... because I would like to add... Linking to what... said, I think... This can be seen... For example... This shows... This means... Therefore... I disagree with... because... That's not how I see it. I think... I hear what you are saying but... Why do you think that? How do you know that? What do you mean when?	I think that... I believe that... In my opinion... It is clear that... I agree with... because I would like to add... Linking to what... said, I think... Another example is That's how I see it too This can be seen... For example... This shows... This means... Therefore... I disagree with... because... That's not how I see it. I think... I hear what you are saying but... I respectfully disagree with...because Why do you think that? How do you know that? What do you mean when yo say...?	I think that... I believe that... In my opinion... The first point I would like to make is... I agree with... because I would like to add... Linking to what... said, I think... Another examples is made a good point when .. That's how I see it too This can be seen... For example... This shows... This means... Therefore... I disagree with... because... That's not how I see it. I think... I hear what you are saying but... I respectfully disagree with .. because... I understand why you think that, but have you thought about... Why do you think that? How do you know that? What do you mean when? What do you mean when you say?			
Be a friend	- We take turns when sharing our thoughts, opinions and experiences. - We help our classmates.	- We use kind words with one another during our PSHE lessons. - We work positively with our classmates (whoever that may be) and strive to support one another to grow, learn and improve.	- When others are upset, uncomfortable or finding it difficult to share, we support them and listen without judgement. - We support and help each other when collaborating on a task or discussing a talking point.	- When others face difficulties, we are willing to help others and lead by example – this could be sharing our opinions or asking for help when we or our classmates need it. - After listening to others, we constructively suggest ideas, recommendations or areas of improvement to them.			
Be you	- We are happy and proud to talk about ourselves.	- We can say how we are different to others (including our life experiences out of school) and see these differences as positives. - We aim to do our best in what we do.	- We are proud of who we are and share our ideas openly and confidently. - We strive to be the best versions of ourselves and demonstrate that we are willing to learn from mistakes, poor choices and experiences.	- We are proud of what makes us unique and recognise our strengths and weaknesses. - We are humble in how we approach our learning and are open to new concepts and suggestions.			
Be honest	- We share what we think. - We say when we find something difficult, have made a poor choice or don't agree with something/someone.	- We listen to what others have to say and accept that others think differently and have different experiences. - We share, including poor choices, and use discussion to learn and improve our actions.	- We are honest and truthful with our opinions and recognise that we may all have different opinions or experiences. - After listening to others, we are open to our thoughts changing and acting differently to become better individuals.	- We are sincere and genuine when listening to others contributions in PSHE. - We share what we truly believe or have experienced first-hand but are willing to accept that others may disagree, have different experiences and debate/discuss differences			

Be brave	- We answer questions and share our thoughts in front of our class. - We try our best when doing something for the first time.	- We have courage to express our thoughts openly and with care. - When we find a question or task difficult, we persevere and ask for help if we need it.		- We believe in ourselves and recognise that we may not all agree all the time. - We enjoy new challenges (including challenging questions) and are willing to give them a go.		- We show resilience in how we approach our learning in PSHE and across school. - We view challenges and making mistakes (both in and out of school) as necessary steps for improving and becoming better individuals.	
Be kind	- We use kind words when speaking to one another. - We look after and comfort our class mates if they become upset, nervous or find something difficult.	- We respect other opinions and recognise that they might not be the same as ours. - We treat others how we would want to be treated in PSHE and across the school.		- We are careful with our words in PSHE so as to not upset or offend. - We ask questions to others and listen carefully, to demonstrate that we value each other.		- We do not judge others on their opinions and experiences; we comfort and show support when others become upset or make mistakes. - At times, we put others ahead of ourselves by listening to them and supporting them with their work.	
Growing up Objectives			• Recognise that people grow and change over time. • Learn correct scientific names for private body parts. • Understand that privacy and personal boundaries should be respected. • Recognise that bodies can look different and develop at different rates. • Identify trusted people who can answer questions or provide support.		• Understand that puberty is a normal part of growing up. • Identify physical changes that can happen during puberty. • Recognise that puberty happens at different times for different people. • Understand the importance of hygiene during puberty. • Explore how physical changes can affect feelings and confidence. • Understand the importance of privacy and boundaries.	• Understand physical and emotional changes during puberty in more detail. • Learn about menstruation and period products. • Understand changes involving reproductive organs and body functions. • Recognise that hormones can influence physical and emotional changes. • Explore how puberty can affect feelings, behaviour and relationships. • Promote kindness, respect and appropriate boundaries during puberty. • Identify trusted sources of support and information	• Develop a secure understanding of physical and emotional changes during growing up. • Use accurate terminology when discussing reproduction and the body. • Understand how puberty, relationships, consent and boundaries connect to safety. • Recognise the importance of respectful relationships and personal boundaries. • Understand basic reproductive processes relevant to growing up. • Identify safe and trustworthy sources of support and information.
Key Vocabulary			change; grow; nipples; penis; private parts; scrotum; testicles; vagina; vulva		boundaries; breasts; period; physical changes; puberty; hygiene	egg; erection; genitals; hormones; influence; menstrual cup; period pad; period pants; self-conscious; sensitive; tampon; wet dreams; womb/uterus	conception; consent; ovary; pregnant; sexual intercourse; sperm
Sticky Knowledge		.	• Growing and changing is a normal part of life. • Private body parts have correct scientific names. • Everyone’s body is different and deserves respect.		• Puberty involves physical and emotional changes. • People enter and move through puberty at different times.	• Puberty involves many physical and emotional changes. • Menstruation is a normal part of puberty for some people.	• Changes during growing up are normal and happen differently for different people. • Accurate scientific language supports clear and safe communication.

			• Personal boundaries and privacy should be respected. • Trusted adults can help answer questions about growing up.		• Hygiene becomes particularly important during puberty. • Changes can affect how someone feels about themselves. • Everyone’s developing body should be treated with respect and privacy.	• Different period products are available. • Hormones contribute to changes during puberty. • People can feel self-conscious or sensitive during changes and deserve kindness and respect. • Accurate information and trusted adults can provide support.	• Consent and boundaries are important in respectful relationships. • Reproductive processes involve specific organs and cells. • Trusted adults and reliable sources can provide support and accurate information.
<i>Sentence starters</i>		I think that... I believe that... In my opinion... It is clear that... I agree with... because I would like to add... Linking to what... said, I think... This can be seen... For example... This shows... This means... Therefore... I disagree with... because... That’s not how I see it. I think... I hear what you are saying but... Why do you think that? How do you know that? What do you mean when?	I think that... I believe that... In my opinion... It is clear that... I agree with... because I would like to add... Linking to what... said, I think... Another example is That’s how I see it too This can be seen... For example... This shows... This means... Therefore... I disagree with... because... That’s not how I see it. I think... I hear what you are saying but... I respectfully disagree with...because Why do you think that? How do you know that? What do you mean when yo say...?	I think that... I believe that... In my opinion... The first point I would like to make is... I agree with... because I would like to add... Linking to what... said, I think... Another examples is made a good point when .. That’s how I see it too This can be seen... For example... This shows... This means... Therefore... I disagree with... because... That’s not how I see it. I think... I hear what you are saying but... I respectfully disagree with .. because... I understand why you think that, but have you thought about... Why do you think that? How do you know that? What do you mean when? What do you mean when you say?			
Be a friend	- We take turns when sharing our thoughts, opinions and experiences. - We help our classmates.	- We use kind words with one another during our PSHE lessons. - We work positively with our classmates (whoever that may be) and strive to support one another to grow, learn and improve.	- When others are upset, uncomfortable or finding it difficult to share, we support them and listen without judgement. - We support and help each other when collaborating on a task or discussing a talking point.	- When others face difficulties, we are willing to help others and lead by example – this could be sharing our opinions or asking for help when we or our classmates need it. - After listening to others, we constructively suggest ideas, recommendations or areas of improvement to them.			
Be you	- We are happy and proud to talk about ourselves.	- We can say how we are different to others (including our life experiences out of school) and see these differences as positives. - We aim to do our best in what we do.	- We are proud of who we are and share our ideas openly and confidently. - We strive to be the best versions of ourselves and demonstrate that we are willing to learn from mistakes, poor choices and experiences.	- We are proud of what makes us unique and recognise our strengths and weaknesses. - We are humble in how we approach our learning and are open to new concepts and suggestions.			

Be honest	- We share what we think. - We say when we find something difficult, have made a poor choice or don't agree with something/someone.	- We listen to what others have to say and accept that others think differently and have different experiences. - We share, including poor choices, and use discussion to learn and improve our actions.	- We are honest and truthful with our opinions and recognise that we may all have different opinions or experiences. - After listening to others, we are open to our thoughts changing and acting differently to become better individuals.		- We are sincere and genuine when listening to others contributions in PSHE. - We share what we truly believe or have experienced first-hand but are willing to accept that others may disagree, have different experiences and debate/discuss differences	
Be brave	- We answer questions and share our thoughts in front of our class. - We try our best when doing something for the first time.	- We have courage to express our thoughts openly and with care. - When we find a question or task difficult, we persevere and ask for help if we need it.	- We believe in ourselves and recognise that we may not all agree all the time. - We enjoy new challenges (including challenging questions) and are willing to give them a go.		- We show resilience in how we approach our learning in PSHE and across school. - We view challenges and making mistakes (both in and out of school) as necessary steps for improving and becoming better individuals.	
Be kind	- We use kind words when speaking to one another. - We look after and comfort our class mates if they become upset, nervous or find something difficult.	- We respect other opinions and recognise that they might not be the same as ours. - We treat others how we would want to be treated in PSHE and across the school.	- We are careful with our words in PSHE so as to not upset or offend. - We ask questions to others and listen carefully, to demonstrate that we value each other.		- We do not judge others on their opinions and experiences; we comfort and show support when others become upset or make mistakes. - At times, we put others ahead of ourselves by listening to them and supporting them with their work.	
<u>Sex Education</u>						
Objectives						• Learn correct terminology for relevant reproductive body parts and processes. • Understand the basic process of conception and fertilisation. • Understand that pregnancy begins following conception and that a baby develops during pregnancy. • Understand that sexual intercourse can result in pregnancy. • Learn about consent and the legal age of consent in the UK. • Explore different family structures and the responsibilities involved in becoming a parent or carer. • Recognise that having a child involves significant responsibility, care and commitment.
Key Vocabulary						conception; consent; ovary; pregnant; sexual intercourse; sperm

Sticky Knowledge						• Changes during growing up are normal and happen differently for different people. • Accurate scientific language supports clear and safe communication. • Consent and boundaries are important in respectful relationships. • Reproductive processes involve specific organs and cells. • Trusted adults and reliable sources can provide support and accurate information.
<i>Sentence starters</i>						I think that... I believe that... In my opinion... The first point I would like to make is... I agree with... because I would like to add... Linking to what... said, I think... Another examples is made a good point when .. That's how I see it too This can be seen... For example... This shows... This means... Therefore... I disagree with... because... That's not how I see it. I think... I hear what you are saying but... I respectfully disagree with .. because... I understand why you think that, but have you thought about... Why do you think that? How do you know that? What do you mean when? What do you mean when you say?
Be a friend	- We take turns when sharing our thoughts, opinions and experiences. - We help our classmates.	- We use kind words with one another during our PSHE lessons. - We work positively with our classmates (whoever that may be) and strive to support one another to grow, learn and improve.	- When others are upset, uncomfortable or finding it difficult to share, we support them and listen without judgement. - We support and help each other when collaborating on a task or discussing a talking point.	- When others face difficulties, we are willing to help others and lead by example – this could be sharing our opinions or asking for help when we or our classmates need it. - After listening to others, we constructively suggest ideas, recommendations or areas of improvement to them.		
Be you	- We are happy and proud to talk about ourselves.	- We can say how we are different to others (including our life experiences out of school) and see these differences as positives.	- We are proud of who we are and share our ideas openly and confidently.	- We are proud of what makes us unique and recognise our strengths and weaknesses.		

		- We aim to do our best in what we do.	- We strive to be the best versions of ourselves and demonstrate that we are willing to learn from mistakes, poor choices and experiences.	- We are humble in how we approach our learning and are open to new concepts and suggestions.
Be honest	- We share what we think. - We say when we find something difficult, have made a poor choice or don't agree with something/someone.	- We listen to what others have to say and accept that others think differently and have different experiences. - We share, including poor choices, and use discussion to learn and improve our actions.	- We are honest and truthful with our opinions and recognise that we may all have different opinions or experiences. - After listening to others, we are open to our thoughts changing and acting differently to become better individuals.	- We are sincere and genuine when listening to others contributions in PSHE. - We share what we truly believe or have experienced first-hand but are willing to accept that others may disagree, have different experiences and debate/discuss differences
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<u>Oracy Objectives in PSHE Subject Progression</u>	
Foundation Stage	Use simple language to express feelings and choices Listen and respond to peers during circle time Begin to ask questions about emotions and relationships Use role-play to explore social scenarios (e.g., sharing, helping)
Key Stage 1	Explain personal choices and behaviours using key vocabulary (e.g., safe, kind, fair) Ask and answer questions about health, safety, and relationships Participate in group discussions about feelings and social situations Use respectful language when discussing differences and similarities
Lower Key Stage 2	Describe how actions affect others using structured sentence stems Present ideas clearly in group discussions about PSHE topics Use appropriate vocabulary to explain concepts like respect, responsibility, and empathy Listen actively and respond thoughtfully to peers' viewpoints
Upper Key Stage 2	Debate ethical dilemmas (e.g., peer pressure, online safety) using respectful language Justify personal decisions with evidence and reasoning Use formal language structures for agreement/disagreement (e.g., "I understand your view, but...") Present findings from PSHE investigations or projects confidently to peers
Cross-Curricular Oracy Skills	Listening: Active listening during discussions, role-play, and peer feedback Speaking: Clear articulation of personal views, emotions, and social reasoning Reasoning: Making connections between personal choices and wider social impact Presenting: Sharing learning through presentations, posters, or collaborative projects