



Dalestorth Primary and Nursery School Subject Progression Overview
Subject: PSHE



PSHE 2 Year Cycle			
	Autumn term	Spring	Summer
FS1 and 2 Cycle A and B	Autumn 1 – Who am I? Who Are You? (All About Me) Autumn 2 – Why Do We Celebrate? (Celebrations)	Spring 1 – Who Lives in a Land Far, Far Away? (Traditional Tales) Spring 2 – Do You Fly, Walk or Swim? (Lifecycles & Animals)	Summer 1 – What's Above Me? What's Below Me? (Growing) Summer 2 – Do You Wish You Were Here? (Travel)
Year 1/2 Cycle A	<u>Physical Health and Mental Wellbeing Education</u> Topic 1 – Mental Wellbeing Topic 3 – Physical Health and Fitness Topic 4 – Healthy Eating Topic 6 – Health and Prevention	<u>Relationships Education</u> Topic 2 - Caring Friendships Topic 3 – Respectful Relationships Topic 5 – Being Safe	<u>Relationships Education</u> Topic 4 – Online Relationships Topic 5 – Being Safe <u>Physical Health and Mental Wellbeing Education</u> Topic 2 – Internet Safety and Harm
Year 1/2 Cycle B	<u>Relationships Education</u> Topic 1 – Families and People who care for me. Topic 2 - Caring Friendships Topic 3 – Respectful Relationships <u>Physical Health and Mental Wellbeing Education</u> Topic 1 – Mental Wellbeing Topic 6 – Health and Prevention	<u>Relationships Education</u> Topic 2 - Caring Friendships Topic 3 – Respectful Relationships <u>Physical Health and Mental Wellbeing Education</u> Topic 1 – Mental Wellbeing Topic 7 – Basic First Aid	<u>Relationships Education</u> Topic 2 - Caring Friendships <u>Physical Health and Mental Wellbeing Education</u> Topic 6 – Health and Prevention
Year 3 /4 Cycle A	<u>Relationships Education</u> Topic 2 - Caring Friendships Topic 3 – Respectful Relationships Topic 4 – Online Relationships Topic 5 – Being Safe <u>Physical Health and Mental Wellbeing Education</u> Topic 1 – Mental Wellbeing Topic 7 – Basic First Aid	<u>Relationships Education</u> Topic 3 – Respectful Relationships Topic 4 – Online Relationships Topic 5 – Being Safe <u>Physical Health and Mental Wellbeing Education</u> Topic 1 – Mental Wellbeing	<u>Relationships Education</u> Topic 3 – Respectful Relationships <u>Physical Health and Mental Wellbeing Education</u> Topic 1 – Mental Wellbeing
Year 3 /4 Cycle B	<u>Relationships Education</u> Topic 2 - Caring Friendships Topic 3 – Respectful Relationships Topic 5 – Being Safe <u>Physical Health and Mental Wellbeing Education</u> Topic 1 – Mental Wellbeing Topic 3 – Physical Health and Fitness	<u>Relationships Education</u> Topic 1 – Families and People who care for me. Topic 2 - Caring Friendships Topic 3 – Respectful Relationships Topic 5 – Being Safe <u>Physical Health and Mental Wellbeing Education</u> Topic 1 – Mental Wellbeing	<u>Relationships Education</u> Topic 1 – Families and People who care for me. Topic 2 - Caring Friendships Topic 3 – Respectful Relationships Topic 4 – Online Relationships Topic 5 – Being Safe

	<p>Topic 4 – Healthy Eating Topic 5 – Drugs, alcohol and tobacco Topic 6 – Health and Prevention</p>		
Year 5/ 6 Cycle A	<p><u>Physical Health and Mental Wellbeing Education</u> Topic 1 – Mental Wellbeing Topic 2 – Internet Safety and Harm Topic 3 – Physical Health and Fitness Topic 5 – Drugs, alcohol and tobacco</p>	<p><u>Physical Health and Mental Wellbeing Education</u> Topic 2 – Internet Safety and Harm Topic 4 – Healthy Eating Topic 6 – Health and Prevention Topic 8 – Changing Adolescent Body</p>	<p><u>Physical Health and Mental Wellbeing Education</u> Topic 2 – Internet Safety and Harm Topic 3 – Physical Health and Fitness</p>
Year 5/ 6 Cycle B	<p><u>Relationships Education</u> Topic 1 – Families and People who care for me.</p> <p><u>Physical Health and Mental Wellbeing Education</u> Topic 1 – Mental Wellbeing Topic 5 – Drugs, alcohol and tobacco</p>	<p><u>Relationships Education</u> Topic 1 – Families and People who care for me. Topic 2 - Caring Friendships Topic 3 – Respectful Relationships Topic 5 – Being Safe</p> <p><u>Physical Health and Mental Wellbeing Education</u> Topic 1 – Mental Wellbeing</p>	<p><u>Relationships Education</u> Topic 2 - Caring Friendships Topic 3 – Respectful Relationships Topic 5 – Being Safe</p> <p><u>Physical Health and Mental Wellbeing Education</u></p>

	F1 Autumn Spring Summer	F2 Aut 1, Aut 2, Spr 1, Spr 2, Sum 1	Year 1 (Cycle B)	Year 2 (Cycle A)	Year 3 (Cycle B)	Year 4 (Cycle A)	Year 5 (Cycle B)	Year 6 (Cycle A)
Assessment:			Unit 10	Unit 5	Unit 12	Unit 10	Unit 12	Unit 11
Relationships Education								
Topic 1 – Families and People who care for me.								
Objectives	<p>Recognises and describes special times or events for family and friends.</p> <p>Understanding the world: people, culture and communities</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to family and friends.</p> <p>Understanding the world: people, culture and communities.</p> <p>Talk about members of their immediate family and community.</p> <p>Understanding</p>	<p>Shows friendly behaviour, contributing to increasingly positive play and relationships. Beginning to respond to adults well. (PSED Building Relationships)</p> <p>Initiates play, recognises some emotions better and follows instructions. (PSED – Building Relationships)</p> <p>Can identify when they require support or help. Can start to play in a group more effectively. (PSED – Building Relationships)</p> <p>Can talk about their own family and the people around them</p>	<p>Define how families are important for children growing up because they can give love, security and stability. (Unit 1,2)</p> <p>Outline characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each others lives. (Unit 1,2)</p> <p>Listen about others' families, either in school or the wider world, sometimes look different from their family, but they should respect those differences</p>		<p>Summarise characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each others lives. (Unit 7,11)</p> <p>Compare others' families, either in school or the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care for them. (Unit 7, 16, 17, 18)</p>		<p>Elaborate why families are important for children growing up because they can give love, security and stability. (Unit 9, 11)</p> <p>Discover characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each others lives. (Unit 9,11)</p> <p>Elaborate on others' families, either in school or the wider world, sometimes look different from their family, but they</p>	<p>Hypothesise why families are important for children growing up because they can give love, security and stability. (Unit 11)</p> <p>Compare characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each others lives. (Unit 11)</p> <p>Consider others' families, either in school or the wider world, sometimes look different from their family, but they should respect those differences</p>

	<p>the world: people, culture and communities.</p> <p>Name and describe people who are familiar to them.</p> <p>Understanding the world: people, culture and communities.</p>	<p>describing features about them.</p> <p>Understanding the World – Past and Present</p>	<p>and know that other children's families are also characterised by love and care for them. (Unit 1,2)</p> <p>Define stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. (Unit 1,2)</p> <p>Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (Unit 2)</p>		<p>Identify stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. (Unit 11, 17,18)</p> <p>Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (Unit 12, 14)</p>		<p>should respect those differences and know that other children's families are also characterised by love and care for them. (Unit 11)</p> <p>Discuss stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. (Unit 11,</p> <p>Develop understanding about why marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (Unit 11)</p> <p>Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (Unit 2)</p>	<p>and know that other children's families are also characterised by love and care for them. (Unit 11)</p> <p>Discuss stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. (Unit 11)</p> <p>Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (Unit 9)</p>
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Key Vocabulary			<p>Family Member Household Relative Love Share Importance Help</p>		<p>Responsibilities Fulfilment Feeling Sadness Worse Reflection Cool Down Anger Fairness Concerns Worry Safety Network Family Difference Excluded Area Town Culture Society</p>		<p>Behaviour Alcohol Abuse Affect Loss Bereavement Grief Commitment Love Relationship</p>	<p>Unfair Morally Wrong Social Media Relationships Healthy Babies</p>
Key Questions			<p>Who lives in your house? What does the word family mean to you? Can someone you aren't related to be in your family? Who are your important people? Who do you share your important people with? What sort of things could your important people help you with? What would your important people say about you?</p>		<p>What are your rights and responsibilities? Do you think your rights and responsibilities will change throughout your life? What can you do if your rights aren't being met? Should you get your rights met if you aren't fulfilling your responsibilities? What does sad feel like inside your tummy? What things help you feel happy when you feel sad? What could you do for a friend or</p>		<p>Why do you think people drink alcohol? How old do you have to be to buy alcohol in England? What does alcohol do to your body? What does alcohol do to your body over a long time? What is loss? What does grief mean? How does loss make you feel? If you suffer a loss, what could you do? Are some losses worse than others? What is a commitment? What other ways can you commit to</p>	<p>What's the most powerful thing you can do if you aren't happy about something? What would happen in the world if no one ever spoke out about things that were unfair? Does complaining to others or on social media make a situation better? What does 'morally wrong' mean? How are human babies formed? What do babies do in the womb (or egg!)?</p>

				<p>grown up you know who feels sad? What could make it worse when someone feels sad? Have you ever said it's not fair and felt fiery? What cool down trick do you think would help you? How do you feel when someone is angry around you? Do you want to be friends with someone who is angry all the time? What does 'concern' mean? What could you do if you had a concern or a worry? Remember your safety network What if you had a concern about a friend or family member? How can concerns affect your mental wellbeing? Should we exclude people because they are different from us? Does it matter if someone is a boy or a girl, black or white, tall or short? What are the important factors</p>	<p>people you are in a relationship with? What do you think committing to someone would feel like? Should we have an opinion on someone else's commitment?</p>	<p>How can we keep babies in the womb healthy? How else can people have a baby or child? What are the main things people need to bring up a child?</p>
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				<p>when we choose people to spend time with? What could we do if someone is being excluded because of who they are? What would you see out of your window? What is your village or town called? What city is nearby? What county are you in? What types of people live in your area? Or in the city near to you? What landmarks or famous places are near where you live?</p> <p>What were the different things in the grannies' cultures that they wanted to share with Alvina? What different cultures have you heard of or know about? Is one person's culture more important than another person's? How do things from different cultures mix together in our society today?</p>			
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Key Concepts (Sticky Knowledge)				Families do not have to live in the same house. You should tell your important people when you have been in trouble.	It is never right to be mean to others. Being kind to others is important. Getting angry does not mean you get your own way. Telling people my concerns is important, even if it might be about my family. Everyone should be given the same or similar opportunities. Be proud of where you live. Don't be afraid to try things from other cultures.	Drinking alcohol can be damaging to your health. Losing someone is upsetting and sharing our emotions can be helpful. Commitment in relationships is about sticking with your partner and sharing your life.	If something is morally wrong, we should stand up for what is right. Grown ups can love a child, even if it not their own son or daughter.
Busy Bee Values	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 classmates 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.		
Topic 2 - Caring Friendships							

	<p>Continue to develop positive attitudes about the differences between people.</p> <p>Understanding the World: people, culture and communities.</p> <p>Recognises and describes special times or events for family and friends.</p> <p>Understanding the world: people, culture and communities</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to family and friends.</p> <p>Understanding the world: people, culture and communities.</p> <p>Talk about members of their immediate</p>	<p>Begins to develop confidence and cooperation.</p> <p>PSED – Self Regulation</p> <p>Increasing ability to share, recognise emotions of self and show good manners. PSED – Self Regulation</p> <p>Beginning to find ways to resolve conflicts.</p> <p>Cooperates increasingly with routines. PSED – Self Regulation</p> <p>Increasingly able to share, take turns and respond positively to other children. PSED – Building Relationships</p> <p>Starts to understand the needs of other children and their own feelings.</p> <p>PSED – Building Relationships</p>	<p>Identify characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties. (Unit 2)</p> <p>Recognise that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. (Unit 7, 18)</p> <p>State that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. (Unit 7, 18)</p> <p>Recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or</p>	<p>Summarise characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties. (Unit 10)</p> <p>Give examples of how healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. (Unit 8)</p> <p>Discuss that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. (Unit 8)</p>	<p>Dramatise how important friendships are in making us feel happy and secure, and how people choose and make friends. (Unit 6, 9)</p> <p>Show how characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties. (Unit 6, 7, 9, 10, 13)</p> <p>Demonstrate that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. (Unit 11, 12)</p> <p>Identify that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to</p>	<p>Examine how important friendships are in making us feel happy and secure, and how people choose and make friends. (Unit 3)</p> <p>List characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties. (Unit 3)</p> <p>Establish that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. (Unit 3)</p> <p>Appraise how most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. (Unit 2, 3)</p>	<p>Discuss how important friendships are in making us feel happy and secure, and how people choose and make friends. (Unit 7, 10)</p> <p>List characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties. (Unit 7, 10)</p> <p>Analyse why healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. (Unit 7, 13)</p> <p>Recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help and advice</p>	<p>Consider how important friendships are in making us feel happy and secure, and how people choose and make friends. (Unit 6, 8)</p> <p>List characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties. (Unit 6, 8, 17)</p> <p>Critically develop why healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. (6, 8)</p> <p>Conclude that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to</p>
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	<p>family and community. Understanding the world: people, culture and communities.</p> <p>Name and describe people who are familiar to them. Understanding the world: people, culture and communities.</p>		<p>uncomfortable, how to manage these situations and how to seek help and advice from others, if needed. (Unit 2,8)</p>		<p>violence is never right. (Unit 6,8,12,13)</p> <p>Recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help and advice from others, if needed. (Unit 9,11,12,14)</p>	<p>Recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help and advice from others, if needed. (Unit 2)</p>	<p>from others, if needed. (Unit 7,10,14)</p>	<p>violence is never right. (Unit 15)</p> <p>Recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help and advice from others, if needed. (Unit 6,7,8,9,17)</p>
Key Vocabulary			<p>Love Share Importance Help Kindness Sharing Unkind Teasing Upset Worry Skills Achievements Disappointment</p>	<p>Happiness Silliness Compromise Contribute Feelings</p>	<p>Argue Restorative Point of View Compromise Justice Rights Responsibilities Apology Rules Situation Tenacious Lie Honesty Decision Money Happiness Sadness Fairness Anger Cool Down Friends Rude Concerns Worry Safety Network Family</p>	<p>Understanding Emotion Feelings Compromise Point of view</p>	<p>Worry Peer Pressure Behaviour Teasing Hurtful Prejudice Views</p>	<p>Peer Pressure Confidence Love Potential Consequences Daring Risky Unfair Morally Wrong Social Media Argument Escalate Trolling Perpetrator Victim</p>

<p>Key Questions</p>			<p>Who are your important people? Who do you share your important people with? What sort of things could your important people help you with? What would your important people say about you? What does being kind look like? What does being unkind look like? How does someone being unkind to you make you feel? How can you repair a friendship if you have been unkind? How do you feel when you are unkind to someone? When have you been teased? When have you teased someone else? Who is it acceptable for to 'nice' tease you? How would you explain 'nice' teasing to an adult? What are you good at? What are you not good at?</p>	<p>What does compromise mean? When have you compromised with your friends? When have you compromised at home? When didn't you compromise? What happened? What does the word 'contribute' mean? How does it affect others when we don't contribute? When do you contribute at school or home? How do adults in your life contribute to you?</p>	<p>What does compromise mean? Remember the book 'The Steves' What do you think restorative justice means? When could restorative justice help you? How does arguing make you feel? Is it a nice feeling? What are your rights and responsibilities? Do you think your rights and responsibilities will change throughout your life? What can you do if your rights aren't being met? Should you get your rights met if you aren't fulfilling your responsibilities? What is the worst thing that could happen if we own up to a mistake or breaking a rule? Have you ever done something and not owned up? What do you think that 'to give an apology' means? What can happen if we break a serious rule when we are</p>	<p>What sort of things make you or your friends cross? How does it make you feel when your friend is cross? What should you do if your friendship is making you unhappy? What could you do when your friend is cross? What would help you when you are cross? What does compromise mean? How can we try to see things from someone else's point of view? If we compromise, does it mean your wrong? Who should feel happy after a compromise?</p>	<p>What do you think Peer Pressure is? Remember your safety network. What could you do if people are pressuring you to do something? What 5 words would you use to describe someone who doesn't give in to peer pressure? Why do you think people give in to peer pressure? How can you let people know that their teasing is hurtful? How can you tell if your friends are happy to be nice teased? Remember your safety network. What can you do if you have a problem with teasing? What if your best friend or a family member is the one doing the unkind teasing? What do you think prejudice means? What do you think about people who are prejudice? Why do you think some people are</p>	<p>Does it ever matter what other people think of us? Should we do things just to please other people? Do you remember what peer pressure means? Should we let other people make us do something we don't want to do? Who is the one person who we really need to love us? What things could you post/send? What things shouldn't you post/send? What could be the potential consequences of posting/sending things like this? How would you feel if someone asked you to post/send something you weren't sure of? What questions could you ask yourself so that you can decide whether to post or send something? Have you ever been dared? What could you say if someone dares you?</p>
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How does it make you feel when you can't do something well?
Does it matter if you aren't the best at everything?
Why?
How do you feel when someone laughs when you can't do something well?

older such as stealing or hurting someone else?
What is the best thing to do about those sorts of rules?
What do people think about people who tell lies?
Why do you think that people tell lies?
Think of three reasons.
How would you feel if you found out someone lied to you?
People sometimes tell 'little white lies', what do you think that means?
Is there a difference between being honest and telling the truth?
How did it feel when you weren't honest?
How would it feel if someone wasn't honest with you?
What would you do if you found something that you knew was someone else's?
What does sad feel like inside your tummy?
What things help you feel happy when you feel sad?

prejudice against others?
What could you say to someone who is sharing prejudiced views?
Do we all have to have the same views?
What should we do if someone else's view is dangerous or hurtful?
What should we do if someone has a prejudiced view?
What words could we use to describe people who understand that everyone can have a different view as long as it isn't dangerous or prejudice?

Remember the words 'peer pressure'? How would it feel if a large group of people were trying to make you do a dare?
Remember your safety network.
What could you do if people keep trying to dare you?
What's the most powerful thing you can do if you aren't happy about something?
What would happen in the world if no one ever spoke out about things that were unfair?
Does complaining to others or on social media make a situation better?
What does 'morally wrong' mean?
How do arguments sometimes escalate?
What could you do if your friend has had an argument with someone?
What shouldn't you do if you have had an argument with someone?
How do arguments make you feel?
What is trolling?

				<p>What could you do for a friend or grown up you know who feels sad?</p> <p>What could make it worse when someone feels sad?</p> <p>Have you ever said it's not fair and felt fiery?</p> <p>What cool down trick do you think would help you?</p> <p>How do you feel when someone is angry around you?</p> <p>Do you want to be friends with someone who is angry all the time?</p> <p>What responsibility do you have towards your friends?</p> <p>What rights do you have in friendship?</p> <p>How do good friends make you feel?</p> <p>How do you feel when friends don't fulfil your relationship rights?</p> <p>What does 'concern' mean?</p> <p>What could you do if you had a concern or a worry?</p> <p>Remember your safety network</p> <p>What if you had a concern about a</p>			<p>Why do you think some people troll others?</p> <p>How does trolling make people feel?</p> <p>Both the perpetrator and the victim?</p> <p>What should you do if you think someone is trolling someone else?</p>
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					friend or family member? How can concerns affect your mental wellbeing?			
Key Concepts (Sticky Knowledge)			<p>You should tell your important people when you have been in trouble.</p> <p>Try to be kind to unkind people.</p> <p>Do not tease others, even if you may not get on with them.</p> <p>Always try your best and be yourself.</p>	<p>You may not always be right in an argument.</p> <p>Contributing is important and we must all try to contribute in school or at home.</p>	<p>Arguing doesn't mean I get my own way.</p> <p>It is never right to be mean to people.</p> <p>Even if it was an accident, it is important to say sorry.</p> <p>Lying is never ok.</p> <p>Returning items to the owner is important.</p> <p>When somebody is upset, we might see how they are and how we could help.</p> <p>Getting angry does not mean you get your own way.</p> <p>It is important to fulfil my responsibilities.</p> <p>Telling people my concerns is important, even if it might be about my family.</p>	<p>Sometimes, you need personal space when you are angry.</p> <p>Compromising does not mean you have lost an argument</p>	<p>Peer pressure is when people may force you to do something.</p> <p>People in relationships should treat their partner with respect and care.</p> <p>We all have rights and should treat others with respect and dignity.</p> <p>We can challenge people's views if we do so in the correct way.</p>	<p>Surround yourselves with those who want the best for you.</p> <p>What you post online has the chance for many others to see.</p> <p>Dares can be dangerous and hurt others physical or emotionally.</p> <p>If something is morally wrong, we should stand up for what is right.</p> <p>Arguments can happen, but we must try to fix the relationship as well.</p> <p>Trolling people is as bad as bullying face to face.</p>
Busy Bee Values	Be a friend	<ul style="list-style-type: none"> - We take turns when sharing our thoughts, opinions and experiences. - We help our classmates. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - We are happy and proud to talk about ourselves. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - We are proud of what makes us unique and recognise our strengths and weaknesses. 			

				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	
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.	

Topic 3 – Respectful Relationships

Continue to develop positive attitudes about the differences between people. Understanding the World: people, culture and communities. Recognises and describes special times or events for family and friends. Understanding the world:	Begins to develop confidence with children and sustained interest in play. Manages coat, toilet with help, and cutlery. PSED – Building Relationships Initiates play, recognises some emotions better and follows instructions. PSED – Building Relationships	Record the importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs. (Unit 3) Name practical steps they can take in a range of different contexts to improve or support respectful relationships (Unit 3)	Discuss the importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs. (Unit 8,9) Summarise practical steps they can take in a range of different contexts to improve or support respectful relationships (Unit 6,7)	Illustrate the importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs. (Unit 6,7) Act out practical steps they can take in a range of different contexts to improve or support respectful relationships (Unit 6)	Highlight the importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs. (Unit 3,13,15) Analyse practical steps they can take in a range of different contexts to improve or support respectful	Highlight the importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs. (Unit 7,8,13,14) Debate the importance of self-respect and how this links to their own happiness. (Unit 12)	Consider the importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs. (Unit 15) Plan practical steps they can take in a range of different contexts to improve or support respectful relationships (Unit 7,15)
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<p>people, culture and communities</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to family and friends.</p> <p>Understanding the world: people, culture and communities.</p>	<p>Can identify when they require support or help. Can start to play in a group more effectively. PSED – Building Relationships</p> <p>Increasingly able to share, take turns and respond positively to other children. PSED – Building Relationships</p> <p>Starts to understand the needs of other children and their own feelings. PSED – Building Relationships</p> <p>Begins to develop confidence and cooperation. PSED – Self Regulation</p> <p>Increasing ability to share, recognise emotions of self and show good manners. PSED – Self Regulation</p> <p>Beginning to find ways to resolve conflicts. Cooperates</p>	<p>Recognise conventions of courtesy and manners. (Unit 3)</p> <p>Observe ways in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. (Unit 3,8)</p> <p>Recognise the importance of permission-seeking and giving in relationships with friends, peers and adults. (Unit 9)</p>	<p>Show conventions of courtesy and manners. (Unit 7)</p> <p>Explain the importance of self-respect and how this links to their own happiness. (Unit 10)</p> <p>Explain how in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. (Unit 9)</p> <p>Summarise the importance of permission-seeking and giving in relationships with friends, peers and adults. (Unit 14)</p>	<p>Demonstrate conventions of courtesy and manners. (Unit 6,9)</p> <p>Show the importance of self-respect and how this links to their own happiness. (Unit 7,16)</p> <p>Practice that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. (Unit 7,8,9,10)</p> <p>Identify different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (reporting bullying to an adult) and how to get help. (Unit 12,14,16)</p> <p>Explain what a stereotype is, and how stereotypes can be unfair, negative or</p>	<p>relationships (Unit 3)</p> <p>Discuss conventions of courtesy and manners. (Unit 9,10)</p> <p>Focus on the importance of self-respect and how this links to their own happiness. (Unit 15)</p> <p>List ways that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. (Unit 9,10,14,15)</p> <p>Investigate different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (reporting bullying to an adult) and how to get help. (Unit 14)</p> <p>Research what a stereotype is, and how stereotypes</p>	<p>Give reasons in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. (Unit 7,10,12)</p> <p>Consider different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (reporting bullying to an adult) and how to get help. (Unit 7,8,10,14)</p> <p>Explain what a stereotype is, and how stereotypes can be unfair, negative or destructive. (Unit 12,13,14)</p> <p>Conclude the importance of permission-seeking and giving in relationships with friends, peers and adults. (Unit 10)</p>	<p>Infer the importance of self-respect and how this links to their own happiness. (Unit 6,8)</p> <p>Justify how in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. (Unit 6)</p> <p>Debate about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (reporting bullying to an adult) and how to get help. (Unit 6,7,8,17)</p> <p>Prove the importance of permission-seeking and giving in relationships with friends, peers and adults. (Unit 7)</p>
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		<p>increasingly with routines. PSED – Self Regulation</p> <p>Starts to consider the feelings of others. PSED – Self Regulation</p> <p>Begins to understand how others might be feeling- to show empathy. PSED – Self Regulation</p> <p>Begins to articulate their own thoughts and ideas. CAL - Speaking</p>			destructive. (Unit 16)	<p>can be unfair, negative or destructive. (Unit 14)</p> <p>Understand the importance of permission-seeking and giving in relationships with friends, peers and adults. (Unit 10)</p>		
Key Vocabulary			<p>Different</p> <p>Similar</p> <p>Teasing</p> <p>Upset</p> <p>Worry</p> <p>Important</p> <p>No</p>	<p>Selfish</p> <p>Sadness</p> <p>Feeling</p> <p>Manners</p> <p>Behaviour</p> <p>Sensible</p> <p>Right</p> <p>Wrong</p> <p>Choice</p> <p>Happiness</p> <p>Silliness</p> <p>Compromise</p> <p>Rights</p> <p>Responsibilities</p> <p>Contribute</p> <p>Feelings</p> <p>Safe</p> <p>Unsafe</p> <p>Body</p> <p>Warning</p>	<p>Argue</p> <p>Restorative</p> <p>Point of View</p> <p>Compromise</p> <p>Justice</p> <p>Rights</p> <p>Responsibilities</p> <p>Apology</p> <p>Rules</p> <p>Situation</p> <p>Tenacious</p> <p>Lie</p> <p>Honesty</p> <p>Decision</p> <p>Money</p> <p>Difference</p> <p>Excluded</p> <p>Concerns</p> <p>Worry</p> <p>Safety Network</p> <p>Family</p> <p>Fairness</p>	<p>Compromise</p> <p>Point of view</p> <p>Fault</p> <p>Truth</p> <p>Likes</p> <p>Dislikes</p> <p>Honesty</p> <p>Consent</p> <p>Worries</p> <p>Mistakes</p> <p>Discrimination</p> <p>Stereotype</p> <p>Self-respect</p> <p>Anti-social</p>	<p>Worry</p> <p>Peer Pressure</p> <p>Protest</p> <p>Responsibility</p> <p>Bystanders</p> <p>Behaviour</p> <p>Teasing</p> <p>Hurtful</p> <p>Stereotype</p> <p>Views</p> <p>Prejudice</p> <p>Views</p>	<p>Peer Pressure</p> <p>Confidence</p> <p>Love</p> <p>Potential</p> <p>Consequences</p> <p>Daring</p> <p>Risky</p> <p>Argument</p> <p>Escalate</p> <p>Trolling</p> <p>Perpetrator</p> <p>Victim</p>

					Anger Cool Down			
Key Questions			<p>What makes me, me?</p> <p>What is similar about people?</p> <p>What is different about people?</p> <p>Why do we like some people and not others?</p> <p>When have you been teased?</p> <p>When have you teased someone else?</p> <p>Who is it acceptable for to 'nice' tease you?</p> <p>How would you explain 'nice' teasing to an adult?</p> <p>When can you say no?</p> <p>Why do you think you should say no?</p> <p>When can't you say no?</p> <p>What would you do if someone didn't stop when you said no?</p>	<p>Think of a time when you made someone feel sad and one where you made them happy and sad.</p> <p>Think of a time when someone else's actions made you happy and how did you feel after you had made someone else sad?</p> <p>Is making someone else sad or angry part of having a respectful relationship?</p> <p>How do you know when something is right or wrong?</p> <p>What should you do if you know something is the wrong thing to do?</p> <p>What does the word 'choice' mean?</p> <p>How can you use manners to make respectful relationships with others?</p> <p>What does compromise mean?</p> <p>When have you compromised with your friends?</p>	<p>What does compromise mean? Remember the book 'The Steves'</p> <p>What do you think restorative justice means?</p> <p>When could restorative justice help you?</p> <p>How does arguing make you feel? Is it a nice feeling?</p> <p>What are your rights and responsibilities?</p> <p>Do you think your rights and responsibilities will change throughout your life?</p> <p>What can you do if your rights aren't being met?</p> <p>Should you get your rights met if you aren't fulfilling your responsibilities?</p> <p>What is the worst thing that could happen if we own up to a mistake or breaking a rule?</p> <p>Have you ever done something and not owned up?</p> <p>What do you think that 'to give an apology' means?</p>	<p>What does compromise mean?</p> <p>How can we try to see things from someone else's point of view?</p> <p>If we compromise, does it mean your wrong?</p> <p>Who should feel happy after a compromise?</p> <p>Why do you think that people don't tell the truth if they have done something?</p> <p>If you have done something, what should you do?</p> <p>Why is it the right thing to do?</p> <p>What is a 'confidence'?</p> <p>What should you do if someone told you in confidence that they did something, but they didn't own up or tell the people that mattered?</p> <p>Is there anything that you don't like being done to you?</p> <p>How does it make you feel when someone does something to you that you don't like?</p>	<p>What do you think Peer Pressure is? Remember your safety network.</p> <p>What could you do if people are pressuring you to do something?</p> <p>What 5 words would you use to describe someone who doesn't give in to peer pressure?</p> <p>Why do you think people give in to peer pressure?</p> <p>What could you do if you thought something wasn't right?</p> <p>Do you have to scream and shout and be violent to make big changes?</p> <p>What should you do if you saw something that wasn't right?</p> <p>What does 'responsibility of bystanders' mean?</p> <p>How can you let people know that their teasing is hurtful?</p> <p>How can you tell if your friends are happy to be nice teased?</p>	<p>Does it ever matter what other people think of us?</p> <p>Should we do things just to please other people?</p> <p>Do you remember what peer pressure means? Should we let other people make us do something we don't want to do?</p> <p>Who is the one person who we really need to love us?</p> <p>What things could you post/send?</p> <p>What things shouldn't you post/send? What could be the potential consequences of posting/sending things like this?</p> <p>How would you feel if someone asked you to post/send something you weren't sure of?</p> <p>What questions could you ask yourself so that you can decide whether to post or send something?</p> <p>Have you ever been dared?</p>

				<p>When have you compromised at home?</p> <p>When didn't you compromise? What happened?</p> <p>What is a right?</p> <p>What is a responsibility?</p> <p>What are your rights at school?</p> <p>What are your responsibilities at school?</p> <p>Who can help you make sure you have your rights?</p> <p>What does the word 'contribute' mean?</p> <p>How does it affect others when we don't contribute?</p> <p>When do you contribute at school or home?</p> <p>How do adults in your life contribute to you?</p> <p>Where do you feel safe?</p> <p>What are the early warning signs of feeling unsafe?</p> <p>Have you ever felt any early warning signs?</p> <p>Who is in your safety network?</p>	<p>What can happen if we break a serious rule when we are older such as stealing or hurting someone else?</p> <p>What is the best thing to do about those sorts of rules?</p> <p>What do people think about people who tell lies?</p> <p>Why do you think that people tell lies?</p> <p>Think of three reasons.</p> <p>How would you feel if you found out someone lied to you?</p> <p>People sometimes tell 'little white lies', what do you think that means?</p> <p>Is there a difference between being honest and telling the truth?</p> <p>How did it feel when you weren't honest?</p> <p>How would it feel if someone wasn't honest with you?</p> <p>What would you do if you found something that you knew was someone else's?</p> <p>Should we exclude people because they are different from us?</p>	<p>What should you do if someone says no to something you want to do?</p> <p>What do the words 'permission' and 'consent' mean?</p> <p>What do you worry about?</p> <p>What could you do about your worries?</p> <p>Who could help you deal with your worries?</p> <p>Can ignoring our worries make them go away?</p> <p>What is discrimination?</p> <p>How do you think being discriminated against makes people feel?</p> <p>What could we do about discrimination?</p> <p>What should you do if you see discrimination?</p> <p>Why do you think some people discriminate against others?</p> <p>What do you think anti-social means?</p> <p>How does being anti-social affect people? How does it affect the person being anti-social?</p> <p>Why do some people choose to be anti-social?</p>	<p>Remember your safety network.</p> <p>What can you do if you have a problem with teasing?</p> <p>What if your best friend or a family member is the one doing the unkind teasing?</p> <p>What is a stereotype? Do we have to be like our stereotypes?</p> <p>What can we say to people who have stereotypical views?</p> <p>Is it okay to be like your stereotype? E.g. like dolls and be a girl?</p> <p>What are the physical differences between girls and boys?</p> <p>What do you think prejudice means?</p> <p>What do you think about people who are prejudice?</p> <p>Why do you think some people are prejudice against others?</p> <p>What could you say to someone who is sharing prejudiced views?</p> <p>Do we all have to have the same views?</p>	<p>What could you say if someone dares you?</p> <p>Remember the words 'peer pressure'? How would it feel if a large group of people were trying to make you do a dare?</p> <p>Remember your safety network.</p> <p>What could you do if people keep trying to dare you?</p> <p>How do arguments sometimes escalate?</p> <p>What could you do if your friend has had an argument with someone?</p> <p>What shouldn't you do if you have had an argument with someone?</p> <p>How do arguments make you feel?</p> <p>What is trolling?</p> <p>Why do you think some people troll others?</p> <p>How does trolling make people feel?</p> <p>Both the perpetrator and the victim?</p> <p>What should you do if you think someone is trolling someone else?</p>
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					<p>Does it matter if someone is a boy or a girl, black or white, tall or short? What are the important factors when we choose people to spend time with? What could we do if someone is being excluded because of who they are? What does 'concern' mean? What could you do if you had a concern or a worry? Remember your safety network. What if you had a concern about a friend or family member? How can concerns affect your mental wellbeing? Have you ever said it's not fair and felt fiery? What cool down trick do you think would help you? How do you feel when someone is angry around you? Do you want to be friends with someone who is angry all the time?</p>	<p>How can people help others, who have been anti-social, make the right choices and change how they act?</p>	<p>What should we do if someone else's view is dangerous or hurtful? What should we do if someone has a prejudiced view? What words could we use to describe people who understand that everyone can have a different view as long as it isn't dangerous or prejudice?</p>	
Key Concepts (Sticky Knowledge)			Always be nice to people.	It is important to be happy and not	Arguing doesn't mean I get my own way.	Compromising does not mean you have lost an argument.	Peer pressure is when people may	Surround yourselves with

			<p>Do not tease others, even if you may not get on with them. No means no.</p>	<p>let others affect my happiness. Making the right choice can be hard but it is important to do. You may not always be right in an argument. It is important to understand what my rights are and what responsibilities I have. Contributing is important and we must all try to contribute in school or at home. We should talk to people within our safety network.</p>	<p>It is never right to be mean to people. Even if it was an accident, it is important to say sorry. Lying is never ok. Returning items to the owner is important. Everyone should be given the same or similar opportunities. Telling people my concerns is important, even if it might be about my family. Getting angry does not mean you get your own way.</p>	<p>Even though it is an accident, owning up and apologising is still important. Asking for permission is always the correct way to act. Talking about our worries is helpful. Treat others fairly Respect yourself and others around you.</p>	<p>force you to do something. Sometimes people might protest to stand up for what they believe is right. People in relationships should treat their partner with respect and care. It is a good thing to be unique and to be you. We all have rights and should treat others with respect and dignity. We can challenge people's views if we do so in the correct way.</p>	<p>those who want the best for you. What you post online has the chance for many others to see. Dares can be dangerous and hurt others physical or emotionally. Arguments can happen, but we must try to fix the relationship as well. Trolling people is as bad as bullying face to face.</p>
Busy Bee Values	Be a friend	<ul style="list-style-type: none"> - We take turns when sharing our thoughts, opinions and experiences. - We help our classmates. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - We are happy and proud to talk about ourselves. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - We share what we think. - We say when we find something difficult, have made a poor choice or don't agree with something/someone. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - We answer questions and share our thoughts in front of our class. 	<ul style="list-style-type: none"> - We have courage to express our thoughts openly and with care. 	<ul style="list-style-type: none"> - We believe in ourselves and recognise that we may not all agree all the time. 	<ul style="list-style-type: none"> - We show resilience in how we approach our learning in PSHE and across school. 			

	- We try our best when doing something for the first time.	- When we find a question or task difficult, we persevere and ask for help if we need it.	- We enjoy new challenges (including challenging questions) and are willing to give them a go.	- 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.

Topic 4 – Online Relationships

				<p>Give examples of rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (Unit 17)</p> <p>Explain how information and data is shared and used online. (Unit 17)</p>	<p>Interpret rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (Unit 14)</p>	<p>Distinguish why people sometimes behave differently online, including by pretending to be someone they are not. (Unit 6)</p> <p>Discuss that the same principles apply to online relationships as to face to face relationships, including the importance of respect for others online including when we are anonymous (Unit 6, 7)</p> <p>Compare rules and principles for keeping safe online, how to recognise risks, harmful content and</p>	<p>Give reasons why people sometimes behave differently online, including by pretending to be someone they are not. (Unit 7)</p> <p>Justify why the same principles apply to online relationships as to face to face relationships, including the importance of respect for others online including when we are anonymous (Unit 7, 15, 16, 17)</p> <p>Prioritise rules and principles for keeping safe online, how to recognise risks, harmful content and</p>
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						<p>contact, and how to report them (Unit 6)</p> <p>Critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (Unit 6)</p>		<p>contact, and how to report them (Unit 7,16,17)</p> <p>Critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (Unit 7,16,17)</p> <p>Interpret how information and data is shared and used online. (Unit 7)</p>
Key Vocabulary				<p>Kindness Online</p>	<p>Concerns Worry Safety Network Family</p>	<p>Respect Anonymous Content Distinguish</p>		<p>Potential Consequences Argument Escalate Receive Trolling Perpetrator Victim</p>
Key Questions				<p>When do you go online? Why should you limit the amount of time you spend online? What kindness rules should you follow when on the internet? What should you do if you see</p>	<p>What does 'concern' mean? What could you do if you had a concern or a worry? Remember your safety network What if you had a concern about a friend or family member?</p>	<p>How can you stay safe when talking to someone online? What could you do if something you don't like happens online? Remember your safety network. Do you think you should meet people</p>		<p>What things could you post/send? What things shouldn't you post/send? What could be the potential consequences of posting/sending things like this?</p>

something you don't like online?
How can you stay safe when talking online to other people?

How can concerns affect your mental wellbeing?

who you speak to online?
Should you spend all your time online and only have online friends?
What rules can you think of to keep yourself safe on your mobile phone?
How should you treat others who are also using a mobile phone?
What could you do if something happens with your mobile phone that worries or frightens you?
What are the good points about having a mobile phone?

How would you feel if someone asked you to post/send something you weren't sure of?
What questions could you ask yourself so that you can decide whether to post or send something?
How do arguments sometimes escalate?
What could you do if your friend has had an argument with someone?
What shouldn't you do if you have had an argument with someone?
How do arguments make you feel?
Have you sent or received mean texts?
How does it feel when we hear something nasty about ourselves?
Why could our sad feelings be made worse if we see something bad about ourselves on the internet?
Remember your safety network.
What could you do

								<p>if you see or receive something mean about yourself? What is trolling? Why do you think some people troll others? How does trolling make people feel? Both the perpetrator and the victim? What should you do if you think someone is trolling someone else?</p>
Key Concepts (Sticky Knowledge)				Being online is good but we need to be careful too.	Telling people my concerns is important, even if it might be about my family.	Report anything unsafe to a trusted adult. Use technology safely and treat others with respect online.		<p>What you post online has the chance for many others to see. Arguments can happen, but we must try to fix the relationship as well. Do not post mean things on any social media, even if somebody has made you angry. Trolling people is as bad as bullying face to face.</p>
Busy Bee Values	Be a friend	<ul style="list-style-type: none"> - We take turns when sharing our thoughts, opinions and experiences. - We help our classmates. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - We are happy and proud to talk about ourselves. 	<ul style="list-style-type: none"> - We can say how we are different to others (including our life experiences out of school) and see these differences as positives. 	<ul style="list-style-type: none"> - We are proud of who we are and share our ideas openly and confidently. 	<ul style="list-style-type: none"> - 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	
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.	

Topic 5 – Being Safe

		Begins to develop confidence with children and sustained interest in play. Manages coat, toilet with help, and cutlery. PSED – Managing Self	Identify sorts of boundaries that are appropriate in friendships with peers and others (including in a digital context). (Unit 8,9)	Classify sorts of boundaries that are appropriate in friendships with peers and others (including in a digital context). (Unit 14)	Identify that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. (Unit 11)	Highlight the sorts of boundaries that are appropriate in friendships with peers and others (including in a digital context). (Unit 2,6,7)	Explain sorts of boundaries that are appropriate in friendships with peers and others (including in a digital context). (Unit 10)	Explain the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. (Unit 9)
		Builds own confidence with adults. Responds increasingly well to positive and negative experiences. Manages jumper	Relate the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they	Explain the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they	Explain how to respond safely and appropriately to adults they may encounter that they do not know. (Unit 5)	Show how to ask for advice or help for self or for others, and to keep trying until they are heard. (Unit 7)	Recognise and report feelings of being unsafe or feeling bad about any adult. (Unit 8)	Give reasons why each person's body belongs to them, and the differences between appropriate and inappropriate or
						Recognise where to get advice from e.g.	Decide who to ask for advice or help for self or for	

		<p>and toilet independently. PSED – Managing Self</p> <p>Develops confidence in new situations. Understands classroom expectations. PSED – Managing Self</p>	<p>relate to being safe. (Unit 9)</p> <p>Recognise each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. (Unit 9)</p>	<p>relate to being safe. (Unit 14,16)</p> <p>Explain that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. (Unit 14)</p> <p>Indicate how to respond safely and appropriately to adults they may encounter that they do not know. (Unit 15)</p> <p>Show how to recognise and report feelings of being unsafe or feeling bad about any adult. (Unit 14)</p> <p>Show how to ask for advice or help for self or for others, and to keep trying until they are heard. (Unit 14,16)</p> <p>Show how to report concerns or abuse, and the vocabulary and</p>	<p>Show how to ask for advice or help for self or for others, and to keep trying until they are heard. (Unit 14)</p> <p>Explain where to get advice from e.g. family, school and/or other sources. (Unit 14)</p>	<p>family, school and/or other sources. (Unit 7)</p>	<p>others, and to keep trying until they are heard. (Unit 7,8,10,14)</p> <p>Know how to report concerns or abuse, and the vocabulary and confidence to do so. (Unit 8)</p> <p>Select where to get advice from e.g. family, school and/or other sources. (Unit 10)</p>	<p>unsafe physical, and other, contact. (Unit 9)</p> <p>Recognise and report feelings of being unsafe or feeling bad about any adult. (Unit 9)</p> <p>Ask for advice or help for self or for others, and to keep trying until they are heard. (Unit 9,16)</p> <p>Know how to report concerns or abuse, and the vocabulary and confidence to do so. (Unit 9,16)</p> <p>Explain where to get advice from e.g. family, school and/or other sources. (Unit 9,16)</p>
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				confidence to do so. (Unit 14) Ask where to get advice from e.g. family, school and/or other sources. (Unit 14,16)				
Key Vocabulary			Teasing Upset Worry Important No	Safe Unsafe Body Warning Important Strangers Safety Online Worry Ignore Secrets Anxious	Strangers Staying safe Worried Feeling Sadness Worse Reflection Concerns Worry Safety Network Family	Respect Anonymous Content Distinguish Understanding Emotion Feelings	Worry Peer Pressure Protest Responsibility Bystanders Behaviour Teasing Hurtful Views	Receive Unfair Morally Wrong Social Media
Key Questions			When have you been teased? When have you teased someone else? Who is it acceptable for to 'nice' tease you? How would you explain 'nice' teasing to an adult? When can you say no? Why do you think you should say no?	Where do you feel safe? What are the early warning signs of feeling unsafe? Have you ever felt any early warning signs? Who is in your safety network? What should you do if someone you don't know tries to speak to you?	What does sad feel like inside your tummy? What things help you feel happy when you feel sad? What could you do for a friend or grown up you know who feels sad? What could make it worse when someone feels sad? What does 'concern' mean?	How can you stay safe when talking to someone online? What could you do if something you don't like happens online? Remember your safety network. Do you think you should meet people who you speak to online? Should you spend all your time online?	What do you think Peer Pressure is? Remember your safety network. What could you do if people are pressuring you to do something? What 5 words would you use to describe someone who doesn't give in to peer pressure? Why do you think people give in to peer pressure?	Have you sent or received mean texts? How does it feel when we hear something nasty about ourselves? Why could our sad feelings be made worse if we see something bad about ourselves on the internet? Remember your safety network. What could you do

			<p>When can't you say no? What would you do if someone didn't stop when you said no?</p>	<p>What information should you give to people online? Do you remember your important people or your safety network? What rules can you set to keep yourself safe around strangers? How is a worry like a secret? How can secrets make us feel? What is the difference between a secret and a surprise? Who could you tell if someone asked you to keep a secret you didn't like?</p>	<p>What could you do if you had a concern or a worry? Remember your safety network What if you had a concern about a friend or family member? How can concerns affect your mental wellbeing? Do you remember what we have said about strangers? Can you be rude to strangers? How can you stay safe when you are out without grown ups? Who can help you stay safe? Do you remember what to do if you're worried about anything?</p>	<p>and only have online friends? What rules can you think of to keep your self safe on your mobile phone? How should you treat others who are also using a mobile phone? What could you do if something happens with your mobile phone that worries or frightens you? What are the good points about having a mobile phone? What sort of things make you or your friends cross? How does it make you feel when your friend is cross? What should you do if your friendship is making you unhappy? What could you do when your friend is cross? What would help you when you are cross?</p>	<p>What could you do if you thought something wasn't right? Do you have to scream and shout and be violent to make big changes? What should you do if you saw something that wasn't right? What does 'responsibility of bystanders' mean? How can you let people know that their teasing is hurtful? How can you tell if your friends are happy to be nice teased? Remember your safety network. What can you do if you have a problem with teasing? What if your best friend or a family member is the one doing the unkind teasing? Do we all have to have the same views? What should we do if someone else's view is dangerous or hurtful?</p>	<p>if you see or receive something mean about yourself? What's the most powerful thing you can do if you aren't happy about something? What would happen in the world if no one ever spoke out about things that were unfair? Does complaining to others or on social media make a situation better? What does 'morally wrong' mean?</p>
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							What should we do if someone has a prejudiced view? What words could we use to describe people who understand that everyone can have a different view as long as it isn't dangerous or prejudice?	
Key Concepts (Sticky Knowledge)			Do not tease others, even if you may not get on with them. No means no.	We should talk to people within our safety network. I should always be careful who I talk to, especially strangers. Not all secrets and worries are helpful.	Being kind to others is important. Telling people my concerns is important, even if it might be about my family. Telling a grown up where I am when I am out with my friends is important.	Report anything unsafe to a trusted adult. Use technology safely and treat others with respect online. Sometimes, you need personal space when you are angry.	Peer pressure is when people may force you to do something. Sometimes people might protest to stand up for what they believe is right. People in relationships should treat their partner with respect and care. We can challenge people's views if we do so in the correct way.	Do not post mean things on any social media, even if somebody has made you angry. If something is morally wrong, we should stand up for what is right.
Busy Bee Values	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	<ul style="list-style-type: none"> - We share what we think. - We say when we find something difficult, have made a poor choice or don't agree with something/someone. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - We answer questions and share our thoughts in front of our class. - We try our best when doing something for the first time. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.

Physical Health and Mental Wellbeing Education

Topic 1 – Mental Wellbeing

	<p>Developing a positive self-image. Increased understanding of behaviour expectations and why the expectations exist.</p> <p>PSED – Managing Self</p> <p>Increased confidence and resilience and this can include supporting peers.</p> <p>PSED – Managing Self</p>	<p>Understand there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. (Unit 4,5,10)</p> <p>Recognise and talk about their emotions, including having a varied vocabulary of words to use when</p>	<p>Illustrate that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. (Unit 5)</p> <p>Recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their</p>	<p>Illustrate that mental wellbeing is a normal part of daily life, in the same way as physical health. (Unit 1,2)</p> <p>Recognise there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. (Unit 8)</p>	<p>Discover how mental wellbeing is a normal part of daily life, in the same way as physical health. (Unit 8)</p> <p>Reason why there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and</p>	<p>Consider how mental wellbeing is a normal part of daily life, in the same way as physical health. (Unit 3)</p> <p>Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. (Unit 9)</p>	<p>Consider how mental wellbeing is a normal part of daily life, in the same way as physical health. (Unit 3)</p> <p>Give reasons for a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. (Unit 4)</p>
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		<p>Can identify when they require support or help. Can start to play in a group more effectively. PSED – Building Relationships</p> <p>Increasingly able to share, take turns and respond positively to other children. PSED – Building Relationships</p> <p>Starts to understand the needs of other children and their own feelings. PSED – Building Relationships</p>	<p>talking about their own and others' feelings. (Unit 4,5,10)</p> <p>Judge whether what they are feeling and how they are behaving is appropriate and proportionate. (Unit 5)</p> <p>Recognise the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness. (Unit 4,5)</p> <p>Choose simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests. (Unit 4,5)</p> <p>Understand that isolation and loneliness can affect children and that it is very important for</p>	<p>own and others' feelings. (Unit 5)</p> <p>Judge whether what they are feeling and how they are behaving is appropriate and proportionate. (Unit 5,6)</p> <p>Explain the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness. (Unit 5)</p> <p>Show simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests. (Unit 5)</p>	<p>Classify the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness. (Unit 1)</p> <p>Act out simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests. (Unit 2)</p> <p>Understand that it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible. (Unit 1)</p>	<p>situations. (Unit 1,2,13)</p> <p>Recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. (Unit 1,2,8)</p> <p>Judge whether what they are feeling and how they are behaving is appropriate and proportionate. (Unit 1,2,5)</p> <p>List the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness. (Unit 16,17,18)</p> <p>Show simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies</p>	<p>Recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. (Unit 3,9)</p> <p>Judge whether what they are feeling and how they are behaving is appropriate and proportionate. (Unit 3,9)</p> <p>Consider simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests. (Unit 3)</p> <p>Conclude how isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. (Unit 3,9,10)</p>	<p>Recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. (Unit 4)</p> <p>Validate benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness. (Unit 3)</p> <p>Conclude simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests. (Unit 3,4)</p> <p>Debate why isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. (Unit 3)</p>
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children to discuss their feelings with an adult and seek support. (Unit 4,5,10)

Recall where and how to seek support (including the triggers for support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (Unit 5,10)

and interests. (Unit 8)

Establish why isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. (unit 1,8)

Show where and how to seek support (including the triggers for support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (Unit 2,8,13)

Point out that it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially

Justify how bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. (Unit 7)

Know where and how to seek support (including the triggers for support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (Unit 3,9)

Explain that it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible. (Unit 3,9)

Know bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. (Unit 3)

Justify where and how to seek support (including the triggers for support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (Unit 3,4)

Infer that it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible. (Unit 3)

						if they access support as early as possible. (Unit 8)		
Key Vocabulary			Happiness Memories Important Sadness Feelings Worries Ignore Anxious	Angry Feelings Consequence Selfish Help	Healthy Eating Mind Body Mindful Balanced Diet Sleep Active Action Apology Rules	Feelings Reactions Affect Understanding Emotion Feelings Risks Minimise Mental well-being Negative Safety Network Worries Mistakes Community Citizen Society Volunteer Helping Support	Worry Peer Pressure Behaviour Teasing Hurtful Mental Health Ashamed Loss Bereavement Grief	Physcail Illness Mental Health Wellbeing Worry Sadness
Key Questions			What places or activities make you happy? How do you show you are happy? What does happy feel like on the inside of you? What words could describe it? How does it feel for you when you make someone else happy? What things make you sad? How do you show someone else that you are sad? What does sad feel like inside? How do	What things make you angry? What does being angry feel like in your tummy? How can you calm yourself down when you are feeling angry? Name five synonyms for angry and put them in order from most angry to least. Think of a time when you made someone feel sad and one where you made them happy. Think of a time when someone	What do you eat to be healthy? How else can people be healthy apart from how you eat? How can you make sure you have a healthy body and mind? What happens if you don't try to live a healthy lifestyle? What does being mindful mean? What is a balanced lifestyle? How do you relax?	Name 5 good feelings and 5 bad feelings. How do these different feelings make you feel inside your tummy? How do you react sometimes when you have any of the bad feelings? What can you do if your feelings are affecting what you do everyday? What sort of things make you or your friends cross? How does it make you feel when your friend is cross?	What do you think Peer Pressure is? Remember your safety network. What could you do if people are pressuring you to do something? What 5 words would you use to describe someone who doesn't give in to peer pressure? Why do you think people give in to peer pressure? How can raincloud (negative) thoughts or worries make your mind ill?	What is mental health and wellbeing? What things can affect our mental health and wellbeing? How can we try to help ourselves if something affects our mental health or wellbeing? Remember your safety network? Who can you turn to if you are worried about your mental health or wellbeing? What can we do when we are sad to

you know when you are feeling sad?
Are some of the things you do when you're sad similar to things you do when you feel other ways?
What makes me worried?
What does worry feel like inside of me?
How can I help others who might be worried?
What do you think the saying 'a worry shared is a worry halved' means?

else's actions made you happy and sad.
How did you feel after you had made someone else sad?
Is making someone else sad or angry part of having a respectful relationship?

How do you make sure you have enough sleep?
What can you do to make sure you stay active?
What is the worst thing that could happen if we own up to a mistake or breaking a rule?
Have you ever done something and not owned up?
What do you think that 'to give an apology' means?
What can happen if we break a serious rule when we are older such as stealing or hurting someone else?
What is the best thing to do about those sorts of rules?

What should you do if your friendship is making you unhappy?
What could you do when your friend is cross?
What would help you when you are cross?
What does risk mean?
What risks do you think there are in your life?
What does minimise mean? How can you minimise the risks you take?
Is it sometimes good to take a risk?
How can we deal with raincloud (negative) thoughts?
Have you had any raincloud (negative) thoughts?
What is mindfulness and how can you be mindful? How else can you try to keep mentally well?
Remember your safety network.
What could you do if your raincloud thoughts are getting you down?
What do you worry about?
What could you do about your worries?

How can we help our minds stay well and have good mental health?
Should we ever feel ashamed if our mind gets ill and we have poor mental health?
Who can we go to if we are worried that we have poor mental health?
What is loss? What does grief mean?
How does loss make you feel?
If you suffer a loss, what could you do?
Are some losses worse than others?
How can you let people know that their teasing is hurtful?
How can you tell if your friends are happy to be nice teased?
Remember your safety network.
What can you do if you have a problem with teasing?
What if your best friend or a family member is the one doing the unkind teasing?

help ourselves feel better?
What do we want our friends to do when we feel sad?
Should we worry about sad things happening?
What messages could we give people about sad things happening?

					<p>Who could help you deal with your worries?</p> <p>Can ignoring our worries make them go away?</p> <p>What is a community? What is a citizen?</p> <p>What communities are you part of?</p> <p>What part do you play in your community?</p> <p>What could you do for your community?</p> <p>What things happen in your community where people help each other?</p> <p>What do you think the definition of volunteering is?</p> <p>What things do you think you can volunteer to do?</p> <p>How does volunteering help our community?</p> <p>Why do you think people volunteer when they don't get paid?</p> <p>How does helping others make you feel?</p> <p>What ways can you think of, of helping others? What would you like to do or</p>		
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						<p>who would you like to help?</p> <p>Do you have to know someone to help them?</p> <p>What would happen if no one helped others in need like Leo did when he sent his bike?</p>		
Key Concepts (Sticky Knowledge)			<p>I know which places I can go that make me happy.</p> <p>Crying can often be a way of expressing our emotions.</p> <p>Worries are unique to us and should be shared.</p>	<p>It is never alright to hurt others when I am angry.</p> <p>It is important to be happy and not let others affect my happiness.</p>	<p>Sleep is just as important to be healthy.</p> <p>To be healthy, I also need to consider my mind as well as my body.</p> <p>Saying sorry is important, even if it was an accident.</p>	<p>It can be useful to talk about my emotions.</p> <p>Sometimes, you need personal space when you are angry.</p> <p>Risks are something which we can avoid.</p> <p>Negative thoughts might be there and it is healthy to talk about them.</p> <p>Talking about our worries is helpful.</p> <p>It is good to help in my community where I can.</p> <p>Volunteering is useful and helpful in our community.</p> <p>Charity begins at home.</p>	<p>Peer pressure is when people may force you to do something.</p> <p>Mental health affects many individuals and we should aim to be supportive towards them.</p> <p>People in relationships should treat their partner with respect and care.</p> <p>Losing someone is upsetting and sharing our emotions can be helpful.</p>	<p>Anyone can have mental health difficulties.</p> <p>Worrying cannot stop bad things from happening, but we can always talk about what worries us.</p>
Busy Bee Values	Be a friend	<ul style="list-style-type: none"> - We take turns when sharing our thoughts, opinions and experiences. - We help our classmates. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - We are happy and proud to talk about ourselves. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - We share what we think. - We say when we find something difficult, have made a poor choice or don't agree with something/someone. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - We answer questions and share our thoughts in front of our class. - We try our best when doing something for the first time. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.

Topic 2 – Internet Safety and Harms

			<p>Explain how, for most people, the internet is an integral part of life and has many benefits. (Unit 17)</p> <p>Discuss the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and</p>			<p>Explain that, for most people, the internet is an integral part of life and has many benefits. (Unit 13)</p> <p>Debate the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and</p>
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			<p>negative content online on their own and others' mental wellbeing. (Unit 17)</p> <p>Consider the effect of their online actions on others and know how to recognise and display respectful behaviour online. (Unit 17)</p> <p>Discuss why social media, some computer games and online gaming, for example, are age restricted. (Unit 17)</p> <p>Illustrate how the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. (Unit 17)</p>			<p>negative content online on their own and others' mental wellbeing. (Unit 5)</p> <p>Consider the effect of their online actions on others and know how to recognise and display respectful behaviour online. (Unit 16, 17)</p> <p>Give reasons why social media, some computer games and online gaming, for example, are age restricted. (Unit 5)</p> <p>Prove that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. (Unit 7, 13, 17)</p> <p>Know how to be a discerning consumer of information online including understanding that</p>
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								information, including that from search engines is ranked, selected and targeted. (Unit 13,14) Explain why and how to report concerns and get support with issues online (Unit 7,13,14)
Key Vocabulary				Kindness Online				Habit Addicted Control Potential Consequences Exaggerate Lies Faked Photoshopped Trust Social Media Reality Receive Trolling Perpetrator Victim
Key Questions				When do you go online? Why should you limit the amount of time you spend online? What kindness rules should you follow when on the internet?				What is a habit? What sort of things can become a habit and control how you live your life? Do you have a habit or have something that could become a habit?

What should you do if you see something you don't like online? How can you stay safe when talking online to other people?

How can you take back control from something that has become a habit? What things could you post/send? What things shouldn't you post/send? What could be the potential consequences of posting/sending things like this? How would you feel if someone asked you to post/send something you weren't sure of? What questions could you ask yourself so that you can decide whether to post or send something? Do you think that everything that people post on social media is true? Why do you think people might post pictures, that they have photoshopped or faked, on the internet? What things should you think about when you see pictures in the

								<p>media or on social media? Why do you think magazines or websites might photoshop their pictures? Do you think people on TV, the internet and social media always tell the truth? Why might people not tell the truth? How could you try to work out if someone is telling the truth online or TV? How might things you see on TV, online and on social media make you feel? Have you sent or received mean texts? How does it feel when we hear something nasty about ourselves? Why could our sad feelings be made worse if we see something bad about ourselves on the internet? Remember your safety network. What could you do</p>
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								<p>if you see or receive something mean about yourself? What is trolling? Why do you think some people troll others? How does trolling make people feel? Both the perpetrator and the victim? What should you do if you think someone is trolling someone else?</p>
Key Concepts (Sticky Knowledge)				Being online is good but we need to be careful too.				<p>Habits are when we need to do a certain something repetitively, both positive and negative. What you post online has the chance for many others to see. Be yourself, don't imitate others you may see in social media. Your history is unique to you because you are unique. Do not post mean things on any social media, even if somebody has made you angry.</p>

Trolling people is as bad as bullying face to face.

Busy Bee Values	Be a friend	<ul style="list-style-type: none"> - We take turns when sharing our thoughts, opinions and experiences. - We help our classmates. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - We are happy and proud to talk about ourselves. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - We share what we think. - We say when we find something difficult, have made a poor choice or don't agree with something/someone. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - We answer questions and share our thoughts in front of our class. - We try our best when doing something for the first time. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.

Topic 3 - Physical Health and Fitness

		Shows an increasing awareness of what their own body can do.		Explain characteristics and mental and physical benefits of	Show the characteristics and mental and physical benefits of an active lifestyle. (Unit 1,2)			Judge characteristics and mental and physical benefits of
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		<p>Engages with physical play. PD – Gross Motor</p> <p>Becoming increasingly aware of the space around them and what they can do in the space. PD – Gross Motor</p> <p>Refining the way they move in the space around them. PD – Gross Motor</p> <p>More confident and proficient in their movements and in using objects and equipment. PD – Gross Motor</p> <p>Begins to make marks and shapes using simple equipment. PD – Fine Motor</p> <p>Uses a wider range of equipment to make more refined shapes and marks, models, and construction. PD – Fine Motor</p>		<p>an active lifestyle. (Unit 1)</p> <p>Discuss importance of building regular exercise into daily and weekly routines. How to achieve this, for example a daily mile or other forms of regular, vigorous exercise. (Unit 1)</p> <p>Outline risks associated with an inactive lifestyle (including obesity). (Unit 1)</p>	<p>Illustrate the importance of building regular exercise into daily and weekly routines. How to achieve this, for example a daily mile or other forms of regular, vigorous exercise. (Unit 1,2)</p> <p>Identify the risks associated with an inactive lifestyle (including obesity). (Unit 1,2)</p> <p>Summarise how and when to seek support including which adults to speak to in school if they are worried about their health (Unit 1,2)</p>			<p>an active lifestyle. (Unit 3,12)</p> <p>Debate the importance of building regular exercise into daily and weekly routines. How to achieve this, for example a daily mile or other forms of regular, vigorous exercise. (Unit 12)</p> <p>Infer risks associated with an inactive lifestyle (including obesity). (Unit 12)</p> <p>Interpret how and when to seek support including which adults to speak to in school if they are worried about their health (Unit 12)</p>
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		<p>Adds more detail to shapes and objects created as control increases. PD – Fine Motor</p> <p>Shows increased control to use a range of tools to create more complex shapes, objects and writing. PD – Fine Motor</p>					
Key Vocabulary				<p>Exercise Healthy Mind</p>	<p>Healthy Eating Mind Body Mindful Balanced Diet Sleep Active</p>		<p>Physcail Illness Mental Health Wellbeing Healthy Sleep Safety</p>
Key Questions				<p>Name some ways to exercise. Why do we need a healthy body? Name three ways you can help yourself to have a healthy body. How can you make sure you have a healthy mind?</p>	<p>What do you eat to be healthy? How else can people be healthy apart from how you eat? How can you make sure you have a healthy body and mind? What happens if you don't try to live a healthy lifestyle? What does being mindful mean?</p>		<p>What is mental health and wellbeing? What things can affect our mental health and wellbeing? How can we try to help ourselves if something affects our mental health or wellbeing? Remember your safety network? Who can you turn to if you are worried about your</p>

					What is a balanced lifestyle? How do you relax? How do you make sure you have enough sleep? What can you do to make sure you stay active?			mental health or wellbeing? Which ways can we keep a healthy body? Which ways can we keep a healthy mind? What do you know about keeping safe in the sun? What other parts of our bodies do we need to look after to keep us healthy?
Key Concepts (Sticky Knowledge)				Being healthy means making right choices of exercise and diet.	Sleep is just as important to be healthy. To be healthy, I also need to consider my mind as well as my body.			Anyone can have mental health difficulties. Eating healthily is one of many ways to maintain good physical, emotional and mental health.
Busy Bee Values	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	<ul style="list-style-type: none"> - We answer questions and share our thoughts in front of our class. - We try our best when doing something for the first time. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.

Topic 4 – Healthy Eating

			<p>Illustrate what constitutes a healthy diet (including understanding calories and nutritional content). (Unit 2)</p> <p>Show principles of planning and preparing a range of healthy meals. (Unit 2)</p> <p>Explain the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health). (Unit 2)</p>	<p>Select what constitutes a healthy diet (including understanding calories and nutritional content). (Unit 1)</p> <p>Identify characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health). (Unit 1)</p>		<p>Judge what constitutes a healthy diet (including understanding calories and nutritional content). (Unit 12)</p> <p>Prioritise principles of planning and preparing a range of healthy meals. (Unit 12)</p> <p>Compare characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health). (Unit 12)</p>
Key Vocabulary			Healthy	Healthy		Healthy

				Amount Diet Unhealthy	Eating Mind Body			Sleep Safety
Key Questions				Name five healthy foods Name five foods I should only eat small amounts of. Create a healthy balanced meal for a dinner time. Why is it a good idea to eat some foods in moderation?	What do you eat to be healthy? How else can people be healthy apart from how you eat? How can you make sure you have a healthy body and mind? What happens if you don't try to live a healthy lifestyle?			Which ways can we keep a healthy body? Which ways can we keep a healthy mind? What do you know about keeping safe in the sun? What other parts of our bodies do we need to look after to keep us healthy?
Key Concepts (Sticky Knowledge)				Eating healthy means eating a balanced diet.	Sleep is just as important to be healthy.			Eating healthily is one of many ways to maintain good physical, emotional and mental health.
Busy Bee Values	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 have courage to express our thoughts openly and with care.	- We believe in ourselves and recognise that we may not all agree all the time.	- We show resilience in how we approach our learning in PSHE and across school.			

		- We try our best when doing something for the first time.	- When we find a question or task difficult, we persevere and ask for help if we need it.	- We enjoy new challenges (including challenging questions) and are willing to give them a go.	- 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.

Topic 5 – Drugs, Alcohol and Tobacco

					Develop facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. (Unit 4)		Evaluate facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. (Unit 2)	Explain facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. (Unit 2,5)
Key Vocabulary					Smoking Health Peer Pressure		Behaviour Alcohol Abuse Affect	Drugs Behaviour Habit Addicted Control
Key Questions					What can smoking do to your health? Why do you think people start smoking? What could you do if someone asked you to try smoking? What could people do who want to stop smoking?		Why do you think people drink alcohol? How old do you have to be to buy alcohol in England? What does alcohol do to your body? What does alcohol do to your body over a long time?	How can drugs affect your body? How can drugs affect your mind? What could happen if you take drugs? What do you think about people who take drugs? What is a habit? What sort of things can become a habit and control how you live your life?

								Do you have a habit or have something that could become a habit? How can you take back control from something that has become a habit?
Key Concepts (Sticky Knowledge)					Smoking is not good for our health.		Drinking alcohol can be damaging to your health.	Taking drugs and alcohol affects your physical, emotional and mental health along with your relationships. Habits are when we need to do a certain something repetitively, both positive and negative.
Busy Bee Values	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.			
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	Be brave	- We answer questions and share our thoughts in front of our class.	- We have courage to express our thoughts openly and with care.	- We believe in ourselves and recognise that we may not all agree all the time.	- We show resilience in how we approach our learning in PSHE and across school.			

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Topic 6 – Health and Prevention

			Identify issues about dental health and the benefits of good oral hygiene, including visits to the dentists. (Unit 14)	Indicate the importance of good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. (Unit 4)	Identify the importance of good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. (Unit 1,2)			Recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. (Unit 12)
			Identify issues about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. (Unit 13)	Discuss about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. (Unit 4)				Consider about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. (Unit 12)
				Show the facts and science relating to allergies, immunisation and vaccination. (Unit 3)				Debate about the importance of good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. (Unit 12)
								Discuss about dental health and the benefits of good

							<p>oral hygiene, including visits to the dentists. (Unit 12)</p> <p>Consider personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. (Unit 12)</p> <p>Determine the facts and science relating to allergies, immunisation and vaccination. (Unit 12)</p>
Key Vocabulary			<p>Wash Germs Teeth Clean Dentist</p>	<p>Medicine Vaccination Germs Spread Catching Illness</p>	<p>Healthy Eating Mind Body Mindful Balanced Diet Sleep Active</p>		<p>Healthy Sleep Safety</p>
Key Questions			<p>Why should I wash my hands – they look clean to me? How would you wash your hands? What could happen if you didn't wash your hands? What are germs? How should I look after my teeth?</p>	<p>What is a medicine? Name three medicines you know of and what they are for. What is an allergy? What can we do about allergies? What should you do if you find</p>	<p>What do you eat to be healthy? How else can people be healthy apart from how you eat? How can you make sure you have a healthy body and mind?</p>		<p>Which ways can we keep a healthy body? Which ways can we keep a healthy mind? What do you know about keeping safe in the sun? What other parts of our bodies do we</p>

			<p>Why should I look after my teeth? What advice would you give someone who didn't want to brush their teeth. Why is the dentist important?</p>	<p>someone else's medicine? Where do we find germs? What do we know about germs? What can you do to stop the spread of germs? What else can new do to make sure we stay well?</p>	<p>What happens if you don't try to live a healthy lifestyle? What does being mindful mean? What is a balanced lifestyle? How do you relax? How do you make sure you have enough sleep? What can you do to make sure you stay active?</p>		<p>need to look after to keep us healthy?</p>
Key Concepts (Sticky Knowledge)			<p>It is important to wash our hands often. Cleaning my teeth often is important.</p>	<p>Medicines are useful. It is important to cover our mouths when we cough.</p>	<p>Sleep is just as important to be healthy. To be healthy, I also need to consider my mind as well as my body.</p>		<p>Eating healthily is one of many ways to maintain good physical, emotional and mental health.</p>
Busy Bee Values	Be a friend	<ul style="list-style-type: none"> - We take turns when sharing our thoughts, opinions and experiences. - We help our classmates. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 		
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Topic 7 – Basic First Aid

			Remember how to make a clear and efficient call to emergency services if necessary. (Unit 12)			Investigate how to make a clear and efficient call to emergency services if necessary. (Unit 4) Select concepts of basic first aid, for example dealing with common injuries, including head injuries. (Unit 4)		
Key Vocabulary			Emergency Call Number 999			First Aid Injury		
Key Questions			Who helps in an emergency? How do we get them to come? Can you name some emergency situations? How do emergency workers help to keep us safe?			Do you remember what to do in an emergency? What do you need to do if someone is hurt and they need an ambulance? What is 'first aid'? Who can help you with first aid at school?		

			How should we treat emergency workers?					
Key Concepts (Sticky Knowledge)			Being an emergency worker is a key job.			If I do first aid, I should make sure it is always safe to do so.		

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Topic 8 – Changing Adolescent Body

								Compile key facts about puberty and the changing
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								<p>adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (Unit 10)</p> <p>Discuss about menstrual wellbeing including the key facts about the menstrual cycle (Unit 10)</p>
Key Vocabulary								<p>Changes Puberty Adolescent Physical</p>
Key Questions								<p>What changes do you think will happen to you as you become an adult? What does the word 'puberty' mean? Will all the changes that happen to you be physical changes? What questions do you have about puberty?</p>
Key Concepts (Sticky Knowledge)								<p>Puberty means my body will change and that it may change at different times to my friends.</p>
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Dalestorth Primary and Nursery School Subject Progression Overview

Subject: PSHE



All schools are required to teach the majority of PSHE education from September 2020. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE). At Dalestorth, SEND children are supported within the lessons to enable them to access the learning collaboratively with their peers. Guidance shows that; Personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. (DfE) and that; Taking a whole school approach to health and well-being is linked to pupils' readiness to learn. A recent review of the link between pupil health and wellbeing and attainment advocated promotion of health and well-being as an essential element of a school's effectiveness strategy (Public Health England).

Effective teaching of PSHE:

- take a whole-school approach, engaging pupils across the curriculum while creating an environment, through the school ethos, which fosters good relationships and well-being for pupils and teachers alike;
- include lessons which are interactive, participative and engaging; where pupils' views are sought;
- is inclusive of difference, including other cultures, ethnicity, disability, faith, age, sexual orientation and gender identity;

We recognise that Life doesn't happen in topics, it happens in moments and we aim to ensure that we are preparing our children for these moments and not just teaching in isolated topics.

This is the basis for our school values and ethos.

SEND children are supported by:

<u>Encountering</u>	<u>Foundation</u>	<u>Core</u>	<u>Development</u>	<u>Enrichment</u>	<u>Enhancement</u>
Effective engagement within the learning process.	Underpinning learning.	Fundamental learning elements.	Increasing the understanding of the learning.	Deepening the application of the learning.	Applying the learning in different contexts.

Encountering:

Children are given the opportunity to encounter the topic through discussions, supported and enhanced by support, peer group, seating arrangements. All children encounter the topic by beginning each session with a question to discuss e.g. 'Can our minds become ill?' (Year 5 unit 3) Through discussion SEND children encounter this concept and are supported to develop their ideas through conversation and engagement in the sessions.

Foundation:

The learning is underpinned by following a text where the concept is explored visually. Children are read the story and given access to the text throughout the session. The support can be given to see the text, discuss key questions, allow children to explore the questions, themes and conventions in the story. This also promotes good listening, enrichment through increasing opportunities to read with children, supports the schools SIP for reading being a priority, enhances the learning opportunities for SEND children and adds a visual element to the learning concept and allows a transition between the abstract (encountering) and the concrete (foundation).

Core:

All sessions provide 'teacher questions' where, upon completing the text, the teacher will ask discussion questions to the group based on the text. These sessions allow for more discussion with peer groups, supported by adults in the learning environment and provide a framework to begin and explore the concepts in more detail. SEND children access this learning at their own pace. The support in place allows them to work their small group, a teacher or teaching assistant which allows them a chance to listen and engage in the questions. This also allows children to Reflect on their perceptions and experiences

Development:

Moving forward, SEND children are supported to develop their understanding by moving to the 'challenge by choice' section of the learning. This allows the children to answer questions based on their current level of understanding. There is a choice in which questions to answer. This can be done verbally, drawn, written or transcribed by an adult (where appropriate). SEND children will have had exposure to the learning prior to this point and it represents the end point of the first lesson. As PSHE is taught effectively through discussion, SEND children have access to a richer source of learning. Talking Points (the learning we access as a school) promotes learning through discussion and interactivity which for SEND children is supported within the classroom.

Enrichment:

The enrichment of the activities allows children to explore the issues presented in the text and through the talking point by choosing an activity which they feel they would like to complete. The sessions allow for more conversation, deepening understanding by allowing a choice of activity and promoting autonomy in learning. Questions can still be asked of the children, supported and guided. Creative sessions allow a freedom in expression in a safe and caring way. SEND children are given the chance to enrich their learning through role play, creative arts, drawing, writing and ICT as examples.

Enhancement:

Talking Points allows for children to enhance their learning by repeating DfE strands more than once and in different contexts. For SEND children, this repeated exposure to the topic builds longer term memory and recall, allows them to develop a more solid awareness of themes and ideas covered by the PSHE teaching at Dalestorth. This can develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible and develop and maintain positive relationships and interactions with others.