







## PSHE Long Term Plan

### ***Journeying together with hope and aspiration***

*At Parish, we value each person as they are, seeing every member of our school family as a precious, unique individual and treating them with **dignity**. Seeking first to understand through the building of relationships, we live in a **community** of **hope**. We aspire to enable each person to be a curious learner, inspired to develop the knowledge and **wisdom** to make the world a better place. We strive to encourage all to fulfil their God-given potential, having a confidence in transformation for the better.*

### **How does our vision impact PSHE at Parish?**

Inspired by our Church school vision, we use our core four values to guide all aspects of our thinking and practice. Below is an explanation of how each of the core four impacts upon the teaching and learning of PSHE at Gainsborough Parish.

 <p><b>Dignity</b></p> <p>Through a curriculum rich in diversity, we support our children to treat all people with dignity and respect, celebrating their differences.</p>	 <p><b>Community</b></p> <p>We strive to support our children to become active citizens who can make the most of their life and make positive contributions to their community.</p>
 <p><b>Hope</b></p> <p>We learn about how to manage emotions and conflicts, embedding a spirit of hope for transformation.</p>	 <p><b>Wisdom</b></p> <p>Our PSHE curriculum enables pupils to develop the knowledge, skills and attributes they need to manage their lives, now and in the future.</p>

EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Characteristics of effective learning</b>	<p>Children will engage in their learning through the characteristics of effective teaching and learning. The three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> <li>● <b>Playing and exploring</b> – children investigate and experience things and have a go</li> <li>● <b>Active learning</b> – children concentrate and keep on trying if they encounter difficulties and enjoy achievements</li> <li>● <b>Creating and thinking critically</b> – children have and develop their own ideas, make links between their ideas and develop strategies for doing things</li> </ul>					
<b>EYFS Statutory Educational Programme: Personal, Social and Emotional Development</b>	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					

<p><b>How might PSHE look within EYFS? Development Matters statements in bold</b></p>	<p style="text-align: center;"><b>Personal, Social and Emotional Development</b>  <b>See themselves as a valuable individual</b>  <i>(Make time to get to know the child and their family, ask parents about the child’s history, likes, dislikes, family members and culture)</i></p> <p style="text-align: center;"><b>Build constructive and respectful relationships</b>  <i>(Make sure children are encouraged to listen to each other as well as the staff celebrating and understanding similarities and differences between themselves and others, encourage sharing, co-operating within the school and classroom. Children to listen to and support each other)</i></p> <p style="text-align: center;"><b>Express their feelings and consider the feelings of others</b>  <i>(Model positive behaviour and highlight exemplary behaviour of the children in class by narrating what was kind and considerate about the behaviour. Encourage children to express their feelings using descriptive vocabulary. Help and reassure them when they are upset and confused, encouraging other children to show these behaviours. Undertake specific activities that encourage talk about feelings and their opinions)</i></p> <p style="text-align: center;"><b>Show resilience and perseverance in the face of challenge</b>  <i>(Recognise children’s personal achievements, provide opportunities for children to share their work and play. Help children to reflect and self-evaluate their own work. Help children to develop problem solving skills by talking through how they ,you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and that trial and error is not failure. Help children to set their own goals and how to help them achieve them)</i></p> <p style="text-align: center;"><b>Think about the perspective of others</b>  <i>(Children to attend and join in with whole school collective worships. Children to engage with a wide range of bible and other religious stories. Using dialogic Storytime e.g talking about the ideas arising from the story whilst reading aloud. Discuss books that deal with challenges and explore how the different characters feel about these challenges and overcome them. Ask children how to explain to others how they thought about a problem or an emotion and how they deal with it)</i></p>
<p><b>Vocabulary</b></p>	<p style="text-align: center;">Vocabulary - enriching and widening (subject specific relating to overarching topics)  PSHE vocabulary children will be exposed to:</p> <p>Family, mum, dad, step mum, step dad, brother, sister, grandad, grandma, nan, cousins, home, Exercise, wash, brush teeth, toothbrush, tooth paste, brush hair, wash, bath, happy, sad, like/dislike, Park, home, visit, school, holiday, tablet, safe, rules, listen, share, kind, unkind, take turns, safe, unsafe, feelings, happy, sad, angry, worried, calm, mistake, goal, problem, consent, private parts, physical boundaries.</p>
<p>End of year Expectations: (ELG)</p>	<p style="text-align: center;"><b>Personal, Social and Emotional Development</b>  <b>ELG: Self-Regulation</b>  <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p style="text-align: center;"><b>ELG: Managing Self</b></p>

*Children at the expected level of development will:*

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**ELG: Building Relationships**

*Children at the expected level of development will:*

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

## PSHE Curriculum Cycle A

KS1 Focus	Why this, why now?	Lower KS2 Focus	Why this, why now??	Upper KS2 Focus	Why this, why now?
<b>Who is special to me?</b>	This learning builds on children's early understanding in the EYFS of relationships and the people who care for them. This prepares children for <b>How can we keep safe?</b> later in KS1 and <b>What are families like?</b> In LKS2 As they recognise the different types of relationships they experience in LKS2.	<b>What are families like?</b>	his learning builds on learning in KS1 unit <b>Who is special to me?</b> helping children recognise and respect diversity in family structures. This unit prepares children for <b>What does it mean to be loved by someone else?</b> in UKS2 by teaching them to understand the positive aspects of family life.	<b>What does it mean to be loved by someone else?</b>	This learning builds on LKS2 learning in <b>What are families like?</b> By teaching children to understand that a healthy family life is built on supportive, loving, and respectful relationships.
<b>What is the same and different about us?</b>	This learning builds on EYFS where children develop an understanding of individuality and identity. It prepares them for <b>What is bullying?</b> Later in KS1 and <b>How can we be a good friend?</b> LKS2 by introducing the need for consent and appropriate physical contact.	<b>How can we be a good friend?</b>	This learning builds on the KS1 learning <b>What makes a good friend?</b> by developing understanding of good qualities in a friend. This prepares children for further learning this year in <b>What makes a community?</b> And for UKS learning ' <b>How can friends communicate safely?</b> ' and ' <b>How do friendships change as we grow?</b> ' by practicing friendship skills and learning about bullying and how to support others who are experiencing bullying.	<b>How can friends communicate safely?</b>	This learning builds on LKS2 learning <b>How can we be a good friend?</b> And <b>What keeps us safe?</b> and <b>How can we manage risk in different places?</b> by understanding the different types of relationships they have and learning more about online safety. This unit prepares for the move to KS3 where much more of their social interactions are online.
<b>What helps us stay healthy?</b>	This learning builds on EYFS where children manage their own hygiene by teaching them that a healthy body and mind are interconnected. It prepares them for later learning in KS1; <b>What helps us to grow and stay healthy?</b> And for <b>Why should we keep active and sleep well?</b> and <b>Why should we eat well and look after our teeth?</b> In LKS2 by learning about the roles of health professionals and the importance of hygiene to prevent the spread of germs and stay healthy.	<b>How can we manage our feelings?</b>	This learning builds on KS1 learning <b>How do we recognise our feelings?</b> by teaching about emotions and their connection to overall health and well-being. This prepares children for <b>How can we keep healthy as we grow?</b> In UKS2 by providing children with strategies to express their feelings and access support.	<b>What decisions can people make with money?</b>	This unit builds on KS1 learning <b>What can we do with money?</b> By learning the key principles of budgeting. Children start to make more independent financial decisions, it's important to equip them with the skills to manage money responsibly and safely as they move into KS3.
<b>What can we do with money?</b>	This learning introduces children to the basic concepts of money, which they have explored in EYFS. It prepares	<b>What keeps us safe?</b>	This learning builds on KS1 unit <b>Who helps us to keep safe?</b> by Teaching about risk and safety. Children	<b>How can the media influence</b>	This unit builds on KS1 learning <b>What is the same and different about us?</b> and LKS2 <b>What keeps us safe?</b>

	them for <b>What decisions can people make with money?</b> In UKS2 by learning about earning, saving, and spending and the difference between needs and wants.		also begin to understand peer pressure preparing them for <b>How can we help in an accident or emergency?</b> in UKS2.	people?	As children learn about the positive uses of the internet and social media while also recognizing the potential risks. Children are taught to use social media responsibly, preparing them for KS3.
<b>Who helps us to keep safe?</b>	This learning builds on children's learning in EYFS about trusted adults. They learn further who are there to keep them safe, preparing them for <b>What keeps us safe?</b> In LKS2 and <b>How can we help in an accident or emergency?</b> in UKS2.	<b>How will we grow and change?</b>	This learning builds on KS1 units, <b>What helps us to grow and stay healthy?</b> as they develop an understanding of puberty as a natural process. Children prepare for UKS2 unit <b>What changes will happen as we grow?</b>	<b>What changes will happen as we grow?</b>	This builds on KS1 <b>What helps us to grow and stay healthy?</b> and LKS2 <b>How will we grow and change?</b> children learn about the physical and emotional changes that occur during puberty. This helps them navigate puberty with confidence as they move to KS3.
<b>What jobs do people do?</b>	This builds on EYFS learning and role play about jobs. This prepares children for LKS2 learning about <b>What makes a community?</b> introducing children to the concept that people work to earn money and find fulfilment in their jobs.	<b>What makes a community?</b>	This builds on KS1 learning <b>What jobs do people do?</b> by building concept of communities, helping them understand that different groups exist within communities. This prepares them for <b>What jobs would we like?</b> In UKS2 by teaching children that a diverse community enriches their experiences.	<b>What jobs would we like?</b>	This unit builds on LKS2 learning through <b>What makes a community?</b> By teaching children about the various skills required for different jobs. They explore the different routes into careers to prepare them for further careers learning in KS3. Understanding the skills, qualifications, and mindset needed to pursue a career helps them make informed choices about their future aspirations.

## PSHE Curriculum Cycle B

KS1 Focus	Why this, why now?	Lower KS2 Focus	Why this, why now??	Upper KS2 Focus	Why this, why now?
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<p><b>What makes a good friend?</b></p>	<p>This builds on children's personal development in EYFS where they have started to celebrate positive relationships. It prepares them for <b>How can we be a good friend?</b> In LKS2 by learning that friends don't have to like the same things to form a friendship and the importance of seeking help from a trusted adult if they feel lonely or unsafe in their friendships.</p>	<p><b>What strengths, skills and interests do we have?</b></p>	<p>This builds on KS1 learning <b>What is the same and different about us?</b> As children learn to recognize their own worth, identifying what makes them special and unique. This prepares them for UKS2 <b>What makes up our identity?</b> By ensuring an understanding of their value and learning to set goals.</p>	<p><b>What makes up our identity?</b></p>	<p>This builds on <b>What is the same and different about us?</b> in KS1 and <b>What strengths, skills and interests do we have?</b> in LKS2. Children learn to recognise and value what makes them unique. These lessons help build self-esteem, foster inclusivity, and encourage respectful interactions in an increasingly diverse society preparing them for a wider world at KS3.</p>
<p><b>What is bullying?</b></p>	<p>This builds on children's personal development in EYFS where they have started to celebrate positive relationships. This prepares children for LKS2 learning <b>How do we treat each other with respect?</b> by learning how their words and actions can make others feel and how to recognise personal boundaries, and how to handle bullying empowering them to build positive relationships and stay safe.</p>	<p><b>How do we treat each other with respect?</b></p>	<p>This builds on KS1 learning in <b>What is bullying?</b> as children learn that their behaviour, both online and in person, affects others' feelings and well-being. This prepares them for <b>How can friends communicate safely?</b> in UKS2.</p>	<p><b>How do friendships change as we grow?</b></p>	<p>This builds on KS1 learning in <b>What is bullying?</b> And LKS2 <b>How do we treat each other with respect?</b> as children learn the importance of friendships, respectful communication, and how to include others. Children also explore how friendships can change as they grow preparing them for these changes at KS3.</p>
<p><b>What helps us to stay safe?</b></p>	<p>This builds on EYFS learning about the people that help us by learning that rules are essential for safety, happiness, and health. This prepares them for <b>How can we manage risk in different places?</b> at LKS2.</p>	<p><b>How can we manage risk in different places?</b></p>	<p>This builds on KS1 learning <b>What helps us to stay safe?</b> as children learn to identify risks in different environments (e.g., parks, streets, rivers, railways) and how to stay safe. The unit also teaches the importance of rules and laws for protection, as well as online safety. This prepares children for UKS2 units <b>How can friends communicate safely?</b></p>	<p><b>How can drugs common to everyday life affect health?</b></p>	<p>This builds on prior learning in KS1 <b>What helps us stay healthy?</b> And <b>What keeps us safe?</b> In LKS2 by teaching children about the benefits and risks of medicines, including how they help manage health conditions and prevent illness. Children also gain knowledge about legal and illegal drugs and the impact drugs can have on the brain and body in preparation for further learning at KS3.</p>
<p><b>What helps us to grow and stay healthy?</b></p>	<p>This builds on EYFS learning about changes since bring a baby, as children learn how being healthy helps them feel happier, stronger, and more energetic. This prepares them for <b>How will we grow and change?</b> in LKS2 by establishing healthy habits to help children build resilience and a sense of autonomy</p>	<p><b>How can our choices make a difference to others and the environment ?</b></p>	<p>This builds on KS1 learning <b>How can we look after each other and the world?</b> as children learn about the importance of recycling, reusing, and reducing waste to protect the environment. This prepares them for further citizenship work in KS3</p>	<p><b>How can we help in an accident or emergency ?</b></p>	<p>This build on the KS1 unit <b>Who helps us to keep safe?</b> and LKS2 learning <b>What keeps us safe?</b> as children learn how to recognize and respond to common first aid situations. This helps them to build confidence, make safe choices, and respond effectively to medical emergencies as they move into KS3.</p>

	over their health.		and beyond.		
<b>How can we look after each other and the world?</b>	This builds on children's exploration of the world around them in EYFS, as they are introduced to caring for pets and wildlife, learning empathy, responsibility, and respect. This prepares them for <b>How can our choices make a difference to others and the environment?</b> in LKS2.	<b>Why should we eat well and look after our teeth?</b>	This builds on previous learning <b>What helps us to grow and stay healthy?</b> as children learn about healthy eating, and how to make positive food choices and prepares them for future learning <b>How can we keep healthy as we grow?</b>	<b>How can we keep healthy as we grow?</b>	This builds on previous learning in units, <b>What helps us to grow and stay healthy?</b> and <b>Why should we eat well and look after our teeth?</b>  Children learn more about exercise, healthy eating, and self-care in maintaining physical and mental well-being. As children grow, their physical and emotional needs become more complex. This unit equips them with the knowledge and skills to make healthy lifestyle choices, manage stress, and seek support when needed to prepare them for Secondary school and life beyond.
<b>How do we recognise our feelings?</b>	This builds on from children's learning in EYFS exploring how they feel and what makes them feel different things. Children learn to identify and name a wider range of feelings and understand how emotions affect both their thoughts and bodies. This prepares them for further units <b>How can we manage our feelings?</b> and <b>What changes will happen as we grow?</b>	<b>Why should we keep active and sleep well?</b>	This builds on previous learning in <b>What helps us to grow and stay healthy?</b> as children explore the physical and mental health benefits of being active and also identify ways to incorporate physical activity into their daily routines. This prepares them for future unit, <b>How can we keep healthy as we grow?</b>		

## Essential Knowledge in the Key Stage One PSHE Curriculum – Cycle A

\*Suggested learning outcomes are not necessarily 1 per lesson, some lessons may cover several outcomes and some outcomes may take several lessons.

Term	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary
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<p>Autumn Term 1</p> <p>Who is special to me?</p>	<p>1. Who is in my life?</p> <p><i>Name different people who play a part in our lives (friends, family, acquaintances).</i></p> <p>2. Who loves and cares for me?</p> <p>3. What do different families look like?</p> <p>4. What are the common features of family life? <i>How are families different? Who is in a family?</i></p> <p>5. Who should I speak to if I am worried?</p> <p><i>Understand the importance of telling someone and how to tell them.</i></p>	<ul style="list-style-type: none"> <li>● <b>I know that family members are people that we are related to. (1)</b></li> <li>● <b>I know that friends are people that we care about but are not related to (1)</b></li> <li>● I know that acquaintances are people that we know but not very well (1)</li> <li>● <b>I know the people who care for me. (2)</b></li> <li>● <b>I know families are all different.(3)</b></li> <li>● I know that families love and care for each other and do different things together. (4)</li> <li>● I know the names of 3 people who I can talk to if I am worried about things in my family, friends etc. (5)</li> </ul>	<p>Family, friends, acquaintance, worried, parents, brother, sister, step mum, step dad, grandparents, uncle, aunt, cousin, trusted adult</p>
<p><b>Recall</b></p> <p>Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.</p>			
<p>Autumn Term 2</p> <p>What is the same and what is different about us?</p>	<p>1. What makes me special?</p> <p><i>What makes them special and how everyone has different strengths</i></p> <p>2. What am I good at?</p> <p><i>What I like and dislike. What qualities are unique to them.</i></p> <p>3. What happens as I grow older? <i>Understand about growing and changing from young to old, how needs change and how become more independent.</i></p> <p>4. What are the names of the main parts of the body?</p> <p><i>Include external genitalia (eg. Vulva, vagina, penis, testicles).</i></p> <p>5. Which parts of my body are private?</p> <p><i>The parts of the body covered with underwear are private.</i></p> <p>6. What is acceptable and unacceptable physical contact?</p> <p><i>That it is important to ask for permission to touch others, how to ask for and give/not give permission/consent</i></p>	<ul style="list-style-type: none"> <li>● I know that everybody has things that are special about to just them. (1/2)</li> <li>● I know that people have different strengths and that these are things that they are good at. (1/2)</li> <li>● <b>I know the names of the external genitalia are vulva, vagina, penis and testicles. (3/4)</b></li> <li>● <b>I know the parts of the body covered by underwear are private.(4)</b></li> <li>● I know that consent means that someone gives permission for something to happen (5/6)</li> <li>● I can explain what physical contact is appropriate and what is never appropriate (6)</li> <li>● <b>I know that I must ask other people for permission in different situations including when touching someone else (6)</b></li> </ul>	<p>Likes, dislikes, interests, Unique, special, celebrate qualities, vulva, vagina, penis, testicles, private, permission, consent, same, girl, boy, male, female,</p>

Recall	Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.		
<p>Spring Term 1</p> <p>What helps us stay healthy?</p>	<ol style="list-style-type: none"> <li>1. What does being healthy mean?</li> <li>2. Who helps me keep healthy? (eg. parent, dentist, doctor)</li> <li>3. What do I need to do to stay healthy? (eg. how medicines including vaccinations can help people).</li> <li>4. Why is hygiene important?</li> <li>5. What do I need to do daily to take care of myself? (eg. brushing teeth and hair).</li> </ol>	<ul style="list-style-type: none"> <li>● <b>I know that healthy means having a mind and body that is well.</b> (1)</li> <li>● I know that doctors, dentists and opticians help to keep me healthy. (2)</li> <li>● I know that medicines help people stay healthy by making them better if they are unwell. (3)</li> <li>● I know that germs can cause illnesses. (4)</li> <li>● <b>I know that washing hands helps to stop germs from spreading so that people stay healthy.</b> (4)</li> <li>● I know that I need to brush my teeth every day to stay healthy. (5)</li> </ul>	<p>Healthy, medicines, unwell, poorly, vaccinations, immunisations, germs, nutrition, balance, hygiene, doctor, dentist, nurse, exercise, sanitation, brushing, washing, eating, sleeping</p>
Recall	Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.		
<p>Spring Term 2</p> <p>What can we do with money?</p>	<ol style="list-style-type: none"> <li>1. What is money?</li> <li>2. Where can we get money from? (eg. <i>It can be earned, borrowed, won, presents etc</i>)</li> <li>3. What should I do with money? (eg. <i>Spending and saving</i>)</li> <li>4. What is the difference between needs and wants?</li> <li>5. How can I keep money safe?</li> </ol>	<ul style="list-style-type: none"> <li>● <b>I know that money is coins and notes used to pay for things.</b> (1)</li> <li>● I know that we use 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2 coins. (1)</li> <li>● I know that we use £5, £10, £20 and £50 notes (1)</li> <li>● I know that money can be earned, won, borrowed or received as a gift. (2)</li> <li>● <b>I know that saving money means that we keep it safe and don't use it.</b> (3)</li> <li>● <b>I know that spending money is when we use it to buy something</b> (3)</li> <li>● I know money can be saved or spent. (3)</li> <li>● <b>I know that needs are things that you have to have to survive.</b> (4)</li> <li>● I know that food, drink, shelter and clothes are all needs. (4)</li> <li>● <b>I know that wants are not things that you need to survive.</b> (4)</li> <li>● I know that toys, sweets and computer games are wants. (4)</li> </ul>	<p>money, coins, notes, earn, save, spend, spent, needs, wants, bank, money box, purse, safe, borrow, presents,</p>

		<ul style="list-style-type: none"> <li>I can know that money can be kept safe in a bank, a moneybox, a purse or by giving to an adult. (5)</li> </ul>	
<b>Recall</b>	Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.		
<p>Summer Term 1</p> <p>Who helps to keep us safe?</p>	<ol style="list-style-type: none"> <li>What roles in the community keep me safe ? <i>That people have different roles in the community to help them keep safe, what the jobs are and how they help people.</i></li> <li>Who can help in different places and situations? <i>Including how to attract someone's attention and what to say.</i></li> <li>How do I speak to strangers? <i>About manners and answering politely, about what to if worried about an adults behaviour</i></li> <li>What should I do if I feel unsafe or worried? <i>including the importance of keeping on asking for support until they are heard.</i></li> <li>How do I get help if there is an accident? <i>including how to dial 999 in an emergency and what to say.</i></li> </ol>	<ul style="list-style-type: none"> <li><b>I know that there are people who keep my safe (1)</b></li> <li>I know that my family, adults at school, police officers, fire fighters and crossing patrol officers keep me safe.(1)</li> <li><b>I know that safe strangers are usually people who wear a uniform (2)</b></li> <li>I know how to speak to different adults (3)</li> <li>I know that if I am worried about anything an adult says or does then I must speak to a safe adult (3)</li> <li><b>I know that if I feel unsafe around strangers I need to; yell, run, tell, find a safe adult (4)</b></li> <li><b>I know that in an emergency I can dial 999 and ask for help (5)</b></li> </ul>	<p>stranger, safe, unsafe, risk, danger, harm, unfamiliar, uniform, badge, safe, unsafe, danger, rules, hurt, protect, help, trusted adult, accident, emergency,</p>
<b>Recall</b>	Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.		
<p>Summer Term 2</p> <p>What jobs do people do?</p>	<ol style="list-style-type: none"> <li>Why do I need a job?</li> <li>What different jobs are there? <i>Will look at trying to get people in with different jobs.</i></li> <li>How do strengths and interests enable different jobs?</li> </ol>	<ul style="list-style-type: none"> <li><b>I know that people have jobs so that they can earn money (1)</b></li> <li><b>I know that people have jobs so that they can feel happy (1)</b></li> <li>I know that there are many different jobs. (2)</li> <li>I know that for certain jobs you need specific skills and attributes (3)</li> <li>I know that a persons interests and skills might make them suited to certain jobs (3)</li> </ul>	<p>achievement, goal, strength, job, career, interests</p>

Recall	Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.		

## Essential Knowledge in the Lower Key Stage Two PSHE Curriculum – Cycle A

Term	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary
Autumn Term 1	<p>1. How do families differ from each other?</p> <p><i>Look at different family structures- single parents, same-sex parents, step parents, blended families, foster and adoptive parents.</i></p> <p>2. What are the features of positive family life?</p> <p>3. How do families care for each other?</p> <p>4. How might things change in families?</p> <p><i>Look at changes that might happen in families and how</i></p>	<ul style="list-style-type: none"> <li>● <b>I know that families are different</b> (1)</li> <li>● I know that some families have same sex parents (1)</li> <li>● I know that a blended family is one made of step-families (1)</li> <li>● <b>I know that being loved, kept safe and happy are positive aspects of being part of a family.</b> (2)</li> <li>● I know that families care for each other by; hugging or kissing, making sure they are safe and healthy and spending time together. (3)</li> </ul>	<p>Friends, Family, relationship, brother, sister, sibling, nephew, niece, uncle, aunty, stepdad/mum, relative, same-sex, blended family, extended family, step family, nuclear family, foster family, adoptive family, single parent family, biological, stereotype, challenge, safe, unsafe, change, hope, worry, conflict</p>

	<p><i>it might make people feel.</i></p> <p>5. What should I do if I feel unhappy, worried or unsafe?</p>	<ul style="list-style-type: none"> <li>• I know changes in families might be exciting but also can be worrying and scary (4)</li> <li>• I know that differences and conflicts sometimes happen among family members (4)</li> <li>• <b>I know that there are different people I can talk to if family relationships are making me feel unhappy or unsafe. (4/5)</b></li> <li>• <b>I know that at school I can write a worry in the worry monster, write on a phone for the family room or ask to speak to a trusted adult if family relationships are making me feel unhappy or unsafe (4/5)</b></li> </ul>	
<p><b>Recall</b> Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.</p>			
<p>Autumn Term 2</p> <p>How can we be a good friend?</p>	<ol style="list-style-type: none"> <li>1. Why are friends are important?</li> <li>2. How do I include others?</li> <li>3. How do I build a good friendship?</li> <li>4. What should I do when I fall out with my friends?</li> <li>5. What is bullying?</li> </ol>	<ul style="list-style-type: none"> <li>• <b>I know that friends have good qualities. (1)</b></li> <li>• <b>I know that good qualities in a friend are; kindness, honesty and respect. (1)</b></li> <li>• <b>I know that it is kind to include others (2)</b></li> <li>• I know that to include others I could ask them to play or invite the to join in (2)</li> <li>• <b>I can identify and put into practice some of the skills of friendship, eg. Taking turns, being a good listener etc (2)</b></li> <li>• <b>I know that to resolve conflict I could use a range of strategies including: telling my friend how I feel; listening to each other; having time to calm down; talk to each other respectfully. (4)</b></li> <li>• I know that I need to ask for support if my friendship is making me unhappy or feel unsafe. (4/5)</li> <li>• <b>I know that bullying is repeated negative behaviour towards someone else that is</b></li> </ul>	<p>friend, relationship, arguments, lonely, well-being, excluded, qualities, dispute, resolve, conflict, bullying, disagreement</p>

		<p><b>intended to cause harm (5)</b></p> <ul style="list-style-type: none"> <li>• <b>I know some ways of helping to make someone who is bullied feel better</b> (talk to a friend; parent or carer; sibling; other family member; teacher; learning mentor; other trusted member of staff; a professional via Childline; report to the online platform) (5)</li> </ul>	
<b>Recall</b>	Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.		
<p><b>Spring Term 1</b></p> <p>How can we manage our feelings?</p>	<ol style="list-style-type: none"> <li>1. What affects my feelings?</li> <li>2. How do feelings change over time?</li> <li>3. How can we express our feelings? <i>Including the importance of expressing feelings.</i></li> <li>4. How can I manage my feelings in different situations?</li> <li>5. How do I manage my feelings at times of loss?</li> <li>6. Who can help me manage my feelings?</li> </ol>	<ul style="list-style-type: none"> <li>• <b>I know that feelings and emotions are a part of my overall health and well-being (1).</b></li> <li>• <b>I know that my feelings will change throughout the day and that different things will affect them (2).</b></li> <li>• <b>I know that to make myself feel better, I can talk to someone, do something to take my mind off it, or take some deep breaths (4).</b></li> <li>• <b>I know that it is important to express my feelings and talk to someone if I'm struggling (3).</b></li> <li>• <b>I know that grief is a natural response to loss and that people respond to it differently (5).</b></li> <li>• <b>I know that if I am worried about my feelings, I can speak to a trusted adult or contact a service like Childline (1/2/3/4/5/6).</b></li> </ul>	<p>feelings, emotions, behaviour, express, manage, happy, sad, worried, scared, nervous, excited, cross, angry, mental health, emotional wellbeing, mistake, right, better, sorry, feel, help, strategies, body, mind, consequences, effects, impact, change, loss, grief, death, bereavement, separation, action, situation, disappointment, embarrassed, relieved, unsure, ashamed, relaxed</p>
<b>Recall</b>	Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.		
<p><b>Spring Term 2</b></p> <p>What keeps</p>	<ol style="list-style-type: none"> <li>1. What risks, hazards and dangers do we face in everyday life?</li> <li>2. What do you do if you are being pressured to do something risky or dangerous?</li> </ol>	<ul style="list-style-type: none"> <li>• <b>I know that a risk is the chance or possibility of something harmful happening, and that some risks are a normal part of learning, while others are dangerous (1)</b></li> </ul>	<p>Risk, danger, hazard, safe, choices, decisions, rules, responsible, consequences, outcome, peer pressure,</p>

<p>us safe?</p>	<ol style="list-style-type: none"> <li>3. How can we stay safe when out and about?</li> <li>4. How can we use medicines and household products safely?</li> <li>5. How do I respond if there is an accident?</li> <li>6. What do I do in an emergency?</li> </ol>	<ul style="list-style-type: none"> <li>• <b>I know that a hazard is something that can cause harm, and a danger is the immediate threat of harm that can result from a hazard (1).</b></li> <li>• <b>I know that in dangerous situations, it is important to get help from a trusted adult or emergency services (2/3).</b></li> <li>• <b>I know that peer pressure is the influence friends or peers have on me, and I can resist this by saying “no,” suggesting alternatives, or walking away from risky situations (2/3)</b></li> <li>• I know that it is important to listen to how my body and feelings are reacting when I am in a risky or dangerous situation (2/3).</li> <li>• I know some potential dangers in different settings, such as traffic, strangers, unsafe places, and weather conditions (1).</li> <li>• <b>I know how to be safe on or near roads (e.g., wear a seatbelt, use pedestrian crossings), around water (e.g., swim with a lifeguard), and near railway lines (e.g., don’t play on tracks) (1/3).</b></li> <li>• <b>I know that medicines should be used carefully according to instructions, and that household products like cleaning liquids and soap should be used safely. Medicines and products should be kept out of reach of children (4).</b></li> <li>• <b>I know how to call 999</b> and stay calm in an emergency. I also know the basic steps of first aid, such as assessing danger, checking response, and providing care for minor injuries (5/6).</li> </ul>	<p>choices, dare, decisions, family, friends, media, comfortable, uncomfortable, right, wrong, feelings, safe, dangerous, local environment, unfamiliar place, road safety, pedestrian crossing, zebra crossing, traffic, cycling, water safety, swim, dive, depth, railway, train, danger, electricity, cables, responsibility, independence, safe, unsafe, hazard, danger, harm, hurt, casualty, injury, emergency, first aid, 999, paramedic, ambulance, cut, graze, burn, scald, choking, shock</p>
<p>Recall</p>	<p>Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.</p>		
<p>Summer Term 1</p> <p>How will we grow and change?</p>	<ol style="list-style-type: none"> <li>1. What changes happen during puberty?</li> <li>2. What is the female menstrual cycle?</li> <li>3. How can puberty affect my emotions?</li> <li>4. How do I keep clean?</li> </ol> <p><i>How personal hygiene routines change during puberty</i></p> <p>(Medway resources can support with this teaching look</p>	<ul style="list-style-type: none"> <li>• <b>I know that puberty happens between the ages of 8 and 18, and is caused by hormones (1).</b></li> <li>• <b>I can identify how boys’ and girls’ bodies change on the outside during puberty (1).</b></li> <li>• <b>I can explain what the female menstrual cycle is (2).</b></li> <li>• <b>I understand why the female body goes through these changes so that they can make babies when they grow up (2).</b></li> <li>• <b>I know that feelings can change as I go through</b></li> </ul>	<p>puberty, change, grow, mature, child, teenage, adult, hormones, genitals, vulva, vagina, penis, testicles, breasts, pubic hair, Adam’s apple, larynx (‘voice box’) hygiene, clean, cleanliness, self-esteem, self-confidence, sweat, body odour, spots,</p>

	at L1, L2 just menstruation not wet dreams, L3 and L4)	<p><b>puberty (1/2/3).</b></p> <ul style="list-style-type: none"> <li>• <b>I know I can speak to a trusted adult if I need support with my emotions or the changes my body is going through during puberty (1/2/3).</b></li> <li>• <b>I know personal hygiene is important during puberty because hormones produce more sweat and oils (4).</b></li> <li>• <b>I know it is important to wash every day, wear clean clothes, and change socks and underwear daily (4).</b></li> </ul>	periods, period products, tampon, pad, re-useable, emotions, rollercoaster, up and down, frustrated, angry, moody, attraction, adolescent, advice, support, internal, external, reproductive organs, uterus, fallopian tubes, ovary/ovaries, cervix, vulva, vagina, labia, menstruation, menstrual cycle, period, blood,
<b>Recall</b>	Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.		
<p><b>Summer Term 2</b></p> <p><b>What makes a community?</b></p>	<ol style="list-style-type: none"> <li>1. What groups do I belong to? <i>Consider which groups and communities they belong to, eg. friendship, faith, clubs, classes etc)</i></li> <li>2. What makes a diverse community?</li> <li>3. Why is community important? <i>How community makes everyone feel included and values the different contributions people make.</i></li> <li>4. Why is a diverse society important? <i>How to be respectful towards people who may live differently.</i></li> </ol>	<ul style="list-style-type: none"> <li>• <b>I know that different groups exist in communities and they do different things (1/2)</b></li> <li>• <b>I know that a diverse community has people of different ages, races, cultures and beliefs (2)</b></li> <li>• <b>I know that belonging to a community makes you feel valued, happy and accepted (3)</b></li> <li>• <b>I know that communities offer support and provide help and friendship (3/4)</b></li> <li>• I know that different people contribute different things to communities (2/4)</li> <li>• <b>I know diversity is important because it means we can spend time with, and learn new things about the world from lots of different people (3/4)</b></li> <li>• I know why being respectful and tolerant is important and helps everyone to live together peacefully (4)</li> </ul>	community, respect, diverse, friendship, included, customs, value, traditions, diversity, belonging, group, welcome, valued, excluded, benefit, difference, same, tolerance, discrimination, prejudice
<b>Recall</b>	Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.		

## Essential Knowledge in the Upper Key Stage Two PSHE Curriculum – Cycle A

Term	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary
<p>Autumn Term 1</p> <p>What does it mean to be loved by someone?</p>	<ol style="list-style-type: none"> <li>1. What is a healthy family life?</li> <li>2. What is attraction? <i>That people who are attracted to and love each other can be of any gender, ethnicity or faith</i></li> <li>3. How can we show commitment?</li> <li>4. What is a healthy relationship?</li> <li>5. What do marriage and civil partnership mean? <i>Including about forced marriage and how this is illegal and how and where to report this.</i></li> </ol>	<ul style="list-style-type: none"> <li>● <b>I know that a healthy family life involves supportive, loving, and respectful relationships (1).</b></li> <li>● <b>I know that attraction is the feeling of being drawn to someone emotionally, and it can happen between any genders or backgrounds (2).</b></li> <li>● <b>I know that commitment involves dedication to a relationship and can be shown through trust, support, and communication (1/2/3).</b></li> <li>● <b>I know that a healthy relationship involves trust, respect, and equality, while an unhealthy relationship may involve controlling behaviour or disrespect (4).</b></li> <li>● <b>I know that marriage is a legally recognised union between two people, often involving a commitment to a lifelong partnership (5).</b></li> <li>● I know that civil partnership is a legal status available to same-sex couples that provides similar legal rights to marriage (5).</li> <li>● I know that forced marriage is when one or both people don't consent, and it is illegal in the UK (5).</li> <li>● If I have concerns about forced marriage, I can talk to a trusted adult or contact a support organisation (5).</li> </ul>	<p>Communication, support, respect, trust, boundaries, quality time, adaptability, attraction, romantic, diversity, consent, commitment, reliability, loyalty, healthy relationship, marriage, civil partnership, forced marriage, legal, illegal, arranged marriage, committed</p>

<b>Recall</b>	Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.		
<p>Autumn Term 2</p> <p>How can friends communicate safely?</p>	<ol style="list-style-type: none"> <li>1. What different relationships do I have?</li> <li>2. What is good about the internet? <i>How in the internet and social media can be used positively.</i></li> <li>3. How can I be safe on the internet? <i>Knowing that someone online differs from knowing someone face-to-face, recognising risks to online friendships</i></li> <li>4. What is safe to share online? <i>What content is safe to share online, seeking consent before images/personal information is shared</i></li> <li>5. What should I do if I am worried or feel unsafe online?</li> </ol>	<ul style="list-style-type: none"> <li>● <b>I know I have different types of relationships (family, friends, classmates, online) (1)</b></li> <li>● <b>I can recognise healthy relationships (trust, respect) vs. unhealthy ones (control, manipulation). (1)</b></li> <li>● I know the internet can be used to learn, connect, and create, but I must use it responsibly (2)</li> <li>● <b>I know not to share personal information online and how to use privacy settings to protect myself. (2/3)</b></li> <li>● <b>I know I need to get consent before sharing photos or information about others online (4)</b></li> <li>● I know how to report unsafe online content and talk to a trusted adult for support (5)</li> </ul>	<p>Family, friends, acquaintances, class mates, online, peer, trust, respect, unhealthy and healthy relationship, positive, community, collaboration, creativity, expression, social media, privacy, cyberbullying, identity theft, stranger danger, secure, consent, personal information, sharing, digital footprint, confidentiality, respect, appropriate, images, report, support, trusted adult, speak up.</p>
<b>Recall</b>	Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.		
<p>Spring Term 1</p> <p>What decisions can people make with money?</p>	<ol style="list-style-type: none"> <li>1. How can I spend my money?</li> <li>2. How can I keep track of my money?</li> <li>3. How can I pay for things that I want and need?</li> </ol>	<ul style="list-style-type: none"> <li>● <b>I understand that budgeting means managing money between needs (essential) and wants (non-essential) (1).</b></li> <li>● <b>I can make informed choices about how I spend money, considering both the impact on my finances and the value of what I'm buying (1).</b></li> </ul>	<p>Budget, expenditure, needs, wants, savings, financial decision, essential items, non essential items, budget, record keeping, income, expense, balance, bank account, cash, debit card,</p>

	<p>4.What does 'value for money' mean?</p> <p>5. What are the risks with money? <i>That money can be won, lost or stolen and how money can affect peoples feelings.</i></p>	<ul style="list-style-type: none"> <li>● <b>I know it's important to save money for larger purchases and to set aside money for future needs (1/2).</b></li> <li>● <b>I know there are different ways to pay for goods and services, including cash, debit/credit cards, and digital payments (3).</b></li> <li>● I know that value for money means considering both price and quality when making purchasing decisions (4).</li> <li>● I understand that bank accounts, including savings accounts, are used to keep and manage money (2).</li> <li>● I know that money can be lost, stolen, or misused (e.g., poor investment choices, fraud) (5).</li> <li>● <b>I know how to protect my money, such as using secure passwords, being cautious with online transactions, and keeping cash safe (5).</b></li> </ul>	<p>credit card, digital payment, transaction, receipt, savings, borrowing, value, cost effective, quality, investment, price comparison, financial risk, fraud, loss, gambling, debt, precaution, financial security.</p>
<p><b>Recall</b> Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.</p>			
<p>Spring Term 2</p> <p>How will we grow and change?</p>	<p>1.What physical changes happen during puberty? 2.What biological changes happen during puberty? 3.Why is personal hygiene important? 4.How do I manage change and become more independent? 5. What makes a positive and healthy relationship? <b>6. How are babies made? Y6 only</b></p>	<ul style="list-style-type: none"> <li>● <b>I understand that puberty is when the body changes from a child's body into an adult body, typically between ages 9 and 14 (1)</b></li> <li>● <b>I know that during puberty, boys and girls experience physical changes such as growth of body hair, changes in body shape, and development of sexual organs (1).</b></li> <li>● I know that puberty is triggered by hormones like testosterone in boys and oestrogen in girls, which cause physical changes (1/2)</li> <li>● <b>I understand that puberty can bring emotional changes, such as mood swings and developing a stronger sense of identity (2)</b></li> <li>● <b>I know that personal hygiene is very important during puberty, as hormones cause the body to produce more sweat and oil (3)</b></li> <li>● <b>I know that a healthy relationship is based on trust, respect, communication, and support (4/5)</b></li> <li>● <b>I understand that it's important to respect boundaries in relationships, and it's ok to say no to something you're uncomfortable with (4/5)</b></li> <li>● <b>I know that reproduction involves the fertilization of an egg by sperm, leading to pregnancy (6)</b></li> <li>● I know that conception can happen naturally through</li> </ul>	<p>puberty, person, child, teenager, adult, changing, growing, physical, emotions, feelings, Internal, external, reproductive organs, uterus, fallopian tubes, ovary/ovaries, cervix, vulva, vagina, clitoris, labia, menstruation, menstrual cycle, period, blood, pads, tampons, re-useable, Adam's apple, penis, testicles, scrotum, foreskin, epididymis, bladder, anus, sperm, semen, erection, ejaculation, wet dream/nocturnal emission, pubic hair, hygiene, clean, cleanliness, self-esteem, self-confidence, sweat, body odour, spots, change, life cycle, baby, toddler, child, adolescent, teenager, adult, middle-age,</p>

		<p>sexual intercourse, or through assisted methods like IVF (In Vitro Fertilization) (6)</p> <ul style="list-style-type: none"> <li>I understand that pregnancy lasts about 9 months, and babies are born either through the vagina or by caesarean section (6)</li> </ul>	<p>older person, growing up, feelings, emotions, independence, Love, respect, consent, commitment, female, male, human, reproduction, sex, sexual intercourse, fertilised, sperm, ovum, penis, vulva, vagina, fallopian tubes, pregnancy, baby, foetus, uterus, womb, conception, contraception</p>
<b>Recall</b>	Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.		
<p><b>Summer Term 1</b></p> <p><b>How can media influence people?</b></p>	<p>1. How can we look after our mental health and emotional wellbeing when spending time online?  2. How can I use social media safely?  3. What images should and should not be shared online?  4. Is all information online true?  5. What can we watch?  6. Can we choose what to watch?</p>	<ul style="list-style-type: none"> <li><b>I understand that the internet and social media can be used for education, communication, and creativity (1)</b></li> <li><b>I understand that the internet can also lead to cyberbullying, misinformation, and addiction (1/2).</b></li> <li>I know it's important to balance online time with offline activities to maintain well-being (1/2).</li> <li><b>I know how to use social media responsibly, including respecting privacy, not sharing personal information, and being kind online (2).</b></li> <li><b>I know that I should not share personal information, harmful content, or anything that violates someone else's privacy (1/2/3).</b></li> <li>I know that I should always ask for consent before sharing images and respect others' privacy (3).</li> <li><b>If I see something inappropriate online, I should report it, take a screenshot, and talk to a trusted adult (1/2/3/4/5/6).</b></li> <li><b>I understand that fake news can cause confusion and harm, and I should check sources to make sure information is accurate (4).</b></li> <li><b>I know that age ratings provide guidance for parents and children, helping them decide what films to watch based on their maturity and sensitivity to content (5)</b></li> <li>I know people have different feelings and reactions to the same film (6)</li> </ul>	<p>online, digital wellbeing, digital health, digital, Internet, time management, positive, negative, mental health, emotional wellbeing, positive, negative, social media, data, information ranking, selection, targeting, connected devices, appropriate, inappropriate, share, rules, image distribution, right, respect, shared responsibility, wellbeing, digital footprint, privacy settings, benefit, risk, share, pics, photo, image, information, sources, reliability, online, safe, choices, text, image, manipulation, evaluate, assess, misinformation, wellbeing, misleading, intention, reputable, secure sites, echo chambers, Internet cookie, film, content, trailer, age ratings, compliance, limits, classification, guidelines, rules, law</p>

		<ul style="list-style-type: none"> <li>• <b>I know how to handle pressure to watch something unsure about by being assertive and offering alternative choices (6)</b></li> </ul>	
<b>Recall</b>	Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.		
<p>Summer Term 2</p> <p>What jobs would we like?</p>	<ol style="list-style-type: none"> <li>1. What skills, attributes, qualifications, and training do different jobs need?</li> <li>2. How can I get a job?</li> <li>3. What influences career choices?</li> <li>4. How can we challenge job stereotypes?</li> <li>5. What do I want to be when I am older?</li> </ol>	<ul style="list-style-type: none"> <li>• <b>I can name some skills needed for different jobs, such as communication, teamwork, and problem-solving (1).</b></li> <li>• <b>I know that personal attributes like reliability, creativity, and leadership can affect job performance (1).</b></li> <li>• <b>I know that some jobs require qualifications, such as A-levels or a degree, and others can be entered through apprenticeships or on-the-job training (2).</b></li> <li>• I know that personal interests and hobbies can influence the choice of career (1/2/3).</li> <li>• I know that family expectations, traditions, and societal influences, such as media representation, can affect career choices (3).</li> <li>• <b>I know what job stereotypes are and can give examples, such as the idea that certain jobs are for men or women (4)</b></li> <li>• <b>I know that everyone can pursue any career, regardless of their gender, background, or ability (4).</b></li> <li>• I can set short-term and long-term goals related to my career aspirations and identify steps to achieve them (5).</li> </ul>	<p>Skills, attributes, qualifications, training, experience, education apprenticeship interests, values, family expectations, societal influences, role models, opportunities, passion, trends, economic factors, stereotypes, equality, diversity, inclusion, gender roles, challenge, role model, aspiration, career goals, future, ambition, pathway</p>
<b>Recall</b>	Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.		

## Essential Knowledge in the Key Stage One PSHE Curriculum – Cycle B

Term	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary
Autumn Term 1  What makes a good friend?	<ol style="list-style-type: none"> <li>How do you make friends?</li> <li>How can I be friendly and what makes a good friend?</li> <li>How can I resolve arguments?</li> <li>What should I do if a friendship is making me unhappy?</li> </ol>	<ul style="list-style-type: none"> <li>I can name places where friends might meet (1)</li> <li>I know that friends do not have to like the same things (1/2)</li> <li><b>I know that to be a good friend I need to be kind and respectful (2)</b></li> <li>I know that friends sometimes fall out (3)</li> <li><b>I know that to make friends after a falling out I can say sorry; take turns; ask an adult for help; both choose to play with something else (3)</b></li> <li><b>I know to ask for help from an adult if I am feeling lonely or if my friendship is making me unhappy or feel unsafe (4)</b></li> </ul>	Friend, friendship, cooperation, fairness, break up, make up, fall out, repair, compromise, arguments, strategies, resolve, respect, loyal, kind, sharing, caring, trustworthy, helping, lonely,
Recall	Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.		
Autumn Term 2  What is bullying?	<ol style="list-style-type: none"> <li>How do my words and actions affect others?</li> <li>What is the difference between secrets and surprises?</li> <li>How can we tell if it's okay for someone to touch us?? <i>How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them feel uncomfortable or unsafe.</i></li> <li>What is unkind behaviour? <i>Why name-calling, hurtful teasing, bullying and deliberately excluding others is</i></li> </ol>	<ul style="list-style-type: none"> <li><b>I know that our words and actions can make someone feel happy or sad, so it's important to be kind (1)</b></li> <li>I know that some words and actions can hurt others (1).</li> <li><b>I know that a secret is something you keep to yourself, but some secrets are not good to keep if they make you feel scared or worried. A surprise is something everyone will be happy about when they find out (2).</b></li> <li><b>I know the difference between safe and unsafe touches and that I can say "no" if I don't want to be touched (3).</b></li> <li><b>If someone touches me in a way that makes me feel uncomfortable, I should tell a trusted adult. (3)</b></li> <li><b>I know that bullying is when someone is mean to</b></li> </ul>	Consent, permission, bullying, feelings, actions, acceptable, unacceptable, teasing, name-calling, physical/verbal/cyber/social bullying, consequences

	<p><i>unacceptable.</i></p> <p>5. What should I do about bullying?</p> <p><i>How to report bullying/hurtful behaviour, including online, to a trusted adult and why this is important.</i></p>	<p><b>another person on purpose, more than once (4/5).</b></p> <ul style="list-style-type: none"> <li>• <b>If I or someone else is being bullied, it is important to tell a trusted adult and get help (4/5).</b></li> <li>• If someone is being bullied, it's important to be kind, include them, and help them feel better (5).</li> </ul>	
<b>Recall</b>	Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.		
<p><b>Spring Term 1</b></p> <p><b>What helps us to stay safe?</b></p>	<p>1. Why do we have rules?</p> <p>2. How can I stay safe near/on the road? - <b>Lincolnshire Road Partnership workshop ??</b></p> <p>3. How can I be safe at home? <i>This will focus on fire safety and safety around electrical appliances. <b>Fire Safety Awareness booked for 16<sup>th</sup> January 2025.</b></i></p> <p>4. How do I stay safe around medicines ?</p> <p>5. How do I stay safe online? <i>Know that not everything online is true/trustworthy and that people can pretend to be someone they are not.</i></p> <p>.</p>	<ul style="list-style-type: none"> <li>• I know that rules exist to keep us safe, happy, and healthy (1).</li> <li>• <b>I know different rules apply in different situations to protect us (1)</b></li> <li>• <b>I know how to cross the road safely by stopping, looking, and listening (2).</b></li> <li>• <b>I know the safe places to cross the road, such as at a zebra or pelican crossing (2).</b></li> <li>• <b>I know what to do if my clothes catch on fire: stop, drop, and roll (3).</b></li> <li>• <b>I know that I should never play with lighters or matches (3).</b></li> <li>• <b>I know that medicines can help me feel better, but I should only take them if a trusted adult says it's ok (4).</b></li> <li>• <b>I know that not everyone online is who they say they are, and it's important not to share personal information (5).</b></li> </ul>	<p>Rule, reason, different, temperature, sneeze, doctor, nurse, pharmacist, prescription, medicine, drug, internet, online, danger, safe, kind, unkind, bullying, pedestrian, pavement, safe, road, traffic, stop, look, listen, think,</p>
<b>Recall</b>	Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.		
<p><b>Spring Term 2</b></p> <p><b>What helps us grow and stay healthy?</b></p>	<p>1. How can food and drink keep me healthy?</p> <p>2. How can being active keep me healthy?</p> <p>3. How can I keep my teeth healthy? <i>Eating/drinking too much sugar can affect health, including dental health</i></p> <p>4. Why is sleep important?</p>	<ul style="list-style-type: none"> <li>• <b>I know that being healthy makes me feel happier and stronger (1).</b></li> <li>• <b>I know to be healthy, I should eat a variety of foods from different food groups (1).</b></li> <li>• I know that drinking water helps my body to function properly (1).</li> <li>• <b>I know that being active, like running or playing games, helps my body stay strong and improves my mood (2).</b></li> <li>• <b>I know I must brush my teeth twice a day for two minutes to keep them healthy (3)</b></li> </ul>	<p>Healthy, healthier, choice, food, drink, eating, energy, physical activity, PE, exercise, strength, muscle, physical, biological, fit, dental, teeth, care, sugar, brushing, tooth decay, plaque, dentist, tooth decay, Sleep, relax, routine, sun, vitamin D, shade, sun screen, UV rays,</p>

	<p>5. Is being in the sun good for me?  <i>Know that the sunshine helps our bodies to grow and how to keep safe and well in the sun.</i></p> <p><i>Contact been made with dentists to see if they can come in to support as well as share information about their career.</i></p>	<ul style="list-style-type: none"> <li>• <b>I know that sleep helps my body to grow and gives me energy</b>, and I need between 9-12 hours of sleep each night (4).</li> <li>• <b>I know the 5 S's to keep safe in the sun (slip, slop, slap, shade, sunglasses) (5)</b></li> <li>• I can name some foods and drinks that are high in sugar, which can harm my teeth (3).</li> </ul>	
<b>Recall</b>	Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.		
<p><b>Summer Term 1</b></p> <p>How can we look after each other and the world?</p>	<p>1. How can I be polite?  <i>What good manners are and why they are important.</i></p> <p>2. <i>How do I work and play with other?</i></p> <p>3. How do I look after a pet?</p> <p>4. How can I look after the environment?</p> <p>5. How do others look after the environment?</p> <p>6. How do we change as we grow? (Use the midway lesson)</p>	<ul style="list-style-type: none"> <li>• <b>I know being polite means showing good manners and being respectful (1).</b></li> <li>• <b>I know good manners include saying 'please' and 'thank you', listening, waiting your turn, using kind words, and saying excuse me (1)</b></li> <li>• <b>I know to get along with others I need to listen, take turns, help and encourage others, and explain things clearly (2).</b></li> <li>• <b>I know that good listening means looking at the person, waiting for them to stop speaking, giving full attention, thinking about what they are saying, and taking turns (2).</b></li> <li>• <b>I know that looking after a pet means feeding it, giving it water, exercise, grooming, cleaning, and showing it love (3).</b></li> <li>• I know that bees need brightly coloured flowers, a bee hotel, and water to drink. (4)</li> <li>• I know that birds need feeders with seeds, a bird bath, and I must look after trees and bushes with berries and not touch their nests (4).</li> <li>• <b>I know the stages of the human life cycle: baby, child, adult (5).</b></li> </ul>	<p>Respect, behaviour, manners, please, thank you, table manners, quiet, taking turns, learn, play, listen, think, interrupt, Animal, care, pet, need, care, environment, hobbies, job, people, skills, animal. Hibernate, responsibility, protect, plants, need, grow, change, difference, baby, toddler, child, adult, older person, independent, responsibility, human life cycle</p>
<b>Recall</b>	Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.		
<p><b>Summer Term 2</b></p> <p>How do we recognise our feelings?</p>	<p>1. What are feelings?  <i>Include that not everyone feels the same feeling in the same situation</i></p> <p>2. Why do feelings change?  <i>Include that not everyone feels the same feeling in the same situation</i></p> <p>3. What are 'big' feelings?</p> <p>4. How can change affect me?</p>	<ul style="list-style-type: none"> <li>• <b>I know that feelings are emotions we experience on the inside and they help us explain how we feel about things (1/2/3).</b></li> <li>• <b>I can name a range of feelings including: happy, sad, upset, angry, excited, scared, nervous, embarrassed (1).</b></li> <li>• <b>I know that feelings can make my body feel different</b></li> </ul>	<p>happy, sad, upset, angry, excited, comfortable, uncomfortable, scared, nervous, worried, confused, embarrassed, ashamed, bored, silly, lonely, grumpy, confident, calm, proud,</p>

		<p><b>(1)</b></p> <ul style="list-style-type: none"> <li>• I can name good feelings (happy, excited) and bad feelings (angry, sad) (1/3)</li> <li>• <b>I know that everyone feels differently about things and not everyone feels the same in the same situation (2).</b></li> <li>• <b>I know that "Big" feelings are strong emotions that can sometimes feel overwhelming, like when I want to cry or shout (3).</b></li> <li>• I know that I can ask an adult for help if I am struggling with my feelings (1/2/3/4).</li> <li>• <b>I know that everyone experiences change and that some changes are good, some are temporary, and some are forever. I can cope with change by talking to someone I trust or keeping a routine (4).</b></li> </ul>	<p>jealous, nervous, Good feelings, not so good feelings, Big feelings, little feelings, good feelings, not so good feelings, unsure, worried, anger, angry, sadness, excited, intensity, happy, heartbroken, scared, thrilled, distressed, glad, furious, overjoyed, terrified, sleepy, exhausted, change, loss, feelings, emotions, permanent, temporary</p>
<p>Recall</p>	<p>Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.</p>		

## Essential Knowledge in the Lower Key Stage Two PSHE Curriculum – Cycle B

Term	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary
Autumn Term 1	<ol style="list-style-type: none"> <li>1. What makes me, me?</li> <li>2. What positive things contribute to my sense of self-worth?</li> <li>3. What is self-esteem? <i>How their personal attributes, strengths, skills and interests contribute to their self-esteem.</i></li> <li>4. What do I want to achieve? <i>Set goals for themselves and how they will reach them</i></li> <li>5. What should I do when it goes wrong? <i>Manage when there are set-backs, learn from mistakes and reframe unhelpful thinking.</i></li> </ol>	<ul style="list-style-type: none"> <li>● I know that I am important (1/2/3)</li> <li>● <b>I can identify what is special about me and value the ways in which I am unique (1/2)</b></li> <li>● I know my worth and can identify positive things about myself and my achievements. (2/3)</li> <li>● <b>I know that self-esteem is how we value and perceive ourselves (3)</b></li> <li>● <b>I know what dreams and ambitions are important to me (4)</b></li> <li>● <b>I know how to make a plan using steps to meet a goal (4)</b></li> <li>● I know what a set-back is and how they can hinder achievement. (5)</li> <li>● I know how to take steps to overcome a set-back (5)</li> </ul>	<p>unique, important, special, value, positive, strengths, skills, interests, self-esteem, self-worth, achievements, proud, goal, persevere, challenge, success, obstacle, dream, goal, ambition,</p>
Recall	Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.	●	
Autumn Term 2	<ol style="list-style-type: none"> <li>1. How can my behaviour affect others? <i>Recognise respectful behaviour, look at behaviour online.</i></li> <li>2. How can I show respectful behaviour? <i>Stay Safe Partnership workshop on respectful communication/Healthy relationships- 1<sup>st</sup> November 2024</i></li> <li>3. What is self-respect?</li> <li>4. How can I discuss and debate issues with others? <i>Respecting other people's points of view and constructively challenge those I disagree with.</i></li> </ol>	<ul style="list-style-type: none"> <li>● I know that my behaviour, both in person and online, can have a strong impact on the feelings and well-being of others (1).</li> <li>● <b>I know respectful behaviour includes treating others kindly, being polite, listening, and showing respect (2).</b></li> <li>● <b>I know that hurtful behaviour includes being rude, ignoring people, or using hurtful words which can upset or embarrass others (1/2).</b></li> <li>● I know that what we say or do online affects others (1/2).</li> <li>● <b>I know that using encouraging words and supporting others are positive online actions (1/2).</b></li> <li>● <b>I know that mean comments, spreading rumours, and posting photos or messages without permission can make people feel uncomfortable (1/2).</b></li> <li>● <b>I know that self-respect is about valuing yourself, understanding your own worth, and treating yourself with</b></li> </ul>	<p>Behaviour, polite, respect, right and responsibilities, privacy, discrimination, disrespect, permission, fairness, accepting differences, self-respect, peer pressure, confidence, personal boundaries, role model, well-being, excluded</p>

		<p><b>kindness (3)</b></p> <ul style="list-style-type: none"> <li>I know that being able to discuss and debate respectfully is an important skill that involves listening, understanding, and respectfully expressing views (4).</li> </ul>	
<b>Recall</b>	Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.		
<p>Spring Term 1</p> <p>How can we manage risk in different places?</p>	<ol style="list-style-type: none"> <li>What are the risks in different places?</li> <li>How to stay safe around rivers? (Link to our local area-River Trent).</li> <li>How to stay safe around railways? (Linked to our local area)</li> <li>How do I deal with peer pressure? (Link to Anti social behaviour is a big issue in Gainsborough see the crime statistics- <a href="https://www.lincolnshire.gov.uk/news-and-press/lincolnshire-crime-statistics-july-2024">Lincolnshire, England DN21 2LN   July 2024   UK Crime Statistics (crime-statistics.co.uk)</a>)</li> <li>Why are rules, restrictions and laws important?</li> <li>How do I stay safe online?</li> </ol>	<ul style="list-style-type: none"> <li>I understand that a risk is a chance of harm or danger in different environments (e.g., parks, streets, rivers, railways) (1)</li> <li><b>I can assess risks by asking: What is happening here? What could go wrong? What can I do to stay safe?(1)</b></li> <li><b>I know the hazards related to rivers, such as strong currents, deep water, slippery banks, and steep edges. I know how to stay safe near rivers (2)</b></li> <li><b>I can explain the risks associated with railways, like fast trains and dangerous crossings. I know how to stay safe around railways (3).</b></li> <li><b>I know that peer pressure is when friends or peers influence your behaviour, which can be either positive or negative (4).</b></li> <li><b>I can explain how peer pressure can make you feel anxious or confused and some ways to deal with it (4)</b></li> <li><b>I know that rules, restrictions, and laws are made to protect people and ensure everyone is treated fairly (5).</b></li> <li><b>I know that I should not share personal information online, and not everyone online is who they say they are (6)</b></li> <li>I can report uncomfortable online interactions to a trusted adult (6).</li> </ul>	<p>Risks, dangers, environment, hazard, river, current, river bank, emergency, railway, barrier, guard, peer pressure, graffiti, anti-social behaviour, vandalism, online, report, rules, laws, restrictions</p>
<b>Recall</b>	Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.		
<p>Spring Term 2</p> <p>How can our choices make a difference to others and the environment?</p>	<ol style="list-style-type: none"> <li>How can I help protect the world around me?</li> <li>How do my spending choices affect others and the environment?</li> <li>How can I show care and concern for others (people and animals)? Focus on ocean pollution - <a href="https://plprimarystars.com/resources/tackling-plastic-pollution">https://plprimarystars.com/resources/tackling-plastic-pollution</a></li> </ol>	<ul style="list-style-type: none"> <li><b>I know how recycling, reusing, and reducing waste helps the environment (1).</b></li> <li><b>I can explain how pollution and climate change affect the environment (1).</b></li> <li><b>I can explain what taxes are used for (e.g., funding public services) (2).</b></li> <li><b>I know that ethical spending considers the impact on people, animals, and the planet (2).</b></li> <li>I know that our spending choices can affect the environment (2).</li> </ul>	<p>Environment, reduce, reuse, recycle, pollution, climate change, money, tax, payment, income tax, council tax, contribute, society, spending, ethical spending, fair trade, plastic pollution, single-use, charity, ocean, pollution, plastic, micro-plastic, single-use plastic,</p>

	<p>4. How can I take action for a positive change? (chn could organise a project eg. Litter pick or an environment awareness campaign).</p> <p><i>Reduce, reuse, recycle workshop by LCC to come into school- 7<sup>th</sup> March 2025</i></p>	<ul style="list-style-type: none"> <li>I know that ocean plastic pollution is a major environmental issue (3).</li> <li><b>I can identify ways to help reduce ocean plastic pollution (3).</b></li> <li><b>I can think of a local environmental issue that can be improved and come up with a plan to bring about change (4).</b></li> </ul>	
<b>Recall</b>	Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.		
<p><b>Summer Term 1</b></p> <p><i>Why should we eat well and look after our teeth?</i></p>	<p>1. What makes a healthy diet and why is it important?</p> <p>2. How should I choose what to eat? <i>Looking at how people make choices and what influences these choices.</i></p> <p>3. How do I plan and prepare a healthy meal?</p> <p>4. How do I look after my teeth?</p> <p><i>I have contacted dentists waiting to hear back</i></p>	<ul style="list-style-type: none"> <li><b>I know what foods make up a healthy and balanced diet (1).</b></li> <li><b>I know that a healthy diet supports growth, energy, and reduces the risk of diseases (1).</b></li> <li>I know where to find reliable information about healthy eating (e.g., Change4Life, talking to an adult) (1/2).</li> <li>I can name some positive and negative influences on food choices (2).</li> <li>I know strategies to make positive food choices (e.g., asking an adult, thinking about balance) (2).</li> <li><b>I can plan a healthy meal that includes all the food groups (3).</b></li> <li><b>I know brushing my teeth twice a day and avoiding sugary foods is good for my oral health (4)</b></li> <li><b>I know that smoking, sugary foods, and fizzy drinks can harm my oral health (4).</b></li> </ul>	<p>carbohydrates, calories, dairy, habits, fats, fatty acids, minerals, nutrition, ultra-processed, junk food, protein, pulses, starch, sugar, sweeteners, vitamins, balanced, choice, decision, dilemma, diet, healthy, influence, negative, nutritious, persuade, positive, pressure, processed, situation, sugar, adverts, advertising, cooking, influences, ingredients, preparation, safety, enamel, plaque, cavity. Oral health, acid, gum disease, saliva,</p>
<b>Recall</b>	Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.		
<p><b>Summer Term 2</b></p> <p><i>What should we keep active and sleep well?</i></p>	<p>1. What are the benefits of regular physical activity?</p> <p>2. How can I be active?</p> <p>3. How can I plan for a healthy lifestyle? <i>Including physical activity, rest and diet</i></p> <p>4. Why is sleep important?</p>	<ul style="list-style-type: none"> <li>I know that physical activity is any movement that uses energy (e.g., walking, playing, or exercising) (1)</li> <li><b>I can explain the benefits of physical activity on the body (e.g., improving heart health, building stronger muscles, increasing energy, and maintaining a healthy weight) (1).</b></li> <li><b>I can explain the mental health benefits of physical activity (e.g., boosting mood, reducing stress, improving focus, and building confidence) (1/2/3).</b></li> <li>I can identify opportunities to be physically active throughout the day and week (2).</li> <li><b>I know that I should have at least 60 minutes of physical</b></li> </ul>	<p>active, aerobic, balance, bones, breath, confidence, coordination, exercise, habits, inactive, mental, mind, mobility, muscles, physical, social, strengthen, weight, sleep, habit, routine, puberty, bedtime</p>

		<p><b>activity a day (2).</b></p> <ul style="list-style-type: none"> <li>• <b>I know who I can talk to get support about my mental health (1/2/3).</b></li> <li>• I know some simple self-care techniques, including the importance of rest time and hobbies (3).</li> <li>• <b>I know that a child between 6 and 12 needs 10 to 11 hours of sleep a night (4).</b></li> </ul>	
Recall	Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.		

## Essential Knowledge in the Upper Key Stage Two PSHE Curriculum – Cycle B

Term	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary
<p>Autumn Term 1</p> <p>What makes up our identity?</p>	<p>1. What is similar and different about me? <i>Recognise and respect similarities and differences between people and what have in common.</i></p> <p>2. What is my identity? <i>Look at factors that contribute to person's identity (eg. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes etc)</i></p> <p>3. What are stereotypes?</p> <p>4. How can I challenge stereotypes?</p>	<ul style="list-style-type: none"> <li>• I know what is special about me and value the ways I am unique (1)</li> <li>• I can respect my own and other people's cultures (1/2)</li> <li>• I know who I am as a person in terms of characteristics and personal qualities (2)</li> <li>• I know that stereotypes are not always accurate and can negatively influence behaviours and attitudes towards others (3)</li> <li>• I know how to challenge stereotypes and assumptions (4)</li> </ul>	<p>Unique, identity, personal qualities, ethnicity faith, culture, gender, stereotype, self worth, self-esteem, prejudice</p>
<p>Recall</p> <p>Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.</p>			
<p>Autumn Term 2</p> <p>How do friendships change as we grow?</p>	<p>1. Why are friendships important and why should we include others? <i>Including looking at how to be respectful.</i></p> <p>2. What is the impact of bullying? <i>Look at the different forms of bullying and how to seek support and report concerns.</i></p> <p>3. How do you deal with peer pressure including online? <i>Strategies to deal respond to pressure from friends, how to assess the risk of different online 'challenges' and 'dares'</i></p> <p>4. What should I do when I fall out with my friends? <i>Strategies to positively resolve disputes and reconcile differences in friendships</i></p> <p>5. Why do friendships change? <i>Including the benefits of having new and different types of friends, how to seek support if needed.</i></p> <p><i>Mini Police Anti-social Behaviour Worksop- linking to peer pressure- 13<sup>th</sup></i></p>	<ul style="list-style-type: none"> <li>• I know the benefits of friendships and how to include others (1).</li> <li>• I know why it is important to communicate respectfully and strategies to do this (1/2).</li> <li>• I know that bullying is repeated behaviour meant to hurt someone (physically, verbally, emotionally, or online) (2).</li> <li>• I know the different types of bullying (2).</li> <li>• I can explain the impact of bullying on someone and how to safely seek support (2).</li> <li>• I know how to explain some of the ways in which one person or a group can have power over another (2/3)</li> <li>• I can recognise and resist pressures to use technology in risky ways and seek advice from an adult if unsure (3).</li> <li>• I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control for example: confidently saying no and trusting own judgement (3)</li> <li>• I can solve disputes by staying calm and talking about the problem with a friend using 'I' statements (4).</li> <li>• I know friendships change as people grow, develop new interests, and make new friends (5).</li> </ul>	<p>Included, excluded, similarities, differences, well being, respectful, disrespectful, communication, bullying, impact, verbal, physical, online, social, peer influence, peer pressure, power, control, conflict, Resolution, empathy, dispute, compromise</p>

	<i>December 2024</i>		
<b>Recall</b>	Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.		
<p><b>Spring Term 1</b></p> <p>How can drugs common to everyday life affect health?</p>	<p>1.How can medicines help you? 2.What are the risks and effects of legal and illegal drug use? 3.Why do people use drugs? <i>Link in here about peer pressure</i> 4. How does the media influence opinions and decision about drug use?</p> <p><i>Drug use is a local area issue according to crime statistics <a href="#">Lincolnshire, England DN21 2LN   July 2024   UK Crime Statistics (crime-statistics.co.uk)</a></i></p> <p><i>LCC substance misuse workshop- Friday 21<sup>st</sup> March 2025</i></p>	<ul style="list-style-type: none"> <li>• <b>I know that medicines can help someone feel better, relieve pain, help the body recover, manage ongoing health conditions (e.g., asthma, diabetes), and prevent illness (1).</b></li> <li>• I know that vaccinations can be given to stop the spread of diseases (1).</li> <li>• I know that adults should administer medicines to children (1).</li> <li>• <b>I know that some drugs are legal (e.g., tobacco, alcohol, caffeine, e-cigarettes) and some are illegal (e.g., cocaine, cannabis) (2)</b></li> <li>• <b>I know that all drugs affect the brain or body in some way, and that all drug use comes with a risk (2).</b></li> <li>• I know some things that might influence people to take drugs or not take drugs (3).</li> <li>• <b>I know how to resist peer pressure, including walking away, talking to an adult, suggesting alternatives, and being assertive (3).</b></li> <li>• <b>I know I should always talk to a trusted adult if I have any worries about drugs or medicines (1/2/3/4).</b></li> </ul>	<p>Medicine, recover, health condition, immune/ immunisation, vaccination, population, prescribed, emergency, insulin, EpiPen, diabetes, asthma, eczema, allergy, dose, Drug, substance, effects, risks, law, legal, illegal, habit, advice, support, Drug, factors, influence, peer pressure, passive, aggressive, assertive strategies, Media, social media, messages, marketing, influences, information, smoking, vaping, drinking, cigarettes, e-cigarettes, vape, alcohol, advertising</p>
<b>Recall</b>	Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.		

<p><b>Spring Term 2</b></p> <p><b>How can we help in an accident or emergency ?</b></p>	<p>1. How do you deal with a burn or scald?  2. How do I help someone who is bleeding and in shock?  3. How do you help someone who is choking?  4. What should I do if someone has a head injury?  5. What do you do in an emergency?</p>	<ul style="list-style-type: none"> <li>• I know the difference between burns (caused by dry heat) and scalds (caused by wet heat) (1)</li> <li>• <b>I know how to treat a burn or scald by cooling the area with cool water for 10-20 minutes and seeking medical help (1).</b></li> <li>• I know that blood helps carry oxygen and nutrients around the body (2).</li> <li>• <b>I can treat a minor bleed by cleaning it, covering with a sterile dressing, and seeking medical advice (2).</b></li> <li>• <b>I can treat severe bleeding by applying pressure to the wound, calling 999, and keeping the casualty calm (2).</b></li> <li>• I know that shock is caused by a lack of blood flow and can be life-threatening, and I can recognize its signs (e.g., pale skin, rapid breathing) (2).</li> <li>• <b>I can treat shock by laying the casualty down, raising their legs, keeping them warm, and calling 999 (2).</b></li> <li>• I know that choking happens when an object blocks the airway, and I can recognize the signs (e.g., inability to speak, blue skin) (3).</li> <li>• <b>I can help someone who is choking by encouraging them to cough, giving back blows, and performing tummy thrusts if necessary (3).</b></li> <li>• <b>I know how to call 999 and give key information using the LIONEL acronym (Location, Incident, Other services, Number of people, Extent of injuries, Location) (5).</b></li> </ul>	<p>Unresponsive, Responsive, Burn, Scald, Swelling, Tissues, Infection, Airway, Inhalation, Safety, Minor, Severe, Bleeding, Heart, Veins, Positioning, Shock, Oxygen, Red blood cells, Circulating, White blood cells, Infection, Bandaging, Reassuring, Breathing, Obstruction, Trachea, Windpipe, Epiglottis, Stomach, Back blows, Abdomen, Ribcage, Exhale, Lungs, Oesophagus, Safety, Minor, Severe, Skull, Brain, Confusion, Seizure (fitting), Vomiting, Fracture, Calmly, Reassure, Casualty, Emergency operator, 999/112, Incident, Location, Scenario, Injuries, Information, Hazards, Awareness, Accident prevention, Assistance.</p>
<p><b>Recall</b></p> <p>Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.</p>			
<p><b>Summer Term 1 and 2</b></p> <p><b>How can we keep healthy as we grow?</b></p>	<p>1. Why is being physically active and eating healthily important?  2. How can I take care of my body?  3. What makes a balanced lifestyle?  4. How does sleep contribute to a healthy lifestyle?  5. Are my habits healthy or unhealthy?  6. What is mental health and how can we take care of it?  7. How can we manage our feelings?  8. Who can help support with mental health?  9. How do we deal with grief?</p>	<ul style="list-style-type: none"> <li>• <b>I know that I should exercise for at least 60 minutes a day to keep my body healthy and strong (1).</b></li> <li>• <b>I know that eating a healthy diet gives my body the nutrients it needs to grow, stay energized, and support brain function (1/2).</b></li> <li>• <b>I know how to take care of my body by practicing self-care habits such as brushing my teeth, washing, eating healthy, being active, and getting enough sleep (2).</b></li> <li>• <b>I know that a balanced lifestyle includes eating well, staying active, managing my screen time, and getting enough sleep (3/5).</b></li> <li>• I know that sleep is important because it helps with memory, decision-making, concentration, and helps my body grow and repair (4).</li> <li>• <b>I know that mental health is about how I feel, think, and cope with challenges, and it is important to look after my mental well-</b></li> </ul>	<p>Exercise, fitness, nutrition, healthy diet, vitamins, nutrients, hygiene, oral hygiene, rest, sleep, self care, good quality sleep, poor quality sleep, recovery, routine, memory, habits, healthy, unhealthy feeling, emotion, moods, thoughts, body, mind, mental, physical, health, wellbeing, balanced lifestyle, feeling, emotion, moods, thoughts, mental health, wellbeing, events,</p>

		<p><b>being</b> (6).</p> <ul style="list-style-type: none"> <li>● I know what to do when I am feeling sad, stressed, or worried, such as talking to someone I trust or doing something relaxing (6)</li> <li>● <b>I know that it is normal to feel conflicting emotions at the same time and that emotions can change over time (6/7).</b></li> <li>● <b>I know that grieving is a process that takes time, and it is normal to feel sad or upset when we lose someone important (9).</b></li> <li>● <b>I know that I can talk to trusted people, like my friends, family, or teachers, if I am struggling with my emotions or mental health (6/7/8/9).</b></li> <li>●</li> </ul>	<p>change, challenge, advice, support, personal network, affirmation, Change, loss, bereavement, grief</p>
<p>Recall</p>	<p>Recall <b>BOLD</b> from units that lead into this (See Why this? Why now?) Recall <b>BOLD</b> from this unit throughout the unit.</p>		