

**Knowledge Organisers for the priority subject for each concept to be issued 2-3 weeks before the learning block is taught.**

Metacognition: Metacognition can take many forms; it includes knowledge about when and how to use particular strategies for learning or problem-solving.

During Key Stages 1 and 2, Personal, social, health and economic (PSHE) education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

The PSHE curriculum at Windmill Hill Academy is based on Cornwall Healthy Schools (Brook Learn) PSHE scheme of learning.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continue to be compulsory in independent schools. RSE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum. At Windmill Hill Academy, we teach RSE as set out in the Relationship Education and Relationships and Sex Education Policy and this document.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE), RRSa (Rights Respecting School Award), capabilities curriculum, Wisdom resource, Computing (online safety), PE and SMSC. Please refer to the knowledge and skills organisers for these.

**Diversity:** we have carefully planned our curriculum to include diversity (gender, disability, BAME – Black, Asian and Minority Ethnic) to ensure it is a diverse and inclusive curriculum. Where there are key links, these are highlighted below in orange.

PSHE	Term		Term		Term	
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	3-4 years		Reception		Early Learning Goal (ELG)	
Knowledge	<b><u>Personal, Social &amp; Emotional Development</u></b> <ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> </ul>		<b><u>Personal, Social &amp; Emotional Development</u></b> <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> </ul>		<b><u>Personal, Social &amp; Emotional Development</u></b> <b><u>Self-regulation</u></b> <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> </ul>	

- *Develop their sense of responsibility and membership of a community.*
- *Become more outgoing with unfamiliar people, in the safe context of their setting.*
- *Show more confidence in new social situations.*
- *Play with one or more other children, extending and elaborating play ideas.*
- *Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.*
- *Increasingly follow rules, understanding why they are important.*
- *Do not always need an adult to remind them of a rule.*
- *Develop appropriate ways of being assertive.*
- *Talk with others to solve conflicts.*
- *Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.*
- *Begin to understand how others might be feeling.*

**Physical Development**

- *Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.*
- *Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.*
- *Make healthy choices about food, drink, activity and toothbrushing.*

- *Show resilience and perseverance in the face of challenge.*
- *Identify and moderate their own feelings socially and emotionally.*
- *Think about the perspectives of others.*
- *Manage their own needs.*

**Physical Development**

- *Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian*
- *Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.*

**Understanding the world**

- *Understand that some places are special to members of their community.*
- *Recognise that people have different beliefs and celebrate special times in different ways.*
- *Recognise some similarities and differences between life in this country and life in other countries.*

- *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.*
- *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.*

**Managing Self**

- *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.*

**Building Relationships**

- *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.*

**Understanding the world**

**Past and present**

- *Talk about the lives of the people around them and their roles in society.*

**People culture and communities**

	<b>Understand The World</b> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history</li> <li>Show interest in different occupations.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Continue to develop positive attitudes about the differences between people.</li> </ul>				<ul style="list-style-type: none"> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>	
Meta Cognition						
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
PSHE	<b>Welcome to school</b>  <b>Emergencies and getting help</b>	<b>People who care for us</b>  <b>Rights, responsibilities and respect</b>	<b>Healthy friendships</b>  <b>Our bodies and boundaries: NSPCC PANTS</b>	<b>Our Health</b>  <b>Healthy food choices</b>	<b>We all have feelings</b>  <b>Good and not so good feelings</b>	<b>Jessie and Friends 1 watching videos: managing our time safely whilst online</b>
Knowledge and skills  <i>(links to government statutory guidance and PSHE guidance)</i>	<b>Welcome to school</b> <b>Revisit learning from Year F Summer</b> <i>Living in the Wider World: Shared responsibilities</i> <ul style="list-style-type: none"> <li>L1. About what rules are, why they are needed, and why different rules are needed for different situations.</li> </ul>	<b>People who care for us</b> <b>Revisit learning from Year F Spring</b> <i>Relationships: Families and close positive relationships</i> <ul style="list-style-type: none"> <li>R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives.</li> </ul>	<b>Healthy friendships</b> <b>Revisit learning from Year 1 Autumn 1</b> <i>Relationships: Friendships</i> <ul style="list-style-type: none"> <li>R6. About how people make friends and what makes a good friendship.</li> <li>R7. About how to recognise when they or someone</li> </ul>	<b>Our Health</b> <b>Revisit learning from Year F Summer</b> <i>Health and Wellbeing: Healthy lifestyles (physical wellbeing)</i> <ul style="list-style-type: none"> <li>H1. About what keeping healthy means; different ways to keep healthy.</li> <li>H2. About foods that support good</li> </ul>	<b>We all have feelings</b> <b>Revisit learning from Year 1 Autumn 2</b> <i>Health and Wellbeing: Mental health</i> <ul style="list-style-type: none"> <li>H12. How to recognise and name different feelings.</li> <li>H13. How feelings can affect people's</li> </ul>	<b>Jessie and Friends 1</b> <b>Revisit learning from Year 1 Summer 1</b> <i>Health and Wellbeing: Mental health</i> <ul style="list-style-type: none"> <li>H12. How to recognise and name different feelings.</li> </ul> <i>Health and Wellbeing: Keeping safe</i>

	<ul style="list-style-type: none"> <li>▪ L5. About the different roles and responsibilities people have in their community.</li> </ul> <p>Relationships: Respecting self and others</p> <ul style="list-style-type: none"> <li>▪ R21. About what is kind and unkind behaviour, and how this can affect others.</li> </ul> <p><b>Emergencies and getting help</b> Revisit learning from Year F Spring</p> <p>Health and wellbeing: Keeping safe</p> <ul style="list-style-type: none"> <li>▪ H35. About what to do if there is an accident and someone is hurt.</li> <li>▪ H36. How to get help in an emergency (how to dial 999 and what to say).</li> </ul>	<ul style="list-style-type: none"> <li>▪ R2. To identify the people who love and care for them and what they do to help them feel cared for.</li> </ul> <p>R3. About different types of families including those that may be different to their own.</p> <ul style="list-style-type: none"> <li>▪ R4. To identify common features of family life.</li> <li>▪ R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</li> </ul> <p>Relationships: Respecting self and others</p> <ul style="list-style-type: none"> <li>▪ R23. To recognise the ways in which</li> </ul>	<p>else feels lonely and what to do.</p> <ul style="list-style-type: none"> <li>▪ R8. Simple strategies to resolve arguments between friends positively.</li> <li>▪ R9. How to ask for help if a friendship is making them feel unhappy.</li> </ul> <p>Relationships: Respecting self and others</p> <ul style="list-style-type: none"> <li>▪ R21. about what is kind and unkind behaviour, and how this can affect others.</li> <li>▪ R24. How to listen to other people and play and work cooperatively.</li> </ul> <p><b>Our bodies and boundaries: NSPCC Pants</b> Revisit learning from Year 1 Autumn 2</p> <p>Health and wellbeing: Ourselves, growing and changing</p> <ul style="list-style-type: none"> <li>▪ H25. To name the main parts of the body including external genitalia</li> </ul>	<p>health and the risks of eating too much sugar.</p> <ul style="list-style-type: none"> <li>▪ H3. About how physical activity helps us to stay healthy; and ways to be physically active every day.</li> <li>▪ H4. About why sleep is important and different ways to rest and relax.</li> <li>▪ H6. That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</li> <li>▪ H8. How to keep safe in the sun and protect skin from sun damage.</li> <li>▪ H9. About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.</li> </ul>	<p>bodies and how they behave.</p> <ul style="list-style-type: none"> <li>▪ H14. How to recognise what others might be feeling.</li> <li>▪ H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</li> </ul> <p><b>Good and not so good feelings</b> Revisit learning from Year 1 Summer 1</p> <p>Health and Wellbeing: Mental health</p> <ul style="list-style-type: none"> <li>▪ H11. About different feelings that humans can experience.</li> <li>▪ H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things.</li> <li>▪ H16. About ways of sharing feelings; a range</li> </ul>	<ul style="list-style-type: none"> <li>▪ H34. Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</li> </ul>
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		<p style="background-color: #f4a460; padding: 5px; text-align: center;"><i>they are the same and different to others.</i></p> <p><b>Rights, responsibilities and respect</b>  <b>Revisit learning from Year F Summer</b>  <i>Relationships: Managing hurtful behaviour and bullying</i></p> <ul style="list-style-type: none"> <li>▪ R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</li> <li>▪ R11. about how people may feel if they experience hurtful behaviour or bullying.</li> <li>▪ R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying</li> </ul>	<p><i>(e.g. vulva, vagina, penis, testicles).</i></p> <p><i>Relationships: Safe relationships</i></p> <ul style="list-style-type: none"> <li>▪ R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</li> <li>▪ R16. About how to respond if physical contact makes them feel uncomfortable or unsafe.</li> <li>▪ R17. About knowing there are situations when they should ask for permission and also when their permission should be sought.</li> <li>▪ R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.</li> </ul>	<ul style="list-style-type: none"> <li>▪ H10. About the people who help us to stay physically healthy.</li> </ul> <p><b>Healthy food choices</b>  <b>Revisit learning from Year 1 Spring 2</b>  <i>Health and Wellbeing: Healthy lifestyles (physical wellbeing)</i></p> <ul style="list-style-type: none"> <li>▪ H2. About foods that support good health and the risks of eating too much sugar.</li> </ul>	<p><i>of words to describe feelings.</i></p> <ul style="list-style-type: none"> <li>▪ H17. About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).</li> <li>▪ H18. Different things that they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</li> </ul>	
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		<p><i>and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.</i></p> <p><i>Relationships: Respecting self and others</i></p> <ul style="list-style-type: none"> <li>▪ <i>R21. About what is kind and unkind behaviour, and how this can affect others.</i></li> <li>▪ <i>R22. About how to treat themselves and others with respect; how to be polite and courteous.</i></li> </ul> <p><i>Living in the wider world: Shared responsibilities</i></p> <ul style="list-style-type: none"> <li>▪ <i>L2. How people and other living things have different needs;</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</i></li> </ul>			
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		<p><i>about the responsibilities of caring for them.</i></p> <ul style="list-style-type: none"> <li>▪ L3. About things they can do to help them look after their environment.</li> </ul>				
Meta Cognition						
<b>Year 2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
PSHE	Respecting Uniqueness  Our Communities	Everyday Safety  Basic First Aid	Learning about work  Horrible Hands	Jessie & Friends Sharing Pictures 2  Jessie & Friends Playing games 1	Jessie & Friends Playing games 2  Big Feelings	Keeping our teeth clean
Knowledge and skills  (links to government statutory guidance and PSHE guidance)	<p><b>Respecting Uniqueness</b> <i>Revisit learning from Year 1 Spring 1</i> Health and Wellbeing: Ourselves, growing and changing</p> <ul style="list-style-type: none"> <li>▪ H21. To recognise what makes them special.</li> <li>▪ <b>H22. To recognise the ways in which we are all unique.</b></li> <li>▪ H23. To identify what they are good at, what</li> </ul>	<p><b>Everyday safety</b> <i>Revisit learning from Year 1 Autumn 1</i> Health and Wellbeing: Keeping safe</p> <ul style="list-style-type: none"> <li>▪ H29. To recognise risk in simple everyday situations and what action to take to minimise harm.</li> <li>▪ H30. About how to keep</li> </ul>	<p><b>Learning about work</b> <i>Revisit learning from Year 2 Autumn 1</i> Living in the wider world: Economic well-being – aspirations, work and career</p> <ul style="list-style-type: none"> <li>▪ <b>L14. That everyone has different strengths.</b></li> <li>▪ L15. That jobs help people to earn money to pay for things.</li> </ul>	<p><b>Jessie &amp; Friends Sharing Pictures 2</b> <i>Revisit learning from Year 1 Summer 2</i> Health and wellbeing: Keeping safe</p> <ul style="list-style-type: none"> <li>▪ H34. Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted</li> </ul>	<p><b>Jessie &amp; Friends Playing games 2</b> <i>Revisit learning from Year 2 Spring 2</i> Relationships: Safe relationships</p> <ul style="list-style-type: none"> <li>▪ R14. That sometimes people may behave differently online, including by pretending to be someone they are not.</li> </ul>	<p><b>Keeping our teeth clean</b> <i>Revisit learning from Year 1 Spring 2</i> Health and wellbeing: Healthy lifestyles (physical wellbeing)</p> <ul style="list-style-type: none"> <li>▪ H7. About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.</li> </ul>

	<p>they like and dislike.</p> <p><i>Relationships: Respecting self and others</i></p> <ul style="list-style-type: none"> <li>R23. To recognise the ways in which they are the same and different to others.</li> </ul> <p><b>Our communities</b> Revisit learning from Year 1 Autumn 1</p> <p><i>Living in the wider world: Communities</i></p> <ul style="list-style-type: none"> <li>L4. About the different groups they belong to.</li> <li>About the different roles and responsibilities people have in their community.</li> <li>L6. To recognise the ways they are the same as, and different to, other people.</li> </ul> <p><i>Relationships: Respecting self and others</i></p> <ul style="list-style-type: none"> <li>R25. How to talk about and share</li> </ul>	<p>safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).</p> <ul style="list-style-type: none"> <li>H31. That household products (including medicines) can be harmful if not used correctly.</li> <li>H32. Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.</li> </ul> <p><b>Basic First Aid</b> Revisit learning from Year 1 Autumn 1 and Year 2 Autumn 2</p>	<ul style="list-style-type: none"> <li>L16. Different jobs that people they know or people who work in the community do.</li> <li>L17. About some of the strengths and interests someone might need to do different jobs.</li> </ul> <p><i>Living in the wider world: Economic well-being – money</i></p> <ul style="list-style-type: none"> <li>L10. What money is; forms that money comes in; that money comes from different sources.</li> <li>L11. That people make different choices about how to save and spend money.</li> <li>L12. About the difference between needs and wants; that sometimes people may not always be able to have the things they want.</li> <li>L13. That money needs to be looked</li> </ul>	<p>adult if they come across something that scares them.</p> <p><i>Relationships: Safe relationships</i></p> <ul style="list-style-type: none"> <li>R14. That sometimes people may behave differently online, including by pretending to be someone they are not.</li> <li>R15. How to respond safely to all adults they don't know.</li> </ul> <p><i>Living in the wider world: Media literacy and digital resilience</i></p> <ul style="list-style-type: none"> <li>L7. About how the internet and digital devices can be used safely to find things out and to communicate with others.</li> <li>L8. About the role of the internet in everyday life.</li> <li>L9. That not all information seen online is true.</li> </ul>	<ul style="list-style-type: none"> <li>R18. About the importance of not keeping adults' secrets (only happy surprises that others will find out eventually).</li> </ul> <p><i>Living in the wider world: Media literacy and digital resilience</i></p> <ul style="list-style-type: none"> <li>L9. That not all information seen online is true.</li> </ul> <p><i>Health and wellbeing: Keeping safe</i></p> <ul style="list-style-type: none"> <li>H28. About rules and age restrictions that keep us safe.</li> </ul> <p><b>Big Feelings</b> Revisit learning from Year 1 Summer 1</p> <p><i>Health and wellbeing: Mental health</i></p> <ul style="list-style-type: none"> <li>H13. How feelings can affect people's bodies and how they behave.</li> <li>H18. Different things they can</li> </ul>	
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	<p><i>their opinions on that matter to them.</i></p>	<p><i>Health and Wellbeing: Keeping safe</i></p> <ul style="list-style-type: none"> <li>▪ H35. About what to do if there is an accident and someone is hurt.</li> <li>▪ H36. How to get help in an emergency (how to dial 999 and what to say).</li> </ul>	<p><i>after; different ways of doing this.</i></p> <p><b>Horrible Hands</b> <i>Revisit learning from Year 1 Spring 2</i></p> <p><i>Health and wellbeing: Healthy lifestyles (physical wellbeing)</i></p> <ul style="list-style-type: none"> <li>▪ H5. Simple hygiene routines that can stop germs from spreading.</li> </ul>	<p><b>Jessie &amp; Friends Playing games 1</b> <i>Revisit learning from Year 1 Summer 2 and Year 2 Spring 2</i></p> <p><i>Health and wellbeing: Keeping safe</i></p> <ul style="list-style-type: none"> <li>▪ H34. Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</li> </ul> <p><i>Relationships: Safe relationships</i></p> <ul style="list-style-type: none"> <li>▪ R14. That sometimes people may behave differently online, including by pretending to be someone they are not.</li> <li>▪ R15. How to respond safely to</li> </ul>	<p><i>do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</i></p> <ul style="list-style-type: none"> <li>▪ H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</li> <li>▪ H20. About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</li> </ul> <p><i>Health and wellbeing: Mental health</i></p> <ul style="list-style-type: none"> <li>▪ H24. How to manage when finding things difficult.</li> <li>▪ H26. About growing and changing from</li> </ul>	
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				<p><i>all adults they don't know.</i></p> <p><i>Living in the wider world: Media literacy and digital resilience</i></p> <ul style="list-style-type: none"> <li>▪ <i>L7. About how the internet and digital devices can be used safely to find things out and to communicate with others.</i></li> <li>▪ <i>L8. About the role of the internet in everyday life.</i></li> <li>▪ <i>L9. That not all information seen online is true.</i></li> </ul>	<p><i>young to old and how people's needs change.</i></p> <ul style="list-style-type: none"> <li>▪ <i>H27. About preparing to move to a new class/year group.</i></li> </ul> <p><i>Health and wellbeing: Drugs, alcohol and tobacco</i></p> <ul style="list-style-type: none"> <li>▪ <i>H37. About things that people can put into their body or on their skin; how these can affect how people feel.</i></li> </ul>	
Meta Cognition						
<b>Year 3</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Concept	<b>Rebellion and Invasion</b>	<b>Natural elements</b>	<b>Civilisation</b>	<b>Environmental</b>	<b>Discoveries</b>	<b>Culture</b>
PSHE	<b>World of Work</b>  <b>Spending and Saving Money</b>	<b>Road Safety</b>  <b>Individual and Collective Strengths</b>	<b>Physical Activity</b>  <b>Everyday Drugs</b>	<b>Turn off let's play (The internet and everyday life)</b>  <b>Everyday feelings</b>	<b>Expressing feelings</b>  <b>Wellbeing</b>	<b>Sun Safety</b>

<p>Knowledge and skills</p> <p>(links to government statutory guidance and PSHE guidance)</p>	<p><b>World of Work</b> <i>Living in the wider world: Economic wellbeing – aspirations, work and career</i></p> <p>Revisit learning from Year 2 Spring 1</p> <ul style="list-style-type: none"> <li>L25. To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</li> <li>L26. That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.</li> <li>L27. About stereotypes in the workplace and that a person's career aspiration should not be limited by them.</li> <li>L28. About what might influence people's decisions</li> </ul>	<p><b>Road Safety</b> <i>Revisit learning from Year 2 Autumn 2</i></p> <p>Health and wellbeing: Keeping safe</p> <ul style="list-style-type: none"> <li>H41. Strategies for keeping safe in the local environment or unfamiliar places (road).</li> <li>H44. How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.</li> </ul> <p><b>Individual and Collective Strengths</b> <i>Revisit learning from Year 3 Autumn 1</i></p> <p>Health and wellbeing: Ourselves, growing and changing</p> <ul style="list-style-type: none"> <li>H27. To recognise their</li> </ul>	<p><b>Physical Activity</b> <i>Revisit learning from Year 1 Spring 2</i></p> <p>Health and Wellbeing: Healthy lifestyles (physical wellbeing)</p> <ul style="list-style-type: none"> <li>H2. About the elements of a balanced, healthy lifestyle.</li> <li>H3. About choices that support a healthy lifestyle and recognise what might influence these.</li> <li>H4. How to recognise that habits can have both positive and negative effects on a healthy lifestyle.</li> <li>H7. How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks</li> </ul>	<p><b>Turn off let's play (The internet and everyday life)</b> <i>Revisit learning from Year 2 Summer 1</i></p> <p>Health and wellbeing: healthy lifestyles (physical wellbeing)</p> <ul style="list-style-type: none"> <li>H13. About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</li> </ul> <p><b>Everyday feelings</b> <i>Revisit learning from Year 2 Summer 1</i></p> <p>Health and wellbeing: Mental health</p> <ul style="list-style-type: none"> <li>L17. To recognise that feelings can change over time and range in intensity.</li> <li>H18. About everyday things that affect feelings and the importance of expressing feelings.</li> </ul>	<p><b>Expressing feelings</b> <i>Revisit learning from Year 3 Spring 2</i></p> <p>Health and wellbeing: Mental health</p> <ul style="list-style-type: none"> <li>L17. To recognise that feelings can change over time and range in intensity.</li> <li>H18. About everyday things that affect feelings and the importance of expressing feelings.</li> <li>H19. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</li> <li>H20. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately</li> </ul>	<p><b>Sun Safety</b> <i>Revisit learning from Year 1 Spring 2</i></p> <p>Health and Wellbeing: Healthy lifestyles (physical wellbeing)</p> <ul style="list-style-type: none"> <li>H12. About the benefits of sun exposure and risks of exposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</li> <li>H14. How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</li> </ul>
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	<p>about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).</p> <ul style="list-style-type: none"> <li>L29. That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.</li> <li>L30. About some of the skills that will help them in their future careers, e.g. teamwork,</li> </ul>	<p>individuality and personal qualities.</p> <p>Living in the wider world: Economic wellbeing – aspirations, work and career</p> <ul style="list-style-type: none"> <li>L25. To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</li> <li>L30. About some of the skills that will help them in their future careers, e.g. teamwork, communication and negotiation.</li> </ul> <p>Living in the wider world: Communities</p> <ul style="list-style-type: none"> <li>L7. To value the different contributions</li> </ul>	<p>associated with an inactive lifestyle.</p> <p>Health and Wellbeing: Mental health</p> <ul style="list-style-type: none"> <li>H16. About strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</li> </ul> <p>Everyday Drugs Revisit learning from Year 1 Spring 2</p> <p>Health and Wellbeing: Keeping safe</p> <ul style="list-style-type: none"> <li>H40. About the importance of taking medicines correctly and using</li> </ul>	<ul style="list-style-type: none"> <li>H20. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</li> </ul>	<p>in different situations.</p> <p>Wellbeing Revisit learning from Year 2 Summer 1</p> <p>Health and wellbeing: Mental health</p> <ul style="list-style-type: none"> <li>H8. About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of a lack of sleep on the body, feelings, behaviour and the ability to learn.</li> </ul> <p>Health and wellbeing: Mental health</p> <ul style="list-style-type: none"> <li>H15. That mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</li> <li>H16. About strategies and behaviours that support mental</li> </ul>	
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	<p>communication and negotiation.</p> <ul style="list-style-type: none"> <li>L31. To identify the kind of job that they might like to do when they are older.</li> <li>L32. To recognise a variety of routes into careers (e.g. college, apprenticeship, university).</li> </ul> <p><b>Spending and saving money</b> Revisit learning from Year 2 Spring 1 Living in the wider world: Economic wellbeing – money</p> <ul style="list-style-type: none"> <li>L17. About the different ways to pay for things and the choices people have about this.</li> <li>L18. To recognise that people have different attitudes towards saving and spending money; what influences</li> </ul>	<p>that people and groups make to the community.</p> <ul style="list-style-type: none"> <li>L8. About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</li> </ul> <p>Relationships: Respecting self and others</p> <ul style="list-style-type: none"> <li>R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including</li> </ul>	<p>household products safely (e.g. following instructions carefully).</p> <p>Health and Wellbeing: Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> <li>H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</li> <li>H47. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</li> <li>H48. About why people choose to use or not to use drugs (including</li> </ul>		<p>health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p>	
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	<i>people's decisions; what makes something 'good value for money'.</i>	<i>online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</i>	<i>nicotine, alcohol and medicines).</i> <ul style="list-style-type: none"> <li>▪ 49. About the mixed messages in the media about drugs, including alcohol and smoking/vaping.</li> <li>▪ H50. About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.</li> </ul>			
Meta Cognition						
<b>Year 4</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Concept	<b>Rebellion and Invasion</b>	<b>Natural elements</b>	<b>Civilisation</b>	<b>Environmental</b>	<b>Discoveries</b>	<b>Culture</b>
PSHE	<b>What makes a good friend?</b>  <b>Respecting others</b>	<b>Resolving conflict and managing pressure</b>  <b>Everyday safety and basic first aid</b>	<b>Money choices</b>  <b>Volunteering and Citizenship</b>	<b>Play, like, share 1 – Alfie</b>  <b>Play, like, share 2 – Magnus</b>	<b>Play, like, share 3 – fans</b>  <b>Managing feelings</b>	<b>The environment</b>
Knowledge and skills	<b>What makes a good friend?</b> <i>Relationships: Friendships</i>	<b>Resolving conflict and managing pressure</b> <i>Relationships: Friendships</i>	<b>Money choices</b> <i>Living in the wider world: Economic wellbeing - money</i>	<b>Play, like, share 1 - Alfie</b> <i>Living in the wider world: Economic wellbeing - money</i>	<b>Play, like, share 3 - fans</b> <i>Relationships: Safe relationships</i>	<b>The environment</b> <i>Living in the wider world: Shared responsibilities</i>

<p>(links to government statutory guidance and PSHE guidance)</p>	<p><b>Revisit learning from Year 1 Spring 1</b></p> <ul style="list-style-type: none"> <li>R11. What constitutes a positive healthy friendship (mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</li> <li>R12. To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.</li> </ul>	<p><b>Revisit learning from Year 4 Autumn 1</b></p> <ul style="list-style-type: none"> <li>R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</li> <li>R15. Strategies for recognising and managing peer influence and a desire for peer approval.</li> <li>R16. How friendships can change over time, about making new friends and the benefits of having different types of friends.</li> <li>R17. That friendships have ups and downs; strategies to resolve</li> </ul>	<p><b>Revisit learning from Year 2 Spring 1</b></p> <ul style="list-style-type: none"> <li>L17. About the different ways to pay for things and the choices people have about this.</li> <li>L18. To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.</li> <li>L20. To recognise that people make spending decisions based on priorities, needs and wants.</li> <li>L21. Different ways to keep track of money.</li> </ul> <p><b>Volunteering and Citizenship</b> Living in the wider world: Shared responsibilities <b>Revisit learning from Year 2 Spring 1</b></p> <ul style="list-style-type: none"> <li>L2. How people and other living things have</li> </ul>	<p><b>Revisit learning from Year 3 Spring 2</b></p> <ul style="list-style-type: none"> <li>R27. About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not agree to, and when it is right to break a confidence or share a secret.</li> <li>R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</li> <li>R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</li> </ul> <p><b>Play, like, share 2 - Magnus</b> Health and wellbeing: Keeping safe</p>	<p><b>Revisit learning from Year 4 Spring 2</b></p> <ul style="list-style-type: none"> <li>R23. About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</li> </ul> <p><b>Managing feelings</b> Health and wellbeing: Mental health <b>Revisit learning from Year 4 Autumn 2</b></p> <ul style="list-style-type: none"> <li>H17. To recognise that feelings can change over time and range in intensity.</li> <li>H19. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</li> </ul>	<p><b>Revisit learning from Year 2 Autumn 1</b></p> <ul style="list-style-type: none"> <li>L5. Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</li> </ul>
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	<ul style="list-style-type: none"> <li>▪ R13. The importance of seeking support if feeling lonely or excluded.</li> <li>▪ R14. That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.</li> <li>▪ R16. How friendships can change over time, about making new friends and the benefits of having types of friends.</li> <li>▪ R17. That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</li> <li>▪ R18. To recognise if a friendship</li> </ul>	<p>disputes and reconcile differences positively and safely.</p> <p>Relationships: Families and close positive relationships</p> <ul style="list-style-type: none"> <li>▪ R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</li> </ul> <p><b>Everyday safety and basic first aid</b> Health and wellbeing: Keeping safe</p> <p>Revisit learning from Year 2 Autumn 2</p> <ul style="list-style-type: none"> <li>▪ H43. About what is meant by first aid; basic techniques for dealing with common injuries.</li> </ul>	<p>different needs; about the responsibilities of caring for them.</p> <ul style="list-style-type: none"> <li>▪ L3. About things they can do to help look after their environment.</li> <li>▪ L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</li> <li>▪ L5. Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</li> <li>▪ L7. To value the different</li> </ul>	<p>Revisit learning from Year 3 Spring 2</p> <ul style="list-style-type: none"> <li>▪ H42. About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</li> </ul> <p>Health and wellbeing: Keeping safe</p> <ul style="list-style-type: none"> <li>▪ L15. Recognise things appropriate to share and things that should not be shared on social media; rules surrounding</li> </ul>		
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	<p><i>(online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</i></p> <p><b>Respecting others</b> <i>Living in the wider world: Shared responsibilities</i> <b>Revisit learning from Year 2 Autumn 1</b></p> <ul style="list-style-type: none"> <li>▪ L1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws.</li> <li>▪ L2. To recognise there are human rights, that are there to protect everyone.</li> <li>▪ L3. About the relationship between rights and responsibilities.</li> <li>▪ L4. The importance of having compassion towards others;</li> </ul>	<ul style="list-style-type: none"> <li>▪ H44. How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.</li> </ul>	<p><b>contributions that people and groups make to the community.</b></p> <p><i>Health and wellbeing: Mental health</i> <b>Revisit learning from Year 3 Spring 1</b></p> <ul style="list-style-type: none"> <li>▪ H16. About strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</li> </ul> <p><i>Health and wellbeing: Ourselves, growing and changing</i> <b>Revisit learning from Year 3 Spring 1</b></p>	<p><i>distribution of images.</i></p>		
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	<p><i>shared responsibilities we all have for caring for other people and living things; how to share care and concern for others.</i></p> <p><i>Relationships: Respecting self and others</i></p> <ul style="list-style-type: none"> <li>▪ <i>R32. About respecting the differences and similarities between people and recognising what they have in common with others, e.g. physically, in personality or background.</i></li> <li>▪ <i>R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</i></li> </ul>		<ul style="list-style-type: none"> <li>▪ <i>H28. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</i></li> </ul>			
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	<ul style="list-style-type: none"> <li>R34. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</li> </ul>					
Meta Cognition						
<b>Year 5</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
PSHE	A diverse community  Respectful relationships	Illness  Nutrition and healthy eating	Puberty 1: Bodies and Reproduction  Puberty 2: Changes	Online content  Online contact	Mental health and keeping well  Managing challenge and change	Exploring risk
Knowledge and skills  (links to government statutory guidance and PSHE guidance)	<p><b>A diverse community</b> Revisit learning from Year 4 Spring 1 Living in the wider world: communities</p> <ul style="list-style-type: none"> <li>L6. About the different groups that make up their community; what living in a community means.</li> </ul>	<p><b>Illness</b> Revisit learning from Year 3 Spring 1 Health and wellbeing: Healthy lifestyles (physical wellbeing)</p> <ul style="list-style-type: none"> <li>H1. How to make informed decisions about health.</li> <li>H5. About what good physical</li> </ul>	<p><b>Puberty 1: Bodies and reproduction</b> Revisit learning from Year 1 Spring 1 Health and wellbeing: Healthy lifestyles (physical wellbeing)</p> <ul style="list-style-type: none"> <li>H9. That bacteria and viruses can affect health; how everyday hygiene routines can limit</li> </ul>	<p><b>Online content</b> Revisit learning from Year 4 Summer 1 Relationships: Safe relationships</p> <ul style="list-style-type: none"> <li>R23. About why someone may behave differently online, including pretending to be someone they are not; strategies for</li> </ul>	<p><b>Mental health and keeping well</b> Revisit learning from Year 5 Autumn 2 Health and wellbeing: Mental health</p> <ul style="list-style-type: none"> <li>H15. That mental health, just like physical health, is part of daily life; the importance of</li> </ul>	<p><b>Exploring risk</b> Revisit learning from Year 3 Spring 1 Health and wellbeing: Ourselves, growing and changing</p> <ul style="list-style-type: none"> <li>H29. About how to manage setbacks/perceived failures, including how to re-frame</li> </ul>

	<ul style="list-style-type: none"> <li>▪ L7. To value the different contributions that people and groups make to the community.</li> <li>▪ L8. About diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities.</li> <li>▪ L10. About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</li> </ul> <p>Health and wellbeing: Ourselves, growing and changing</p> <ul style="list-style-type: none"> <li>▪ H25. About personal identity; what contributes to who we are (e.g. ethnicity,</li> </ul>	<p>health means; how to recognise early signs of physical illness.</p> <ul style="list-style-type: none"> <li>▪ H10. How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</li> <li>▪ H11. How to maintain good oral hygiene (including brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/a</li> </ul>	<p>the spread of infection; the wider importance of personal hygiene and how to maintain it.</p> <p>Health and wellbeing: Ourselves, growing and changing</p> <ul style="list-style-type: none"> <li>▪ H26. That for some people gender identity does not correspond with their biological sex.</li> <li>▪ H30. To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</li> <li>▪ H31. About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle</li> </ul>	<p>recognising risks, harmful content and contact; how to report concerns.</p> <ul style="list-style-type: none"> <li>▪ R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) who they do not know.</li> <li>▪ R29. Where to get advice and report concerns if worried about their own or someone else's personal safety.</li> </ul> <p><b>Online contact</b> Revisit learning from Year 5 Spring 2</p> <p>Relationships: Friendships</p> <ul style="list-style-type: none"> <li>▪ R12. To recognise what it means to 'know someone online' and how it differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.</li> </ul>	<p>taking care of mental health.</p> <ul style="list-style-type: none"> <li>▪ H17. To recognise feelings can change over time and range in intensity.</li> <li>▪ H21. To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</li> </ul> <p><b>Managing challenge and change</b> Revisit learning from Year 5 Summer 1</p> <p>Health and wellbeing: Mental health</p> <ul style="list-style-type: none"> <li>▪ H17. To recognise feelings can change over time and range in intensity.</li> <li>▪ H21. To recognise warning signs about mental health and wellbeing and how to seek support for</li> </ul>	<p>unhelpful thinking.</p> <p>Health and wellbeing: Keeping safe</p> <ul style="list-style-type: none"> <li>▪ H37. Reasons for following and complying with regulations and restrictions (including age restrictions); how to promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</li> <li>▪ H38. How to predict, assess and manage risk in different situations.</li> <li>▪ H39. About hazards (including risk risks) that may cause harm, injury or risk in the home and what they can do</li> </ul>
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	<p>family, gender, faith, culture, hobbies, likes/dislikes).</p> <p><b>Respectful relationships</b> Relationships: Families and close positive relationships Revisit learning from Year 4 Autumn 1</p> <ul style="list-style-type: none"> <li>R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</li> </ul> <p>Relationships: Respecting self and others</p> <ul style="list-style-type: none"> <li>R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them,</li> </ul>	<p>cidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).</p> <ul style="list-style-type: none"> <li>H14. How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</li> </ul> <p><b>Nutrition and Healthy eating</b> Health and wellbeing: Healthy lifestyles (physical wellbeing) Revisit learning from Year 1 Spring 2</p> <ul style="list-style-type: none"> <li>H1. How to make informed decisions about health.</li> <li>H2. The elements of a balanced, healthy lifestyle.</li> </ul>	<p>and menstrual wellbeing, erections and wet dreams).</p> <ul style="list-style-type: none"> <li>H32. About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</li> <li>H33. About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.</li> <li>H34. About where to get more information, help and advice about growing and changing, especially about puberty.</li> <li>H35. About the new opportunities and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</li> </ul> <p>Relationships: Safe relationships</p> <ul style="list-style-type: none"> <li>R23. About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</li> <li>R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) who they do not know.</li> <li>R29. Where to get advice and report concerns if worried</li> </ul>	<p>themselves and others.</p> <ul style="list-style-type: none"> <li>H22. To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.</li> <li>H23. About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</li> <li>H24. Problem-solving strategies for dealing with emotions, challenges and change, including transition to new schools.</li> </ul>	<p>to reduce risks and keep safe.</p> <p>Relationships: Safe relationships</p> <ul style="list-style-type: none"> <li>R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</li> </ul> <p>Living in the wider world: economic wellbeing - money</p> <ul style="list-style-type: none"> <li>L22. About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.</li> <li>L23. About the risks involved in gambling; different ways money can be won or lost through</li> </ul>
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	<p><i>should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</i></p> <ul style="list-style-type: none"> <li>▪ R32. About respecting the differences and similarities between people and recognising what they have in common with others, e.g. physically, in personality or background.</li> <li>▪ R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are</li> </ul>	<ul style="list-style-type: none"> <li>▪ H3. The choices that support a healthy lifestyle and recognise what might influence these.</li> <li>▪ H4. How to recognise that habits can have both positive and negative effects on a healthy lifestyle.</li> <li>▪ H6. What constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risk associated with not eating a healthy diet including obesity and tooth decay.</li> </ul>	<p><i>that increasing independence may bring.</i></p> <p><i>Relationships: Respecting self and others</i></p> <ul style="list-style-type: none"> <li>▪ R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</li> </ul> <p><b>Puberty 2: Changes</b> <b>Revisit learning from Year 5 Spring 1</b> <i>Health and wellbeing: Ourselves, growing and changing</i></p> <ul style="list-style-type: none"> <li>▪ H26. That for some people gender identity does not correspond with their biological sex.</li> <li>▪ H30. To identify the external genitalia and internal reproductive organs in males and females and how the process of</li> </ul>	<p><i>about their own or someone else's personal safety.</i></p>		<p><i>gambling-related activities and their impact on health, wellbeing and future aspirations.</i></p>
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	<p><i>different to their own.</i></p>		<p><i>puberty relates to human reproduction.</i></p> <ul style="list-style-type: none"> <li>▪ <i>H31. About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).</i></li> <li>▪ <i>H32. About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</i></li> <li>▪ <i>H33. About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made);</i></li> </ul>			
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			<p><i>how babies need to be cared for.</i></p> <ul style="list-style-type: none"> <li>▪ <i>H34. About where to get more information, help and advice about growing and changing, especially about puberty.</i></li> <li>▪ <i>H35. About the new opportunities and responsibilities that increasing independence may bring.</i></li> </ul> <p><i>Relationships: Respecting self and others</i></p> <p><i>Revisit learning from Year 5 Spring 1</i></p> <ul style="list-style-type: none"> <li>▪ <i>R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</i></li> </ul>			
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Meta cognition						
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
PSHE	Different types of families  Healthy/harmful relationships	Keeping your body safe 1  Keeping your body safe 2	Spending decisions  Gambling	Share Aware 1 Alex  Share Aware 2 Lucy	Social Media  Feelings and common anxieties when changing schools	Changing schools
Knowledge and skills  (links to government statutory guidance and PSHE guidance)	<p><b>Different types of families</b> <i>Revisit learning from Year 5 Autumn 1</i> Relationships: Families and close positive relationships</p> <ul style="list-style-type: none"> <li>▪ R1. To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</li> <li>▪ R2. That people may be attracted to someone emotionally,</li> </ul>	<p><b>Keeping your body safe 1</b> <i>Revisit learning from Year 6 Autumn 1</i> Relationships: Safe relationships</p> <ul style="list-style-type: none"> <li>▪ R22. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</li> <li>▪ R25. Recognise different types of physical contact; what</li> </ul>	<p><b>Spending decisions</b> <i>Revisit learning from Year 4 Autumn 1</i> Living in the wider world: Economic wellbeing - money</p> <ul style="list-style-type: none"> <li>▪ L19. That people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics or giving to charity).</li> <li>▪ L22. About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.</li> </ul>	<p><b>Share Aware 1 Alex</b> <i>Revisit learning from Year 4 Autumn 1</i> Health and wellbeing: Keeping safe</p> <ul style="list-style-type: none"> <li>▪ H42. About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by</li> </ul>	<p><b>Social Media</b> <i>Revisit learning from Year 6 Spring 2</i> Health and wellbeing: Healthy lifestyles (physical wellbeing)</p> <ul style="list-style-type: none"> <li>▪ H13. About the benefits of the internet; the importance of balancing time online and with other activities; strategies for managing time online.</li> </ul> <p>Health and wellbeing: Keeping safe</p> <ul style="list-style-type: none"> <li>▪ H37. Reasons for following and</li> </ul>	<p><b>Changing schools</b> <i>Revisit learning from Year 6 Summer 1</i> Health and wellbeing: Mental health</p> <ul style="list-style-type: none"> <li>▪ H24. Problem-solving strategies for dealing with emotions, challenges and change, including transition to new schools.</li> </ul> <p>Health and wellbeing: Ourselves, growing and changing</p> <ul style="list-style-type: none"> <li>▪ H35. About the new opportunities</li> </ul>

	<p>romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</p> <ul style="list-style-type: none"> <li>R3. About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.</li> <li>R4. That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves and others.</li> </ul>	<p>is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> <ul style="list-style-type: none"> <li>R26. About seeking and giving permission (consent) in different situation.</li> <li>R27. About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not agree to, and when it is right to break a confidence or share a secret.</li> <li>R28. How to recognise pressure from others to do</li> </ul>	<ul style="list-style-type: none"> <li>L24. To identify the ways that money can impact on people's feelings and emotions.</li> </ul> <p><b>Gambling</b> Revisit learning from Year 6 Spring 1</p> <p>Living in the wider world: economic wellbeing - money</p> <ul style="list-style-type: none"> <li>L23. About the risks involved in gambling; different ways money can be worn or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.</li> <li>L24. To identify the ways that money can impact on people's feelings and emotions.</li> </ul>	<p>something seen or read online and how to report concerns, inappropriate content and contact.</p> <p>Relationships: Respecting self and others</p> <ul style="list-style-type: none"> <li>R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online.</li> </ul> <p><b>Share Aware 2 Lucy</b> Revisit learning from Year 6 Spring 2</p> <p>Living in the wider world: Economic wellbeing - money</p> <ul style="list-style-type: none"> <li>H42. About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or</li> </ul>	<p>complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p> <p>Living in the wider world: Media literacy and digital resilience</p> <ul style="list-style-type: none"> <li>L11. Recognise ways in which the internet and social media can be used both positively and negatively.</li> <li>L12. How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</li> </ul>	<p>and responsibilities that increasing independence may bring.</p> <ul style="list-style-type: none"> <li>H36. Strategies to manage transitions between classes and key stages.</li> </ul>
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	<ul style="list-style-type: none"> <li>R5. That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.</li> <li>R6. That a feature of positive family life is caring relationships; about the different ways in which people care for one another.</li> <li>R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members</li> </ul>	<p>something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> <ul style="list-style-type: none"> <li>R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</li> </ul> <p><b>Keeping your body safe 2</b> Relationships: Safe relationships Revisit learning from Year 6 Autumn 1</p> <ul style="list-style-type: none"> <li>R25. Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted</li> </ul>		<p>images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</p> <p>Relationships: Friendships</p> <ul style="list-style-type: none"> <li>R12. To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.</li> </ul> <p>Relationships: Safe relationships</p> <ul style="list-style-type: none"> <li>R22. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</li> </ul>	<ul style="list-style-type: none"> <li>L13. About some of the different ways information and data is shared and uses online, including for commercial purposes.</li> <li>L14. About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</li> <li>L16. About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.</li> </ul>	
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	<p><i>love, security and stability.</i></p> <ul style="list-style-type: none"> <li>R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</li> <li>R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</li> </ul> <p><b>Healthy and harmful relationships</b> <i>Relationships: Families and close positive relationships</i> <i>Revisit learning from Year Autumn 1</i></p> <ul style="list-style-type: none"> <li>R4. That forcing anyone to marry against their will is a crime; that help and support</li> </ul>	<p><i>physical contact.</i></p> <ul style="list-style-type: none"> <li>R26. About seeking and giving permission (consent) in different situation.</li> <li>R27. About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not agree to, and when it is right to break a confidence or share a secret.</li> <li>R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies</li> </ul>		<ul style="list-style-type: none"> <li>R23. About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</li> <li>R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</li> <li>R29. Where to get advice and report concerns if worried about their own or someone's personal safety (including online).</li> </ul>	<p><b>Feelings and common anxieties when changing schools</b> <i>Revisit learning from Year 4 Autumn 1</i> <i>Health and wellbeing:</i> <i>Mental health</i></p> <ul style="list-style-type: none"> <li>H21. To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</li> </ul> <p><i>Health and wellbeing:</i> <i>Ourselves, growing and changing</i></p> <ul style="list-style-type: none"> <li>H35. About the new opportunities and responsibilities that increasing independence may bring.</li> <li>H36. Strategies to manage transitions between classes and key stages.</li> </ul> <p><i>Relationships: Friendships</i></p>	
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	<p>is available to people who are worried about this for themselves and others.</p> <ul style="list-style-type: none"> <li>R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</li> </ul> <p>Relationships: Managing hurtful behaviour and bullying Revisit learning from Year 6 Autumn 1</p> <ul style="list-style-type: none"> <li>R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</li> <li>R20. Strategies to respond to hurtful behaviour experiences or witnessed, offline and online</li> </ul>	<p>for managing this.</p> <ul style="list-style-type: none"> <li>R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</li> </ul> <p>Health and wellbeing: Keeping safe Revisit learning from Year 6 Autumn 1</p> <ul style="list-style-type: none"> <li>H45. That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.</li> </ul>			<ul style="list-style-type: none"> <li>R13. The importance of seeking support if feeling lonely or excluded.</li> </ul>	
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	<p><i>(including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</i></p> <ul style="list-style-type: none"> <li>▪ R21. About discrimination: what it means and how to challenge it.</li> </ul> <p><i>Relationships: Safe relationships</i></p> <ul style="list-style-type: none"> <li>▪ R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</li> </ul> <p><i>Living in the wider world: Communities</i></p> <p><i>Revisit learning from Year 5 Autumn 1</i></p> <ul style="list-style-type: none"> <li>▪ L7. To value the different</li> </ul>					
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	<p><i>contributions that people and groups make to the community.</i></p> <ul style="list-style-type: none"> <li>▪ <i>L8. About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</i></li> <li>▪ <i>L9. About stereotypes; how they can negatively influence behaviour and attitudes towards others; strategies for challenging stereotypes.</i></li> </ul>					
Meta Cognition						