

Westhaven School Curriculum Map for PSHE

KEY STAGE ONE AND TWO

PSHE EYFS overview:

PSHE Key stage 1, 2, 3 and 4: [Westhaven School PSHE Overview KS1, KS2, KS3 and KS4](#)

PSHE Key stage 5 overview: [Westhaven School PSHE Overview KS5](#)

PSHE helps pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Through tailored lessons, pupils will learn how to understand and implement the key values of a PSHE curriculum. This will include staying safe and healthy, building and maintaining successful relationships – and becoming active citizens who participate in society responsibly – now and in the future.

Teaching about mental well-being is central to ensuring that pupils are well-prepared for the challenges that lay ahead of them. Our curriculum will equip pupils with the knowledge and inspiration to take care of themselves and show them how to get support if a problem arises. Our PSHE curriculum will put in place the key building blocks of healthy, respectful relationships – focusing on family and friends – both on and offline, ensuring our pupils are **valued, inspired and prepared** for life beyond Westhaven School.

The Planning Framework is organised into six sections:

1. **Self-Awareness** (Me, who I am, my likes, dislikes, strengths and interests)
2. **Self-care, Support and Safety** (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
3. **Managing Feelings** (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. **Changing and Growing** (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
5. **Healthy Lifestyles** (Being and keeping healthy, physically and mentally)
6. **The World I Live In** (Living confidently in the wider world)

Opportunities are presented for pupils (where appropriate/possible) to:

- Experience taking and sharing responsibility.
- Feel positive about themselves and others.
- Reflect on their perceptions and experiences.
- Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible.
- Carry out or take part in daily personal living routines.

- Make real decisions (with support where necessary so that they can act upon them).
- Take part in group activities and make contributions.
- Develop and maintain positive relationships and interactions with others.
- Recognise and celebrate their achievements and successes.

At Westhaven, English is the heart of our curriculum. We are committed to raising the standards in phonics and early reading of our learners through every curriculum subject. At Westhaven, we follow the approach to phonics teaching as outlined in the DfE validated programme UNLOCKING LETTERS AND SOUNDS.

Advice for teachers:

Each term one of the six themes should be covered; these are listed in the far left column. The outcomes within that section all must be covered within that given term. The outcomes are labelled with numbers, those numbers represent the order of the lessons, some terms have 6 lessons, and some have 7.

Term 1 - Self-awareness						
	KS1 Cycle A	KS1 Cycle B	KS2 Lower Cycle A	KS2 Lower Cycle B	KS2 Upper Cycle A	KS2 Upper Cycle B
	<p>1. Respond with curiosity to stimuli about the ways in which we are special.</p> <p>2. Respond with curiosity to stimuli about our family.</p>	<p>1. Describe ourselves, recognising that there is self and there are others</p>	<p>1. Identify things we are good at (strengths/talents).</p> <p>Describe the ways in which we are special and unique.</p>	<p>1. Describe things that we enjoy or that make us feel happy.</p> <p>Identify what we are good at, both in and out of school.</p> <p>2. Recognise that being unique means we might like and be good at different things from other people.</p>	<p>1. Describe and demonstrate things we can do well and identify areas where we need help to develop.</p> <p>Identify hopes/wishes for our future lives</p>	<p>1. Identify things we can do for ourselves to help us develop our strengths and those areas where we need help from others.</p> <p>Identify own hopes/aspirations; explain in simple terms how we might achieve them.</p>
	<p>3. Respond with curiosity to stimuli about what anger is and what being angry feels like.</p>	<p>2. Describe what feeling angry means.</p> <p>Describe what feeling upset means.</p>	<p>2. Identify when people are being kind or unkind – either to us or to others.</p> <p>Give examples of how our</p>	<p>3. Identify what teasing means and how people who are teased might feel.</p> <p>Give reasons why</p>	<p>2. Explain what is meant by hurtful behaviour and bullying (including verbal, physical and emotional, e.g.</p>	<p>2. Explain that all bullying is abusive and some can be prejudice-based (e.g. because of someone's skin colour, religion, the way</p>

	<p>Respond to stimuli about what feeling upset means.</p>	<p>3. Recognise that behaviour which hurts others' bodies or feelings is wrong.</p>	<p>feelings can be hurt.</p> <p>Describe how this may make us feel angry, worried or upset.</p>	<p>teasing or name-calling is not Acceptable.</p> <p>Identify what we can do if others are excluding us or being unkind.</p>	<p>omission/exclusion)</p> <p>Recognise that this can happen online.</p> <p>3. Describe and/or demonstrate what we can say or do if we or someone else is being bullied.</p> <p>Identify trusted adults to tell if we think we or someone else is being unkind to us or we think we are being bullied.</p>	<p>they look, their disability or their family setting).</p> <p>Recognise that this is unacceptable behaviour and that a trusted adult needs to be told about it.</p> <p>3 .Identify different positive responses we can take towards unkind behaviour and bullying.</p> <p>Describe what we can do (including whom to tell) if we witness or experience hurtful behaviour or bullying</p>
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<p>4. Respond to an adult modelling how we can show we are ready to participate in an activity.</p> <p>5. Respond with curiosity to modelling of 'good Listening' and Respond to 'taking turns' as modelled by both adults and peers.</p>	<p>4. Demonstrate being alert and ready to listen.</p> <p>Demonstrate good listening and describe how to listen to other people.</p> <p>5. Describe times when we take turns in school.</p>	<p>3. Identify reasons why it is important to listen to other people.</p> <p>Identify some actions/behaviours that show we are being polite and courteous to other people.</p> <p>4. Demonstrate ways of playing and working cooperatively.</p> <p>Explain what we mean by 'being fair' to one another.</p>	<p>4. Identify times when we have listened to others and worked Collaboratively.</p> <p>5. Demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us.</p> <p>Identify reasons why it may be upsetting for others if we don't wait for our turn.</p>	<p>4. Describe some ways of playing and working with others so that everyone feels happy and is able to do their best.</p> <p>Demonstrate working collaboratively towards shared goals.</p> <p>Recognise occasions when we have worked as a team or in a group to achieve something.</p> <p>Describe how to recognise if someone else has missed their 'turn'; explain how this might make them feel; demonstrate how to resolve this.</p>	<p>4. Explain why listening and respecting others' points of view helps us to get on with others.</p> <p>Identify and demonstrate ways of improving our own practice when working in a team.</p> <p>Offer constructive feedback to support others working in our Team.</p> <p>Explain why 'turn-taking' can help everyone to feel included.</p>
<p>6. Respond with anticipation to stimuli depicting people who are special to us.</p>	<p>6. Identify people who are special to us.</p> <p>Give some examples of ways we might let them know they are special to us.</p> <p>Recognise what is meant by 'family'</p>	<p>5. Describe what makes our family, friends, teachers, carers special to us.</p> <p>Identify the people who make up our family.</p>	<p>6. Identify some of the qualities our special people/friends may have.</p> <p>Describe positive feelings we may have when we spend time with friends and family.</p>	<p>5. Give some practical examples of the ways our special people care for us and help us with problems and difficulties.</p> <p>Identify different types of family.</p>	<p>5. Explain that if people we like do unkind things to us or our friends we do not have to tolerate it.</p> <p>Identify ways in which we can get help if people have been unkind to us or our friends.</p>

				Identify whom to tell if something in our family life makes us unhappy or worried.		6. Describe ways in which families can be different
	7. Respond to stimuli about different feelings we or others may experience	7. Describe times when we may feel unhappy with our friends or family members. Demonstrate positive ways we could let others know how we are feeling.	6. Describe ways in which friends, classmates, family members may disagree and 'fall out'. 7. Demonstrate some ways of 'making up' after a falling out.	7. Explain how other people may feel differently to us about the same situation and offer some examples. Identify how to treat ourselves and others with respect.	6. Explain why it is important to listen to others' point of view; demonstrate active listening; demonstrate simple ways of resolving disagreements. 7. Describe what it means to 'fall out' with friends or family. Identify what might make someone feel that they are in an unhappy or unhealthy friendship or relationship.	7. Explain that our feelings about other people can change and that this is okay. Identify kind ways of letting people know our feelings towards them have changed. Identify what we can say, do or whom we can tell if we are worried or unhappy in a friendship or relationship.
Term 2- Self-care, support and safety						
	KS1 Cycle A	KS1 Cycle B	KS2 Lower Cycle A	KS2 Lower Cycle B	KS2 Upper Cycle A	KS2 Upper Cycle B

	<p>1. Respond to stimuli about the people who look after us.</p>	<p>1. Identify people who look after us and help us to take care of ourselves.</p>	<p>1. Identify some of the ways in which we may be cared for by our families, friends and other adults.</p> <p>Identify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed etc.).</p>	<p>1. Identify things we can do by ourselves to look after ourselves and stay healthy and things we need adult help with.</p>	<p>1. Identify some simple ways we can help to keep ourselves well.</p> <p>Identify simple ways some germs/illnesses may be spread.</p>	<p>1. Describe different ways we keep ourselves healthy and well.</p> <p>Explain or demonstrate what we and others can do to prevent the spread of germs and why this is important.</p>
	<p>2. Respond to stimuli about keeping physically safe.</p> <p>Respond with curiosity to stimuli about the adults who are responsible for keeping us safe.</p>	<p>2. Describe some simple ways we can help keep ourselves physically safe in school.</p>	<p>2. Give simple reasons why it is important to help keep ourselves physically safe.</p> <p>Describe ways to help keep ourselves physically safe out of school, on the way to school and when out with family, carers or friends.</p> <p>Explain how we know when we might need to ask for help. Identify people at home, school and in other settings who are responsible for helping us keep</p>	<p>2. Name and describe feelings associated with not feeling safe (e.g. worried, scared, frightened) and identify trusted adults who can help us if we feel this way.</p> <p>Demonstrate ways of making it clear to others when we need help.</p> <p>Describe some simple rules for keeping safe near water, railways, roads and fire.</p>	<p>2. Identify some different responsibilities we may have to help keep ourselves and others safe.</p> <p>Identify when someone might need first aid because they are hurt/ injured.</p> <p>Explain why it is important to persist with asking for help if our initial requests are not met or understood.</p>	<p>2. Evaluate ways of keeping safe in a variety of relevant situations and identify possible risks and hazards.</p> <p>Describe some simple strategies for keeping physically safe in situations when we might feel afraid.</p> <p>3. Recognise when a situation is an emergency and explain or demonstrate how to get help, including how to call 999.</p>

			physically safe.			
<p>3. Respond to stimuli about the different ways we can communicate with adults in school.</p> <p>Respond to stimuli about ways of asking for help.</p> <p>4. Respond to stimuli about what we mean by keeping a secret and what we mean by a surprise.</p>	<p>3. Identify trusted adults in school.</p> <p>Recognise things we would call 'personal' and things we would call 'private'.</p> <p>4. Recognise what keeping something secret means.</p> <p>Identify someone who can help us if we are afraid or worried.</p>	<p>3. Explain why 'trust' is not the same as 'like'.</p> <p>Give examples of what is meant by trust.</p> <p>Identify how we feel when we trust someone.</p> <p>4. Identify some reasons for keeping personal information private.</p> <p>Identify the difference between a 'surprise' and a 'secret'.</p> <p>Recognise that people do not have to keep secrets; that it is important to tell or show someone if we are worried, afraid or sad.</p> <p>Demonstrate how to ask for help or attract someone's attention if something happens that makes us feel sad, worried or frightened.</p>	<p>3. Recognise that we do not have to trust someone just because they say we should.</p> <p>Recognise that no adult should ever ask us to keep a secret but that sometimes we don't tell others about a nice surprise that they will find out about eventually, so as not to spoil the surprise.</p> <p>4. Explain that we should not keep any secret that makes us feel uncomfortable, afraid, worried or anxious, no matter who asks us.</p> <p>Explain when and why to ask an adult for help if we're asked to share information or keep a secret.</p>	<p>3. Describe 'degrees of trust'</p> <p>Explain that if we don't feel sure about sharing information or feel pressured, we don't have to.</p> <p>Give examples of how others may put us under pressure to do something.</p> <p>4. Explain what a 'dare' is and what people might say or do if they are 'daring' us.</p> <p>Identify some basic strategies for saying 'no' to pressure or dares.</p> <p>Identify whom to tell in different situations and what we could say.</p>	<p>4. Give examples of when we might take back our trust if we feel someone no longer deserves it.</p> <p>Describe how we might feel if someone has dared us to do something.</p> <p>Explain or demonstrate strategies to resist pressure to behave in inappropriate ways.</p> <p>Demonstrate what we can say and do and where to get help if we have been pressurised, or seen someone else being pressurised, to do something risky.</p>	
<p>5. Respond with curiosity to adult modelling of</p>	<p>5. Describe some ways that we use to communicate, including</p>	<p>5. Demonstrate simple ways of communicating our choices to others.</p>	<p>5. Describe simple ways of keeping safe online, such as using</p>	<p>5. Explain how other people's identity online can be</p>	<p>5. Demonstrate practical strategies for keeping safe when using specific digital</p>	

<p>different ways that people communicate with each other.</p>	<p>online.</p>	<p>Give examples of how people might use technology to communicate with others.</p> <p>Identify some risks of communicating online.</p>	<p>passwords or having adult help to access the internet.</p> <p>Explain that there may be people online who do not have our best interests at heart.</p> <p>Identify things that we should never share online without checking with a trusted adult first.</p>	<p>different to what it actually is in real life.</p> <p>Explain how to respond if we're not sure if someone online is who they say they are.</p> <p>6. Identify some benefits of balancing time on electronic devices with other activities.</p>	<p>devices and platforms.</p> <p>Explain how what we post online might affect ourselves or others</p> <p>Describe strategies to help us stop and think about the possible consequences for ourselves or others before we post something online.</p> <p>6. Identify basic rules for using social media, including age restrictions and why they exist.</p> <p>Identify whom we can talk to, or report concerns to, if someone asks us for, or sends us, an image or information that makes us feel uncomfortable.</p>
<p>6. Respond to stimuli about things that belong to us.</p> <p>7. Respond to stimuli about what is meant by the word private.</p> <p>Respond to stimuli about things we might do with other people</p>	<p>6. Identify and recognise some personal belongings.</p> <p>7. Recognise the difference between something that is private and something that is public.</p> <p>Explain that we have a</p>	<p>6. Describe ways we take care of our personal belongings.</p> <p>7. Identify places that are public and places that are private.</p> <p>Identify some of the places/times/situations which we or others</p>	<p>6. Demonstrate how to ask to borrow or use something that belongs to someone else.</p> <p>7. Explain what is/is not appropriate to do in a public place; give reasons why this is the</p>	<p>7. Describe how we might feel if our personal belongings are lost or damaged.</p> <p>Demonstrate how to tell a trusted adult if someone damages, or we have lost, our</p>	<p>7. Demonstrate ways to give and not give permission when asked to lend belongings.</p> <p>Explain why we must respect the rights of others who may refuse to lend something to us; explain why this does not mean they do not like us.</p>

	and things we would do on our own.	right to keep our bodies private.	would expect to be 'private'. Give simple examples of some things we might do in private but never in public	case (include masturbation if appropriate). Explain that there are likely to be things about ourselves we are comfortable sharing with everyone; things we are comfortable sharing with our friends; things we are comfortable sharing with our most special people and things we do not want to, or should not share with anyone.	personal belongings. Explain the importance of respecting others' belongings, privacy and feelings. Identify practical strategies to ensure our privacy and that of others.	Explain what we can do/ say or whom we can tell if someone does not respect our privacy, or shares something with us that makes us feel uncomfortable. Explain why we should tell a trusted adult even if someone has told us not to.
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Term 3 - Managing feelings

	KS1 Cycle A	KS1 Cycle B	KS2 Lower Cycle A	KS2 Lower Cycle B	KS2 Upper Cycle A	KS2 Upper Cycle B
	<p>1. Respond with curiosity to stimuli about different emotions.</p> <p>2 -happy 3 -sad 4 -fear</p> <p>5. Respond with curiosity to stimuli which depict facial expressions</p>	<p>1. Describe different kinds of feelings we may have experienced; those we like and those we don't like.</p> <p>2. Identify things that make us feel happy.</p> <p>Identify things that may make us cry/feel sad.</p>	<p>1. Describe some good (comfortable) and not so good (uncomfortable) feelings;</p> <p>Describe how they might make our body feel.</p> <p>2. Recognise that when we experience a change or a loss we may feel sad/</p>	<p>1. Explain why no-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to.</p>	<p>1. Demonstrate vocabulary/ communication skills for expressing the intensity of a feeling.</p> <p>2. Demonstrate understanding of the zones of regulation</p>	<p>1. Explain that everyone experiences a range of feelings at different times (e.g. feeling happy, excited, sad, angry, fearful, surprised, nervous).</p>

	<p>representing different emotions/ feelings.</p>	<p>3. Identify what makes us feel upset,</p> <p>4. Identify what makes us angry, worried,</p> <p>5. Identify what makes us anxious, frightened.</p>	<p>unhappy.</p> <p>3. Identify signs, actions, facial expressions, body language which can help us identify how others might be feeling.</p> <p>4. Recap any emotions appropriate to the group</p>			
	<p>6. Respond to stimuli about some of the different ways we can communicate our feelings and needs to others.</p>	<p>6. Identify some different ways of communicating feelings and needs to others.</p>	<p>5. Demonstrate vocabulary/ communication skills to express a range of different feelings.</p> <p>6. Recognise ways we can help ourselves to feel better if we are feeling sad or upset.</p>	<p>2. Describe and demonstrate simple strategies that can help us manage not so good (uncomfortable) feelings</p> <p>3. And the people who can help us, with the above.</p> <p>4. Demonstrate simple strategies to help us manage very strong feelings,</p> <p>5 and 6. Including in response to change and loss.</p>	<p>3. Recognise what zone they are in and change or stay in that zone (zones of regulation)</p> <p>4. Give simple reasons why it is important that others know how we are feeling.</p> <p>5. Describe some simple ways we can help others to feel better if they are feeling sad or upset.</p> <p>6. Explain how rest and spending time doing things we</p>	<p>2. Explain that when we get upset, angry or frustrated our actions can affect others as well as ourselves.</p> <p>3. Describe or demonstrate how to respond appropriately to others' feelings.</p> <p>4. Explain what zone they are in and how to stay in that zone (zones of regulation).</p> <p>5. Recognise that emotions, sensory experiences, physiological needs (e.g. hunger) and</p>

					enjoy can help to make us feel happy.	environments can influence what zone you are in. 6. Identify a range of calming and alerting strategies/tools that support them (zones of regulation)
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Term 4 – Changing and growing

	KS1 Cycle A	KS1 Cycle B	KS2 Lower Cycle A	KS2 Lower Cycle B	KS2 Upper Cycle A	KS2 Upper Cycle B
	<p>1. Respond with curiosity to prompting about babies, what they look like and how they behave;</p> <p>2. About how we have changed since we were babies.</p>	<p>1. Identify some of the differences between a baby, child and adult.</p>	<p>1. Describe how our needs have changed since we were a baby.</p>	<p>1. Describe some of the things we can do now that we couldn't do when we were younger.</p>	<p>1. Identify stages of the human life cycle.</p>	<p>1. Explain how the needs of babies, children, adults and older people differ.</p>
	<p>3. Respond with curiosity to adult prompting of the names for body parts and changes of puberty.</p>	<p>2. Recognise correct vocabulary for some of the main body parts, including genitalia.</p> <p>Recognise that bodies change as people</p>	<p>2. Describe the main physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate).</p>	<p>2. Describe some of the physical changes that occur as we grow up (e.g. body shape, height, menstruation).</p>	<p>2. Describe what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ ejaculation, hair growth, skin and</p>	<p>2. Recognise that people experience the physical and emotional changes of puberty over different lengths of time.</p> <p>Identify reliable sources of advice on growing and</p>

		<p>become adults, including the onset of menstruation (when appropriate).</p>	<p>Identify whom we can talk to about growing and changing.</p>		<p>voice changes.</p> <p>3. Use correct vocabulary to name male and female reproductive organs.</p> <p>Recognise that during and after puberty, some people enjoy masturbating, and this should be done in private.</p>	<p>changing.</p>
<p>4. Respond with interest to stimuli about different kinds of daily physical contact we experience.</p> <p>5. Respond to adult modelling/visual stimuli for how to show through our responses if we are unhappy/uncomfortable with the way someone is touching us.</p>	<p>3. Identify some of the ways trusted adults/family members may physically touch us as part of our daily care, during play or to show affection.</p> <p>4. Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched.</p>	<p>3. Explain that our bodies belong to us and that we have a right to feel safe.</p> <p>Recognise the need to respect other people's bodies and to ask for permission before we touch them.</p> <p>4. Explain when and why physical contact may be inappropriate (e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it).</p> <p>Identify occasions when it might be okay for someone to make us feel uncomfortable (injections, cleaning cuts</p>	<p>3. Describe different types of physical contact; explain how to differentiate between acceptable and unacceptable, comfortable and uncomfortable necessary and unnecessary physical Contact.</p> <p>4. Describe or demonstrate how to respond to unwanted physical contact; how to let someone know we don't like it or want it.</p> <p>Identify trusted adults we can tell.</p>	<p>4. Explain that we have the right to protect our bodies from inappropriate/unwanted touching.</p> <p>Explain how we can respect other people's right to protect their bodies from inappropriate/unwanted touching.</p> <p>Explain when and whom to tell if we are worried, and the importance of persisting in</p>	<p>3. Explain that our bodies should be looked after and that female genital mutilation (FGM) (removing or injuring female genitalia for non-medical reasons) is wrong and illegal, even if some adults think it is necessary.</p> <p>Identify someone we could safely go to for help if we are worried about ourselves or someone else</p>	

			or grazes)		telling until we feel comfortable and safe.	
	6. Respond to stimuli about some of the different kinds of relationships there are within families.	5. Give examples of different types of relationships. 6. Identify the people who make up our family.	5. Identify different types of family. 6. Recognise others' families in school may be different from their family.	5. Identify some of the ways in which we may be cared for by our families, friends and other adults who care for us. 6. Explain that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship.	5. Recognise that two people in a long term relationship might live together or be married (or in a civil partnership); that getting married must always be a choice both people make together. Recognise that two people who love and care for one another may or may not have children. 6. Identify some of the roles and responsibilities of parents and carers.	4. Explain the features of a healthy and positive friendship or family relationship. 5. Identify whom to tell if something in our family life makes us unhappy or worried. 6. Recognise that relationships, including marriage and civil partnership, can be between people of any gender.

Term 5 Healthy lifestyles

	KS1 Cycle A	KS1 Cycle B	KS2 Lower Cycle A	KS2 Lower Cycle B	KS2 Upper Cycle A	KS2 Upper Cycle B
	1. Respond to different stimuli about what it means to be 'healthy'.	1. Identify foods that we like and dislike to eat.	1. Identify some examples of healthy foods. Identify some examples of foods that should only	1. Explain why some foods are healthier than others. Explain why we might need to eat foods we	1. Explain what it means to eat a healthy, balanced diet. Give examples of	1. Describe which foods we should only eat occasionally and explain why eating too much of them could harm our health.

			be eaten once in a while.	might not like very much.	occasions when we can make choices about the foods that we like to eat. 2. Explain what can help us choose what to eat. Recognise that some people may not be able to eat certain foods because they will make them ill (allergies).	Identify some influences on our food choices, and when these might be positive or negative.
<p>2. Respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies.</p> <p>3. Respond to stimuli relating to sun safety</p>	<p>2. Demonstrate or communicate an example of taking care of our bodies (e.g. skin, hair or teeth).</p> <p>3. Recognise the importance of simple rules for sun safety.</p> <p>4. Recognise how we feel if we have not had enough sleep.</p>	<p>2. Describe or demonstrate simple hygiene routines.</p> <p>3. Identify the physical activities we like doing; describe how they might make us feel (physically and emotionally).</p> <p>Describe some simple ways of staying safe in the sun.</p> <p>4. Recognise that sleeping well is one way we can stay healthy.</p>	<p>2. Give reasons why it is important to take care of personal hygiene.</p> <p>3. Describe some of the different ways to be physically healthy.</p> <p>Explain how the physical activities we enjoy doing help to keep us healthy.</p> <p>4. Describe simple routines for going to bed/going to sleep.</p>	<p>3. Describe what might happen if we don't take care of our personal hygiene.</p> <p>Explain some of the benefits of balancing exercise, food and rest.</p> <p>4. Identify what might happen to our bodies if we don't protect them from overexposure to the sun.</p>	<p>2. Explain why it is important to take care of our bodies both now and in the future.</p> <p>Explain some things that can stop us sleeping well, and suggest ways to manage these.</p> <p>3. Recognise how spending excessive time on electronic devices can affect sleep, mental and physical wellbeing.</p>	

<p>4. Respond to stimuli about the ways pain can affect different parts of our body and how we can communicate to someone that we are in pain.</p> <p>5. Respond with curiosity to stimuli about the people who help us when we are feeling unwell.</p> <p>6. Respond to role play of learning to dial 999</p>	<p>5. Demonstrate how to tell someone that we are feeling ill, uncomfortable, or are in pain.</p> <p>Explain that when we are hurt or unwell we may have to go to bed, see a nurse or doctor, or go to the hospital.</p> <p>6. Recognise that we may be given medicines to help us get better and that these will be given to us by a nurse or doctor (or by our parent/carer looking after us).</p>	<p>5. Identify medication that can help people to keep well; give examples of when this might be used.</p> <p>Identify the difference between things that go on our body (creams, lotions) and things that go in our bodies (injections, tablets, liquid medicine).</p> <p>6. Identify some substances or chemicals around the home that we should never taste or swallow; and where we might come across them.</p>	<p>5. Identify some symptoms we may experience when we are not feeling well.</p> <p>Recognise that people sometimes need to take medicines in different forms, including tablets, injections, inhalers.</p> <p>6. Explain why it is important not to touch, taste or take medicines without a trusted adult being with us.</p> <p>Explain why we should never take someone else's medication.</p>	<p>5. Recognise and give examples of the difference between someone who can give us medicines/ drugs (e.g. doctors, nurses, pharmacists) and someone who cannot (e.g. our friends).</p> <p>Describe that sometimes we may be given an injection by a doctor or nurse to help to prevent us from catching a disease (vaccination).</p> <p>Explain why we should not accept medicines/ drugs from anyone (unless a responsible/ qualified person has given it to them for us, e.g. our parents/carers/trusted adults).</p> <p>6. Describe how smoking and drinking</p>	<p>4. Give reasons why there are rules about what we can and should not put inside our bodies; and explain what these are.</p> <p>5. Identify some possible side effects of substances that are not meant for children to consume (e.g. alcohol).</p> <p>6. Explain that no-one should ever make us, or try and persuade us to drink alcohol, smoke, taste or swallow anything we are not sure is safe or that is against our wishes, and that we have a right to say no.</p> <p>Identify simple strategies we can use if we are offered a cigarette, alcohol or other type of substance.</p>
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					<p>alcohol can affect people's health.</p> <p>Identify whom we can talk to if we are worried about health.</p>	
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Term 6 The World I live in

	KS1 Cycle A	KS1 Cycle B	KS2 Lower Cycle A	KS2 Lower Cycle B	KS2 Upper Cycle A	KS2 Upper Cycle B
	<p>1. Respond to stimuli with awareness and curiosity about the physical differences between people.</p>	<p>1. Identify simple differences and similarities between people.</p>	<p>1. Describe things that all people have in common.</p> <p>Identify some differences and similarities between people in terms of ethnicity, culture, religious identity etc. (protected characteristics in the Equality Act 2010).</p>	<p>1. Recognise that people who share one characteristic (e.g. race, religion, gender or disability) are all different and unique.</p> <p>Explain that we should never make assumptions about people because they belong to a particular group or share a particular characteristic.</p>	<p>1. Identify possible reasons for why some people might be rude or unkind towards others because they are 'different' (prejudiced) and treat them unfairly because of it (discriminate).</p> <p>Give reasons why it is always unacceptable to be rude or unkind towards other people; identify whom we could talk to if we experienced or observed this.</p>	<p>1. Recognise that we may sometimes hear or read something (including online) that is rude and unkind about other people and explain ways we can safely respond, including how to report it.</p> <p>Explain why we should not 'like' or 'forward' such comments online; identify whom we could talk to about them.</p>

	2. Respond to stimuli about the different jobs adults in school do.	2. Identify some different jobs that people we know do.	2. Identify some of the ways in which different adults who work in school contribute to school life.	2. Describe a range of jobs that people might have and the qualities they might need to do them. 3. Identify a job we might like to do in the future.	2. Identify jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff); explain how the community is helped through the work they do.	2. Explain why we should not call emergency services for a joke or a dare; describe the possible impact this might have on ourselves or others. 3. Recognise how strengths, qualities and things we learn in school might link to possible future jobs.
	3. Respond to stimuli or adult modelling about the things we are allowed to do in school.	3. Give some simple examples of things we are allowed/not allowed to do in school (rules).	3. Explain how rules help us; rules we have in the classroom and at home.	4. Identify particular rules in school that help to keep us safe and how they do this.	3. Explain how rules and laws help us to live and work with other people outside of school.	4. Identify what might happen if we did not have rules and laws or if people ignored them.
	4. Respond to stimuli which demonstrate the ways in which we are cared for by trusted adults.	4. Identify simple ways in which we may take care of people and/or animals.	4. Give reasons why it is important to take care of people, animals and all living things.	5. Describe our own home and explain how we and family members may take care of it.	4. Explain how we can take care of our school environment.	5. Explain what might happen if the wider environment is not taken care of (e.g. litter, graffiti, vandalism, pollution).
	5. Respond to stimuli about the different groups we belong to (e.g. family, school, clubs, faith).	5. Identify some different groups that we may belong to (e.g. family, school, clubs, faith).	5. Describe things we do in the groups we belong to.	6. Describe how being part of a group makes us feel. Identify specific things we take part in as a member of these groups.	5. Describe what it means to be part of a community. Identify different groups that make up our community.	6. Explain how it feels to be part of a community. Suggest ways we can help people to feel welcome in the different groups and communities we belong to.

	<p>6. Respond with curiosity to stimuli about what money looks like.</p> <p>7. Respond with curiosity to stimuli about different items that shops sell.</p>	<p>6. Recognise money (e.g. coins and notes) and what it is used for.</p> <p>7. Identify items in shops that are sold for money (including online).</p>	<p>6. Identify places or situations where money is used to pay for things (e.g. shops, cafés, on the bus/ train).</p> <p>Recognise some different ways to pay for things (e.g. coins, notes, bankcards, online, phone payment).</p> <p>7. Explain some different ways of keeping money safe.</p>	<p>7. Identify where we may get money from and for what reasons (e.g. presents from relatives or pocket money from a family member).</p> <p>Identify things we (or adults we know) might spend money on, such as food, clothes and things we need to help us to live.</p>	<p>6. Identify what is meant by a 'need' and a 'want' in relation to spending money.</p> <p>Give some simple examples of what might be a 'need' and a 'want'.</p> <p>7. Explain what it means to save money and why we might do it.</p>	<p>7. Explain what is meant by the term 'afford' (in the context of money).</p> <p>Identify possible consequences of losing money on ourselves or others; whom to go to or how to seek help if this happens to us.</p>

RELATIONSHIPS EDUCATION PRIMARY – Statutory content reference points

Topic	Content grids from the DfE statutory guidance: Relationships Education (Primary) By the end of primary school <u>pupils should know</u> :	PSHE education Planning Framework for Pupils with SEND KEY STAGES 1 AND 2 Section and row references:
Families and people who care for me	That families are important for children growing up because they can give love, security and stability.	Self-Awareness: SA4

	The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	Self-Awareness: SA4, SA5 Changing and Growing: CG4
	That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	Changing and Growing: CG4 Self-Awareness: SA5
Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends.	Self-Awareness: SA4
	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Self-Awareness: SA5
	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Self-Awareness: SA5
	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	Self-Awareness: SA4, SA5
	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	Self-Awareness: SA4, SA5 Self-Care, Support and Safety: SSS3
Respectful relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	Self-Awareness: SA3
	Practical steps they can take in a range of different contexts to improve or support respectful relationships.	Self-Awareness: SA3 Managing Feelings: MF2

	The conventions of courtesy and manners.	Self-Awareness: SA3
	The importance of self-respect and how this links to their own happiness	Self-Awareness: SA4, SA5
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	Self-Awareness: SA2
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	Self-Awareness: SA2 The World I Live In: WILI 1
	What a stereotype is, and how stereotypes can be unfair, negative or destructive.	The World I Live In: WILI 1
	The importance of permission-seeking and giving in relationships with friends, peers and adults.	Changing and Growing: CG1
Online relationships	That people sometimes behave differently online, including by pretending to be someone they are not.	Self-Care, Support and Safety: SSS4
	That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.	Self-Care, Support and Safety: SSS4
	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	Self-Care, Support and safety: SSS4 Self-Awareness: SA2
	How information and data is shared and used online.	Self-Care, Support and Safety: SSS4
	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	Self-Care, Support and Safety: SSS2, SSS3, SSS4
Being safe	What sorts of boundaries are appropriate in friendships with peers and others	Self-Care, Support and Safety: SSS3

	(including in a digital context).	
	About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	Self-Care, Support and Safety: SSS3
	What each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	Self-Care, Support and Safety: SSS5 Changing and Growing: CG3
	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Self-Care, Support and Safety: SSS2, SSS3
	How to recognise and report feelings of being unsafe or feeling bad about any adult.	Self-Care, Support and Safety: SSS3, SSS4
	How to ask for advice or help for themselves or others, and to keep trying until they are heard.	Self-Care, Support and Safety: SSS2, SSS4
	How to report concerns or abuse, and the vocabulary and confidence needed to do so.	Self-Care, Support and Safety: SSS4, SSS5 Changing and Growing: CG3 Self-Awareness: SA2
	Where to get advice (e.g. family, school and/or other sources).	Self-Awareness: SA2, SA5 Self-Care, Support and Safety: SSS3, SSS4 Changing and Growing: CG3

HEALTH EDUCATION PRIMARY - Statutory content reference points

Topic	Content grids from the DfE statutory guidance: Relationships Education (Primary) By the end of primary school <u>pupils should know:</u>	PSHE education Planning Framework for Pupils with SEND KEY STAGES 1 AND 2 Section and row references:
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Mental wellbeing	That mental wellbeing is a normal part of daily life, in the same way as physical health.	Managing Feelings: MF1
	That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	Managing Feelings: MF1 Self-Care, Support and Safety: SSS2
	How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	Managing Feelings: MF1, MF3
	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Managing Feelings: MF1 Self-Awareness: SA2, SA4, SA5 Self-Care, Support and Safety: SSS2
	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Healthy Lifestyles: HL2
	Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Managing Feelings: MF2
	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	Self-Awareness: SA2
	Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	Self-Care, Support and Safety: SSS3
	It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	Relationships: Managing Feelings: MF1
Internet safety and	That for most people the internet is an integral part of life and has many benefits.	Self-Care, Support and Safety: SSS4

harms	About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	Healthy Lifestyles: HL2 Self-Care, Support and Safety: SSS3, SSS4
	How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	Self-Care, Support and Safety: SSS3, SSS4
	Why social media, some computer games and online gaming, for example, are age restricted.	Self-Care, Support and Safety: SSS4
	That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	Self-Awareness: SA2 Self-Care, Support and Safety: SSS4
	How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	Self-Care, Support and Safety: SSS2 (Secondary framework)
Physical health and fitness	The characteristics and mental and physical benefits of an active lifestyle.	Healthy Lifestyles: HL2
	The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	Healthy Lifestyles: HL3
	The risks associated with an inactive lifestyle (including obesity).	Healthy Lifestyles: HL2
	How and when to seek support including which adults to speak to in school if they are worried about their health.	Healthy Lifestyles: HL3
Healthy eating	What constitutes a healthy diet (including understanding calories and other nutritional content).	Healthy Lifestyles: HL1

	The principles of planning and preparing a range of healthy meals.	Healthy Lifestyles: HL1
	The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	Healthy Lifestyles: HL1
Drugs, alcohol and tobacco	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	Healthy Lifestyles: HL3
Health and prevention	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Healthy Lifestyles: HL3
	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Healthy Lifestyles: HL2
	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	Healthy Lifestyles: HL2
	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	Self-Care, Support and Safety: SSS1
	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.	Healthy Lifestyles: HL1
	The facts and science relating to allergies, immunisation and vaccination.	Healthy Lifestyles: HL1, HL3
Basic first aid	How to make a clear and efficient call to emergency services if necessary.	Self-Care, Support and Safety: SSS2
	Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Self-Care, Support and Safety: SSS2
Changing adolescent body	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	Changing and Growing: CG2
	About menstrual wellbeing including the key facts about the menstrual cycle.	Changing and Growing: CG2

