



## RSE and PSHE Curriculum Overview

Year	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Theme	<b>Self Regulation: My feelings</b>	<b>Building Relationships: Special relationships</b>	<b>Managing self: Taking on challenges</b>	<b>Self Regulation: Listening and following instructions</b>	<b>Building Relationships: My Family and friends</b>	<b>Managing Self: My wellbeing</b>
<b>Nursery</b>	<ul style="list-style-type: none"> <li>- Share colour monster story</li> <li>- Expressions in a mirror</li> <li>- Zone of regulation- emotions</li> <li>- Eddie the emotions dog- discussion emotions</li> <li>- Weather monster</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying who is in a family</li> <li>- Identifying who is special to me</li> <li>- Respect of others: 'Millie shares', 'It's good to be kind'</li> <li>Mystery bag – send home and discuss special things at school</li> </ul>	<ul style="list-style-type: none"> <li>- School values: Assembly focus</li> <li>- Persona dolls to introduce scenarios</li> <li>- Class charters: rules and responsibilities</li> <li>- Restorative practice</li> </ul>	<ul style="list-style-type: none"> <li>- Listening games: Simon says, stop and go, blowing bubbles</li> <li>- "What the little rabbit heart" – following rules and staying safe</li> <li>- Obstacle courses – following instructions</li> <li>- Blindfold walk – working collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>- What it means to be a good friend- how others feel</li> <li>- "Barry the fish with fingers" – celebrating ourselves and others</li> <li>- Class connections- what we like about each other</li> <li>- Fruit salad game</li> </ul>	<ul style="list-style-type: none"> <li>- Transition: preparing for move to reception</li> <li>- Emotions: change and what stays the same</li> <li>- Songs promoting self-care</li> </ul>
<b>EYFS outcomes (3 and 4 year olds)</b>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>- Develop appropriate ways of being assertive.</li> <li>- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Understand gradually how others might be feeling.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Develop their sense of responsibility and membership of a community.</li> <li>- Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>- Play with one or more other children, extending and elaborating play ideas.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Select and use activities and resources with help when needed. Achieve a goal they have chose, or one which is suggested to them</li> <li>- Show more confidence in new social situations.</li> <li>- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>- Increasingly follow rules, understanding why they are important.</li> <li>- Remember rules without needing an adult to remind them.</li> <li>- Develop appropriate ways of being assertive.</li> <li>- Talk with others to solve conflicts.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Increasingly follow rules, understanding why they are important.</li> <li>- Remember rules without needing an adult to remind them.</li> <li>- Develop appropriate ways of being assertive.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Develop their sense of responsibility and membership of a community.</li> <li>- Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>- Play with one or more other children, extending and elaborating play ideas.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>- Make healthy choices about food, drink, activity and teeth brushing.</li> </ul>
<b>Reception</b>	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>• Feelings</li> <li>• Emotion regulation</li> <li>• Empathy</li> <li>• Emotional vocabulary</li> <li>• Facial expressions</li> <li>• Moderating behaviour</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• To identify feelings</li> <li>• To express feelings</li> <li>• To consider the reasons behind our emotions</li> <li>• To explore the different adjectives that can be used to describe feelings</li> </ul>	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>• Discussing families</li> <li>• Understanding families</li> <li>• Valuing people</li> <li>• Sharing</li> <li>• Individuality</li> <li>• Diversity</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• To talk about our families</li> <li>• To talk about people that hold a special place in our lives</li> <li>• To think about what it means to be a valued person</li> <li>• To develop strategies to help when</li> </ul>	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>• Rules</li> <li>• Perseverance</li> <li>• Team work</li> <li>• Grounding strategies</li> <li>• Facing challenges</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• To develop confidence in your own ability to solve problems</li> <li>• To work together as a group and communicate effectively with others</li> <li>• To learn and practise 'grounding' coping strategies</li> </ul>	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Telling the truth</li> <li>• Thinking of others</li> <li>• Persevering</li> <li>• Following instructions</li> <li>• Responding to instructions</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• To listen attentively to a story</li> <li>• To talk about and retell parts of a story they have deep familiarity with</li> <li>• To follow instructions involving several ideas or actions</li> </ul>	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>• Other people's perspectives</li> <li>• Sharing</li> <li>• Good friend characteristics</li> <li>• Being kind</li> <li>• Persevering</li> <li>• Celebrating special friendships</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• To think about the perspective of others in the class</li> <li>• To think about why it might be difficult for others to be a good friend all of the time</li> </ul>	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>• Exercise and it's effects</li> <li>• Taking care of oneself</li> <li>• Being a safe pedestrian</li> <li>• Eating healthily</li> <li>• Balanced diets</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• To learn about the importance of exercise</li> <li>• To explore how exercise affects different parts of the body</li> <li>• To learn how yoga can help our bodies to stretch, relax and stay healthy</li> </ul>

	<ul style="list-style-type: none"> <li>To explore different facial expressions and what they mean</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how to moderate behaviour socially and emotionally</li> </ul> <p><b>Vocabulary</b></p> <p>Emotions, regulate, dysregulated, calm, happy, upset, angry, furious, anxious, worried, tired, sad, loved, scared</p>	<p>trying to share with others</p> <ul style="list-style-type: none"> <li>To explore diversity through thinking about similarities and differences</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand why it is important to share and cooperate with others</li> <li>To understand that all families are valuable and special</li> <li>To understand that it is ok to like different things</li> </ul> <p><b>Vocabulary</b></p> <p>Special, valuable, family, share, interests, favourite, different, same, unique</p>	<ul style="list-style-type: none"> <li>To learn new skills, show resilience and perseverance</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand why we have rules</li> <li>To understand the importance of persistence in the face of challenge</li> </ul> <p><b>Vocabulary</b></p> <p>Rules, fair, challenges, persistence, difficult, encouragement, worried, frustrated, calm, relaxed</p>	<ul style="list-style-type: none"> <li>To persevere when things are difficult</li> <li>To give simple instructions</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand why it is important to listen carefully</li> <li>To understand why it is important to tell the truth and think about the feelings of others</li> </ul> <p><b>Vocabulary</b></p> <p>Rules, difficult, carefully</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand that we all have different beliefs and celebrate special times in different ways</li> <li>To understand why sharing is important</li> <li>To understand the characteristics that make a good friend</li> </ul> <p><b>Vocabulary</b></p> <p>Festivals, celebrate, sharing, kind, gentle, honest</p>	<ul style="list-style-type: none"> <li>To explore guided meditation and relaxation</li> <li>To explore what it means to have a balanced diet</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand why it is important to be able to take care of ourselves by completing independent tasks related to health, well-being and hygiene</li> <li>To know and discuss the factors that support overall health and wellbeing.</li> <li>To understand what it means to be a safe pedestrian</li> <li>To understand what it means to eat healthily</li> </ul> <p><b>Vocabulary</b></p> <p>Exercise, healthy, independent, pedestrian, carefully, balanced, energy</p>
<b>EYFS outcomes (Children in Reception)</b>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Identify and moderate their own feelings socially and emotionally</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>See themselves as a valuable individual</li> <li>Think about the perspective of others</li> <li>Build constructive and respectful relationships</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and describe people who are familiar to them</li> <li>Talk about members of their immediate family and community</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Identifying and moderate their own feelings socially and emotionally</li> <li>Show resilience and perseverance in face of challenges</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Build constructive and respectful relationships</li> <li>Think about the perspective of others</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others</li> <li>Identify and moderate their own feelings socially and emotionally</li> <li>Manage their own needs: personal hygiene</li> </ul> <p><b>Knowledge</b></p> <p>Know and talk about the different factors that support their overall wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', have a good sleep routine, being a safe pedestrian</p>
<b>ELG</b>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> </ul>	<p><b>Skills</b></p> <p>Work and play cooperatively and take turns with others.</p> <p><b>Knowledge</b></p> <p>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.</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>Show sensitivity to their own and to others' needs</li> </ul>	<p><b>Skills</b></p> <p>Show sensitivity to their own and to others' needs</p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>Form positive attachments to adults and friendship with peers</li> <li>Show sensitivity to their own and to others' needs</li> </ul>	<p><b>Skills</b></p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenges</p> <ul style="list-style-type: none"> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly</li> </ul>
<b>Theme</b>	<b>Family and Relationships</b>	<b>Health and Well-being</b>	<b>Citizenship</b>	<b>Economic Well-being</b>	<b>Safety and the changing body</b>	<b>Transition and identity</b>

	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• What is family?</li> <li>• What are friendships?</li> <li>• Family and friends help and support each other</li> <li>• Making friends</li> <li>• Friendship problems</li> <li>• Healthy Friendships</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Exploring how families are different to each other.</li> <li>• Exploring how friendship problems can be overcome.</li> <li>• Exploring friendly behaviours.</li> <li>• Recognising how other people show their feelings.</li> <li>• Identifying ways we can care for others when they are sad. Exploring the ability to successfully work with different people.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• To understand that families look after us.</li> <li>• To know some words to describe how people are related (eg. aunty, cousin).</li> <li>• To know that some information about me and my family is personal.</li> <li>• To understand some characteristics of a positive friendship.</li> <li>• To understand that friendships can have problems but that these can be overcome.</li> <li>• To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</li> </ul> <p><b>Vocabulary</b> Behaviour, care, emotions, family, feelings, friend, friendly, problem, stereotype</p>	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>• Wonderful me</li> <li>• What am I like?</li> <li>• Ready for bed</li> <li>• Relaxation</li> <li>• Hand washing &amp; personal hygiene</li> <li>• Sun safety</li> <li>• Allergies</li> <li>• People who help us stay healthy</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Learning how to wash my hands properly.</li> <li>• Learning how to deal with an allergic reaction.</li> <li>• Exploring positive sleep habits.</li> <li>• Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</li> <li>• Exploring health-related jobs and people who help look after our health.</li> <li>• Identifying personal strengths and qualities.</li> <li>• Identifying different ways to manage feelings.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• To understand we can limit the spread of germs by having good hand hygiene.</li> <li>• To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</li> <li>• To know that certain foods and other things can cause allergic reactions in some people.</li> <li>• To know that sleep helps my body to repair itself, to grow and restores my energy.</li> <li>• To know that strengths are things we are good at.</li> <li>• To know that qualities describe what we are like.</li> <li>• To know the words to describe some positive and negative emotions.</li> </ul> <p><b>Vocabulary</b> Allergy, emotions, feelings, germs, ill, poorly, qualities, relax</p>	<p><b>Focus</b></p> <p><u>Responsibility</u></p> <ul style="list-style-type: none"> <li>• Rules</li> <li>• Caring for others: Animals</li> <li>• The needs of others</li> </ul> <p><u>Community</u></p> <ul style="list-style-type: none"> <li>• Similar, yet different</li> <li>• Belonging</li> </ul> <p><u>Democracy</u></p> <ul style="list-style-type: none"> <li>• Democratic decisions</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Recognising why rules are necessary and the consequences of not following rules.</li> <li>• Discussing how to meet the needs of different pets.</li> <li>• Exploring the differences between people.</li> <li>• Recognising the groups that we belong to.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• To know the rules in school.</li> <li>• To know that different pets have different needs.</li> <li>• To understand the needs of younger children and that these change over time.</li> <li>• To know that voting is a fair way to make a decision.</li> <li>• To understand that people are all different and that this is a good thing.</li> </ul> <p><b>Vocabulary</b> Care, democracy, different, fair, pet, responsibility, rule, similar, unique, vote</p>	<p><b>Focus</b></p> <p><u>Money</u></p> <p>Introduction to money Looking after money Banks and building societies Saving and spending <u>Career and aspirations</u> Jobs in school</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Discussing how to keep money safe.</li> <li>• Discussing what to do if we find money.</li> <li>• Exploring choices people make about money.</li> <li>• Developing an understanding of how banks work.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• To know that coins and notes have different values.</li> <li>• To know some of the ways children may receive money.</li> <li>• To know that it is wrong to steal money.</li> <li>• To know that banks are places where we can store our money.</li> <li>• To know some jobs in school.</li> <li>• To know that different jobs need different skills.</li> </ul> <p><b>Vocabulary</b> Banks, cash, earn, save, skill, spend, value.</p>	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>• Getting lost</li> <li>• Making a call to the emergency services</li> <li>• Asking for help</li> <li>• Appropriate contact</li> <li>• Medication</li> <li>• Safety at home</li> <li>• People who help to keep us safe</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Practising what to do if I get lost.</li> <li>• Identifying hazards that may be found at home.</li> <li>• Understanding people's roles within the local community that help keep us safe.</li> <li>• Learning what is and is not safe to put in or on our bodies.</li> <li>• Practising making an emergency phone call.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• To know that some types of physical contact are never appropriate.</li> <li>• To know what to do if I get lost.</li> <li>• To know that a hazard is something which could cause an accident or injury.</li> <li>• To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</li> <li>• To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.</li> </ul> <p><b>Vocabulary</b> Accident, drug, emergency, hazards, medicine, physical contact, polite, respect, role, trust</p>	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>• Changes in life</li> <li>• Positive changes</li> <li>• Negative changes</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Recognising our own strengths.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• To understand that changes can be both positive and negative.</li> </ul> <p><b>Vocabulary</b> Strengths, skills, move, change</p>
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<p style="text-align: center;"><b>2</b></p>	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Families offer stability and love</li> <li>• Families are all different</li> <li>• Managing friendships</li> <li>• Unhappy friendships</li> <li>• Valuing me</li> <li>• Manners &amp; courtesy</li> <li>• Loss and change</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Understanding ways to show respect for different families.</li> <li>• Understanding that families offer love, care and support.</li> <li>• Understanding difficulties in friendships and discussing action that can be taken.</li> <li>• Learning how other people show their feelings and how to respond to them.</li> <li>• Exploring the conventions of manners in different situations.</li> <li>• Exploring how loss and change can affect us.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• To know that families can be made up of different people.</li> <li>• To know that families may be different to my family.</li> <li>• To know some problems which might happen in friendships.</li> <li>• To understand that some problems in friendships might be more serious and need addressing.</li> <li>• To understand some ways people show their feelings.</li> <li>• To understand what good manners are.</li> <li>• To understand some stereotypes related to jobs.</li> <li>• To know that there are ways we can remember people or events.</li> </ul> <p><b>Vocabulary</b> Friendship, love, manners, emotions, family, feelings, stereotype, respect</p>	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>• Experiencing different emotions</li> <li>• Being active</li> <li>• Relaxation</li> <li>• Steps to success</li> <li>• Growth mindset</li> <li>• Healthy diet</li> <li>• Dental health</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Exploring the effect that food and drink can have on my teeth.</li> <li>• Exploring some of the benefits of exercise on body and mind.</li> <li>• Exploring some of the benefits of a healthy balanced diet.</li> <li>• Suggesting how to improve an unbalanced meal.</li> <li>• Learning breathing exercises to aid relaxation.</li> <li>• Exploring strategies to manage different emotions.</li> <li>• Developing empathy.</li> <li>• Identifying personal goals and how to work towards them.</li> <li>• Exploring the need for perseverance and developing a growth mindset.</li> <li>• Developing an understanding of self respect.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• To know that food and drinks with lots of sugar are bad for our teeth.</li> <li>• To explain the importance of exercise to stay healthy.</li> <li>• To understand the balance of foods we need to keep healthy.</li> <li>• To know that breathing techniques can be a useful strategy to relax.</li> <li>• To know that we can feel more than one emotion at a time.</li> <li>• To know that a growth mindset means being positive about challenges and finding ways to overcome them.</li> </ul> <p><b>Vocabulary</b> Diet, exercise, goal, growth mindset, healthy, emotions, feelings, physical activity, relaxation, skill, strengths</p>	<p><b>Focus</b></p> <p><u>Responsibility</u></p> <ul style="list-style-type: none"> <li>• Rules beyond school</li> <li>• Our school environment</li> <li>• Our local environment</li> </ul> <p><u>Community</u></p> <ul style="list-style-type: none"> <li>• Job roles in our local community</li> <li>• Similar yet different: My local community</li> </ul> <p><u>Democracy</u></p> <ul style="list-style-type: none"> <li>• School Council</li> <li>• Giving my opinion</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Explaining why rules are in place in different settings.</li> <li>• Identifying positives and negatives about the school environment.</li> <li>• Learning how to discuss issues of concern to me.</li> <li>• Recognising the importance of looking after the school environment. Identifying ways to help look after the school environment.</li> <li>• Recognising the contribution people make to the local community.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• To know some of the different places where rules apply.</li> <li>• To know that some rules are made to be followed by everyone and are known as 'laws'.</li> <li>• To know some of the jobs people do to look after the environment in school and the local community.</li> <li>• To understand how democracy works in school through the school council.</li> <li>• To understand that different groups of people make different contributions to the community.</li> </ul> <p><b>Vocabulary</b> Election, environment, identity, job, opinion, rule, school council, volunteer, vote, responsibility.</p>	<p><b>Focus</b></p> <p><u>Money</u></p> <p>Where money comes from Needs and wants Wants and needs Looking after money</p> <p><u>Career and aspirations</u></p> <p>Jobs</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Identifying whether something is a want or need.</li> <li>• Recognising that people make choices about how to spend money.</li> <li>• Exploring the reasons why people choose certain jobs.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• To know some of the ways in which adults get money.</li> <li>• To know the difference between a 'want' and 'need'.</li> <li>• To know some of the features to look at when selecting a bank account.</li> </ul> <p><b>Vocabulary</b> Coins, need, notes, priority, want, banks, building society, cash, earn, save.</p>	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>• The Internet</li> <li>• Communicating online</li> <li>• Secrets and surprises</li> <li>• Appropriate contact</li> <li>• Road safety</li> <li>• Drug education</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Discussing the concept of privacy.</li> <li>• Exploring ways to stay safe online.</li> <li>• Learning how to behave safely near the road and when crossing the road.</li> <li>• Exploring what people can do to feel better when they are ill.</li> <li>• Learning how to be safe around medicines.</li> </ul> <p><b>Knowledge</b> To know the PANTS rule. To know that I should tell an adult if I see something which makes me uncomfortable online. To understand the difference between secrets and surprises. To know the rules for crossing the road safely. To know that medicine can help us when we are ill. To understand that we should only take medicines when a trusted adult says we can. To know the names of parts of my body including private parts.</p> <p><b>Vocabulary</b> Medicine, pedestrian, private, secret, surprise, penis, testicles/testes, vulva, vagina.</p>	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>• Preparing to move to a new key stage</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Identifying people who can help us when we are worried about changes.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• To understand that change is part of life.</li> </ul> <p><b>Vocabulary</b> Change, feelings, move</p>
<p style="text-align: center;"><b>3</b></p>	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Healthy families</li> <li>• Friendships - conflict</li> <li>• Effective communication</li> <li>• Learning who to trust</li> <li>• Respecting differences</li> <li>• Stereotyping</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Learning that problems can occur in families and that there</li> </ul>	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>• My healthy diary</li> <li>• Relaxation</li> <li>• Who am I?</li> <li>• My superpowers</li> <li>• Breaking down barriers</li> <li>• Dental health</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Discussing why it is important to look after my teeth.</li> <li>• Learning stretches which can be used</li> </ul>	<p><b>Focus</b></p> <p><u>Responsibility</u></p> <ul style="list-style-type: none"> <li>• Rights of the child</li> <li>• Rights and responsibilities</li> <li>• Recycling</li> </ul> <p><u>Community</u></p> <ul style="list-style-type: none"> <li>• Local community groups</li> <li>• Charity</li> </ul> <p><u>Democracy</u></p> <ul style="list-style-type: none"> <li>• Local democracy</li> <li>• Rules</li> </ul>	<p><b>Focus</b></p> <p><u>Money</u></p> <ul style="list-style-type: none"> <li>• Ways of paying</li> <li>• Budgeting</li> <li>• How spending affects others</li> <li>• Impact of spending</li> </ul> <p><u>Career and aspirations</u></p> <ul style="list-style-type: none"> <li>• Jobs and careers</li> <li>• Gender and careers</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Discussing the range of feelings which</li> </ul>	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>• Basic first aid</li> <li>• Communicating safely online</li> <li>• Online safety</li> <li>• Fake emails</li> <li>• Drugs, alcohol &amp; tobacco</li> <li>• Keeping safe out and about</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Exploring ways to respond to cyberbullying or unkind behaviour online.</li> </ul>	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>• New opportunities and responsibilities</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Learning strategies to deal with change.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• To understand that change often brings about more opportunities and responsibilities.</li> </ul> <p><b>Vocabulary</b></p>

	<p>is help available if needed.</p> <ul style="list-style-type: none"> <li>Exploring ways to resolve friendship problems.</li> <li>Developing an understanding of the impact of bullying and what to do if bullying occurs.</li> <li>Identifying who I can trust. Learning about the effects of non verbal communication.</li> <li>Exploring the negative impact of stereotyping.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that I can talk to trusted adults or services such as Childline if I experience family problems.</li> <li>To know that bullying can be physical or verbal.</li> <li>To know that bullying is repeated, not a one off event.</li> <li>To know that violence is never the right way to solve a friendship problem.</li> <li>To know that trust is being able to rely on someone and it is an important part of relationships.</li> <li>To know the signs of a good listener.</li> <li>To understand how to listen carefully and why listening is important.</li> <li>To understand that there are similarities and differences between people.</li> <li>To understand some stereotypes related to age.</li> </ul> <p><b>Vocabulary</b> Bullying, communicate, empathy, open questions, similar, solve, sympathy, trust, stereotype.</p>	<p>for relaxation.</p> <ul style="list-style-type: none"> <li>Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</li> <li>Exploring my own identity through the groups I belong to.</li> <li>Identifying my strengths and exploring how I use them to help others.</li> <li>Being able to breakdown a problem into smaller parts to overcome it.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand ways to prevent tooth decay.</li> <li>To understand the positive impact relaxation can have on the body.</li> <li>To know the different food groups and how much of each of them we should have to have a balanced diet.</li> <li>To understand the importance of belonging.</li> <li>To understand what being lonely means and that it is not the same as being alone.</li> <li>To understand what a problem or barrier is and that these can be overcome.</li> </ul> <p><b>Vocabulary</b> Alone, balance, barriers, belonging, identity, lonely, resilience, diet, healthy, relax.</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Exploring how children's rights help them and other children.</li> <li>Considering the responsibilities that adults and children have to maintain children's rights.</li> <li>Discussing ways we can make a difference to recycling rates at home/school.</li> <li>Identifying local community groups and discussing how these support the community.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand the UN Convention on the Rights of the Child.</li> <li>To understand how recycling can have a positive impact on the environment.</li> <li>To know that the local council is responsible for looking after the local area.</li> <li>To know that elections are held where adults can vote for local councillors.</li> <li>To understand some of the consequences of breaking rules.</li> <li>To understand the role of charities in the community.</li> </ul> <p><b>Vocabulary</b> Charity, community, consequence, council, councilor, law, recycling, rights, United Nations/UN, democracy, responsibility, environment.</p>	<p>money can cause.</p> <ul style="list-style-type: none"> <li>Discussing the different attitudes people have to money.</li> <li>Exploring the impact our spending can have on other people.</li> <li>Considering the advantages and disadvantages of different payment methods.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand that there are different ways to pay for things.</li> <li>To know that budgeting money is important.</li> <li>To understand that there are a range of jobs available.</li> <li>To understand that some stereotypes can exist around jobs but these should not affect people's choices.</li> </ul> <p><b>Vocabulary</b> Budget, expense, feeling, qualification, stereotypes, save, spend.</p>	<ul style="list-style-type: none"> <li>Developing skills as a responsible digital citizen.</li> <li>Identifying things people might do near roads which are unsafe.</li> <li>Beginning to recognise unsafe digital content.</li> <li>Exploring that people and things can influence me and that I need to make the right decision for me.</li> <li>Exploring choices and decisions that I can make.</li> <li>Learning what to do in a medical emergency, including calling the emergency services.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand that cyberbullying is bullying which takes place online.</li> <li>To know the signs that an email might be fake.</li> <li>To know the rules for being safe near roads.</li> <li>To understand that other people can influence our choices.</li> <li>To know that bites or stings can sometimes cause an allergic reaction.</li> <li>To know that it is important to maintain the safety of myself and others, before giving first aid.</li> </ul> <p><b>Vocabulary</b> Allergic, anaphylaxis, bullying, casualty, choice, cyberbullying, decision, distraction, fake, influence, injuries.</p>	<p>Opportunity, responsibility, change, cope, strategies.</p>
<p>4</p>	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>Introduction to RSE</li> <li>Respect &amp; manners</li> <li>Healthy friendships</li> <li>My behaviour</li> <li>Bullying</li> <li>Stereotypes</li> <li>Families in the wider world</li> <li>Loss and change</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Using respectful language to discuss different families.</li> <li>Exploring physical and emotional boundaries in friendships.</li> <li>Exploring how my actions and behaviour can affect other people.</li> <li>Discussing how to help someone who has experienced</li> </ul>	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>Diet and dental health</li> <li>Visualisation</li> <li>Celebrating mistakes</li> <li>My role</li> <li>My happiness</li> <li>Emotions</li> <li>Mental health</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Developing independence in looking after my teeth.</li> <li>Identifying what makes me feel calm and relaxed.</li> <li>Learning visualisation as a tool to aid relaxation.</li> <li>Exploring how my skills can be used to undertake certain jobs.</li> <li>Explore ways we can make ourselves feel happy or happier.</li> <li>Developing the ability to appreciate the emotions of others in different situations.</li> </ul>	<p><b>Focus</b></p> <p><u>Responsibility</u></p> <ul style="list-style-type: none"> <li>What are human rights?</li> <li>Caring for the environment</li> </ul> <p><u>Community</u></p> <ul style="list-style-type: none"> <li>Community groups</li> <li>Contributing</li> <li>Diverse communities</li> </ul> <p><u>Democracy</u></p> <ul style="list-style-type: none"> <li>Local councillors</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Discussing how we can help to protect human rights.</li> <li>Identifying ways items can be reused. Explaining why reusing items is of benefit to the environment.</li> <li>Identifying the benefits different groups bring to the local community.</li> <li>Discussing the positives diversity brings to a community.</li> </ul> <p><b>Knowledge</b></p>	<p><b>Focus</b></p> <p><u>Money</u></p> <ul style="list-style-type: none"> <li>Spending choices/ value for money</li> <li>Keeping track of money</li> <li>Looking after money</li> </ul> <p><u>Career and aspirations</u></p> <ul style="list-style-type: none"> <li>Influences on career choices</li> <li>Jobs for me</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Exploring the factors which affect whether something is value for money.</li> <li>Discuss some impacts of losing money.</li> <li>Identifying negative and positive influences that can affect our career choices</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that money can be lost in a variety of ways.</li> <li>To understand the importance of</li> </ul>	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>Online restrictions</li> <li>Share aware</li> <li>Basic first aid</li> <li>Privacy and secrecy</li> <li>Consuming information online</li> <li>The changing adolescent body (puberty)</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Discussing how to seek help if I need to.</li> <li>Exploring what to do if an adult makes me feel uncomfortable.</li> <li>Learning about the benefits and risks of sharing information online.</li> <li>Discussing the benefits of being a non-smoker.</li> <li>Discussing some physical and emotional changes during puberty.</li> <li>Learning how to help someone who is having an asthma attack.</li> </ul> <p><b>Knowledge</b></p>	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>Positive self image</li> <li>Achievements and goals</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Recognising our own achievements.</li> <li>Being able to set goals.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that setting goals can help us to achieve what we want.</li> </ul> <p><b>Vocabulary</b> Goal, achievement, change</p>

	<p>a bereavement.</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that families are varied in the UK and across the world.</li> <li>To understand the different roles related to bullying including victim, bully and bystander.</li> <li>To understand that everyone has the right to decide what happens to their body.</li> <li>To understand the courtesy and manners which are expected in different scenarios.</li> <li>To understand some stereotypes related to disability.</li> <li>To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.</li> </ul> <p><b>Vocabulary</b> Act of kindness, authority, bereavement, boundaries, bystander, permission, bullying, manners, respect, stereotype.</p>	<ul style="list-style-type: none"> <li>Learning to take responsibility for my emotions by knowing that I can control some things but not others.</li> <li>Developing a growth mindset.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know key facts about dental health.</li> <li>To know that visualisation means creating an image in our heads.</li> <li>To know that different job roles need different skills and so some roles may suit me more than others.</li> <li>To know that it is normal to experience a range of emotions.</li> <li>To know that mental health refers to our emotional wellbeing, rather than physical.</li> <li>To understand that mistakes can help us to learn.</li> <li>To know who can help if we are worried about our own or other people's mental health.</li> </ul> <p><b>Vocabulary</b> Fluoride, mental health, negative emotions, positive emotions, visualize, healthy, relaxation, resilience, skill</p>	<ul style="list-style-type: none"> <li>To know that human rights are specific rights that apply to all people.</li> <li>To know some of the people who protect our human rights such as police, judges and politicians.</li> <li>To know that reusing items is of benefit to the environment.</li> <li>To understand that councillors have to balance looking after local residents and the needs of the council.</li> <li>To know that there are a number of groups which make up the local community.</li> </ul> <p><b>Vocabulary</b> Authority, cabinet, council officer, diversity, human rights, local government, protect, reuse, community, council, environment, volunteer, United Nations/UN.</p>	<p>tracking money.</p> <ul style="list-style-type: none"> <li>To know that many people will have more than one job or career in their lifetimes.</li> <li>Exploring ways to overcome stereotypes in the workplace.</li> </ul> <p><b>Vocabulary</b> Bank balance, bank statement, career, debit card.</p>	<ul style="list-style-type: none"> <li>To understand that there are risks to sharing things online.</li> <li>To know the difference between private and public.</li> <li>To understand the risks associated with smoking tobacco.</li> <li>To understand the physical changes to both male and female bodies as people grow from children to adults.</li> <li>To know that asthma is a condition which causes the airways to narrow.</li> </ul> <p><b>Vocabulary</b> Age restriction, asthma, law, protect, puberty, public, tobacco, breasts, genitals, private, penis, testicles/testes.</p>	
5	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>Introduction to RSE</li> <li>Build a friend</li> <li>Resolving conflict</li> <li>Respecting myself</li> <li>Family life</li> <li>Bullying</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Identifying ways families might make children feel unhappy or unsafe.</li> <li>Exploring the impact that bullying might have.</li> <li>Exploring issues which might be encountered in friendships and how these might impact the friendship.</li> <li>Exploring and questioning the assumptions we make about people based on how they look.</li> <li>Exploring our positive attributes and being proud of these (self-respect).</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that marriage is a legal commitment and is a choice people can make.</li> <li>To know that if I have a problem, I can call ChildLine on 0800 1111.</li> <li>To know what attributes and skills make a good friend.</li> <li>To understand what might lead to someone bullying others.</li> </ul>	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>Relaxation</li> <li>The importance of rest</li> <li>Embracing failure</li> <li>Going for goals</li> <li>Taking responsibility for my feelings</li> <li>Healthy meals</li> <li>Sun safety</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Developing independence for protecting myself in the sun.</li> <li>Understanding the relationship between stress and relaxation.</li> <li>Considering calories and food groups to plan healthy meals.</li> <li>Developing greater responsibility for ensuring good quality sleep</li> <li>Taking responsibility for my own feelings.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand the risks of sun exposure.</li> <li>To know that relaxation stretches can help us to relax and de-stress.</li> <li>To know that calories are the unit that we use to measure the amount of energy certain foods give us.</li> <li>To know that what we do before bed can affect our sleep quality.</li> <li>To understand what can cause stress.</li> <li>To understand that failure is an important part of success.</li> </ul>	<p><b>Focus</b> <u>Responsibility</u></p> <ul style="list-style-type: none"> <li>Breaking the law</li> <li>Rights and responsibilities</li> <li>Protecting the planet</li> </ul> <p><u>Community</u></p> <ul style="list-style-type: none"> <li>Contributing to the community</li> <li>Pressure groups</li> </ul> <p><u>Democracy</u></p> <ul style="list-style-type: none"> <li>Parliament</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Explaining why reducing the use of materials is positive for the environment.</li> <li>Discussing how rights and responsibilities link.</li> <li>Exploring the right to a freedom of expression.</li> <li>Identifying the contribution people make to the community and how this is recognised.</li> <li>Developing an understanding of how parliament and Government work.</li> <li>Identifying ways people can bring about change in society.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know what happens when someone breaks the law.</li> <li>To understand the waste hierarchy.</li> <li>To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</li> <li>To know that parliament is where</li> </ul>	<p><b>Focus</b> <u>Money</u></p> <p>Borrowing Income and expenditure Risks with money Prioritising spending <u>Career and aspirations</u> Stereotypes in the workplace</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Discussing risks associated with money.</li> <li>Making a budget based on priorities.</li> <li>Discussing the role of money in selecting a job.</li> <li>Discussing how income can change and the feelings associated with this.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that when money is borrowed it needs to be paid back, usually with interest.</li> <li>To know that it is important to prioritise spending.</li> <li>To know that income is the amount of money received and expenditure is the amount of money spent.</li> <li>To know some ways that people lose money.</li> </ul> <p><b>Vocabulary</b> Discrimination, expenditure, income,</p>	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>Online friendships</li> <li>Identifying online dangers</li> <li>The changing adolescent body (puberty, including menstruation)</li> <li>First aid</li> <li>Drug education</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Developing an understanding of how to ensure relationships online are safe.</li> <li>Learning to make 'for' and 'against' arguments to help with decision making.</li> <li>Learning about the emotional changes during puberty.</li> <li>Identifying reliable sources of help with puberty.</li> <li>Learning about how to help someone who is bleeding.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know the steps to take before sending a message online (using the THINK mnemonic).</li> <li>To know some of the possible risks online.</li> <li>To know some strategies I can use to overcome pressure from others and make my own decisions.</li> <li>To understand the process of the menstrual cycle.</li> <li>To know the names of the external sexual parts of the body and the internal reproductive organs.</li> </ul>	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>Transition strategies</li> <li>Opportunities and responsibilities</li> <li>Increasing independence</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Recognising own skills and how these can be developed.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand the skills needed for roles in school.</li> </ul> <p><b>Vocabulary</b> Skill, responsibility, goal, achievement, role</p>

	<ul style="list-style-type: none"> <li>To know what action a bystander can take when they see bullying.</li> <li>To understand that positive attributes are the good qualities that someone has.</li> <li>To know that stereotypes can be unfair, negative and destructive.</li> <li>To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.</li> </ul> <p><b>Vocabulary</b> Attributes, cyberbullying, marriage, secret, wedding, bullying, bystander.</p>	<p><b>Vocabulary</b> Fail, protect, responsibility, steps, goal, relaxation.</p>	<p>MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p> <ul style="list-style-type: none"> <li>To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</li> </ul> <p><b>Vocabulary</b> Defendant, freedom of expression, government, house of commons, judge, jury, MP, parliament, pressure group, prime minister, trial, environment, human rights.</p>	<p>interest, repayment, budget, stereotype</p>	<ul style="list-style-type: none"> <li>To know that puberty happens at different ages for different people.</li> <li>To know how to assess a casualty's condition.</li> </ul> <p><b>Vocabulary</b> Attraction, decision, friend, influence, private, puberty, breasts, penis, testicles/testes, vagina, vulva, menstruation/period, bladder, cervix, clitoris, egg or ova, ejaculation, erection, fallopian tube, labia, nipples, ovary/ovaries, pubic hair, scrotum, sperm duct, urethra, uterus, vaginal opening, voice breaking, wet dreams, womb.</p>	
	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>Introduction to RSE</li> <li>Respect</li> <li>Developing respectful relationships</li> <li>Stereotypes</li> <li>Bullying</li> <li>Being me</li> <li>Loss and change</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Identifying ways to resolve conflict through negotiation and compromise.</li> <li>Discussing how and why respect is an important part of relationships.</li> <li>Identifying ways to challenge stereotypes.</li> <li>Exploring the process of grief and understanding that it is different for different people.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise.</li> <li>To understand what respect is.</li> <li>To understand that everyone deserves respect but respect can be lost.</li> <li>To understand that stereotypes can lead to bullying and discrimination.</li> <li>To understand that loss and change can cause a range of emotions.</li> <li>To know that grief is the process people go through when someone close to them dies.</li> </ul> <p><b>Vocabulary</b></p>	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>What can I be?</li> <li>Mindfulness</li> <li>Taking responsibility for my health</li> <li>Resilience toolkit</li> <li>Immunisation</li> <li>Health concerns</li> <li>Creating habits</li> <li>The effects of technology on health</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Considering ways to prevent illness.</li> <li>Identifying some actions to take if I am worried about my health or my friends' health.</li> <li>Identifying a range of relaxation strategies and situations in which they would be useful.</li> <li>Exploring ways to maintain good habits.</li> <li>Setting achievable goals for a healthy lifestyle.</li> <li>Exploring my personal qualities and how to build on them.</li> <li>Developing strategies for being resilient in challenging situations.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand that vaccinations can give us protection against disease.</li> <li>To know that changes in the body could be possible signs of illness.</li> <li>To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).</li> <li>To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.</li> <li>To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).</li> <li>To know the effects technology can have on mental health.</li> </ul>	<p><b>Focus</b> <u>Responsibility</u></p> <ul style="list-style-type: none"> <li>Human rights</li> <li>Food choices and the environment</li> <li>Caring for others</li> </ul> <p><u>Community</u></p> <ul style="list-style-type: none"> <li>Prejudice and discrimination</li> <li>Valuing diversity</li> </ul> <p><u>Democracy</u></p> <ul style="list-style-type: none"> <li>National democracy</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Learning about environmental issues relating to food.</li> <li>Discussing how education and other human rights protect us.</li> <li>Identifying causes which are important to us.</li> <li>Discussing how people can influence what happens in parliament.</li> <li>Discussing ways to challenge prejudice and discrimination.</li> <li>Identifying appropriate ways to share views and ideas with others.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that education is an important human right.</li> <li>To know that our food choices can affect the environment.</li> <li>To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</li> <li>To know that prejudice is making assumptions about someone based on certain information.</li> <li>To know that discrimination is treating someone differently because of certain factors.</li> </ul> <p><b>Vocabulary</b> Authority, conflict, earn, expectation, grief, grieving, protected characteristics, resolve, respect, stereotype.</p>	<p><b>Focus</b> <u>Money</u></p> <ul style="list-style-type: none"> <li>Attitudes to money</li> <li>Keeping money safe</li> <li>Gambling</li> </ul> <p><u>Career and aspirations</u></p> <ul style="list-style-type: none"> <li>What jobs are available</li> <li>Career routes</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Recognising differences in how people deal with money and the role of emotions in this.</li> <li>Discussing some risks associated with gambling.</li> <li>Identifying jobs which might be suitable for them.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand that there are certain rules to follow to keep money safe in bank accounts.</li> <li>To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.</li> <li>To understand that different jobs have different routes into them.</li> <li>To understand that people change jobs for a number of reasons.</li> <li>To know that banks and organisations such as Citizens' Advice can help with money-related problems.</li> </ul> <p><b>Vocabulary</b> Gambling, PIN, growth mindset, qualities, responsibility, skill</p>	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>Drugs alcohol &amp; tobacco</li> <li>First aid</li> <li>Critical digital consumers</li> <li>Social media</li> <li>The changing adolescent body (puberty, conception, birth)</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Developing an understanding about the reliability of online information.</li> <li>Exploring online relationships including dealing with problems.</li> <li>Discussing the reasons why adults may or may not drink alcohol.</li> <li>Discussing problems which might be encountered during puberty and using knowledge to help.</li> <li>Learning how to help someone who is choking.</li> <li>Placing an unresponsive patient into the recovery position.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand that online relationships should be treated in the same way as face to face relationships.</li> <li>To know where to get help with online problems.</li> <li>To understand the risks associated with drinking alcohol.</li> <li>To understand how a baby is conceived and develops.</li> <li>To know how to conduct a primary survey (using DRABC).</li> </ul> <p><b>Vocabulary</b> Alcohol, internet trolling, pregnant, conception, fertilisation, sexual intercourse, sperm, breasts, penis, testicles/testes, vagina, vulva, menstruation/period, bladder, cervix, clitoris, egg or ova, ejaculation, erection, fallopian tube, labia, nipples, ovary/ovaries, pubic hair, scrotum, sperm duct, urethra, uterus, vaginal opening, voice breaking, wet dreams, womb.</p>	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>What is identity</li> <li>Identify and body image</li> <li>Attraction</li> <li>Gender identity</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Exploring a greater range of strategies to deal with feelings associated with change.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that a big change can bring opportunities but also worries.</li> </ul> <p><b>Vocabulary</b> Identity, gender identity, masculinity, femininity, spectrum, sexual orientation, attraction, sex, expression</p>

	Authority, conflict, earn, expectation, grief, grieving, resolve, respect, stereotype.	<b>Vocabulary</b> Antibodies, habit, vaccination, growth mindset, qualities, responsibility, skill.				
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