

PSHE

<p>Health and Wellbeing At Claregate we understand and can explain how to keep ourselves and others happy and healthy.</p>	<p>Relationships At Claregate we listen to and respect other people's beliefs.</p>	<p>Living In the Wider World At Claregate we understand how the world works and how to look after it.</p>	<p>Vocabulary At Claregate we use the correct vocabulary in our discussions and conversations.</p>
---	---	--	---

	Health and Wellbeing	Relationships	Living In the Wider World	Vocabulary
N	<p><u>Disciplinary Knowledge</u> language linked to feelings show confidence in new situations adults to promote healthy living/lifestyle develop ways to promote self-confidence and self esteem</p> <p><u>Substantive Knowledge</u> to name and recognise emotions through stories, songs, pictures go to the toilet when reminded to wash hands independently have access to dolls that are anatomically correct</p>	<p><u>Disciplinary Knowledge</u> play with another child play collaboratively with peers and/or adults secure relationship with key adult separate from main carer on entry play alongside others more confident with unfamiliar adults show more confidence in new settings begin to consider how others feel awareness of boundaries resources to reflect diversity showing interest in discussing their families and others</p> <p><u>Substantive Knowledge</u> recognise conflict and learn strategies to resolve with adult support discussion of similarities and differences</p>	<p><u>Disciplinary Knowledge</u> begin to follow rules and routines to discuss likes and dislikes participate in school-based community events</p> <p><u>Substantive Knowledge</u> knowing they are part of a class and part of Claregate Primary School have an awareness of the rules for certain areas of the classroom (outdoor area etc.) know who to go to when there is a problem regular visits from people with different occupations</p>	<p>feelings, confidence, emotions, angry, happy, sad, excited, nervous, toilet, healthy, play, conflict, boundaries, diversity, interest, family, community, rules, routines, problem, likes, dislikes, jobs, boy, girl</p>
Rec	<p><u>Disciplinary Knowledge</u> showing an awareness of personal needs and communicating these to an adult try new things recognise feelings and begin to regulate with adult support recognise other people's feelings and begin to show support/empathy (adult prompted if needed) become resilient to challenge and change (in and out of school) self-regulate without adult support set goals knowing their needs may not be met instantly describe themselves positively and identify future development points recognise the importance of health</p> <p><u>Substantive Knowledge</u> use the toilet independently (washing hands unprompted) understand the importance of fruit and milk in a healthy lifestyle create a healthy plate (with adult support) select and shop for a healthy snack for class (online ordering) personal hygiene screen time, brushing teeth, sleeping habits have access to dolls that are anatomically correct.</p>	<p><u>Disciplinary Knowledge</u> to listen on the carpet (following two step instructions – prompted) begin to show an awareness of family traditions and activities understand that others have different likes/dislikes positive attachment to adult and setting respond appropriately with comments/actions to know that other people have different ideas know that they can approach an adult when needed recognise they are unique and no one else is like them listen to the viewpoints of others even if it doesn't match their thinking find a compromise talk freely about home and community ask questions about other children's families</p> <p><u>Substantive Knowledge</u> discuss why active listening is important begin talking about families and activities they do together have an awareness of who is in their family choose strategies (with adult support) to resolve conflict discuss the Fundamental British Values</p>	<p><u>Disciplinary Knowledge</u> to discuss likes and dislikes know that the setting has rules behave accordingly know what is right from wrong to share ideas and resources have an awareness of own community move freely inside and outside the classroom (avoiding risks) meet people from the community have an awareness/appreciation for people's jobs share stories from different cultures</p> <p><u>Substantive Knowledge</u> understanding the rules of EYFS and why they keep us safe demonstrating safe usage of equipment in EYFS to zip/fasten coat dress themselves for forest school road safety water safety fire safety look at different countries in the world (weather, food, artists) awareness of electrical devices and their uses.</p>	<p>needs, communicate, toilet, healthy, empathy, resilience, self-regulation, goals, positivity, hygiene, listening, family, tradition, difference, appropriate language, resolving conflict, approach, viewpoint, compromise, community, Fundamental British Values, boy, girl, male, female.</p>
Year 1	<p><u>Disciplinary Knowledge</u> recognise what makes us unique and special knowing about how they feel managing when things go wrong the benefits of physical exercise and time spent outdoors on mental wellbeing identify a definition of mental health recognise how we can care for others needs and why it is important.</p> <p><u>Substantive Knowledge</u> identify ways of keeping ourselves healthy, including food and exercise, hygiene routines and sun safety identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p><u>Disciplinary Knowledge</u> know that families are a source of love, security, and stability recognise the importance of feeling cared for understand how behaviour affects others. the importance of treating everyone equally identify a shared definition of bullying</p> <p><u>Substantive Knowledge</u> identify the roles of different people in families recognise the importance of privacy, staying safe and seeking permission (consent) how to be polite and respectful characteristics of friendship conventions of courtesy and manners</p>	<p><u>Disciplinary Knowledge</u> understand what rules are the importance of communicating</p> <p><u>Substantive Knowledge</u> identify ways of using the internet and digital devices identify personal strengths and interests recognise jobs in the local community identify rules and principles for keeping safe online recognising how rules and age restrictions help us keeping safe online recognise different ways of keeping our own money safe understand why people work</p>	<p>healthy, exercise, hygiene routines, sun safety, unique, feelings, self-regulation, coping, rules, age restrictions, online safety, penis, testicles, vulva, anus, bottom, arms, legs, stomach, head, shoulders, feet, hands, neck, eyes, mouth, ears, mental wellbeing, families, love, security, stability, privacy, permission, polite, respectful, friendship, courtesy, manners, equality, care, digital device, communicating, personal strength, occupation, community, principles</p>

PSHE

<p>Year 2</p>	<p><u>Disciplinary Knowledge</u> managing feelings transition to new class or year group recognise that mental health is just as important as physical health and is a normal part of everyday life</p> <p><u>Substantive Knowledge</u> recognise that sleep is important the role of medicine in keeping us healthy mouth hygiene knowing who to ask for help growing older (maturity) naming body parts describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. the characteristics of an unhealthy lifestyle notice that animals, including humans, have offspring which grow into adults personal hygiene in relation to viruses and bacteria</p>	<p><u>Disciplinary Knowledge</u> recognise ways of making friends characteristics of friendship playing and working cooperatively sharing and respecting opinions the importance of treating everyone equally</p> <p><u>Substantive Knowledge</u> identify and explain the feeling of loneliness knowing who to find and seek help from when needed knowing when to keep a secret and why strategies to resist pressure recognising hurtful behaviour (the importance of consent) recognising similarities and differences between families, people etc. conventions of courtesy and manners</p>	<p><u>Disciplinary Knowledge</u> belonging to a group roles and responsibilities of members in society (close adults and members of the community) being the same and being different different communities identifying personal needs and wants</p> <p><u>Substantive Knowledge</u> the use of the internet in everyday life identifying types of content online knowing what money is (as a currency) looking after money (saving/being responsible) identify rules and principles for keeping safe online what to do in an emergency safety in different environments</p>	<p>sleep, medicine, healthy, hygiene, self-regulation, maturity, vagina, urethra, breast, transition, exercise, unhealthy lifestyle, offspring, emergency, environments, safety, viruses, bacteria, friendship, loneliness, secret, pressure, hurtful behaviour, similarities, differences, courtesy, manners, cooperative, sharing, respecting, equality, belonging, responsibilities, communities, internet, online content, currency, personal needs, personal wants, savings, principles, online safety</p>
<p>Year 3</p>	<p><u>Disciplinary Knowledge</u> health choices and habits what affects feelings expressing feelings identifying personal strengths and recognising achievements managing and reframing setbacks</p> <p><u>Substantive Knowledge</u> identify that human and some other animals have skeletons and muscles for support, protection, and movement the benefits of physical exercise and time spent outdoors on mental wellbeing recognising early signs of illness personal hygiene in relation to viruses and bacteria</p>	<p><u>Disciplinary Knowledge</u> different types of families features of family life (stability and care) know that families are a source of love, security, and stability recognising and modelling respectful behaviours the importance of self-respect</p> <p><u>Substantive Knowledge</u> how to recognise if family relationships are making them feel unhappy and unsafe and how to seek help or advice from others the importance of personal boundaries (consent) safely responding to others characteristics of friendships the impact of hurtful behaviour (bullying) the need to be courteous and polite (online and in person) identifying trusted adults conventions of courtesy and manners the importance of treating everyone equally</p>	<p><u>Disciplinary Knowledge</u> the value of rules and laws address job stereotypes setting personal goals</p> <p><u>Substantive Knowledge</u> rights and freedoms responsibilities how the internet is used assessing information online (is the information provided by a website accurate?) identify different jobs and the required skills identify rules and principles for keeping safe online how to respond to adults they do not know identifying risks and hazards in the local environment being aware of risks and hazards in unfamiliar places</p>	<p>choice, habits, feelings, self-regulation, expressing, personal strength, achievements, reframing, setback, hazards, risks, environment, unfamiliar, skeleton, muscles, mental wellbeing, illness, personal hygiene, viruses, bacteria, families, stability, care, love, security, advice, personal boundaries, characteristics, friendship, respectful behaviour, self-respect, courteous, polite, trusted adults, equality, rules, laws, freedom, rights, responsibilities, internet, accurate, occupation, skills, stereotypes, personal goals, principles, strangers, individual, unique, interest, challenge, value, contribution</p>
<p>Year 4</p>	<p><u>Disciplinary Knowledge</u> the importance of maintaining a balanced lifestyle support with puberty (periods) discussing the importance of preparing for and managing menstruation. recognising that it is common for people to experience ill mental health</p> <p><u>Substantive Knowledge</u> the importance of oral hygiene and dental care the physical and emotional changes in puberty naming genitalia recalling personal hygiene routines using medicines and household products safely drugs common to everyday life the average length of a period (girls) recognise the range of menstrual products available in stores the implications of menstruation on emotional and physical health the impact of isolation and loneliness the impact of trolling, harassment and bullying online on mental health the risks associated with an inactive lifestyle key facts about puberty including physical and emotional changes</p>	<p><u>Disciplinary Knowledge</u> features of family life (stability and care) the importance of communicating positively online understand that each person's body belongs to themselves the importance of treating everyone equally (with reference to the zero-tolerance approach to peer-on-peer abuse/harassment)</p> <p><u>Substantive Knowledge</u> how to create and maintain positive friendships responding to hurtful behaviour (the importance of consent) knowing how and when to maintain confidentiality identifying trusted adults conventions of courtesy and manners how to report concerns/abuse both in and out of school (and recognising the confidence needed to do so)</p>	<p><u>Disciplinary Knowledge</u> what makes a community shared responsibilities in the community and in our own fields of influence respecting similarities and differences in opinion, appearance, culture, and belief how to discuss difference sensitively</p> <p><u>Substantive Knowledge</u> recognise that data can be shared and used by external parties and explain why (with reference to relevant law) recognising the risks of being online know that sometimes people behave differently online (pretending to be someone they are not) show an awareness of the risks associated with people they have never met. money decision making using and keeping money safe identify rules and principles for keeping safe online how to respond to adults they do not know workplace stereotypes and their harmful nature substance misuse and the law</p>	<p>balanced lifestyle, oral hygiene, dental care, puberty, external genitalia, pubic hair, hormones, sweat, body odour, period, menstruation, sanitary towel, tampon, ovary, fallopian tubes, reproductive organs, eggs, uterus, womb, cervix, substance, medicine, drugs, isolation, loneliness, mental health, ill mental health, trolling, harassment, bullying, inactive, physical changes, emotional changes, stability, care, positive relationships, communicating, hurtful behaviour, confidentiality, similarities, differences, opinion, appearance, culture, belief, sensitivity, trusted adults, courtesy, manners, belonging, concern, abuse, confidence, equality, zero-tolerance</p>

PSHE

Year 5	<p><u>Disciplinary Knowledge</u> recognising and reflecting on individuality identifying different personal qualities what is mental wellbeing keeping safe in different situations recognising that it is common for people to experience ill mental health</p> <p><u>Substantive Knowledge</u> the importance of practising healthy sleeping habits sun safety information about the safe and correct use of medicines information on vaccinations, immunisations, and allergies defining and identifying a personal identity strategies to promote mental wellbeing (where to seek support and advice where needed) how to make a clear and efficient call to emergency services if necessary first aid FGM and the law the impact of isolation and loneliness the risks associated with an inactive lifestyle the impact of trolling, harassment and bullying online on mental health</p>	<p><u>Disciplinary Knowledge</u> managing friendships recognising the difference between positive and negative peer influence (how to resist negative peer influence if needed) responding respectfully to a wide range of people the importance of treating everyone equally (with reference to the zero-tolerance approach to peer-on-peer abuse/harassment)</p> <p><u>Substantive Knowledge</u> appropriate physical contact and feeling safe (with reference to consent) recognising prejudice and discrimination (against the protected characteristics) conventions of courtesy and manners understand that each person's body belongs to themselves how to report concerns/abuse both in and out of school (and recognising the confidence needed to do so)</p>	<p><u>Disciplinary Knowledge</u> the need to protect the environment the importance of showing compassion towards others</p> <p><u>Substantive Knowledge</u> how information online is targeted identifying the different types of media the role of the media and its impact identifying potential job interests and aspirations recognising influences in career choices workplace stereotypes and their harmful nature identify rules and principles for keeping safe online how to respond to adults they do not know</p>	<p>habits, safety, medicines, personal identity, vaccinations, immunisations, allergies, individuality, personal qualities, mental wellbeing, situations, efficient, emergency, first aid, illness, female genital mutilation (FGM), reproduction, puberty, development, isolation, loneliness, inactive lifestyle, mental health, ill mental health, trolling, harassment, bullying, friendships, peer influence, appropriate contact, consent, prejudice, discrimination, protected characteristics, courtesy, manners, abuse, concern, confidence, zero-tolerance, environment, compassion, targeted information, media, job interests, aspirations, influence, career choices, stereotypes, sex, gender, sexual orientation, acne, womb, uterus, scrotum,</p>
Year 6	<p><u>Disciplinary Knowledge</u> managing an increasing level of independence transition (moving on/change)</p> <p><u>Substantive Knowledge</u> human reproduction and birth recognise the impact of diet, exercise, drugs, and lifestyle on the way their body's function the benefits of voluntary and service-based activity on mental wellbeing the impact of trolling, harassment and bullying online on mental health recognise the importance of having a positive self-image</p>	<p><u>Disciplinary Knowledge</u> addressing attraction to others romantic relationships recognising and managing pressure from different people expressing opinions and respecting other points of view discussing topical views and current affairs the importance of treating everyone equally (with reference to the zero-tolerance approach to peer-on-peer abuse/harassment)</p> <p><u>Substantive Knowledge</u> understanding the commitment of civil partnerships and marriage consent in different situations conventions of courtesy and manners understand that each person's body belongs to themselves how to report concerns/abuse both in and out of school (and recognising the confidence needed to do so)</p>	<p><u>Disciplinary Knowledge</u> understanding the importance of valuing diversity keeping personal information safe societies safety regulations and choices made by individuals</p> <p><u>Substantive Knowledge</u> knowing how and when to challenge discrimination (against the protected characteristics) and stereotyping evaluating media sources understanding what is safe and unsafe to share online (including the law around online behaviours) identify rules and principles for keeping safe online drug use and the law recognising the influence of the media in drug use the benefits of rationing time spent online show an awareness of the negative impact of excessive electronic use</p>	<p>safety, personal information, society, individual, drug, law, influence, media, reproductive, birth, independence, transition, diet, exercise, lifestyle, voluntary, mental wellbeing, rationing, excessive, trolling, harassment, bullying, mental health, attraction, romantic, commitment, civil partnership, marriage, pressure, consent, opinion, respect, topical views, current affairs, courtesy, manners, concern, abuse, confidence, equality, zero-tolerance, diversity, discrimination, protected characteristics, stereotyping, media, principles, sexual intercourse, fertilisation, pregnancy, gestation, contraception, erection, sperm, ejaculation, semen</p>

- PSHE Non-Negotiables**
- Generate PSHE rules for lessons – all lessons should refer to these at the beginning and this should be evidenced on the lessons slides.
 - Make use of a question and/or worry box. Check this regularly and give children time at the end of lessons to add to it if necessary.
 - Only use vocabulary that has been approved by governors for your year group. All of the approved vocabulary is on the knowledge map. There are very subtle differences between year groups.
 - A selection of work (based on ability, SEN, EAL, PP) should be evidenced in a floor book and updated regularly.

<u>Nursery</u>
<p>discuss healthy eating during snack time name emotions consider how others feel use the toilet (when prompted)</p>

PSHE

wash hands
 play collaboratively
 separate from main carer on entry
 discuss families
 discuss similarities and differences/likes and dislikes
 recognise conflict
 resolve conflict with adult support
 meet people who help us
 follow school rules and routines
 participate in school-based community events

Reception

communicate needs
 try new things
 communicate feelings to an adult
 self-regulate
 show support and empathy
 recognise the importance of health
 use the toilet independently
 wash hands independently
 create a healthy plate (with adult support)
 demonstrate knowledge personal hygiene
 show an awareness of family tradition
 discuss likes and dislikes
 recognise traits that make them different to their peers
 find a compromise
 ask questions about other children's families
 begin talking about families and activities they do together
 identify members of their family
 choose strategies to resolve conflict
 discuss the Fundamental British Values
 identify school rules
 understand right from wrong
 share and collaborate
 meet people from the community
 listen to stories from different cultures
 zip/fasten coat
 dress themselves for forest school
 road safety
 water safety
 fire safety
 look at different countries in the world (weather, food, artists)
 show an awareness of electrical devices and their uses.

<p><u>Autumn</u> Boundaries song – indiv space, please stop etc PANTS Intro to rules (supported) Exec function – awareness of Zones of Regulation Introduced to trusted adults in school</p>	<p><u>Spring</u> PANTS Own rules for games Supported to use Zones of Regulation Looking after plants and animals</p>	<p><u>Summer</u> PANTS Independent solving of conflict Independent executive function – Zones of Regulation Firefighter visits Police visits Nurse visits</p>
---	--	---

Year 1

Topic 1	Key Discipline: Relationships	Key Vocabulary: families, love, security, stability, privacy, permission, polite, respectful, friendship, courtesy, manners			
L1: Learn to identify the roles of different family members.	L2: Learn that families are a source of love, security, and stability.	L3: Learn the characteristics of friendship.	L4: Learn the importance of feeling cared for.	L5: Learn how we care for others.	L6: Learn the importance of privacy (PANTS).
Topic 2	Key Discipline: Relationships	Key Vocabulary: families, love, security, stability, privacy, permission, polite, respectful, friendship, courtesy, manners			
L1: Learn the importance of seeking permission (consent).	L2: Learn how to be polite and respectful.	L3: Learn the importance of treating everyone equally.	L4: Learn the conventions of courtesy and manners.	L5: Learn how our behaviour affects others.	L6: Learn to identify a shared definition of bullying. (ANTI-BULLYING WEEK LESSON – CHANGE ACCORDINGLY)

PSHE

Topic 3	Key Discipline: Living in the Wider World	Key Vocabulary: rules, age restrictions, online safety, equality, care, digital device, communicating, personal strength, occupation, community, principles			
L1: Learn what rules are.	L2: Learn rules and principles for keeping safe online.	L3: Learn how rules and age restrictions help us to keep safe online.	L4: Learn the importance of communicating.	L5: Learn ways of using the internet.	L6: Learn ways of using digital devices.
Topic 4	Key Discipline: Living in the Wider World	Key Vocabulary: rules, age restrictions, online safety, equality, care, digital device, communicating, personal strength, occupation, community, principles			
L1: Learn how to identify my strengths.	L2: Learn how to identify my interests.	L3: Learn about jobs in the local community.	L4: Learn the importance of some jobs in keeping people safe.	L5: Learn why people work.	L6: Learn ways of looking after our own money.
Topic 5	Key Discipline: Health and Wellbeing	Key Vocabulary: healthy, exercise, hygiene routines, sun safety, unique, feelings, self-regulation, coping, penis, testicles, vulva, anus, bottom, arms, legs, stomach, head, shoulders, feet, hands, neck, eyes, mouth, ears, mental wellbeing			
L1: Learn the importance of staying safe in relation to health.	L2: Learn a definition of mental health.	L3: Learn the benefits of exercise and other positive influences on mental health.	L4: Learn ways of keeping our bodies safe (food and exercise).	L5: Learn ways of keeping our bodies safe (hygiene routines).	L6: Learn ways of keeping our bodies safe (sun safety).
Topic 6	Key Discipline: Health and Wellbeing	Key Vocabulary: healthy, exercise, hygiene routines, sun safety, unique, feelings, self-regulation, coping, penis, testicles, vulva, anus, bottom, arms, legs, stomach, head, shoulders, feet, hands, neck, eyes, mouth, ears, mental wellbeing			
L1: Learn why others' needs are important in relation to health and wellbeing.	L2: Learn what makes us unique and special.	L3: Learn how being unique and special makes us feel.	L4: Learn to identify how I feel in relation to the zones of regulation.	L5: Learn how to manage when things go wrong.	L6: Learn to name and label basic parts of the body and link them to each sense.
Year 2					
Topic 1	Key Discipline: Relationships	Key Vocabulary: friendship, loneliness, secret, pressure, hurtful behaviour, similarities, differences, courtesy, manners, cooperative, sharing, respecting, equality, belonging			
L1: Learn to recognise similarities and differences between families.	L2: Learn the conventions of friendship.	L3: Learn ways of making friends.	L4: Learn to identify and explain the feeling of loneliness.	L5: Learn who to find and seek help from when needed.	L6: Learn the importance of treating everyone equally.
Topic 2	Key Discipline: Relationships	Key Vocabulary: friendship, loneliness, secret, pressure, hurtful behaviour, similarities, differences, courtesy, manners, cooperative, sharing, respecting, equality, belonging			
L1: Learn why we must share and respect opinions.	L2: Learn how to recognise hurtful behaviour and why someone might say no. (ANTI-BULLYING WEEK LESSON – CHANGE ACCORDINGLY)	L3: Learn ways of playing and working collaboratively.	L4: Learn the conventions of courtesy and manners.	L5: Learn strategies of resisting pressure.	L6: Learn when to keep a secret and why.
Topic 3	Key Discipline: Living in the Wider World	Key Vocabulary: emergency, environments, safety, responsibilities, communities, internet, online content, currency, personal needs, personal wants, savings, principles, online safety			
L1: Learn ways of using the internet in everyday life.	L2: Learn rules and principles for keeping safe online.	L3: Learn about types of content online.	L4: Learn how we are all the same and how we are different.	L5: Learn how belonging to a group can make us feel.	L6: Learn about differences in communities.
Topic 4	Key Discipline: Living in the Wider World	Key Vocabulary: emergency, environments, safety, responsibilities, communities, internet, online content, currency, personal needs, personal wants, savings, principles, online safety			
L1: Identify roles and responsibilities of members of the community.	L2: Learn to identify personal needs and wants.	L3: Learn about safety in different environments.	L4: Learn what to do in an emergency.	L5: Learn why we have money.	L6: Learn how to look after our own money.
Topic 5	Key Discipline: Health and Wellbeing	Key Vocabulary: sleep, medicine, healthy, hygiene, self-regulation, maturity, vagina, urethra, breast, transition, exercise, unhealthy lifestyle, offspring, viruses, bacteria			
L1: Learn the difference between physical and mental health.	L2: Learn that physical and mental health are linked.	L3: Learn how food and exercise can impact mental health as well as our physical health.	L4: Learn to identify characteristics of an unhealthy lifestyle.	L5: Learn the importance of sleep.	L6: Learn the importance of mouth hygiene.
Topic 6	Key Discipline: Health and Wellbeing	Key Vocabulary: sleep, medicine, healthy, hygiene, self-regulation, maturity, vagina, urethra, breast, transition, exercise, unhealthy lifestyle, offspring, viruses, bacteria			

PSHE

L1: Learn an ideal tooth brushing technique.	L2: Learn the role of medicines in keeping us healthy.	L3: Learn when medicines should and should not be used.	L4: Learn strategies of managing our feelings, using zones of regulation.	L5: Learn to name and label body parts including external genitalia.	L6: Learn that as we get older, we change.
Year 3					
Topic 1	Key Discipline: Relationships	Key Vocabulary: choice, habits, feelings, self-regulation, expressing, personal strength, achievements, reframing, setback, families, stability, care, love, security, advice, personal boundaries, characteristics, friendship, respectful behaviour, self-respect, courteous, polite, trusted adults			
L1: Learn how to recognise and model respectful relationships.	L2: Learn to identify different types of families.	L3: Learn ways of resolving conflict in families.	L4: Learn the importance of self and mutual respect.	L5: Learn the importance of privacy and personal boundaries, knowing what it is appropriate to share with people close to us.	L6: Learn that harmful behaviour has an impact. (ANTI BULLYING WEEK LESSON – CHANGE ACCORDINGLY)
Topic 2	Key Discipline: Living in the Wider World	Key Vocabulary: hazards, risks, environment, unfamiliar, equality, rules, laws, freedom, rights, responsibilities, internet, accurate, occupation, skills, stereotypes, personal goals, principles, strangers, individual, unique, interest, challenge, value, contribution			
L1: Learn the value of rules and laws in relation to rights and freedom.	L2: Learn how content online can be unsafe.	L3: Learn a variety of ways we can keep ourselves safe online.	L4: Learn how best to respond to unfamiliar adults.	L5: Learn different jobs and required skills.	L6: Learn about job stereotypes.
Topic 3	Key Discipline: Health and Wellbeing	Key Vocabulary: skeleton, muscles, mental wellbeing, illness, personal hygiene, viruses, bacteria			
L1: Learn what can impact feelings and how best we can express them.	L2: Learn about personal strengths and reframe setbacks.	L3: Learn to recognise early signs of illness.	L4: Learn about personal hygiene in relation to viruses and bacteria.	L5: Learn a common definition of a habit.	L6: Learn how our choices impact our health.
Year 4					
Topic 1	Key Discipline: Relationships	Key Vocabulary: isolation, loneliness, mental health, ill mental health, trolling, harassment, bullying, stability, care, positive relationships, communicating, hurtful behaviour, confidentiality, similarities, differences, opinion, appearance,			
L1: Learn to identify positive features of family life.	L2: Learn how to create and maintain positive friendships.	L3: Learn the need for equality and a zero-tolerance approach to peer-on-peer harassment. (ANTI-BULLYING WEEK LESSON - CHANGE ACCORDINGLY).	L4: Learn to identify trusted adults.	L5: Learn how and when to report concerns/abuse both in and out of school.	L6: Learn that each person's body belongs to themselves.
Topic 2	Key Discipline: Living in the Wider World	Key Vocabulary: culture, belief, sensitivity, trusted adults, courtesy, manners, belonging, concern, abuse, confidence, equality, zero-tolerance			
L1: Learn features of strong communities (i.e. football, guides etc).	L2: Learn the concepts of shared responsibility and field of influence in relation to community.	L3: Learn the importance of being respectful and discuss difference sensitivity.	L4: Learn the importance of communicating positively online.	L5: Learn that content/profiles online are public and be fake.	L6: Learn smart ways of keeping money safe.
Topic 3	Key Discipline: Health and Wellbeing	Key Vocabulary: balanced lifestyle, oral hygiene, dental care, puberty, external genitalia, pubic hair, hormones, sweat, body odour, period, menstruation, sanitary towel, tampon, ovary, fallopian tubes, reproductive organs, eggs, uterus, womb, cervix, substance, medicine, drugs, inactive, physical changes, emotional changes			
L1: Learn the importance of maintaining a balanced lifestyle.	L2: Learn factors that can lead to someone experiencing ill mental health.	L3: Learn personal hygiene routines.	L4: Learn about drugs that are common in everyday life.	L5: Learn how to use medicines and household products safely.	L6: Learn about changes in the body that are linked to puberty, including menstruation and naming genitalia. (SCHOOL NURSES – CHANGE ACCORDINGLY)
Year 5					
Topic 1	Key Discipline: Relationships	Key Vocabulary: individuality, personal qualities, mental wellbeing, situations, efficient, isolation, loneliness, inactive lifestyle, mental health, ill mental health, trolling, harassment, bullying, friendships, peer influence, appropriate contact, consent, prejudice, discrimination, protected characteristics, courtesy, manners, abuse, concern, confidence, zero-tolerance, environment, compassion			
L1: Learn to manage friendships and recognise peer pressure.	L2: Learn the need to use courtesy and manners to	L3: Learn what might cause someone to display bullying behaviours. (ANTI-BULLYING	L4: Learn to recognise prejudice and discriminative behaviours in school.	L5: Learn to recognise and report our concerns or signs of abuse.	L6: Learn to recognise the need for appropriate physical contact and feeling safe (consent).

PSHE

	respond respectfully to a wide range of people.	WEEK LESSON - CHANGE ACCORDINGLY).			
Topic 2	Key Discipline: Living in the Wider World	Key Vocabulary: targeted information, media, job interests, aspirations, influence, career choices, stereotypes, sex, gender, sexual orientation			
L1: Learn to keep safe in different situations.	L2: Learn to identify types of media and how content is targeted.	L3: Learn the role of social media and its impact.	L4: Learn about potential job interests and aspirations.	L5: Learn to recognise influences on career choices (i.e. job stereotyping, passion, personal strengths).	L6: Learn about the need to protect the environment.
Topic 3	Key Discipline: Health and Wellbeing	Key Vocabulary: habits, safety, medicines, personal identity, vaccinations, immunisations, allergies, emergency, first aid, illness, female genital mutualisation (FGM)			
L1: Learn ways of protecting my own physical and mental health (healthy sleeping habits, use of medicines, diet and exercise, sun safety).	L2: Learn how to make a clear and efficient call to emergency services.	L3: Learn the role of first aid in an emergency.	L4: Learn about vaccinations, immunisations, and allergies.	L5: Learn that everyone is an individual and expresses themselves differently.	L6: Learn to identify different personal qualities and how this creates a personal identity.
Year 6					
Topic 1	Key Discipline: Relationships	Key Vocabulary: safety, personal information, society, individual, drug, law, influence, media, independence, transition, trolling, harassment, bullying, mental health, attraction, romantic, commitment, civil partnership, marriage, pressure, consent, opinion, respect, courtesy, manners, concern, abuse, confidence			
L1: Learn about attraction and romantic relationships.	L2: Learn about the commitment of civil partnerships and marriage.	L3: Learn a definition of consent and recognise why it is important.	L4: Learn to recognise and manage pressure from others. (ANTI-BULLYING LESSON CHANGE ACCORDINGLY)	L5: Learn to express opinions and respect other's views when discussing current affairs.	L6: Learn to define equality and understand why it is important.
Topic 2	Key Discipline: Living in the Wider World	Key Vocabulary: topical views, current affairs, equality, zero-tolerance, diversity, discrimination, protected characteristics, stereotyping, media, principles, rationing, excessive			
L1: Learn about some of society's safety regulations.	L2: Learn about the law surrounding the use of drugs.	L3: Learn the importance of valuing diversity.	L4: Learn what is safe and unsafe to share online.	L5: Learn the law linked to online behaviours.	L6: Learn why people might need to ration time spent online.
Topic 3	Key Discipline: Health and Wellbeing	Key Vocabulary: reproductive, birth, diet, exercise, lifestyle, voluntary, mental wellbeing, sexual intercourse, fertilisation, pregnancy, gestation, contraception, erection, sperm, ejaculation, semen			
L1: Learn the importance of developing a healthy lifestyle.	L2: Learn ways of improving our mental health.	L3: Learn the importance of having a positive self-image.	L4: Learn how to manage responsibility and independence in relation to health.	L5: Learn the process of human reproduction and birth. (SCHOOL NURSES – CHANGE ACCORDINGLY)	L6: Learn to cope with change – moving on from Claregate.