

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>
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	<p>Health and Wellbeing</p>	<p>Relationships</p>	<p>Living In the Wider World</p>	<p>Vocabulary</p>
<p>N</p>	<ul style="list-style-type: none"> → language linked to feelings → show confidence in new situations → to name and recognise emotions through stories, songs, pictures → go to the toilet when reminded → to wash hands independently → adults to promote healthy living/lifestyle → develop ways to promote self-confidence and self esteem → have access to dolls that are anatomically correct 	<ul style="list-style-type: none"> → 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 → recognise conflict and learn strategies to resolve with adult support → begin to consider how others feel → awareness of boundaries → discussion of similarities and differences → resources to reflect diversity → showing interest in discussing their families and others 	<ul style="list-style-type: none"> → knowing they are part of a class and part of Claregate Primary School → begin to follow rules and routines → 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 → to discuss likes and dislikes → regular visits from people with different occupations → participate in school-based community events 	<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>
<p>Rec</p>	<ul style="list-style-type: none"> → showing an awareness of personal needs and communicating these to an adult → try new things → use the toilet independently (washing hands unprompted) → understand the importance of fruit and milk in a healthy lifestyle → recognise feelings and begin to regulate with adult support → create a healthy plate (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) → select and shop for a healthy snack for class (online ordering) → 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 → personal hygiene → screen time, brushing teeth, sleeping habits → have access to dolls that are anatomically correct. 	<ul style="list-style-type: none"> → discuss why active listening is important → to listen on the carpet (following two step instructions – prompted) → begin talking about families and activities they do together → have an awareness of who is in their family → 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 → choose strategies (with adult support) to resolve conflict → 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 → discuss the Fundamental British Values 	<ul style="list-style-type: none"> → to discuss likes and dislikes → know that the setting has rules → behave accordingly → understanding the rules of EYFS and why they keep us safe → demonstrating safe usage of equipment in EYFS → to zip/fasten coat → know what is right from wrong → dress themselves for forest school → to share ideas and resources → have an awareness of own community → move freely inside and outside the classroom (avoiding risks) → road safety → water safety → fire safety → meet people from the community → have an awareness/appreciation for people's jobs → share stories from different cultures → look at different countries in the world (weather, food, artists) → awareness of electronical devices and their uses. 	<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>
<p>Year 1</p>	<ul style="list-style-type: none"> → identify ways of keeping ourselves healthy, including food and exercise, hygiene routines and sun safety → recognise what makes us unique and special → knowing about how they feel → managing when things go wrong → recognising how rules and age restrictions help us → keeping safe online → identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. → the benefits of physical exercise and time spent outdoors on mental wellbeing 	<ul style="list-style-type: none"> → identify the roles of different people in families → know that families are a source of love, security, and stability → recognise the importance of feeling cared for → recognise the importance of privacy, staying safe and seeking permission (consent) → understand how behaviour affects others. → how to be polite and respectful → characteristics of friendship → conventions of courtesy and manners → the importance of treating everyone equally 	<ul style="list-style-type: none"> → the understand what rules are → recognise how we can care for others needs and why it is important → identify ways of using the internet and digital devices → the importance of communicating → identify personal strengths and interests → recognise jobs in the local community → identify rules and principles for keeping safe online 	<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>

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<p>Year 2</p>	<ul style="list-style-type: none"> → recognise that sleep is important → the role of medicine in keeping us healthy → mouth hygiene → managing feelings → knowing who to ask for help → growing older (maturity) → naming body parts → transition to new class or year group → describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. → the characteristics of an unhealthy lifestyle → recognise that mental health is just as important as physical health and is a normal part of everyday life → notice that animals, including humans, have offspring which grow into adults → what to do in an emergency → safety in different environments → safety at home → personal hygiene in relation to viruses and bacteria 	<ul style="list-style-type: none"> → recognise ways of making friends → characteristics of friendship → 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 → playing and working cooperatively → sharing and respecting opinions → the importance of treating everyone equally 	<ul style="list-style-type: none"> → 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 → the use of the internet in everyday life → identifying types of content online → knowing what money is (as a currency) → identifying personal needs and wants → looking after money (saving/being responsible) → identify rules and principles for keeping safe online 	<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>	<ul style="list-style-type: none"> → health choices and habits → what affects feelings → expressing feelings → identifying personal strengths and recognising achievements → managing and reframing setbacks → identifying risks and hazards in the local environment → being aware of risks and hazards in unfamiliar places → 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 	<ul style="list-style-type: none"> → different types of families → features of family life (stability and care) → know that families are a source of love, security, and stability → 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) → recognising and modelling respectful behaviours → the importance of self-respect → 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 	<ul style="list-style-type: none"> → the value of rules and laws → 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 → address job stereotypes → setting personal goals → identify rules and principles for keeping safe online → how to respond to adults they do not know 	<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>	<ul style="list-style-type: none"> → the importance of maintaining a balanced lifestyle → the importance of oral hygiene and dental care → the physical and emotional changes in puberty → naming genitalia → recalling personal hygiene routines → support with puberty (periods) → using medicines and household products safely → drugs common to everyday life → substance misuse and the law → 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 → discussing the importance of preparing for and managing menstruation. → the impact of isolation and loneliness → recognising that it is common for people to experience ill mental health → 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 	<ul style="list-style-type: none"> → features of family life (stability and care) → how to create and maintain positive friendships → the importance of communicating positively online → responding to hurtful behaviour (the importance of consent) → knowing how and when to maintain confidentiality → respecting similarities and differences in opinion, appearance, culture, and belief → how to discuss difference sensitively → identifying trusted adults → 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) → the importance of treating everyone equally (with reference to the zero-tolerance approach to peer-on-peer abuse/harassment) 	<ul style="list-style-type: none"> → what makes a community → shared responsibilities in the community and in our own fields of influence → 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 	<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>

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<p>Year 5</p>	<ul style="list-style-type: none"> → 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 → recognising and reflecting on individuality → discuss gender and how sometimes a person's sex doesn't match their desired gender. → identifying different personal qualities → what is mental wellbeing → strategies to promote mental wellbeing (where to seek support and advice where needed) → keeping safe in different situations → how to make a clear and efficient call to emergency services if necessary → first aid → recognising early signs of illness → FGM and the law → describe the life process of reproduction in some plants and animals. → describe the changes as humans develop to old age. → the impact of isolation and loneliness → the risks associated with an inactive lifestyle → recognising that it is common for people to experience ill mental health → the impact of trolling, harassment and bullying online on mental health 	<ul style="list-style-type: none"> → managing friendships → recognising the difference between positive and negative peer influence (how to resist negative peer influence if needed) → appropriate physical contact and feeling safe (with reference to consent) → responding respectfully to a wide range of people → 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) → the importance of treating everyone equally (with reference to the zero-tolerance approach to peer-on-peer abuse/harassment) 	<ul style="list-style-type: none"> → the need to protect the environment → the importance of showing compassion towards others → 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>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>
<p>Year 6</p>	<ul style="list-style-type: none"> → keeping personal information safe → societies safety regulations and choices made by individuals → drug use and the law → recognising the influence of the media in drug use → human reproduction and birth → managing an increasing level of independence → transition (moving on/change) → 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 benefits of rationing time spent online → show an awareness of the negative impact of excessive electronic use → the impact of trolling, harassment and bullying online on mental health 	<ul style="list-style-type: none"> → addressing attraction to others → romantic relationships → understanding the commitment of civil partnerships and marriage → recognising and managing pressure from different people → consent in different situations → expressing opinions and respecting other points of view → discussing topical views and current affairs → 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) → the importance of treating everyone equally (with reference to the zero-tolerance approach to peer-on-peer abuse/harassment) 	<ul style="list-style-type: none"> → understanding the importance of valuing diversity → 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 	<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>