





PSHE CURRICULUM MAP

How do we teach PSHE at the Trumpington Federation?

We use the Cambridgeshire Primary Personal Development Programme to ensure coverage and fulfilment of children's entitlement to a broad, balanced PSHE curriculum. We have implemented the long term plan 'B' within which Years 1, 3 and 5 are delivering the same themes, and Years 2, 4 and 6 are also working on parallel themes. The entire programme is covered over two years. Although children will be receiving different teaching, the plan is grouped mainly into strands, or similar themes, and therefore assemblies could still be coordinated to fit with broad teaching areas. Within this plan, Drug Education and RSE is also taught. Many of the themes within our PSHE teaching - such as Working Together, My Emotions and Rights, Rules and Responsibilities will be ongoing themes throughout the school year beyond any discrete PSHE teaching.

In addition to the above, teachers may plan PSHE lessons by making relevant links to topics - where possible, whilst considering the needs of the class. Through our assemblies and broader cultural capital opportunities, children will also receive a range of opportunities to develop their social, cultural and emotional understanding - for example through the UNICEF Rights Respecting School Award, School Council or links to other curriculum areas.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
EYFS Nursery	 -Can select and use activities and resources with help. -Welcomes and values praise for what they have done. -Enjoys responsibility of carrying out small tasks. -Is more outgoing towards unfamiliar people and more confident in new social situations. -Confident to talk to other children when playing, and will communicate freely about own home and community. -Shows confidence in asking adults for help. -Aware of own feelings, and knows that some actions and words can hurt others' feelings. -Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. -Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. -Can usually adapt behaviour to different events, social situations and changes in routine. Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. - Initiates play, offering cues to peers to join them. -Keeps play going by responding to what others are saying or doing. -Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 						
EYFS Reception	Beginning Belongingand BelongingLearning Expectations This unit will provide opportunities for children to develop 	Family and Friends Learning Expectations This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and related Early Learning Goals:	Identities & Diversity Learning Expectations This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and related Early Learning Goals:	My Body & Growing Up Learning Expectations This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and	Keeping Safe incl Drug Educ Learning Expectations This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and	Healthy Lifestyles Learning Expectations This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and related Early	

Learning Goals: The Prime Areas Personal, social and emotional development Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and other's behaviour,	The Prime Areas Personal, social and emotional development Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and other's behaviour, and its consequences,	The Prime Areas Personal, Social and Emotional Development Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Communication and language Listening and attention: children listen attentively in a range of situations.They listen to different situations.	related Early Learning Goals: The Prime Areas Physical Development Health and self-care: children know the importance for good health, of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Communication and language Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions	related Early Learning Goals: The Prime Areas Physical Development Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Personal, Social and Emotional Development Self confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in	Learning Goals: The Prime Areas Physical Development Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Personal, Social and emotional development Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are participant do acadet
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They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. The Specific Areas Understanding the World People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other	experiences and in response to stories or events. Speaking : children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. The Specific Areas Understanding The World People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and among families, communities	how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Communication and language Listening and attention : children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Understanding : children follow instructions involving several ideas or actions. 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several ideas or	experiences and in	things, and are	experiences and in	the future They
actions. They answer	response to stories or	sensitive to this. They	experiences and in	the future. They
		know about	response to stories or	develop their own
'how' and 'why'	events.	similarities and	events.	narratives and
questions about their	Speaking: children		Speaking: children	explanations by
experiences and in	express themselves	differences between	express themselves	connecting ideas or
response to stories or	effectively, showing	themselves and	effectively, showing	events.
events.	awareness of	others, and among	awareness of	
Speaking: children	listeners' needs.	families, communities	listeners' needs. They	
express themselves	They use past,	and traditions.	use past, present and	
			future forms	
effectively, showing	present and future			
awareness of	forms accurately	Me and My World	· · · · · · · · · · · · · · · · · · ·	
listeners' needs.	when talking about	Learning Expectations	talking about events	
They use past,	events that have	This unit will provide	that have happened	
present and future	happened or are to	opportunities for	or are to happen in	
forms accurately	happen in the future.	children to develop	the future. They	
when talking about	They develop their	their skills,	develop their own	
events that have	own narratives and	knowledge,	narratives and	
happened or are to	explanations by	understanding and	explanations by	
happen in the	connecting ideas or		connecting ideas or	
future. They	events	attitudes within the	events.	
develop their own	The Specific Areas	following areas of		
narratives and	The Specific Areas	learning and		
explanations by	Understanding the	development and		
connecting ideas or	world	related Early		
events	People and	Learning Goals:		
The Specific Areas	communities:	_		
The Specific Areas	children talk about			
Understanding the	past and present	The Prime Areas		
world	events in their own			
People and	lives and in the lives	Personal, Social and		
communities:	of family members.	Emotional		
children talk about	They know that other	Development		
past and present	children don't always	-		
events in their own	enjoy the same	Self confidence and		
lives and in the lives	things, and are	self-awareness:		
of family members.	sensitive to this. They	children are confident		
They know that	know about	to try new activities,		
other children don't		and say why they like		
always enjoy the	· · · · · · · · · · · · · · · · · · ·	some activities more		
		than others. They		
same things, and	themselves and	are confident to		
are sensitive to this.	others, and among	speak in a familiar		
They know about	families, communities	group, will talk about		
similarities and	and traditions.	their ideas, and will		
differences between				

othe fam com	nmunities and ditions.	Ay Emotions earning Expectations This init will provide opportunities for children to develop heir skills, mowledge, inderstanding and tititudes within the ollowing areas of earning and levelopment and elated Early earning Goals: The Prime Areas Personal, Social and Emotional Development Managing feelings and behaviour: children talk about now they and others whow feelings, talk about their own and others' behaviour, and consequences, and know that some behaviour is macceptable. They york as part of a proup or class, and	choose the resources they need for their chosen activities. They say when they do or don't need help. Communication and language Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or		
	u w g	inacceptable. They vork as part of a	'how' and 'why' questions about their experiences and in		
	T b s	ollow the rules. They adjust their behaviour to different bituations, and take bhanges of routine in	Speaking : children express themselves effectively, showing awareness of		

their stride. Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Communication and language Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately,	listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events The Specific Areas Understanding the World The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	
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		while engaged in another activity. Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events				
Year 1	Beginning and Belonging MMR4 BB12 Be able to take part in discussions about behaviour that helps make the classroom a safe and happy place to	Family Friends MMR6 FF12and FDescribe the qualities friendship and to demonstrate in making friends.and to skills in making friends.	Diversity and Communities Cit4 DC12 Describe aspects of their identity, and recognise some similarities and differences between	Relationships and Sex Education HSL6 RSE1 Recognise names for the main external parts of the body. Name the sexual	Personal Safety HSL9 PS12Contributeto discussions about personal safety and take an active part in class activities.Identifypeople	Managing change MMR8 MC12 Talk about ways in which they have changed since they were babies as well as identifying recent achievements

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	learn. Understand the agreed ground	Develop some strategies for coping when they have friendship	themselves and others. Know about some	parts using colloquial and occasionally scientific words.	home, at school and in other contexts of their lives to include in	Know that change is a normal part of life and that sometimes we can
	rules.	problems.	similarities and differences in	Describe what their	their Safety Circle and who they can	plan for it and sometimes we can't
	Name the other	Understand that	people's lifestyles,	bodies can do and	go to if they have a	
	children in their class and to take	friendships change.	including different groups they and	understand how amazing their body	worry, or a 'no' or 'l'm not sure'	Identify changes that they or other
	part in relationship building activities.	Recognise some similarities and	other people belong to.	is.	feeling.	children might experience in their
	Describe some	differences between them and	Describe places in	Show some understanding that	Identify safer places to work and play	lives
	emotions that	other children, and	their community,	their body belongs	and know what to	Name some
	someone new to the school might	understand that difference is	how they and others might use	to them.	do if they get lost.	emotions they or others might feel at
	feel, and have some ideas of ways	positive.	them, and who is available to help	Describe some basic personal	Identify the difference between	particular times of change
	to help someone new to feel	Understand that there are different	them.	hygiene routines and understand	good and bad secrets as well as	Suggest some
	welcome.	family patterns.	Understand how	how these can	'yes' and 'no'	strategies they
	Identify people in	Describe what is	they can help look after the school	prevent the spread of disease.	touches, understanding that	might use to cope with times of
	their Safety Circle who can help them	special about their own family and its	environment, and make a contribution		they are able to say 'no' and tell	change, including approaching others
	if they are worried or need support,	members, and about other people	to doing so.		someone on their Safety Circle.	for help
	and know how to ask for help.	they know.	Know what animals and plants need to			Know that change can be positive and
	·	Know who they can	survive, and how		Drug Education	something to look
	Show some simple strategies for	talk to if they need help and how to ask	they can help look after them.		Drug Education HSL8 DE12	forward to
	helping other people who need	for it.			Have a basic	
	support.	Anti Bullying			understanding of how things can get	
		MMR7 AB12 - this doesn't fit			in the body and that some can be	
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Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying.		helpful and some can be harmful. Be aware of safety rules concerning medicines and be able to name people who could help them take them safely.
Start to understand that sometimes people are bullied because they may be different in some way from others.		Understand that there can be alternatives to medicine use to feel better.
Describe how it feels to be bullied or see someone else being bullied.		Recognise simple risks and suggest ways of managing given scenarios.
Demonstrate simple ways of responding to bullying including the need to be assertive.		
Demonstrate how to be kind to bullied children.		
Identify places where bullying may occur at school and be starting to suggest simple strategies to make		

		the school a safer place where bullying is less likely to occur.				
Year 2	Right, Rules and Responsibilities	My Emotions	Working Together	Relationships and Sex Education	Managing Risks	Healthy Lifestyles
	Name some adults in school who look after them and describe their responsibilities. Describe some of the responsibilities they have in the classroom and	Recognise feelings in others. Develop some strategies to deal with their own strong emotions, including calming and relaxing themselves. Know that there is a	Name some of their own strengths and skills. Identify a new skill to develop. Understand and practise listening skills, take turns and make clear explanations.	Recognise babies, children and adults of different ages and put them into age order Understand that human babies grow inside their mothers Describe the main	Name a risky situation and suggest ways of reducing risk. Name some emotions people might feel in a risky situation.	Give examples of how to be healthy and to reflect on their own lifestyles and choices. Explain why healthy eating and physical activity are both important. Know the difference
	towards family and friends.	link between thoughts, feelings and behaviour. Begin to	Understand and practise group work skills, including discussion,	physical developments which take place in early childhood	Say their full name and address and know when this might be useful.	between being active and inactive and know how to maintain health.
	ground rules and explain how they have been made. Understand why we have classroom	understand that how they feel can affect how they approach and tackle tasks, including learning, and have some	negotiation and co-operation. Be aware of how their strengths and skills can be useful	Describe some of the changes in responsibilities and expectations during early childhood	Suggest some people who might help them in a risky situation.	Say what changes physical and emotionally when they are active.
	rules and describe what the classroom would be like without them. Explain what is	strategies for regaining a positive frame of mind. Develop some understanding of	in a group. Evaluate a group work task. Financial Capability	Understand a baby's basic needs Understand how dependent a baby is on parents/carers	Understand what is meant by an emergency and know ways they	Talk about food likes and dislikes and give reasons. Understand that

meant by voting	the difference		to provide its basic	and others might	food can be divided
and be able to name some people who make decisions at school. Share information,	between behaviour which is impulsive and that which is thought through	Understand that we can receive and spend money in many ways.	needs.	help in one. Safety Contexts	into different groups and know that for good health we need a balanced diet.
opinions and feelings and listen to those of others, as part of a class discussion.	With support, use a simple problem solving process and have some strategies to calm themselves down to be ready to solve a problem. Know what it feels and looks like to be assertive.	Know how to save and look after their money and why we might do so. Begin to understand the difference between wants and needs and the need for informed choices.		Recognise dangers that traffic poses to them as car passengers and pedestrians. Identify safe places to cross in the local area.	
	Anti-bullying Understand that bullying is deliberately hurtful	Begin to understand family spending and the impact of choices.		Know that wearing suitable clothing, a hat and sun cream are ways to stay safer in the sun.	
	behaviour and be able to give examples of the different forms of bullying.	Begin to understand and manage some of the changing feelings associated		Explain a simple strategy for action if they are lost. Explain simple	
	Start to understand that sometimes people are bullied because they may be different in some way from others. • Be able to describe	with money. Have a simple understanding of what charities might do and why we have them.		precautions to take when using playgrounds. Understand ways of preventing common accidents in school or on the school playground.	

		how it feels to be bullied or see someone else being bullied. Start to demonstrate simple ways of responding to bullying including the need to be assertive. Demonstrate how to be kind to bullied children. Identify places where bullying may occur at school and be starting to suggest simple strategies to make the school a safer place where bullying is less likely to occur.				
Year 3	Beginning and Belonging	Family and Friends	Diversity & Community	Relationships and Sex Education	Personal Safety Contribute to discussions and	Managing Change
	Contribute ideas to	Describe some of	Describe aspects of their identity, and to	Use the scientific	listen to other viewpoints about	Identify changes that they and other

discussions about ground rules for the class, and to take a activities to help build cooperative relationships in the class.the qualities of a developed themselves and between making and keeping friends.recognise samilarities and differences themselves and themselves and there should in there should in themselves and the school.rems tendship patterns, including themselves and there should in themselves and there should in constraints, friendships.rems tendship patterns, including themselves and themselves and themselves and there should in constraints, friendships.personal safety and take an active back and themselves and themselves and themselves and there should and the friendships.children may testices, breast and themselves and themselves and themselves and there should and the friendships.children may testices, breast and themselves and themselves and there should and the friendships.children may testices, breast and themselves and there should and the responsibilities of their or a no' or 'I'm not someone evels and the school.children may testices, breast and themselves and there should and the friendships.children may testices, breast and theres.beck an active should and testices, breast and testices, breast and theres.personal safety and testices, breast and there should and the testices, breast and there are there are there are sometimes different beints and the school.children may testices, breast and there are there are and there are there are there are sometimes different beints and there beacked and there are sometimes different b					1
class.Understand and bale to cope with changes in friendship patterns, and know some ways to resolve and know from and in other contexts of their some ways to help someone who and in other contexts of their some ways they con and in other contexts of their some ways they con and in other contexts of their some ways they con help otherUnderstand and bale respect diversity, including the their peers, and be and know from and know from con help otherUnderstand and bale responsibilities of their contexts of their some ways they con help otherChange situations, and have some contict and other is new to the class and differences before and their peers, and be and know from and know from connews and their support networks.Understand and bale responsibilities for their peers, and be and know from different support and know from some on whow their support networks.Class and their peers and be their peers and be there are some of what it contexts of their support networks.Give several can take and theores support and their support and know from whom and how to come or whow to their support networks.Class and their their peers of and their support and know from some or whow to their support networks.Class and and bale can help otherClass and and bale their peers of and their support and know from whom and how to to care for their support and know from <b< td=""><td>ground rules for the good friend, and to take an active part in activities to help keeping friend.</td><td>b similarities and differences between themselves and</td><td>testicles, breast and vagina and explain which parts are male and which are</td><td>take an active part in class activities including using assertive voice and</td><td>experience in their lives. Name emotions</td></b<>	ground rules for the good friend, and to take an active part in activities to help keeping friend.	b similarities and differences between themselves and	testicles, breast and vagina and explain which parts are male and which are	take an active part in class activities including using assertive voice and	experience in their lives. Name emotions
	 Identify emotions that they or someone else might feel in a new situation, and will know some ways to help someone who is new to the class and the school. Identify people at home, at school and in other contexts of their lives to include in their support networks. Know how they can access support and some ways they can help other 	 difference and respect diversity, including the importance of recognising and challenging stereotypes. Know about groups and communities that exist locally, and the roles some people play in the community. Understand some different forms the media can take and some of what it does. Understand some of the needs of and how to care for the local environment. Know about the 	 examples of the capabilities of their own bodies Describe familiar hygiene routines and understand the reasons for doing these things Anticipate new responsibilities for their personal hygiene Explain how common illnesses are spread and be able to describe how they can prevent the spread 	adults to include in their Network of Support, and who they can go to if they have a worry or a 'no' or 'I'm not sure' feeling. Explain what their 'sixth sense' is and how this contributes to assessing different levels of risk. Identify the difference between good and bad secrets and tricks as well as 'yes' and 'no' touches, understanding that they are able to say 'no' and tell someone on their Network of Support	involved in loss and change situations, and have some strategies for coping with them. • know what helps or hinders when they are experiencing difficult emotions. Understand how someone who experiences bereavement might feel. Know who they can talk to if they are experiencing difficult emotions, and how to ask for help. Plan to make a chosen change

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	the responsibilities	Name some	
Recognise that		medical and legal	
, and a second sec		recreational drugs	
people live in	them.		
different family		Have a basic understanding of	
,		how a drug can	
patterns.		enter the body and	
		the bloodstream	
Anti-bullying			
		Explain some ways	
		in which medicines are used, including	
		as immunisations	
Understand that		and describe some	
bullying is		of the professionals	
deliberately hurtful		who work with	
behaviour and be		them	
able to give a range of examples		Have clear ideas	
of different forms of		about medicine	
bullying including		safety and have	
simple forms of		some ideas for	
cyberbullying.		keeping safe and	
		asking for help	
Lindorstand that		Know that nicotine	
Understand that sometimes people		and alcohol are	
are bullied because		drugs and describe	
of issues relating to		some of their	
their identity e.g.		effects	
ethnicity, religion,		Begin to consider	
culture or family life.		why some people	
• be able to		choose to use	
describe the		nicotine and	
feelings of those		alcohol	
involved in bullying		Think about	
including those who		Think about influence and	
bully others.		persuasion and will	
		demonstrate some	
Describe and		skills to counter	
demonstrate a		these.	

		number of assertiveness techniques when responding to bullying and be starting to show that they can support a child in a bullying situation. Provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to make the school a safer place where bullying is less likely to occur.				
Year 4	Rights, Rules and ResponsibilitiesExplainthe difference between wants and needs.Explainwhy rights are important.Explainthat rights comeExplainthat rights and explain how these	My Emotions Give an example of a physical, a social and an emotional risk. Give an example of how their friends might affect their decisions about risky situations. Name some	Working together Identify their own strengths and skills and those of others. Identify skills they would like to develop. Take part in a class learning challenge. Know how to show	Relationships and Sex Education RSE4 Identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy Explain ideas about being grown up and show they have a	Managing Risk and Safety Contexts Give an example of a physical, a social and an emotional risk. Give an example of how their friends might affect their decisions about risky situations.	Healthy Lifestyles Know that they can make choices which are healthy or unhealthy and reflect on their own lifestyle. Know that eating healthily, being active and sleeping all contribute to a healthy lifestyle.

responsibilities affect their actions.	emotions they might feel in a risky situation and how	using their body, express opinions	relatively realistic view of adulthood	Name some emotions they	Understand some of the reasons people sometimes
Explain why rules are needed and be able to identify	these might affect their body.	confidently and ask open questions.	Identify an area for which they can take	might feel in a risky situation and how these might affect	make unhealthy choices.
those which are necessary and useful.	Explain a strategy they could use for decision making in	Work as a group to make decisions and solve a problem.	more responsibility Explain some ways	their body. Explain a strategy	Talk about some of the physical and mental benefits of
Participate in making class	risky situations.	Know how different	that parents/carers are responsible for	they could use for decision making in	exercise. Know that a healthy
ground rules and show or explain what following the rules looks like.	Suggest ways of reducing risk in everyday situations and recognise ways	people can contribute to a group task	babies and understand that these responsibilities are	risky situations. Suggest ways of	lifestyle involves choosing a range of activities, some of which will be more
Suggest different ways of making a decision and ways	of preventing accidents.	Persevere at a task.	based on the fact that a baby cannot look after itself.	reducing risk in everyday situations and recognise ways of preventing	active than others. State some of the
they can influence decision making in school.	Name some people they could ask for help in a risky situation.	Evaluate a group task, including giving and		accidents. Name some people	influences on food choices and some of the persuasive methods used in
Describe what a representative does.	Recognise an emergency and	receiving feedback.		they could ask for help in a risky situation.	advertising. Understand why
Take part in simple debating and voting.	suggest suitable action.			Recognise an emergency and suggest suitable action.	our bodies need foods from each of the food groups and be able to suggest daily
	Anti-bullying	Financial Capability		Know the 5 elements of the Green Cross Code and describe the	menus or meals. Talk about the benefits of food for our bodies and
	Understand that bullying is deliberately hurtful behaviour and be	Know that we receive money through a variety of means, including paid work.		types of clothing which make them easily visible to traffic.	plan and prepare simple healthy meals or snacks. Know why dental

able to give a range of examples of different forms of bullying including simple forms of cyberbullying. Understand that sometimes people are bullied because of issues relating to their identity e.g ethnicity, religion culture of family life • be able to describe the feelings of those involved in bullying including those whe bully others. Describe and demonstrate a number of assertiveness techniques when responding to bullying and bo starting to show that they car support a child in a bullying situation. Provide reasons fo why bullying man occur in certain parts of the school and suggest a range of strategies to make the school	 Know ways to keep money safe, including saving it. Understand that some of the ways we use money can make it grow or involve risk. Understand that we make choices about spending for many different reasons. Begin to understand that the choices we make affect us, our communities and the wider world. Bin to understand and manage the sometimes uncomfortable and changing feelings we have about money. Begin to understand and manage the sometimes uncomfortable and changing feelings we have about money. Begin to understand that money may have different value and meaning to different people at different times and in different cultures. Know about the 	Understand the dangers of fire, including smoke inhalation and be able to suggest some simple courses of action they can take. Know some safety rules for beaches and inland waterways. Suggest some general rules for safety and ways they can contribute to their own safety on a school trip. Describe preventable and unintentional accidents.	hygiene is important and how they can look after their teeth.
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		a safer place where bullying is less likely to occur. t	and why we might need it. Manage money effectively in real life situations.			
Year 5	Beginning Belongingand BelongingCollaboratewith other childrento develop strategies and approaches to makethe classroom a safe and happy place to learn.Know the names of everyone in their class and be able to build new relationships.the kees to 	Family Friendsand FriendsIdentify the special people in their networks and to recognise how their networks have changed and developed.Have developed.Have developed.Have developed.developed.Recognise times of change.Recognise between people and how that can be a positive aspect of their friendships.Have strategies for	Diversity Communitiesand CommunitiesRecognise of their identity and understand how other people can influence their perception themselves.Describe the ethnic make-up of their community and different groups that live in Britain.Recognise negative effects of stereotyping prejudice.Know about how they and others, including volunteers, contribute to the munity.	Relationship and Sex Education Know and understand the appropriate scientific names for the external and internal sexual parts of the body, and be able to explain basic functions. Understand the main changes that happen at puberty, know some ways to manage them, and how it affects people differently. Have a basic understanding about body image, and have learnt some ways to support a positive body image for	Personal Safety Contribute to discussions about personal safety by listening to other viewpoints Review trusted adults on their Network of Support Define honesty and take part in exploring dilemmas involving honesty and dishonesty. Define what risk and peer group pressure are and how to respond to them using safety planning.	Managing Change Identify a range of situations which involve loss and change. Recognise emotions associated with loss and change, and understand how these feelings can change. Identify what might help when experiencing difficult emotions. Know how they can

	managing some of	Understand about	themselves and	Contribute to	access support and
Identify a range of people in their	the pressures in	the role of the	others.	discussions around	how they can
Support Networks,	relationships.	media and its possible		problem solving.	support other
and know how to access help and	Understand the	influences.	Understand the importance of	Identify touches	people.
support.	importance of	Understand some	washing regularly	which break	
	groups within	ways of caring for	and of maintaining other hygiene	personal boundaries and	Reflect on their own
induo idodo ioi	friendships and	the environment	routines during	understand that	experiences of
making new people feel welcome, and	recognise some of the pressures which	and the	puberty.	no-one should	change and
be able to offer	can occur in group	contribution they can make.	Understand ways	touch the intimate parts of their	describe some ways they have
support to others	situations.	can make.	Understand ways they can prevent	bodies.	affected them.
who need help.	Know how to get		the spread of some		
	support from people		bacterial and viral		Develop strategies
	they trust and how		diseases.	Drug Education	for coping with
	they can support other people.				future changes,
				Categorise drugs as medical,	including transition
				as medical, non-medical, legal	to secondary school
				and illegal	
	Anti-bullying			Understand the	
	Decerite the last			possible physical	
	Describe the key characteristics and			and psychological effects of some	
	forms of bullying.			drugs	
				Lindenstend the	
	Talk about personal			Understand the roles of medicines	
	reasons why			and immunisations	
	someone may			Recognise some	
	engage in bullying.			reasons why people	
	Begin to identify			use and misuse drugs and be able	
				to suggest some	

and describe specific types of prejudice driven bullying. Describe the different roles of those involved in a bullying situation. Describe how peer pressure affects a situation, and demonstrate simple strategies to intervene in a bullying situation and defend a person who is being bullied.	alternatives Understand some of the laws relating to drugs Recognise influence and pressure and have related this to peers and the media Identify risk and risk management strategies, know where they can get support and be able to identify some sources of reliable and accurate information.
Describe confidently and demonstrate a number of assertiveness techniques. Begin to identify places where bullying may take place in the community.	

Year 6	Rights, Rules and Responsibilities	My Emotions	Working Together	Relationships and Sex Education	Managing Risk	Financial Capability
	State some of the rights in the United Nations Convention on the Rights of the Child and explain why they are important.	Recognise and describe feelings in themselves and others, including mixed emotions and moods.	Identify their own strengths and skills, those of others and know how these can complement each other.	Describe the main stages of sexual reproduction, using some scientific vocabulary	Describe a positive and negative consequence of taking a risk. Give an example of a physical, social	Have a broad view of what money is, including history, trade and currencies.
	Identify some of the links between rights, rules and responsibilities. Suggest useful	Communicate effectively how they are feeling, including reasons for that feeling.	Talk about skills they would like to develop and hopes for the future. Understand that the	Describe some emotions associated with the onset of puberty and have strategies to deal with these positively	and emotional risk. Evaluate how risky something is and explain their reasoning.	occupations require different skills and allow for different earnings, the deductions from which support
	ground rules and give examples of what following the rules looks like. Understand how rights and	Regularly use some strategies to manage their feelings, including calming and relaxing themselves.	ability to learn is a valuable skill. Know some skills which might be useful in a range of jobs.	Understand that puberty affects people in different ways, both physically and emotionally Understand that the	Describe a situation where they are responsible for their own safety and talk about the influence of others.	others in the community. Know that the choices we make and the ideas we have about money
	responsibilities can sometimes conflict with each other and suggest ways of resolving this in different situations.	Begin to develop strategies for understanding and responding sensitively to others' emotions.	Communicate effectively, using listening, negotiation, debating and chairing skills.	way they behave affects others and that they have some responsibility to others to make sure they are not hurt	Understand and use the 'Stop, Decide, Do' strategy. Name some people	change according to individual circumstances, values, beliefs and culture. Understand how
	Know the different	Use some	, in the second	Describe some	in their network they would	our choices can have an impact on

roles of parliament, MP's and local a more positive councils and know present their views.strategies to regain a more positive influences on their including why and when this might be helpful.Recognise influences on their including why and when this might be helpful.Recognise including why and when this might be helpful.Recognise including why and when their media.Recognise including why and when their with presevere.Rande some organisations where people can get help and help.Understand whet managing money is complex and may involve risk but there are people which are different from their own.Name some organisations where people can get help and some family which are different nelp.Name some some family understand that managing money is complex and may some family mangements which are different nelp.Name some family some family and have some someone in the recovery position and make an emergeny call.Understand that managing money is complex difficultUnderstand that maspita councils.Same this some family process and some family process and some family this with school to ther so do so too.Name councils some family and have some some family some family and have some some family and have some some family and have some some familySafety rules, e.g.Manage money<						ı
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might be important.	hazards associated
	with cycling and
	describe
Anti hullving	precautions they
Anti-bullying	can take.
Describe the key	Understand that
characteristics and	sunburn is bad for
	you and suggest
forms of bullying.	ways to reduce the
	risk of sunburn.
Talk about personal	
reasons why	Desseries that
someone may	Recognise that
engage in bullying.	exposure to
	electricity can be
	dangerous and
Identify and	describe a range of
describe specific	risks in the home
types of prejudice	and how to avoid
driven bullying.	these.
Describe the	Know some of the
different roles of	reasons that trains
those involved in a	can be dangerous
bullying situation.	and describe how
	to behave safely
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situation, and demonstrate simple strategies to intervene in a bullying situation and defend a person who is being bullied. Describe confidently and demonstrate a number of assertiveness techniques. Identify places where bullying may take place in the community.	suggest ways in which the possibilities of accidents can be reduced	
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