

PSHE Medium Term Plan

EYFS - Foundation Stage 1

Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
<p>Key Concept – Feelings Curricular Goal: Pupils can begin to understand how they and others feel Learning Objective:</p> <ul style="list-style-type: none"> To understand how it feels to belong and that we are similar and different To understand how feeling happy and sad can be expressed To be able to work together and consider other people’s feelings To be able to use gentle hands and understand that it is good to be kind to people To begin to understand children’s rights and this means we should all be allowed to learn and play To be able to learn what being responsible means <p>Substantive Knowledge (Sticky Knowledge) (To know and remember) <u>Know we are all different and like different things. Know we belong to the school family. Know how to recognise the emotions sad and happy. Know how to help ourselves if we feel sad. Know how to all work together and how to look after each other and the setting. Know that hands are best when they are kind. Know we all have a right to play and feel happy. Know how it feels to be responsible for a special object</u></p> <p>Disciplinary Knowledge Use a mirror to create a smiley and sad face Use a timer to tidy up as a team Use toys, stories, songs, games, photos and scenarios to talk about emotions</p> <p>Key Vocabulary Different, school, family, sad, happy, kind, responsible</p>	<p>Key Concept – Difference/ Being Unique Curricular Goal: Pupils can begin to talk about how people like and are good at different things Learning Objective:</p> <ul style="list-style-type: none"> To understand how it feels to be proud of something I am good at. To be able to say one way I am special and unique. To know that all families are different. To know there are lots of different houses and homes. To be able to say how I could make new friends. To be able to use my words to stand up for myself. <p>Substantive Knowledge (Sticky Knowledge) (To know and remember) <u>Know that they are good at playing with the toys. Know how to feel proud of being good at something. Know we are different, we are unique. Know about their family and things that are different about families. Know that all houses are different and special. Know how we can make friends and what we can say to make a nice friend. Know how it makes us feel when people say unkind words. Know what nice things we can say to our friends</u></p> <p>Disciplinary Knowledge Use pictures of their favourite things to make a paper chain to celebrate difference Use toys, stories, songs, games, photos and scenarios to talk about ourselves, families, homes and friends</p> <p>Key Vocabulary Good, proud, special, unique, family, houses, friends, different, unkind, kind</p>	<p>Key Concept – Improving Curricular Goal: Pupils can begin to understand that with practice people can get better Learning Objective:</p> <ul style="list-style-type: none"> To understand what a challenge means To be able to keep trying until I can do something To be able to set a goal and work towards it To know some kind words to encourage people with To begin to think about the jobs I might like to do when I’m older To be able to feel proud when I achieve a goal <p>Substantive Knowledge (Sticky Knowledge) (To know and remember) <u>Know how challenge makes us feel. Know that sometimes things are difficult but if we work together and not give up we can overcome them. Know that with practice you can get better. Know how it feels when someone says unkind or kind words. Know that adults do jobs and to do these jobs and we need to learn about different things. Know we feel proud when a goal has been achieved</u></p> <p>Disciplinary Knowledge Use their bodies to investigate a hard challenge and talk about how this makes us feel Use role play to talk about jobs adults can do Use toys, stories, songs, games, photos and scenarios to talk about ourselves, families, homes and friends</p> <p>Key Vocabulary Challenge, proud, trying, goal, jobs, proud, achieve, goal, unkind, kind</p>	<p>Key Concept – Healthy Curricular Goal: Pupils can begin to understand what the word ‘healthy’ means and some of the ways this can be achieved Learning Objective:</p> <ul style="list-style-type: none"> To know the names for some parts of my body and am starting to understand that I need to be active to be healthy To be able to say some of the things I need to do to be healthy To know what the word ‘healthy’ means and that some foods are healthier than others To know how to help myself go to sleep and that sleep is good for me To be able to wash my hands and know it is important to do this before I eat and after I go to the toilet To know what to do if I get lost and how to say NO to strangers <p>Substantive Knowledge (Sticky Knowledge) (To know and remember) <u>Know different parts of the body. Know where the heart is in the body. Know that our heart beats slowly when we are resting and quickly when we are exercising</u></p> <p>Disciplinary Knowledge Use our bodies and exercise to talk about how our heart rate changes Use toys, stories, songs, games, photos and scenarios to talk about ourselves, families, homes and friends</p> <p>Key Vocabulary Parts of the body, heart, active, resting, exercise, healthy, sleep, wash, lost, stranger</p>	<p>Key Concept – Family and Friends Curricular Goal: Pupils can talk about their family Pupils can begin to understand that people have friends and how they can be a good friend to others Learning Objective:</p> <ul style="list-style-type: none"> To be able to talk about my family To understand how to make friends if I feel lonely To be able to talk about some of the things I like about my friends To know what to say and do if somebody is mean to me To be able to use Calm Me time to manage my feelings To be able to work together and enjoy being with my friends <p>Substantive Knowledge (Sticky Knowledge) (To know and remember) <u>Know what a family is. Know who is in a family, how to describe them including their jobs/ activities. Know what it is to feel lonely and how it feels. Know how to be a good friend and help those who are feeling lonely. Know how to talk about what they like about their friends. Know that sharing is an important part of friendship. Know what to do if people are being mean. Know about the feeling of anger. Know what feels nicer being angry or calm. Know what they want good friends to be like.</u></p> <p>Disciplinary Knowledge Use toys, stories, songs, games, photos and scenarios to talk about ourselves, families, homes and friends Use a mirror to create an angry and calm face</p> <p>Key Vocabulary Family, good friend, lonely, mean, sharing, anger, calm</p>	<p>Key Concept – Growing Curricular Goal: Pupils can begin to talk about their bodies and how they change as they grow Learning Objective:</p> <ul style="list-style-type: none"> To be able to name parts of my body and show respect for myself To be able to talk about some things I can do and some food I can eat to be healthy To understand that we all start as babies and grow into children and then adults To know that I grow and change To be able to talk about how I feel moving to School from Nursery To be able to remember some fun things about Nursery this year <p>Substantive Knowledge (Sticky Knowledge) (To know and remember) <u>Know about some body parts, what they do and why they are important. Know that exercise is good for our bodies, it makes our heart beat faster and keeps us healthy. Know that healthy foods are good for our bodies. Know that babies are different from ourselves and how they have changed. Know that plants grow from seeds. Know that plants need looking after as they grow and change like people do. Know the emotions; happy, sad, excited and worried.</u></p> <p>Disciplinary Knowledge Use toys, stories, songs, games, photos and scenarios to talk about ourselves, plants, families, homes and friends</p> <p>Key Vocabulary Body, exercise, healthy, babies, plants, seeds, excited, worried, happy, sad</p>

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<p>Links to prior learning: Pupils can begin to understand how they and others feel</p> <p>Key Concept – Feelings</p> <p>Curricular Goal: Pupils can begin to understand how their actions can impact on others</p> <p>Learning Objective: To understand how it feels to belong and that we are similar and different To be able to start to recognise and manage my feelings To be able to enjoy working with others to make school a good place to be To understand why it is good to be kind and use gentle hands To be able to start to understand children’s rights and this means we should all be allowed to learn and play To be able to learn what being responsible means</p> <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know that people are ‘Unique’ and in some ways the same. Know we are all members of Kingswood Parks. Know the emotions; happy sad, angry and excited. Know how to be a kind friend. Know how to work together. Know how to share. Know the importance of kind hands. Know the importance of using words instead of actions. Know the importance of asking before you take someone else’s things. Know why we have school rules. Know the meaning of ‘responsibility’ when following the school rules.</u></p> <p>Disciplinary Knowledge Use toys, stories, songs, games, photos and scenarios to talk about emotions</p> <p>Key Vocabulary Unique, different, kind friend, together, share, school rules, responsibility</p>	<p>Links to prior learning: Pupils can begin to talk about how people like and are good at different things</p> <p>Key Concept – Difference</p> <p>Curricular Goal: Pupils can talk about what makes them special or the same as others including their families and homes. Pupils can talk about being a kind friend and how words can be used to stop behaviour they don’t like</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to identify something I am good at and understand everyone is good at different things To understand that being different makes us all special To know we are all different but the same in some ways To be able to say why I think my home is special to me To be able to say how to be a kind friend To know which words to use to stand up for myself when someone says or does something unkind <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know we are all good at different things. Know how to be proud of our achievements. Know we are different, we are unique. Know that all houses are different and special. Know how to make and be kind friends. Know how it feels when we see unkind behaviour. Know how to use kind words.</u></p> <p>Disciplinary Knowledge Use pictures of their favourite things to make a paper chain to celebrate difference Use toys, stories, songs, games, photos and scenarios to talk about ourselves, families, homes and friends</p> <p>Key Vocabulary Unique, different, proud, special, kind friend, unkind behaviour, kind words</p>	<p>Links to prior learning: Pupils can begin to understand that with practice people can get better</p> <p>Key Concept – Success</p> <p>Curricular Goal: Pupils can talk about what it means to set themselves a goal and describe what it means to be proud</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To understand that if I persevere I can tackle challenges To be able to talk about a time I didn’t give up until I achieved my goal To be able to set a goal and work towards it To be able to use kind words to encourage people To understand the link between what I learn now and the job I might like to do when I’m older To be able to say how I feel when I achieve a goal and know what it means to feel proud <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know how challenge makes us feel and how challenge can be overcome. Know the process of trying, practicing and not giving up in the face of challenge. Know how to set a goal and understand how this can be achieved. Know the emotions associated with kind/ unkind words. Know how friends can support each other. Know that adults do jobs and to do these jobs and we need to learn different things now. Know we feel proud when a goal has been achieved.</u></p> <p>Disciplinary Knowledge Use their bodies to investigate a hard challenge and talk about how this makes us feel</p> <p>Key Vocabulary Challenge, persevere, goal, kind words, encourage, proud, achieve</p>	<p>Links to prior learning: Pupils can begin to understand what the word ‘healthy’ means and some of the ways this can be achieved</p> <p>Key Concept – Health and Safety</p> <p>Curricular Goal: Pupils can describe how to keep themselves healthy and safe</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To understand that I need to exercise to keep my body healthy To understand how moving and resting are good for my body To know which foods are healthy and not so healthy and can make healthy eating choices To know how to help myself go to sleep and understand why sleep is good for me To be able to wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet To know what a stranger is and how to stay safe if a stranger approaches me <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know about exercise and why it is important. Know about healthy foods. Know that some unhealthy food and drinks contain sugar that is bad for our teeth. Know what would happen if only unhealthy food was eaten. Know about bedtime routine. Know why sleep is important to us. Know the importance of hand washing. Know what a stranger is. Know who can help us if we get lost</u></p> <p>Disciplinary Knowledge Use toys, stories, songs, games, photos and scenarios to talk about ourselves, families, homes and friends</p> <p>Key Vocabulary Exercise, healthy, unhealthy, sugar, bedtime routine, sleep, germs, stranger, safety</p>	<p>Links to prior learning: Pupils can talk about their family</p> <p>Curricular Goal: Pupils can begin to understand that people have friends and how they can be a good friend to others</p> <p>Key Concept – Friends</p> <p>Curricular Goal: Pupils can describe what makes a good friend and show this in their actions</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to identify some of the jobs I do in my family and how I feel like I belong To know how to make friends to stop myself from feeling lonely To be able to think of ways to solve problems and stay friends To begin to understand the impact of unkind words To be able to use Calm Me time to manage my feelings To know how to be a good friend <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know what a family is. Know all people in families have jobs. Know what it is to feel lonely and how it feels. Know how to be a good friend and help those who are feeling lonely. Know the emotion of anger when friends are unkind. Know how to calm down when feeling anger. Know how to be a kind/ good friend.</u></p> <p>Disciplinary Knowledge Use toys, stories, songs, games, photos and scenarios to talk about ourselves, families, homes and friends</p> <p>Key Vocabulary Family, jobs, belonging, lonely, friends, anger, kind/ good friend.</p>	<p>Links to prior learning: Pupils can begin to talk about their bodies and how they change as they grow</p> <p>Key Concept – Growing</p> <p>Curricular Goal: Pupils can talk about their bodies understanding the effects of healthy foods and how people change as they grow</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> I can name parts of the body I can tell you some things I can do and foods I can eat to be healthy I understand that we all grow from babies to adults I can express how I feel about moving to Year 1 I can talk about my worries and/or the things I am looking forward to about being in Year 1 I can share my memories of the best bits of this year in Reception <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know different parts of the body and the role they play. Know what is healthy/ unhealthy for our bodies. Know how we change as we grow including visual features and abilities. Know how to share worries/ fears when things are going to change. Know about memories and achievements.</u></p> <p>Disciplinary Knowledge Use toys, stories, songs, games, photos and scenarios to talk about ourselves, families, homes and friends</p> <p>Key Vocabulary Bodies, healthy, unhealthy, babies, children, adults, worries, fears, change, memories, achievements</p>
Year 1					
Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me

<p>Links to prior learning: Pupils can begin to understand how their actions can impact on others</p> <p>Key Concept – Feelings</p> <p>Curricular Goal: Pupils can explain and give examples as to why their class is a happy and safe place to learn</p> <p>Learning Objective: To understand how to feel special and safe in my class To understand the rights and responsibilities as a member of my class To know my views are valued and can contribute to the class rules To be able to recognise how it feels to be proud of an achievement To understand that people make choices and some choices have a consequence</p> <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know about being safe and special and what this feels like. Know when we feel safe. Know what makes us special. Know we belong and how it feels. Know how we have the right to learn and that we have a responsibility to help each other. Know rules are important for happy learning in school. Know the emotions of happy, sad, disappointed and proud and how these make them feel. Know the meaning of rules, choice and consequence. Know that consequences occur if the rules are not followed. Know how to work as a learning team.</u></p> <p>Disciplinary Knowledge Use toys, stories, songs, games, photos and scenarios to discuss ourselves and friends</p> <p>Key Vocabulary Special, safe, rights, responsibilities, member, valued, class rules, proud, achievement, choice, consequence, learn, disappointed, team.</p>	<p>Links to prior learning: Pupils can talk about what makes them special or the same as others including their families and homes. Pupils can talk about being a kind friend and how words can be used to stop behaviour they don't like</p> <p>Key Concept – Being Unique</p> <p>Curricular Goal: Pupils can explain how they are different and similar to other members of their class, understanding everyone is unique. They understand what bullying is and how being bullied might make someone feel</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to identify similarities and differences between people in my class To understand what bullying is and how it might feel To know some people who I could talk to if I was feeling unhappy or being bullied To know how to make new friends and how it feels to make a new friend To be able to identify ways I am different from my friends and how this makes me special and unique <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know that similarities and differences exist between objects and people. Know that some differences/similarities are not visible. Know how it feels to be a part of a group/ team and how you feel if you are left out. Know what bullying is. Know how a person behaves could make them a bully. Know that there are key features of bullying. Know that everyone has a right to be safe and not bullied. Know the importance of looking after each other. Know who to go for help. Know that it is OK to be different. Know what makes a good friend. Know that people have special qualities/ characteristics that make them unique</u></p> <p>Disciplinary Knowledge Use toys, stories, songs, games, photos and scenarios to discuss ourselves and friends</p> <p>Key Vocabulary Similarities, differences, team, bullying, safe, qualities, characteristics, unique</p>	<p>Links to prior learning: Pupils can talk about what it means to set themselves a goal and describe what it means to be proud</p> <p>Key Concept – Success</p> <p>Curricular Goal: Pupils can explain and celebrate what it is to be successful understanding why their internal treasure chest is an important place to store positive feelings</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to identify what I do well To be able to set a goal and work out how to achieve it To understand how to work well with a partner to celebrate an achievement To be able to tackle a new challenge and understand this might stretch my learning To be able to identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them To be able to identify how I felt when I succeeded in a new challenge and how it can be celebrated. <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know the meaning of success. Know how it feels to achieve a goal. Know that there are steps we need to take to achieve a goal. Know that sometimes we need to make mistakes in order to learn. Know that we learn by watching, doing and listening. Know how it feels to work with a partner. Know how it feels to be a leader and a follower. Know the importance of taking turns and sharing. Know that when we learn new things we need to stretch our thinking skills. Know how it feels when we learn something new and how we need to keep trying to achieve a goal. Know how to help each other when we find things difficult. Know that sometimes we face obstacles when working towards a challenge. Know how it feels to overcome an obstacle and reach a goal. Know the term 'success' and how this feels. Know how to celebrate a success.</u></p> <p>Disciplinary Knowledge Use toys, stories, songs, games, photos and scenarios to discuss ourselves and friends</p> <p>Key Vocabulary Goal, achieve, partner, celebrate, challenge, stretch, obstacles, succeed, mistakes, watching, doing, listening, leader, follower, taking turns, sharing</p>	<p>Links to prior learning: Pupils can describe how to keep themselves healthy and safe</p> <p>Key Concept – Health and Safety</p> <p>Curricular Goal: Pupils can explain why they think their body is amazing. They can identify a range of ways to keep it safe and healthy understanding how this can make them feel happy</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To understand the difference between being healthy and unhealthy, and know how to make healthy lifestyle choices To know how to keep myself clean and healthy, and understand how germs cause disease/illness To know that all household products including medicines can be harmful if not used properly To know how to keep safe when crossing the road, and about people who can help me to stay safe To be able to say why I think my body is amazing and can identify some ways to keep it safe and healthy <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know different ways of keeping healthy including eating a balanced diet, sleep, exercise, keeping clean and drinking water. Know why we need to keep ourselves clean. Know ways of keeping safe at home. Know that some household items are safe for children to use and other items aren't. Know that our faces and bodies change when we feel poorly. Know how to help ourselves feel better. Know the dangers of taking too much medicine. Know who should give them the medicine. Know that there are different places where we might or might not feel safe. Know how to keep safe near the road.</u></p> <p>Disciplinary Knowledge: Use toys, stories, songs, games, photos and scenarios to discuss ourselves</p> <p>Key Vocabulary: Healthy lifestyle, clean, germs, disease, illness, household products, harmful, safety, balanced diet, poorly, dangers, medicine, road safety.</p>	<p>Links to prior learning: Pupils can describe what makes a good friend and show this in their actions</p> <p>Key Concept – Family and Friends</p> <p>Curricular Goal: Pupils can explain why they have special relationships with some people, how this can help them feel safe and good about themselves and they can explain how their own qualities help these relationships. They can identify different examples of behaviour in other people that they appreciate, or they don't like</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to identify the members of my family and understand that there are lots of different types of families To be able to identify what being a good friend means to me To know appropriate ways of physical contact to greet my friends and know which are acceptable or unacceptable to me To know when I need help and who can help me in my school community To be able to recognise my qualities as person and a friend To be able to say why I appreciate someone who is special to me <p>Substantive Knowledge: (Sticky Knowledge) <i>(To know and remember)</i> <u>Know what makes a family and that all families are different. Know that some family members may live in a different house. Know that families love and protect us. Know the qualities of a good friend and that sometimes friends don't always agree. Know that people feel differently about holding hands. Know that there are textures people do/ don't like to feel. Know that different types of physical greeting are acceptable or not in different situations.</u></p> <p>Disciplinary Knowledge: Use toys, stories, songs, games, photos and scenarios to discuss ourselves, families and friends</p> <p>Key Vocabulary: Family, love, protect, good friend, physical contact, textures, acceptable, unacceptable, school communities, qualities</p>	<p>Links to prior learning: Pupils can talk about their bodies understanding the effects of healthy foods and how people change as they grow</p> <p>Key Concept – Growing</p> <p>Curricular Goal: Pupils can compare how they are now to when they were a baby and explain some of the changes that will happen as they get older understanding that some changes might feel better than others. Pupils can use the correct names for penis, testicles, anus, vagina, vulva and give reasons why they are private</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to understand the life cycles of animals and humans and that there are changes during growth To know some things about me that have changed and that have stayed the same To know how my body has changed since I was a baby and that everybody grows at different rates To be able to identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus To understand that every time I learn something new I change a little bit To be able to talk about the changes that have happened in my life <p>Substantive Knowledge: (Sticky Knowledge) <i>(To know and remember)</i> <u>Know that changes happen from birth to adulthood. Know about the lifecycle of a frog. Know about changes in human as they grow. Know that everybody grows at the same rate because our bodies are all unique. Know the stages of growth and development in different animals. Know how children have changed since babyhood including physical changes and developmental changes. Know what living things look like at the beginning of the lifecycle. Know that living things change all of the time. Know what would happen if we didn't change and grow. Know some differences between males and females including their private parts and why they need to remain private. Know the right names for the body parts that make boys and girls different. Know that their private parts belong to them and no one has the right to touch them without their permission. Know what to do if they feel hurt or scared. Know when it is and isn't OK to talk about our private parts. Know that however old we are, as we learn things, we grow a little bit. Know that change makes us all feel different.</u></p> <p>Disciplinary Knowledge: Use toys, stories, songs, games, photos and scenarios to discuss ourselves, families and friends</p> <p>Key Vocabulary: Change, life cycle, baby, adult, grown up, mature, male, female, vagina, penis, testicles, vulva, anus, learn, new, grow, feelings, anxious, worried, excited, coping</p>
Year 2					
Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me

<p>Links to prior learning: Pupils can explain and give examples as to why their class is a happy and safe place to learn</p> <p>Key Concept – Feelings</p> <p>Curricular Goal: Pupils can explain how their behaviour can impact on other people in their class and compare their own and others choices.</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to identify some of my hopes and fears for this year To understand the rights and responsibilities for being a member of my class and school To be able to listen to other people and contribute my own ideas about rewards and consequences To be able to work cooperatively To be able to recognise the choices I make and understand the consequences <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know that having worries is quite normal and at times we all worry about things. Know how to cope with worry and things we can do to help ourselves, sharing them with people we trust. Know the feeling of belonging and how it feels to be left out. Know that belonging comes with a sense of responsibility. Know what having ‘rights’ means. Know we all have the right to be safe, healthy happy and to learn. Know the meaning of responsibility and why it is important. Know that getting more responsibility is part of growing up. Know that rewards can be valued. Know how to identify positive and negative behaviours. Know that negative behaviour bring consequences. Know how good behaviour and rewards makes us feel. Know that it is important for us to make friends, have fun together, and enjoy being part of the new class. Know the importance of following the class rules.</u></p> <p>Disciplinary Knowledge Use objects, stories, songs, games, photos and scenarios to discuss ourselves and friends</p> <p>Key Vocabulary Worries, hopes, fears, trust, belonging, rights, responsibilities, responsible actions, praise, reward, consequence, positive, negative, choices, co-operate, problem solving</p>	<p>Links to prior learning: Pupils can explain how they are different and similar to other members of their class, understanding everyone is unique. They understand what bullying is and how being bullied might make someone feel</p> <p>Key Concept – Being Unique</p> <p>Curricular Goal: Pupils can explain how it feels to have friends and be friends. They understand that friends can be different and sometimes this can lead to bullying</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To begin to understand that sometimes people make assumptions about boys and girls To understand that bullying is sometimes about difference To be able to recognise what is right and wrong and know how to look after myself To understand that it is OK to be different from other people and to be friends with them To be able to describe some ways I am different from my friends and know these differences make me special and unique <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know that there are similarities and differences between girls and boys like and dislikes. Know that sometimes people make assumptions about girls and boys. Know that we can make choices about what we like or don’t like. Know we all have differences despite her gender. Know that it is important to recognise everyone’s contribution in class. Know the meaning of ‘bullying’ and that it is different from teasing. Know that some people bully and some people are bullied. Know that bullying isn’t fair or kind and that if it happens, children need to tell an adult they trust. Know how it might feel to be bullied. Know how to help someone who looks alone or is sad. Know the meaning of ‘diversity’ as differences between people. Know that sometimes difference means that people are treated unfairly. Know that a kind community is accepting of all sorts of different people, and that we can all work together to help everyone feel they belong. Know that we don’t have to be the same or enjoy the same thing to be friends. Know that our differences might complement each other; we are all special and unique and can bring different qualities to friendship.</u></p> <p>Disciplinary Knowledge Use objects, stories, songs, games, photos and scenarios to discuss ourselves and friends</p> <p>Key Vocabulary Boys, girls, similarities, assumptions, stereotypes, special, bully, contribution, purpose, difference, kind, unkind, feelings, sad, lonely, help, stand-up for, help, male, female, difference, diversity, fairness, kindness, friends, unique, value</p>	<p>Links to prior learning: Pupils can explain and celebrate what it is to be successful understanding why their internal treasure chest is an important place to store positive feelings</p> <p>Key Concept – Success</p> <p>Curricular Goal: Pupils can take part in group activities identifying how it feels to work as a group and explaining how they and others used different skills to play their part.</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to choose a realistic goal and think about how to achieve it To be able to persevere even when I find things difficult To be able to explain how sometimes working with other people helps me learn To be able to work with others in a group to solve problems To be able to explain how being part of a successful group feels <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know the meaning of success. Know that feeling proud of success is a positive feeling. Know that challenges we choose need to be realistic. Know how it feels to set a goal that can be achieved. Know that smaller steps are used to work towards a goal. Know that we need to persevere to achieve a goal. Know that sometimes it is easier to work towards a goal with the help of others. Know how it feels to work together to achieve a task. Know how to work successfully together as part of a team.</u></p> <p>Disciplinary Knowledge Use objects, stories, songs, games, photos and scenarios to discuss ourselves and friends</p> <p>Key Vocabulary Realistic, proud, success, celebrate, achievement, dream, goal, strengths, persevere, challenge, difficult, easy, learning together, partner, team work, group, problem solve</p>	<p>Links to prior learning: Pupils can explain why they think their body is amazing. They can identify a range of ways to keep it safe and healthy understanding how this can make them feel happy</p> <p>Key Concept – Health and Safety</p> <p>Curricular Goal: Pupils can describe why some foods and medicines can be good for our bodies and why others are less healthy or are unsafe. They are able to express how it feels to make a healthy/ safe choice</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To know what I need to keep my body healthy To be able to explain what relaxed means To know some things that make me feel relaxed and some that make me feel stressed To be able to understand how medicines work in my body and how important it is to use them safely To be able to sort foods into the correct food groups and know which foods my body needs every day to keep me healthy To be able to make some healthy snacks and explain why they are good for my body To know which foods to eat to give my body energy <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know different ways of keeping our bodies healthy. Know why keeping healthy is important. Know that sometimes people find it difficult to stay healthy. Know that people need to be motivated to stay healthy. Know that part of being healthy is being able to relax, unwind and be calm. Know that people learn better when they are calm and relaxed. Know the difference between being calm and being tense. Know some different types of medicines. Know about medicine safety. Know the five different food groups and give examples of foods that are in each group. Know what makes a balanced diet. Know that foods that are high in salt and sugar are not part of a balanced diet. Know what makes a healthy nutritious snack. Know how their bodies would feel if they had lots of energy and were feeling healthy and then if they had no energy/ or were feeling unhealthy. Know that sometimes our bodies need special treatments, that’s when we might need a medicine to keep us healthy. Know what would happen if we used medicine when we didn’t need it.</u></p> <p>Disciplinary Knowledge Use objects, stories, songs, games, photos and scenarios to discuss ourselves and friends</p> <p>Key Vocabulary Healthy choices, lifestyle, motivation, relax, relaxation, tense, calm, healthy, unhealthy, dangerous, medicines, safe, body, balanced diet, portion, proportion, energy, fuel, nutritious,</p>	<p>Links to prior learning: Pupils can explain why they have special relationships with some people, how this can help them feel safe and good about themselves.</p> <p>Key Concept – Family and Friends</p> <p>Curricular Goal: Pupils can compare relationships that might make them feel uncomfortable with those that make them feel safe and special and can provide examples of some problem solving techniques and how they might be used</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate To understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not To be able to identify some of the things that cause conflict with my friends To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret To be able to recognise and appreciate people who can help me in my family, my school and my community To be able to express my appreciation for the people in my special relationships <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know that there are similarities and differences in people’s families. Know that families are diverse and don’t always include children. Know marriage is a legally recognised commitment and is a special relationship were two people promise to love each other for the whole of their lives. Know that marriage can be between two men, two women, or a man and a woman. Know that we belong to families and they are there to love and protect us. Know the importance of sharing and cooperating with each other. Know when people use the sense of touch to communicate. Know that people can ask others to STOP touching if they don’t like it. Know who to tell if someone touches you and you don’t like it but they won’t stop. Know that it is OK not to like some forms of physical contact/ touch. Know how to make sure hands are kind hands that don’t hurt other people. Know that friends like different things. Know that it is possible for even the closest of friends to fall out sometimes. Know how to sort out disputes and mend friendships. Know that some secrets are good secrets to keep and sometimes it’s OK to have a secret. Know that there are two different types of secrets and it is very important to know the difference. Know who is a trusted adult and why. Know the meaning of trust and how trust can be damaged. Know the meaning of a compliment and how it feels to give and receive them.</u></p> <p>Disciplinary Knowledge Use objects, stories, songs, games, photos and scenarios to discuss ourselves, family and friends</p>	<p>Links to prior learning: Pupils can compare how they are now to when they were a baby and explain some of the changes that will happen as they get older understanding that some changes might feel better than others.</p> <p>Key Concept – Difference</p> <p>Curricular Goal: Pupils can explain what they like/ don’t like about being a boy or girl and getting older. They recognise that other people may feel different to them. Pupils can use the correct names for penis, testicles, anus, vagina, vulva and explain why some types of touches feel OK and others don’t.</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to recognise cycles of life in nature To be able to describe the natural process of growing from young to old and understand that this is not in my control To be able to recognise how my body has changed since I was a baby and where I am on the continuum from young to old To be able to recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private To understand there are different types of touch and can tell you which ones I like and don’t like To be able to identify what I am looking forward to when I move to my next class <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know how things around us change, including the seasons. Know what a lifecycle is and how things grow and change from a baby to an adult. Know that there are changes we can and cannot see in older people. Know that change is a natural process and people don’t have control over it. Know who is special and why. Know that, for humans, growing up takes longer than for many living things. Know that growing up comes with a wider range of abilities, more freedom, more independence, more responsibilities and more knowledge. Know that girls and boys are not always different in what they like to do. Know that most boys are born with male body parts, and most girls with female parts. Know how clothes can sometimes help us to see from the outside the difference between boys and girls. Know that private body parts is one way you can differentiate males from females. Know what sort of touches are liked or disliked and why. Know what to do if they experience a touch that is hurtful or frightening. Know that new changes are about to happen as the school year is coming to an end. Know people have different emotions about change. Know that we all feel differently about different things because we are all unique people, and that it is OK to be different from others.</u></p> <p>Disciplinary Knowledge Use objects, stories, songs, games, photos and scenarios to discuss ourselves and friends</p> <p>Key Vocabulary Change, grow, life cycle, control, baby, adult, fully grown, growing up, old, young, change, respect, appearance, physical, baby, toddler, child, teenager, independent timeline, freedom, responsibilities, male, female, vagina, penis, testicles, vulva, anus, public, private, touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, comfortable, uncomfortable, change, looking forward, excited, nervous, anxious, happy</p>
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				Key Vocabulary Family, different, similarities, special, relationship, important, cooperate, diverse, touch, physical contact, communication, hugs, like, dislike, acceptable, not acceptable, friends, likes, dislikes, conflict, disputes, point of view, positive problem solving, secret, surprise, good, worry, trusted adult, happy, sad, frightened, trust, trustworthy, honest, reliable, compliments, celebrate, appreciate	
Year 3					
Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
<p><i>Links to prior learning:</i> Pupils can explain how their behaviour can impact on other people in their class and compare their own and others choices.</p> <p>Key Concept – Feelings</p> <p>Curricular Goal: Pupils can explain how their behaviour can affect how others feel and behave and they understand the importance of rules</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to recognise my worth and can identify positive things about myself and my achievements. To be able to set personal goals To be able to face new challenges positively, make responsible choices and ask for help when I need it To understand why rules are needed and how they relate to rights and responsibilities To understand that my actions affect myself and others and I care about other people’s feelings To be able to make responsible choices and take action To understand my actions affect others and try to see things from their points of view 	<p><i>Links to prior learning:</i> Pupils can explain how it feels to have friends and be friends. They understand that friends can be different and sometimes this can lead to bullying.</p> <p>Key Concept – Feelings/ Difference</p> <p>Curricular Goal: Pupils can describe different conflicts that might happen in family or friendship groups. They understand how words can be used in kind or hurtful ways, explain how this can make people feel and can offer strategies to help the situation</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To understand that everybody’s family is different and important to them To understand that differences and conflicts sometimes happen among family members To know what it means to be a witness to bullying To know that witnesses can make the situation better or worse by what they do To be able to recognise that some words are used in hurtful ways To be able to describe a time when my words affected someone’s feelings and what the consequences were 	<p><i>Links to prior learning:</i> Pupils can take part in group activities identifying how it feels to work as a group and explaining how they and others used different skills to play their part.</p> <p>Key Concept – Success</p> <p>Curricular Goal: Pupils can explain the different ways in which they learn and understand what they could do to improve. They are confident to share success and know these feelings can be stored in their internal treasure chest</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To know about a person who has faced difficult challenges and achieved success To be able to identify a dream/ambition that is important to me To be able to enjoy facing new learning challenges and working out the best ways for me to achieve them To be motivated and enthusiastic about a new challenge To be able to recognise obstacles which might hinder my achievement and can take steps to overcome them To be able to evaluate my own learning process and identify how it can be better next time 	<p><i>Links to prior learning:</i> Pupils can describe why some foods and medicines can be good for our bodies and why others are less healthy or are unsafe. They are able to express how it feels to make a healthy/ safe choice.</p> <p>Key Concept – Feelings/ Health and Safety</p> <p>Curricular Goal: Pupils can explain how anxious, scared and unwell feels. They can identify things, people and places that they need to keep safe from and can explain some strategies for keeping themselves safe and healthy including who to go to for help</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To understand how exercise affects my body and know why my heart and lungs are such important organs To know that the amount of calories, fat and sugar I put into my body will affect my health To be able to explain my knowledge and attitude towards drugs To be able to identify things, people and places that I need to keep safe from and know some strategies for keeping myself safe, who to go to for help and how to call emergency services To be able to identify when something feels safe or unsafe To understand how complex my body is and how important it is to take care of it 	<p><i>Links to prior learning:</i> Pupils can compare relationships that might make them feel uncomfortable with those that make them feel safe and special and can provide examples of some problem solving techniques and how they might be used.</p> <p>Key Concept – Family and Friends/ The Wider World</p> <p>Curricular Goal: Pupils can explain how their life is influenced positively by people they know and those around the world. They can explain how their own choices might affect their family, friendships and people around the world</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females To be able to identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener To know and can use some strategies for keeping myself safe online To be able to explain how some of the actions and work of people around the world help and influence my life To understand how my needs and rights are shared by children around the world and can identify how our lives may be different. To know how to express my appreciation to my friends and family 	<p><i>Links to prior learning:</i> Pupils can explain what they like/ don’t like about being a boy or girl and getting older. They recognise that other people may feel different to them. Pupils can use the correct names for penis, testicles, anus, vagina, vulva and explain why some types of touches feel OK and others don’t.</p> <p>Key Concept – Feelings/ Growing</p> <p>Curricular Goal: Pupils can explain how boys and girls bodies change on the inside/ outside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. Pupils can recognise how they feel about these changes and can suggest some ideas to cope with these feelings</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby To understand how babies grow and develop in the mother’s uterus I understand what a baby needs to live and grow To understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies I can identify how boys’ and girls’ bodies change on the outside during this growing up process To be able to identify how boys’ and girls’ bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up To begin to recognise stereotypical ideas I might have about parenting and family roles To be able to identify what I am looking forward to when I move to my next class

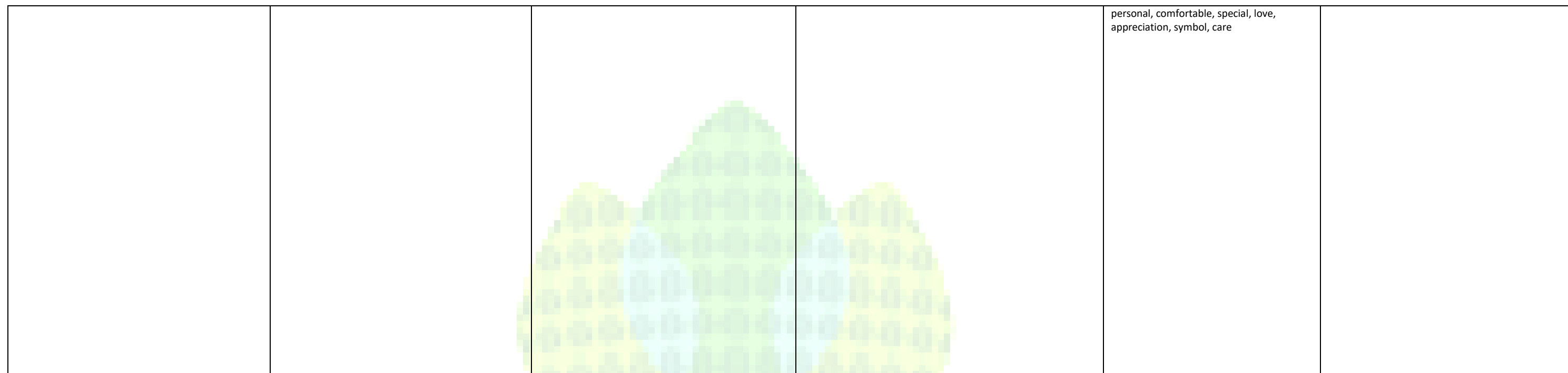
<p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> Know that people have things in common with each other. Know that it is important that everyone encourages each other to achieve their goals this year. Know that it is important for us to be able to understand facial expressions as these show how people are feeling. Know it is normal to have worries when things are new or different. Know the rights and responsibilities everyone shares to make sure that every child learns as well as possible. Know how to work together to help each other learn best. Know we all have a right to be educated. Know the term responsibility and suggest some examples. Know that wrong choices bring consequences and good choices bring rewards. Know what it means to feel welcome and valued. Know people have different points of view but in school it is important to have a shared vision so that everyone is clear.</p> <p>Disciplinary Knowledge Use objects, stories, songs, games, photos and scenarios to discuss ourselves and friends</p> <p>Key Vocabulary Welcome, valued, achievements, proud, pleased, personal goal, praise, acknowledge, affirm, emotions, feelings, nightmare, dream, fears, worries, emotions, support, rights, responsibilities, behaviour, rewards, consequences, actions, fairness, choices, challenge, team work, view point</p>	<p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> Know that families can be the same or different. Know that in some marriages people don't manage to keep their promise but when they get married they intend to. Know what family means to them. Know that it is normal for there to be conflict in families and know some ways for them to be solve. Know that all children have a right to be safe in their family. Know being gay means being attracted to/loving someone of the same sex in a boyfriend/girlfriend relationship. Know it is a word that people use wrongly. Know the three key features of bullying. Know how they can help someone who is being bullied to feel better. Know that witnesses to bullying are often referred to as 'bystanders'. Know how a bystander could help someone who is being bullied. Know that words can be hurtful. Know how it feels to give and receive a compliment.</p> <p>Disciplinary Knowledge Use objects, stories, songs, games, photos and scenarios to discuss ourselves, family and friends</p> <p>Key Vocabulary Family, loving, caring, safe, connected, difference, special, conflict, solve it together, solutions, resolve, witness, bystander, bullying, gay, unkind, feelings, tell, consequences, hurtful, compliment, special, unique, difference, similarity,</p>	<p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> Know that what might be challenging for one person might be normal for another. Know that dreams and goals can come true and be real. Know how to work as part of a team to achieve a goal. Know how to use the 'Solve-it together' technique.</p> <p>Disciplinary Knowledge Use objects, stories, songs, games, photos and scenarios to discuss ourselves and friends</p> <p>Key Vocabulary Perseverance, challenges, success, obstacles, dreams, goals, ambitions, future, aspirations, team work, enterprise, design, cooperation, strengths, motivation, enthusiastic, excited, efficient, responsible, obstacles, frustration, solution, solve it together, review, self-review, celebrate, evaluate</p>	<p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> Know that when we exercise our hearts beat faster and our lungs work harder and this helps our bodies become healthier. Know that this happens because our bodies need more oxygen. Know that our bodies need energy to work, grow and exercise; and that energy comes from food and drink (calories or kilojoules). Know our bodies are 'in balance' (healthy) when we take in the right amount of energy and do the right amount of activity to use it. Know the effect if our bodies are not 'in balance'. Know that less healthy choices often contain more sugar, salt and saturated fat than the healthy choices, but we do need some in our diet. Know that food packaging should have the amounts of calories/kilojoules written on it, so this can help us with choosing healthier options. Know we should try and choose foods and drinks that are sugar free. Know we should choose foods with labels that are green and amber as a healthier choice. Know medicines are also drugs, these can help our bodies if taken correctly. Know how they feel about drugs. Know the term 'emergency' and that dangerous situations can be emergencies. Know how the emergency services would know they needed to be there to help. Know how our bodies and thoughts tell us things are unsafe. Know that our body is a complex machine that needs to be looked after carefully.</p> <p>Disciplinary Knowledge Use objects, stories, songs, games, photos and scenarios to discuss ourselves and friends</p> <p>Key Vocabulary Oxygen, energy, calories/ kilojoules, heartbeat, lungs, heart, fitness, labels, sugar, fat, saturated fat, healthy, drugs, attitude, safe, anxious, scared, strategy, advice, dangerous, emergency, emergency services, ambulance, fire engine, police, coastguard, helicopter, harmful, risk, feelings, complex, appreciate, choice</p>	<p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> Know that sometimes jobs are matched to gender. Know the term 'stereotypes' and what this means in terms of roles and responsibilities. Know how to solve problems using the 'solve-it together' technique. Know how to come up with possible solutions to reach an agreement. Know that some games are safe to play and others are not. Know the possible risks of interactions online. Know that 'friends' online might not be who they say they are. Know that we need to be extra careful online because not everything is always as it appears. Know that some foods/ clothing comes from other countries around the world. Know how goods reach us from around the world and what life is like for the people who grew/ made them. Know some things we need and really couldn't live without, and some are things we want because they make life pleasant or comfortable but they are not essential. Know the similarities and differences between our lives and the lives of children around the world. Know the United Nations is an organisation in which the countries of the world try to agree on what needs to be done to make the world a fairer and safer place for everyone and they have produced a 'Convention of the Rights of a child'.</p> <p>Disciplinary Knowledge Use objects, stories, songs, games, photos and scenarios to discuss ourselves, family and friends</p> <p>Key Vocabulary Men, women, male, female, unisex, role, job, responsibilities, differences, similarities, respect, stereotype, conflict, solution, problem solving, friendship, win-win, safe, unsafe, risky, internet, social media, private messaging, gaming, global, communications, transport, interconnected, food journey's, climate, trade, inequality, needs, wants, rights, deprivation, United Nations, equality, justice, happiness, celebrating, relationships, friendship, family, thank you, appreciation</p>	<p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> Know the role of a parent in caring for a baby, and why a parent needs to devote a lot of care. Know the things the baby needs to grow and to survive. Know that a baby needs love and affection as well as physical needs such as milk, nappies, clothes, cot, teddy, etc. Know how the life of a baby starts out, where it begins to grow and how it grows. Know a baby grows inside the mother's womb/ uterus and gets all its nutrients in order to grow from the mother. Know that sometimes changes feel exciting and good, sometimes difficult, and often a bit of both. Know the term puberty and that it refers to the collection of changes that will gradually change their bodies from a child's body into an adult's body and that it is a natural part of growing up for everyone. Know that changes happen on both the inside and outside of our bodies and this happens at different times for different people. Know that for some animals, the mother lays the egg and baby grows inside it, but for others the baby grows inside the mother until it is ready to be born, and that's the way it happens for humans. Know the boy's testicles grow and start to make sperm which are tiny seeds that are needed to start a baby growing. Know the girl's ovaries store hundreds of tiny eggs and during puberty they start to release them, one at a time each month. Know when one of these eggs (or ova) joins with a sperm it will start to grow into a baby. Know the passage that leads from the womb to the outside is called the vagina. If an ovum isn't fertilised it passes out of the body as a 'period'.</p> <p>Disciplinary Knowledge Use objects, stories, songs, games, photos and scenarios to discuss ourselves, family and friends</p> <p>Key Vocabulary Changes, birth, animals, babies, mother, growing up, grow, uterus, womb, nutrients, survive, love, affection, care, puberty, control, male, female, testicles, sperm, penis, ovaries, egg ovum/ ova, womb/ uterus, vagina,</p>
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Year 4

Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
<p>Links to prior learning: Pupils can explain how their behaviour can affect how others feel and behave and they understand the importance of rules.</p> <p>Key Concept – Democracy</p> <p>Curricular Goal: Pupils can explain why being listened to and listening to others is important in our school community. They can explain why being democratic is important for people to feel valued</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To know my attitudes and actions make a difference to the class team To understand who is in my school community, the roles they play and how I fit in To understand how democracy works through the School Council To understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with them To understand how groups come together to make decisions To understand how democracy and having a voice benefits the school community 	<p>Links to prior learning: Pupils can describe different conflicts that might happen in family or friendship groups. They understand how words can be used in kind or hurtful ways, explain how this can make people feel and can offer strategies to help the situation.</p> <p>Key Concept – Feelings/ Difference</p> <p>Curricular Goal: Pupils can discuss a time when their first impression of someone changed as they got to know them and that it is good to accept people for who they are. They can explain how bullying can sometimes be hard to spot and what to do about it if they are unsure.</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To understand that, sometimes, we make assumptions based on what people look like To understand what influences me to make assumptions based on how people look To know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I’m not sure To understand why witnesses sometimes join in with bullying and sometimes don’t tell To be able to identify what is special about me and value the ways in which I am unique To be able to explain a time when my first impression of someone changed when I got to know them 	<p>Links to prior learning: Pupils can explain the different ways in which they learn and understand what they could do to improve. They are confident to share success and know these feelings can be stored in their internal treasure chest.</p> <p>Key Concept – Success/ Resilience</p> <p>Curricular Goal: Pupils can explain what it means to be resilient, they can plan and set new goals even after disappointment and are able to demonstrate a positive attitude</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to talk about some of my hopes and dreams To understand that sometimes hopes and dreams do not come true and that this can hurt To know that reflecting on positive and happy experiences can help me to counteract disappointment To know how to make a new plan and set new goals even if I have been disappointed To know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group To be able to identify the contributions made by myself and others to the group’s achievement 	<p>Links to prior learning: Pupils can explain how anxious, scared and unwell feels. They can identify things, people and places that they need to keep safe from and can explain some strategies for keeping themselves safe and healthy including who to go to for help.</p> <p>Key Concept – Feelings</p> <p>Curricular Goal: Pupils can identify feelings of anxiety and fear associated with peer pressure. They recognise when people are putting them under pressure and can explain ways to resist this when they want to</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to recognise how different friendship groups are formed, how I fit into them and the friends I value the most To understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations To understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke To understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol To be able to recognise when people are putting me under pressure and can explain ways to resist this when I want To know myself well enough to have a clear picture of what I believe is right and wrong 	<p>Links to prior learning: Pupils can explain how their life is influenced positively by people they know and those around the world. They can explain how their own choices might affect their family, friendships and people around the world.</p> <p>Key Concept – Feelings</p> <p>Curricular Goal: Pupils can explain how people feel when they miss a special person or animal and can give examples of how to help manage these feelings</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to recognise situations which can cause jealousy relationships To be able to identify someone I love and can express why they are special to me To understand that we can remember people even if we no longer see them To be able to recognise how friendships change To know how to make friends and how to manage when I fall out with my friends To understand what having a girlfriend / boyfriend might mean and that it is a special relationship for when I am older To be able to show love and appreciation to the people and animals who are special to me 	<p>Links to prior learning: Pupils can explain how boys and girls bodies change on the inside/ outside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. Pupils can recognise how they feel about these changes and can suggest some ideas to cope with these feelings.</p> <p>Key Concept – Feelings/ Growing</p> <p>Curricular Goal: Pupils can summarise the changes that happen to boys’ and girls’ bodies that prepare them for making a baby when they are older. Pupils can explain some of the choices they might make in the future and some of the choices they have no control over and suggest how these feelings can be managed when changes happen</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm To be able to correctly label the internal and external parts of male and female bodies that are necessary for making a baby. To be able to describe how a girl’s body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this To know how the circle of change works and can apply it to changes I want to make in my life To be able to identify changes that have been and may continue to be outside of my control that I learnt to accept To be able to identify what I am looking forward to when I move to a new class

<p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know how it feels to be included and excluded from a group/team, and the need for everyone in this class to feel included and valued as part of our class team. Know who makes up the school community and that everyone in the community plays a vital role. Know the countries that make up the 'United Nations'. Know the 'United Nations Convention on the Rights of the Child' was formed in 1989 and it was agreed that all children under 18 years of age have rights. Know that every action has a consequence. Know that, even though rewards and consequences can motivate us to do the right thing, there may be times when we do the right thing just because it's the right thing to do. Know rewards and consequences are a result of the choices we make.</u></p> <p>Disciplinary Knowledge Use objects, stories, songs, games, photos and scenarios to discuss ourselves and friends</p> <p>Key Vocabulary Included, excluded, welcome, valued, team, role, job description, school community, responsibility, rights, democracy, reward, consequence, decisions, voting, authority, contribution, observer</p>	<p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know that assumptions can influence our thoughts. Know that some assumptions can lead to positive or negative thoughts. Know to be careful not to make judgements about people before we know them. Know that one-off incidents build up a picture and all the incidents together may form the key features of bullying. Know how to react if they are a witness, bystander, to bullying. Know that bystanders sometimes choose to join in or ignore the situation. Know the term 'internet troll'. Know that some people can become internet 'trolls' because they don't see the effect on the person and they think it is fun. Know that there are rules for online safety and the importance of following them. Know if that there are any worries whilst online to talk to a trusted adult. Know that some people (even adults) find being positive about the way they look, difficult. Know the terms 'first impression' and 'assumption'. Know that sometimes we can make very wrong assumptions about people; and as a result, we could hurt their feelings in the way we treat them. Know that it is important to accept people when we first meet them without judging them, give them a chance, and try to get to know them.</u></p> <p>Disciplinary Knowledge Use objects, stories, songs, games, photos and scenarios to discuss ourselves and friends</p> <p>Key Vocabulary Character, assumption, judgement, surprised, different, appearance, accept, influence, opinion, attitude, bullying, friend, secret, deliberate, on purpose, bystander, witness, problem solve, cyber bullying, text message, website, troll, special, unique, characteristics, physical features, impression, changed</p>	<p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know that it is often hard work, perseverance that allow us to achieve our dreams rather than 'quick fixes'. Know a time when a situation happened for them that was a broken dream or a disappointment. Know how to cope with the situation. Know how to come up with a new plan or set new goals for their situation and their role play and how to cope with disappointment. Know that if we stay positive we are more likely to find a positive outcome to our disappointment. We can treat disappointment as an emotion that will pass and as a stepping stone to achieving our dreams and goals. Know that we all face disappointment sometimes. Staying positive, having determination, resilience and self-belief can really help us manage being disappointed. Negative feelings are a natural part of being disappointed, but can be unhelpful to us if we hold on to them for too long. Know how to work in a team, the strengths each person brings and the need for different roles. Know how to give positive comments about each other's work. Know how to reflect on how well they did and think about how they could improve next time.</u></p> <p>Disciplinary Knowledge Use objects, stories, songs, games, photos and scenarios to discuss ourselves and friends</p> <p>Key Vocabulary Dream, hope, goal, determination, perseverance, resilience, positive, attitude, disappointment, fears, hurt, plans, cope, help, self-belief, motivation, commitment, team work, enterprise, design, cooperation, learning, strengths, success, celebrate, evaluate.</p>	<p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know that everyone has a range of different friendships and that we act differently within our different friendship groups. Know that some of our friendships can change over time, and people can move to and from different friendship groups. This is a normal part of life. Know that in groups there are often people who are leaders and some who are followers. Know the term 'peer-pressure.' Know that it is often because of peer pressure that people start to smoke. Know the liver cleans the blood, it cleans alcohol out of the body and tries to flush away things that our bodies don't need, like alcohol. Know that alcohol does not have any useful nutrients for our bodies so the liver has to work hard to get rid of it. Know what happens if the liver is asked to work too hard. Know the features of a healthy, positive friendship/ relationship. Know that as they grow older and change, their opinions and beliefs grow and change too. Know the differences in knowing what is the right thing to do and what is the wrong thing to do, and how/why this changes as we get older. Know the term 'assertive'. Know that being assertive isn't always easy, and sometimes people can find it difficult.</u></p> <p>Disciplinary Knowledge Use objects, stories, songs, games, photos and scenarios to discuss ourselves and friends</p> <p>Key Vocabulary Friendships, emotions, healthy, relationships, friendship groups, value, roles, leader, follower, assertive, agree / disagree, smoking, vaping, pressure, peers, guilt, advice, alcohol, liver, disease, anxiety, fear, believe, assertive, opinion, right, wrong</p>	<p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know that jealousy is common emotion but an unhelpful one. Know that we can all experience it about people and things. Know that jealousy can be damaging to relationships because the person who is feeling jealous can behave unhelpfully towards to other person/people, or even towards themselves. Know that it can often result in anger or anxiety. Know that when we lose special people, pets and things in our lives we experience lots of different feelings and this is normal. Know that sooner or later we will all have times when someone close dies or leaves us, or when there is a big change in our lives, like moving away. Know that the reason loss can be hard I because we love and value the people around us and the thing, person or place we have lost and losing someone special hurts us and can make us feel vulnerable or unsure/ insecure. Know that we like to remember both occasions and people that have been special to us, and photos, souvenirs and mementos help us to do this. Know that if they ever lose a special person or animal, making a memory box can help. Know that changes in friendship is a normal part of life, and as we get older our friendship groups can change. Know that sometimes it is the right thing for a relationship to end but if they want to end a friendship, they need to do it honestly and kindly. Know that love, attraction, romantic relationships are such common themes because they play a big part in the lives of most people. Know that it is a special relationship between two people, and when they are older, they will know when it is the right for them to start having a romantic relationship. Know that the age limit for marriage (18) is there so that people are mature and responsible enough before they enter into a romantic life partnership with one another</u></p> <p>Disciplinary Knowledge Use objects, stories, songs, games, photos and scenarios to discuss ourselves and friends</p> <p>Key Vocabulary Relationship, close, jealousy, problem-solve, emotions, positive, negative, loss, strategy, shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair, hopelessness, relief, acceptance, depression, souvenir, memento, memorial, loss, memories, special, remember, friendships, negotiate, compromise, trust, loyalty, anger, betrayal, empathy, boyfriend, girlfriend, attraction, pressure,</p>	<p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know that as humans and children, we have some characteristics that are clearly from our parents but some characteristics that are unique to us. Know that our characteristics come from the genes our parents pass on to us. Know that we get half our genes from our birth mother and half our genes from our birth father. The father's genes decide whether the baby will be male or female. Know that this happens when the mother's egg meets the father's sperm when a baby is made at conception. Know that having a baby is both a great joy and a big responsibility, and that is why many people wait until they have a loving and stable relationship in which to care for the baby. Know that it has always been a natural human instinct to want babies. Know it is a choice people make, and some people choose not to. Know the term 'menstruation'. Know this is a special part of puberty that affects girls/ people who are born female. Know about the female reproductive system. Know that change is a natural part of life and something that we will all experience. Know that many people find change difficult, especially when the change is something unpleasant or unwanted. Know that we can do things to help us manage change so that we can cope with it better. Know that humans can influence nature for good or ill, but humans do not have complete control over nature. Know that whilst they do not have control over some changes, they do have control over how they approach and handle these. This should alleviate the fear of change</u></p> <p>Disciplinary Knowledge Use objects, stories, songs, games, photos and scenarios to discuss ourselves and friends</p> <p>Key Vocabulary Personal, unique, characteristics, parents, sperm, egg/ ovum penis, testicles, vagina/ vulva, womb/ uterus, ovaries, making love, having sex, sexual intercourse, fertilise, conception, puberty, menstruation, periods, circle, seasons, change, control, acceptance, emotions, looking forward</p>
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Year 5

Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
<p>Links to prior learning: Pupils can explain why being listened to and listening to others is important in our school community. They can explain why being democratic is important for people to feel valued.</p> <p>Key Concept – Democracy/ The Wider World</p> <p>Curricular Goal: Pupils can compare their lives with other people in the country, explaining why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. They understand and give examples of how the actions of one person can affect another</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to face new challenges positively and know how to set personal goals To understand my rights and responsibilities as a citizen of my country To understand my rights and responsibilities as a citizen of my country and as a member of my school To be able to make choices about my own behaviour because I understand how rewards and consequences feel To understand how an individual's behaviour can impact on a group To understand how democracy and having a voice benefits the school community and know how to participate in this 	<p>Links to prior learning: Pupils can discuss a time when their first impression of someone changed as they got to know them and that it is good to accept people for who they are. They can explain how bullying can sometimes be hard to spot and what to do about it if they are unsure.</p> <p>Key Concept – Feelings/ Difference</p> <p>Curricular Goal: Pupils can explain the differences between direct and indirect types of bullying and can support themselves and others if they become involved. They can explain and express their feelings about why racism and other forms of discrimination are unkind</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To understand that cultural differences sometimes cause conflict To understand what racism is To understand how rumour-spreading and name-calling can be bullying behaviours To be able to explain the difference between direct and indirect types of bullying To be able to compare my life with people in the developing world To understand a different culture from my own 	<p>Links to prior learning: Pupils can explain what it means to be resilient, they can plan and set new goals even after disappointment and are able to demonstrate a positive attitude.</p> <p>Key Concept – Difference/ The Wider World</p> <p>Curricular Goal: Pupils can compare and reflect on their own hopes and dreams and hopes and dreams of young people from different cultures explaining how this makes them feel</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To understand that I will need money to help me achieve some of my dreams To know about a range of jobs carried out by people I know and have explored how much people earn in different jobs To be able to identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it To be able to describe the dreams and goals of young people in a culture different to mine To understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other To be able to encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship 	<p>Links to prior learning: Pupils can identify feelings of anxiety and fear associated with peer pressure. They recognise when people are putting them under pressure and can explain ways to resist this when they want to.</p> <p>Key Concept – Health and Safety</p> <p>Curricular Goal: Pupils can explain different roles that food and substances can play in people's lives and how body image pressures can lead to people developing eating disorders. Pupils can summarise different ways of respecting and valuing their bodies and explain how smoking and alcohol misuse is unhealthy</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart To know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart To know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations To understand how the media, social media and celebrity culture promotes certain body types To be able to describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures To know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy 	<p>Links to prior learning: Pupils can explain how people feel when they miss a special person or animal and can give examples of how to help manage these feelings.</p> <p>Key Concept – Friends / Safety/ Feelings</p> <p>Curricular Goal: Pupils can compare different types of friendships and the feelings associated with them. Pupils can explain and apply strategies for how to stay safe when using technology for communication, including how to stand up for themselves, negotiate and resist peer pressure so that risks to themselves and others are limited</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to have an accurate picture of who I am as a person in terms of my characteristics and personal qualities To understand that belonging to an online community can have positive and negative consequences To understand there are rights and responsibilities in an online community or social network To know there are rights and responsibilities when playing a game online To be able to recognise when I am spending too much time using devices (screen time) To be able to explain how to stay safe when using technology to communicate with my friends 	<p>Links to prior learning: Pupils can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. Pupils can explain some of the choices they might make in the future and some of the choices they have no control over and suggest how these feelings can be managed when changes happen.</p> <p>Key Concept – Feelings/ Growing</p> <p>Curricular Goal: Pupils can express how they feel and explain how boys and girls change during puberty and why looking after themselves both physically and emotionally is important. They accept these changes happen at different times in different people. Pupils can summarise the process of conception</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To know how to be aware of my own self-image and how my body image fits into that To be able to explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally To be able to describe how boys' and girls' bodies change during puberty To understand that sexual intercourse can lead to conception and that is how babies are usually made To understand that sometimes people need IVF to help them have a baby To be able to identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) To be able to identify what I am looking forward to when I move to my next class.

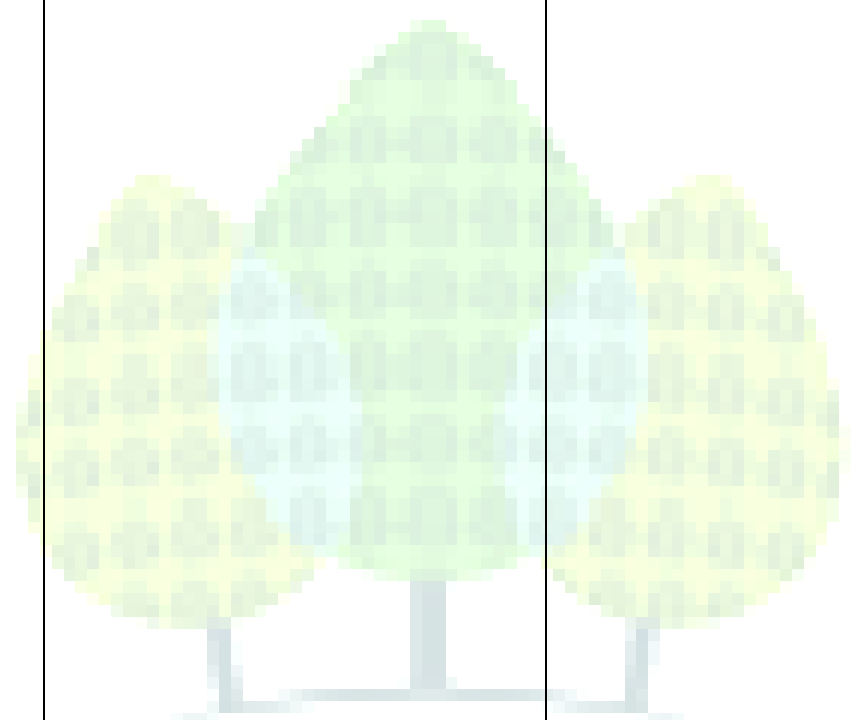
<p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> Know the vision the Head Teacher has for the school so that all children can come to school and learn as well as possible. Know that the UNCRC is an international charter that was written to guarantee the rights of all children. Know the terms ‘migrant’, ‘asylum seeker’ and a ‘refugee’ and the difference between them. Know that people can have stereotypical ideas of what a refugee looks like because of pictures in the media, and we can’t necessarily tell by someone’s appearance or behaviour. Know that the UNCRC rights mean we have to take on responsibilities. We not only have to respect the rights of others, but we also have to make sure that we pave the way to make sure others can enjoy their rights. Know what difficulties a refugee or asylum seeker might face when coming to live in a new country. Know that rules, rights, and responsibilities are necessary for groups of people to live harmoniously together and achieve their goals. Know that group work can be difficult even for adults, especially when there are time limits to get things done and if there are too many ideas to choose from. Sometimes there is more than one person in a group who want their ideas to be chosen and this can cause conflict.</p> <p>Disciplinary Knowledge Use objects, stories, songs, games, photos and scenarios to discuss ourselves and friends</p> <p>Key Vocabulary Education, appreciation, opportunities, goals, motivation, vision, hopes, challenge, rights, responsibility, citizen, denied, refugee, persecution, conflict, asylum, migrant, wealth, poverty, prejudice, privilege, deprive, rewards, consequences, choices, cooperation, collaboration, participation</p>	<p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> Know that we are all different and belong to different groups. Know we all need to belong and need to celebrate our uniqueness and specialness, as well as our similarities and differences. Know that sometimes people allow differences to cause conflict. Know the term ‘culture’ and how to describe aspects of their own culture. Know that sometimes people have conflicts with people from other cultures because they are unfamiliar to them and appear to be different. However, rather than allowing that to create a conflict, the person could ask a question and use the difference in culture as a learning experience, which will bring people closer together. Know that no words should be used to hurt others and that all racist words are unacceptable. Know the term ‘racism’. Know that it is discrimination or a negative judgement about someone due to the colour of their skin or their race and might include their beliefs or religion. Know that many campaigns for good causes now use a ribbon as a symbol. Ask the children if they know of any. Know that spreading rumours and name-calling are unacceptable and are examples of bullying behaviour. Know that name-calling and rumour-spreading can be just as hurtful as physical bullying. Know that there are different types of bullying, e.g. sexism, racism, homophobia, appearance, disability, cyber-bullying. Know the difference between homosexual and heterosexual. Know the differences between direct and indirect bullying. Know what to do if ever you or someone else was on the receiving end of bullying. Know that what we value often depends on our culture and situation. Know different cultures cause conflict and that different cultures can be found in the same country.</p> <p>Disciplinary Knowledge Use objects, stories, songs, games, photos and scenarios to discuss ourselves and friends</p> <p>Key Vocabulary Culture, conflict, difference, similarity, belong, culture wheel, racism, colour, race, discrimination, ribbon, bullying, rumour, name-calling, racist, homophobic, cyber-bullying, texting, problem solving, indirect, direct, happiness, difference, continuum, developing world, indirect bullying, direct bullying, celebration, artefacts, display, presentation</p>	<p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> Know the difference between any dreams that do and don’t involve money to enable them to happen. Know what you might need to do in order to be able to achieve a dream. Know that there are many different jobs and professions. Know that different jobs and professions add value to society. Know that the dreams, aspirations, of children in different cultures may be the same or different to their own. Know that we are able to share in a number of things from other countries and there are many influences in our daily life from other countries and how this can be to our benefit. Know that we are able to share a number of things from and with other countries but also sometimes we are able offer further support to countries/people in other countries that might be in crisis or need support. Know how to devise an event or activity that could raise money for charity. Know how it feels to be part of a team working towards a shared goal. Know why people might feel like they want to support people in other countries.</p> <p>Disciplinary Knowledge Use objects, stories, songs, games, photos and scenarios to discuss ourselves and friends</p> <p>Key Vocabulary Dream, hope, goal, feeling, achievement, money, grown-up, adult, lifestyle, job, career, profession, money, salary, contribution, society, determination, perseverance, motivation, culture, country, sponsorship, communication, support, rallying, sponsorship, team-work, cooperation, difference, aspiration</p>	<p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> Know about the effects of smoking and alcohol on the human body. Know different aspects of the media can be helpful to prevent/reduce smoking, but it can also be harmful by possibly encouraging people to take up smoking. Know anti-social behaviour is any aggressive, intimidating or destructive activity that damages or destroys another person’s quality of life. Know that misusing alcohol can mean that people act anti-socially. Know why it is important to think quickly and calmly in an emergency situation. Know how to alert an adult and/or phone the emergency services and what information they should provide at the time. Know that it is only in certain situations that you would use the recovery position. Know the recovery position should be used if the person is breathing, on their back but unresponsive. If the person has a major injury like a back or neck injury the recovery position should not be used. Know the term ‘body-image’. Know that body image is how people feel about the way they look and the way their body functions. Know the term ‘altered’. Know that we see a lot of altered images when we use the internet, watch movies, read magazines and on TV, so it helps us to know whether something is real or fake. Know that it is a very common thing to compare the way we look with other people, and for some people this can make them feel unhappy. Know there are things we can do to help ourselves stay positive about our self-image/body-image. Know that people have different ‘relationships’ with food. Know some people have a difficult relationship with food and they can develop an eating problem or eating disorder. Know the term ‘debate’ and what it means.</p> <p>Disciplinary Knowledge Use objects, stories, songs, games, photos and scenarios to discuss ourselves and friends</p> <p>Key Vocabulary Choices, healthy behaviour, unhealthy behaviour, informed decision, pressure, media, influence, emergency, procedure, recovery position, calm, level-headed, body image, media, social-media, celebrity, altered, self-respect, comparison, eating problem, eating disorder, respect, debate, opinion, fact</p>	<p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> Know that people who have positive self-esteem are more likely to value themselves and their achievements. Know there are things we can do to boost our self-esteem. Know the importance of ‘online-safety’. Know there are age limits and responsibilities that need to be followed. Know that age-limits are often in place so that people are responsible enough to do the things at a certain age, to protect young people from doing things before they are considered mature enough. Know what to do if something doesn’t feel ‘right’ when online or using a mobile phone. Know that most people join groups or chats online where there are common interests or they want to find something out. Know that it is very easy to connect with other people online and there are millions of different sites and Apps available. Many of these are safe, but they carry some risk because people may not always be telling the truth about who they are and what they say. Know people have the right to be treated with respect and to be safe online, just as we would treat them in person. Know the positive and negatives of playing games online. Know the term ‘grooming’. Know there is a need to make sure we use our common sense, and be responsible and respectful when we play online games to keep ourselves and others safe and happy. At the moment we can’t rely on all the internet, social media and games companies to do this for us, so we have to take responsibility ourselves. Know that there is a growing concern about how much time people spend using devices with a screen from doctors and mental health organisations. Know that using devices is a part of everyday life but there are things we can do to balance the amount of time spent using devices and doing other activities. Know the SMARRT rules when online.</p> <p>Disciplinary Knowledge</p>	<p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> Know that using affirmations is a simple technique to help transform negative self-image into positive self-image which in turn raises self-esteem. Know that the happier they are with their self-image, the better their self-esteem will be. Know how to talk about and cope with embarrassment. Know how the female body prepares to have a baby and how this results in menstruation/monthly periods. Know that for some people normality will mean fancying their own gender, and that who we ‘fancy’ is a very personal thing and is normal for that person. Know the correct words to describe changes that happen to boys during puberty. Know that all these changes and experiences are universal and completely natural, but also that the timing of them varies widely from one person to another. Know that some couples may decide they want to make a life together, may get married, and may decide to start a new family, but not all. These are all personal choices. Know that the care and responsibility for any baby/child that results from a relationship should be paramount whatever the circumstances. Know the term ‘conception’ as the moment when a new life begins. Know that sexual intercourse is the way the sperm fertilises the egg in many cases. Know that when sexual intercourse isn’t possible to conceive a baby, doctors can help people to have a baby perhaps through egg donation, artificial insemination, surrogacy, or IVF. Or people can choose to adopt.</p> <p>Disciplinary Knowledge Use objects, stories, songs, games, photos and scenarios to discuss ourselves and friends</p> <p>Key Vocabulary Self, self-image, body image, self-esteem, perception, characteristics, aspects, affirmation, puberty, menstruation, periods, sanitary towels/pads, tampons, ovaries, vagina, oestrogen, vulva, womb/ uterus, puberty, sperm, semen, testicles, testes, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones, relationships, conception, Making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, umbilical cord, contraception, fertility treatment-IVF</p>
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Year 6

Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
<p>Links to prior learning: Pupils can compare their lives with other people in the country, explaining why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. They understand and give examples of how the actions of one person can affect another.</p> <p>Key Concept – Democracy/ The Wider World</p> <p>Curricular Goal: Pupils can empathise with others in their community and globally and explain how this can influence the choices they make and how these choices can impact on others</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to identify my goals for this year, understand my fears and worries about the future and know how to express them To know that there are universal rights for all children but for many children these rights are not met To understand that my actions affect other people locally and globally To be able to make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities To understand how an individual's behaviour can impact on a group To understand how democracy and having a voice benefits the school community 	<p>Links to prior learning: Pupils can explain the differences between direct and indirect types of bullying and can support themselves and others if they become involved. They can explain and express their feelings about why racism and other forms of discrimination are unkind.</p> <p>Key Concept – Feelings/ Difference</p> <p>Curricular Goal: Pupils can explain ways in which difference can be a source of conflict or a cause for celebration and have empathy with people in either situation</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To understand there are different perceptions about what normal means To understand how being different could affect someone's life To be able to explain some of the ways in which one person or a group can have power over another To know some of the reasons why people use bullying behaviours To be able to give examples of people with disabilities who lead amazing lives To be able to explain ways in which difference can be a source of conflict and a cause for celebration 	<p>Links to prior learning: Pupils can compare and reflect on their own hopes and dreams and hopes and dreams of young people from different cultures explaining how this makes them feel.</p> <p>Key Concept – Success/ The Wider World</p> <p>Curricular Goal: Pupils can explain how people work together to help to make the world a better place and to justify their own motivation for this</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To know my learning strengths and can set challenging but realistic goals for myself To be able to work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these To be able to identify problems in the world that concern me and talk to other people about them To be able to work with other people to help make the world a better place To be able to describe some ways in which I can work with other people to help make the world a better place To know what some people in my class like or admire about me and can accept their praise 	<p>Links to prior learning: Pupils can explain different roles that food and substances can play in people's lives and how body image pressures can lead to people developing eating disorders. Pupils can summarise different ways of respecting and valuing their bodies and explain how smoking and alcohol misuse is unhealthy.</p> <p>Key Concept – Health and Safety</p> <p>Curricular Goal: Pupils can evaluate when substances, including alcohol, are being misused and the impact this can have on individuals and others.</p> <p>Pupils can identify and apply skills to keep themselves emotionally healthy, including managing stress and pressure</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to take responsibility for my health and make choices that benefit my health and well-being To know about different types of drugs and their uses and their effects on the body particularly the liver and heart To understand that some people can be exploited and made to do things that are against the law To know why some people join gangs and the risks this involves To understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness To be able to recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse. 	<p>Links to prior learning: Pupils can compare different types of friendships and the feelings associated with them.</p> <p>Pupils can explain and apply strategies for how to stay safe when using technology for communication, including how to stand up for themselves, negotiate and resist peer pressure so that risks to themselves and others are limited.</p> <p>Key Concept – Safety/ Feelings</p> <p>Curricular Goal: Pupils can identify and empathise when they or others may be experiencing feelings of loss. They can identify when people are trying to gain power or control and how to stand up for themselves in real or online situations offering strategies to help</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To know that it is important to take care of my mental health To know how to take care of my mental health To understand that there are different stages of grief and that there are different types of loss that cause people to grieve To be able to recognise when people are trying to gain power or control To be able to judge whether something online is safe and helpful for me To be able to use technology positively and safely to communicate with my friends and family 	<p>Links to prior learning: Pupils can express how they feel and explain how boys and girls change during puberty and why looking after themselves both physically and emotionally is important. They accept these changes happen at different times in different people. Pupils can summarise the process of conception.</p> <p>Key Concept – Feelings/ Growing</p> <p>Curricular Goal: Pupils can describe how a baby develops from conception through the nine months of pregnancy, and how it is born reflecting on how they feel about this.</p> <p>Pupils can reflect on how they feel about becoming a teenager</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be aware of my own self-image and how my body image fits into that To be able to explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally To be able to describe how a baby develops from conception through the nine months of pregnancy, and how it is born To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend To be aware of the importance of a positive self-esteem and what I can do to develop it To be able to identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.

<p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know the term ‘resilience’ and what this means. Know how to build resilience. Know that a country called Ghana grows a lot of the cocoa beans which they export to make the world’s chocolate products. Know about the lives of children in Ghana and how this is different to their own lives. Know there is a difference between what we want and what we need. Know what we need in order to learn using Maslow’s hierarchy of human need. Know that obstacles can prevent us from learning. Know we have rights and responsibilities which create a learning environment in which everyone can learn well. When people take their responsibilities seriously, they gain rewards. When they do not do this, there are consequences. Know the importance of the democratic process, the importance of being listened to and for people to have their say. Know that in most countries that is how the Government works, and in Law Courts there is a similar process.</u></p> <p>Disciplinary Knowledge Use objects, stories, songs, games, photos and scenarios to discuss ourselves, people around the world and friends</p> <p>Key Vocabulary Goals, worries, fears, values, welcome, resilience, choice, Ghana, West Africa, cocoa plantation, cocoa pods, machete, rights, community, education, wants, needs, Maslow, empathy, comparison, opportunities, education, choices, behaviour, rights, responsibilities, rewards, consequences, empathise, obstacles, cooperation, collaboration, legal, illegal, lawful, laws, participation, motivation, democracy, decision proud</p>	<p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know that people’s perceptions of ‘normal’ are dependent on their own experiences. Know that sometimes people’s perceptions about what is normal can cause them to be prejudiced. Know how perceptions of ‘normal’ have resulted in prejudice and discrimination. Know that our society is diverse and that sometimes this diversity causes some people to be treated unfairly. Know the Law in England and Wales (The Equality Act) that protects people’s rights, even if they have ‘differences’. Know the term ‘transgender’. Know that a kind community is accepting of all sorts of different people, and that we have shared rights and responsibilities to help that happen. Know how it might feel to not be accepted by being different in some way. Know that there are different ways that people gain power over others and that they can only use this power if you let them. Know how to identify bullying behaviours. Know what people admire about Para-Olympians and the barriers they face. Know that difference can be a cause for celebration or a source of conflict.</u></p> <p>Disciplinary Knowledge Use objects, stories, songs, games, photos and scenarios to discuss ourselves, people and friends</p> <p>Key Vocabulary Normal, ability, disability, visual impairment, empathy, perception, medication, vision, blind, male, female, diversity, transgender, gender diversity, courage, fairness, rights, responsibilities, power, struggle, imbalance, control, harassment, bullying, bullying behaviour, direct, indirect, argument, recipient, Para-Olympian, achievement, accolade, disability, sport, perseverance, admiration, stamina, celebration, difference, conflict</p>	<p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know how to identify your own personal strength and how this makes you feel. Know how to strive towards a realistic goal. Know the skills you may need to help you achieve your goal and the steps you will take. Know some of the main difficulties faced by people in the world, global issues. Know how to identify ‘A Dream for the World’. Know some charity events that have raised money for people across the world. Know how to plan and design an event that can raise money for a chosen charity.</u></p> <p>Disciplinary Knowledge Use objects, stories, songs, games, photos and scenarios to discuss ourselves, people around the world and friends</p> <p>Key Vocabulary Dream, hope, goal, learning, strengths, stretch, achievement, personal, realistic, unrealistic, feeling, success, criteria, learning steps, money, global, issue, suffering, concern, hardship, sponsorship, empathy, motivation</p>	<p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know what responsibilities they have for their health now and what can improve. Know that small changes can make a big difference. Know that vaccinations help our immune systems keep us healthy and prevent us from catching some diseases. Know that one way of keeping healthy is to not do things that damage our bodies. Know about things that are harmful to a person’s health including drugs. Know that drugs can be split into four groups: restricted, unrestricted, prescribed and illegal. Know that the illegal drugs and the restricted drugs are known to cause the body damage, so that is why they are illegal or restricted in some way. Know the liver and heart are very vulnerable to drug misuse. The liver cleans toxins from the body and many drugs make the heart work faster than it needs to. Know that prescribed drugs are safe but only if they are not misused. Know why people take/ sell drugs, even if they know that they have lots of dangerous effects. Know ways that people could help make themselves feel better without taking drugs. Know the term ‘gang’ can be used to describe a group of friends who just hang out together and have fun and are harmless, or to describe groups of people who do illegal things and are involved in anti-social behaviour. Know that drug and alcohol misuse make gangs riskier to belong to. Know the terms ‘mental health’ or ‘emotional health’ and that these terms explain how we feel. Know our emotional health suffers in the same way as our physical health suffers and we can also get emotional or mental illnesses like depression, anxiety and eating disorders. Know that everyone usually feels stressed or under pressure at some time in their lives.</u></p> <p>Disciplinary Knowledge Use objects, stories, songs, games, photos and scenarios to discuss ourselves and friends</p> <p>Key Vocabulary Responsibility, choice, immunisation, prevention, drugs, effects, motivation, prescribed, unrestricted, illegal, volatile substances, synthetic highs, new psychoactive substances, exploited, vulnerable, drugs, criminal, gangs, pressure, strategies, reputation, anti-social behaviour, crime, mental health, emotional health, mental illness, symptoms, stress, triggers</p>	<p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know that when we hear the term mental health it refers to our balanced state of mental wellbeing and whether we are enjoying life, making the most of it, and managing to cope when things get difficult. Know that challenges, stress and anxiety are a NORMAL part of life and alone they don’t signify a mental health problem. Know that challenges are a normal part of life, and that having some anger, stress, anxiety and sadness is not unusual at certain times in our lives, but if there is an overwhelming amount of these things, they can tip the person’s mental health too far out of balance, and into a problem. Know strategies that can help with our mental health and where to go for help and advice. Know there are a range of feelings that might be experienced when faced with loss or change. Know that all human beings experience loss and change in their lives and this can lead to feelings of grief. Know that grief and loss of a person or animal we love can be one of the biggest challenges we have to face in our lives. Know the terms ‘power’ and ‘control’. Know that sometimes people try to gain power or control (without authority) over an individual or group of people. Know that somebody trying to gain power or control over someone else might not be doing it on purpose and might not realise they are doing it. In other cases, it may be planned and deliberate. Know the important thing is standing up for yourself and others, and that begins with making the person aware of what they are doing and how it is making you feel. Know that there are right and wrong ways of standing up for yourself. Know that the internet has already become too big to be able to regulate what is put online, who is using it, and for what purposes. Know that we all have to take some personal responsibility for how we use the internet, and judge for ourselves</u></p>	<p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know what ‘pressures’ we face to look ‘cool’ fashionable all the time. Know some factors of why people spend so much time and money on how they look. Know these include peer-pressure, the impact of social media and the internet, and the ‘pressure’ to have a girlfriend/ boyfriend and how they are ‘supposed to look/ behave’ to be attractive. Know that if we constantly compare and criticise ourselves, especially about how we look, this can damage our self-esteem. Know that growing up brings different experiences for different people. Know the term ‘foetus’. Know what a baby in the womb can and can’t do. Know the stages by which a baby grows and develops through pregnancy. Know that people should decide to enter into a relationship when they feel ready to and that it is a personal choice. There is no expectation for everyone to be dating and just because others are, it doesn’t mean that we have to. Know that when people send inappropriate messages or photos it is called ‘sexting’. Know that once something has been sent online, texted or posted on social media it can NEVER be taken back. Know that ‘body-talk’ (how we look) is very common between friends, family members and we even ‘body-talk’ to ourselves when we look in the mirror. ‘Body-talk’ is used for all sort of reasons but it mostly results in people feeling that appearance is more important than other things about themselves. Know that the bigger the distance between the ideal self and the real self, the greater the possibility of self-esteem being low because we are likely to feel inadequate or not good enough.</u></p> <p>Disciplinary Knowledge Use objects, stories, songs, games, photos and scenarios to discuss ourselves and friends</p> <p>Key Vocabulary Self-image, self-esteem, real self, celebrity, opportunities, freedoms, responsibilities, puberty vocabulary, pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, midwife, attraction, relationship, pressure, love, sexting, self-esteem, negative body-talk, choice, feelings, emotions, challenge, mental health, transition, secondary, looking forward, journey</p>
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whether something is real or fake; true or untrue; safe or unsafe.
Disciplinary Knowledge
Use objects, stories, songs, games, photos and scenarios to discuss ourselves and friends
Key Vocabulary
Mental health, ashamed, stigma, stress, anxiety, support, worried, signs, stress, anxiety, warning, support, self-harm, emotions, feelings, sadness, loss, grief, denial, despair, guilt, shock, hopelessness, anger, acceptance, bereavement, coping strategies, power, control, authority, bullying, script, assertive, risks, pressure, influences, self-control, real/ fake, true/ untrue, judgement

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			PSHE			
ASD	Working Memory	Dyslexia	SEMH	Speech Language & Communication	Physical Difficulties	Hearing Impaired
<ul style="list-style-type: none"> Pupils on the autistic spectrum may become deeply involved in working in isolation on a computer. They will benefit from clear preparation and support when returning to a group. Programs such as Kar2ouche: Social Communication allow pupils with an autistic spectrum disorder (and others with communication and interaction difficulties) to 'walk their way' through scenarios involving social communication in everyday situations. The package contains tools with which adults can create appropriate scenarios. 	<ul style="list-style-type: none"> Revisiting a mind map of the same area of learning, say after three weeks of studying an ICT topic, can be a good way of assessing – through the added 'branches' of the map – how pupils' understanding of concepts is developing. This approach can be particularly valuable for pupils for whom oral and written communication present a barrier, as pictures and symbols can be included. Display pupils' work, assessment criteria for tasks, or projects and posters to encourage pupils' understanding or trigger their memory. 	<ul style="list-style-type: none"> Revisiting a mind map of the same area of learning, say after three weeks of studying an ICT topic, can be a good way of assessing – through the added 'branches' of the map – how pupils' understanding of concepts is developing. This approach can be particularly valuable for pupils for whom oral and written communication present a barrier, as pictures and symbols can be included. 	<ul style="list-style-type: none"> Reduce the possibility of frustration at not being able to use programs to achieve an objective by having 'how-to' posters on the wall. 	<ul style="list-style-type: none"> using symbol-processing software or a picture communicator for pupils with speech and language communication needs Programs such as Kar2ouche: Social Communication allow pupils with an autistic spectrum disorder (and others with communication and interaction difficulties) to 'walk their way' through scenarios involving social communication in everyday situations. The package contains tools with which adults can create appropriate scenarios. 	<ul style="list-style-type: none"> using head switches, touch screens, or an alternative mouse or keyboard for pupils with reduced motor skills, or adjusting the screen resolution, or using a bigger screen, for pupils with a visual impairment 	<ul style="list-style-type: none"> video presentations have subtitles for deaf or hearing impaired pupils and those with communication difficulties, where required.

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