

Subject Progression Document

Subject: PSHE/RSHE

Subject Leader: Mrs J. Galer

Orange text - Drugs and Alcohol objectives

Green text - Basic First Aid objectives

Blue text - Teaching Consent objectives

Red Text - Inclusion, Belonging and Addressing Extremism

PSHE intent statement: To inspire our children to be healthy, ambitious and resilient members of the community that know of ways to keep themselves safe.

Primary Careers Intent Statement: To inspire our pupils to have aspirations for the future and know that this can be reached through hard work and determination. 'Learning today...leading tomorrow'

Term	Subject Specific Area:	I know statements:	What that looks like in each year group:						
			EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn	Relationships <i>(Respecting ourselves and others)</i>	<ul style="list-style-type: none"> I know how to understand my own and others feelings and emotions. I know how to recognise and manage a range of emotions within different relationships. I know how to express my own points of view and opinions, whilst also valuing others I know the importance of self respect and my right to be treated respectfully by others. 	Working as a team Taking account of others ideas Being sensitive to others needs Understand how actions affect other Different emotions and recognising a range of feelings (What makes you sad and happy.) <i>RSE Lesson - Being Kind</i> Key Vocabulary: Actions, Fears Emotions/Feelings Sad, Happy, Worried Angry, Confused	Respecting similarities and differences in others Sharing views and ideas How behaviour affects others Being polite and respectful Key Vocabulary: Emotions/Feelings Communicate Sharing Similarities Differences Behaviour Polite Respect Kind Unkind Class rules	Sharing views and ideas Working and playing cooperatively Key Vocabulary: Emotions/Feelings Similarities Differences Work cooperatively Share Listen	Recognising respectful behaviour Importance of self-respect Courtesy and being polite Key Vocabulary: Emotions/Feelings Respond Empathy Courtesy Polite Cultures Wider society pride, achievements, gloating, proud, positive, actions, strengths, talents, support, help	Recognising differences and similarities Discussing difference sensitively/ Appreciating difference and diversity in the UK and around the world <i>Link to workplace (B3)</i> Listen and respond effectively to people Key Vocabulary: Similarities Differences Diversity Listen Respond Shared values Inclusion Gender Race Faith	Responding respectfully to a wide range of people <i>Politicians, news reporters (B1)</i> Recognising prejudice and discrimination Working collaboratively <i>Discuss workplace collaboration - classroom as a work community. Professional engagement (B4) (B5)</i> Key Vocabulary: Emotions/Feelings Respond, Empathy Discrimination Prejudice, Stereotype Inclusion, Equal Traditions, Beliefs Lifestyle, Discrimination Trolling, Harassment	Expressing opinions and respecting others points of view including discussing topical issues Key Vocabulary: Emotions/Feelings Respond Empathy Positive role model Constructively challenge
Autumn	Relationships <i>(Safe relationships)</i>	<ul style="list-style-type: none"> I know how to explore what a healthy relationship is. I know how to understand how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts. I know how to recognise risky or negative relationships. I know how to explore ways of responding to risky or negative relationships and ask for help. 	Friendship games Describing friends How to solve an argument Recognise what I am good at from what others tell me When to say 'thank you' and 'sorry' Playing cooperatively	Recognising privacy (What it means to keep something private) Staying safe Seeking permission Secrets Key Vocabulary: Secrets Keeping safe Permission Private	Teasing and bullying - Recognising hurtful behaviour Managing secrets - privacy Resisting pressure and getting help How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	Positive, healthy relationships and friendships Maintaining friendship (how people can make friends with others/what makes a friendship good and how they know/peaceful ways to solve problems) How actions affect ourselves and others Personal boundaries <i>RSE Lesson - Personal Space</i>	Responding to hurtful behaviour <i>Teaching consent - Personal boundaries</i> Solving disputes and conflicts amongst peers (recognising bullying) Managing confidentiality Key Vocabulary: Acceptable Unacceptable Physical Contact	Actions have consequences of actions <i>Linking discussion stereotypical roles / perceptions and barriers to achieve these due to anti social attitudes (B1) (B3)</i> Negotiation and compromise (appropriate compromise, how negotiation and compromise benefit themselves and others,	Recognising and managing pressure (dares) Consent in different situations Positive and healthy relationships <i>RSE Lesson - Communication in Relationships</i> <i>RSE Lesson - Online Relationships</i> Personal boundaries and

		<ul style="list-style-type: none"> I know how to explain what is meant by personal space or personal boundaries I know how and when to give consent in a range of situations I know that actions always have consequences I know that communication and permission seeking are important in relationships I know when it is right to keep or break a confidence or share a secret 	<p>RSE Lesson - Caring Friendships</p> <p>RSE Lesson - Being Kind</p> <p>Key Vocabulary: Friendship Argument Thank you Sorry Playing</p>	Hurt Touch Uncomfortable	<p>Teaching about consent - Asking for permission (including PANTS NSPCC)</p> <p>Key Vocabulary: Consent Secrets Privacy Pressure Help Teasing Bullying Listening Playing cooperatively Uncomfortable Permission</p>	<p>Teaching about consent - Giving and seeking permission</p> <p>Safely responding to others</p> <p>Positive, healthy relationships and friendships</p> <p>Actions affect ourselves and others - impact of hurtful behaviour (bullying and different types - inc cyber)</p> <p>Key Vocabulary: Positive, Healthy, Privacy Personal boundaries Relationships, Friendships Bullying, Online Hurtful behaviour</p>	<p>Dispute Conflict Playful dares Right Harmful online content Peers</p>	<p>giving someone feedback and support)</p> <p>Physical contact and feeling safe</p> <p>Giving feedback to others</p> <p>Key Vocabulary: Permission Physical touch Unwanted Boundaries Consent Safe Unsafe</p>	<p>the right to privacy</p> <p>Key Vocabulary: Acceptable Unacceptable Physical Personal boundaries Privacy Challenge Dares Consent Healthy/Unhealthy</p>
Autumn	Relationships <u>(Families and friendships)</u>	<ul style="list-style-type: none"> I know how to value the difference in myself and others. I know how to understand how to respect equality and diversity in relationships. I know how to recognise a healthy and unhealthy relationship. I know that there are different types of families. I know that families provide support and help. I know the importance of seeking help if feeling lonely or excluded. 	<p>Different families RSE Lesson - Families</p> <p>Special people - saying why someone is special to me</p> <p>Working as a team</p> <p>Taking account of others ideas</p> <p>Express your own like, dislike and preferences</p> <p>Being sensitive to others needs</p> <p>Understand that we have lots of similarities and differences</p> <p>Key Vocabulary: Special Teamwork Like Dislike Similar Different</p>	<p>Recognising feelings in self and others</p> <p>Roles of different people RSE Lesson - Different Friends</p> <p>Different families (What it means to be in a different family and how families are different)</p> <p>Feeling cared for/People who care for them/Roles RSE Lesson- Families and Care</p> <p>Sharing feelings - Importance of telling someone and how - if they are worried about something</p> <p>Key Vocabulary: Similarities Differences Resect Unique Ideas Opinions Arguments Resolve Friendship Positive Kindness Honesty Listening</p>	<p>Sameness and difference - Addressing discrimination and Extremism</p> <p>Bodies and feelings can be hurt</p> <p>Making friends - characteristics of friendship</p> <p>Feeling lonely and getting help</p> <p>Key Vocabulary: Similarities Differences Resect Unique Ideas Opinions Arguments Resolve Friendship Positive Kindness Honesty Listening</p>	<p>What makes a family</p> <p>Features of family life</p> <p>RSE Lesson - Family - Help and Support</p> <p>Key Vocabulary: Bullying Teasing Advice Help Friendship Healthy Positive Relationship Respect Unhappy Uncomfortable Qualities single parents, same-sex parents, step-parents, blended families, foster and adoptive parents Stability Love</p>	<p>Positive friendships - including online RSE Lesson - Healthy relationships</p> <p>Key Vocabulary: Listen Respond Share Points of view Support Lonely Excluded</p>	<p>Managing friendships and peer influence</p> <p>Key Vocabulary: Inclusion Strategies Peer influence Communication Dispute Reconcile Unsafe Worried Uncomfortable</p>	<p>Attraction to others</p> <p>Romantic relationships</p> <p>Civil partnership and marriage (incl forced marriage)</p> <p>Confidentiality and when to break a confidence</p> <p>Key Vocabulary: Gender Ethnicity Faith Sexual orientation Marriage Forced marriage Civil partnership Love Commitment Legal declaration</p>

Spring	<p>Living in the Wider World</p> <p><i>(Belonging to a community)</i></p>	<ul style="list-style-type: none"> • I know how to understand my own and others rights and responsibilities. • I know how to understand the importance of responsible behaviours and actions. • I know how to understand the rights and responsibilities of others at home and in the community. • I know how to understand why it is important to respect equality and be a productive member of a diverse community. • I know how to understand the importance of respecting and protecting the environment. 	<p>Rules for your own kingdom (link to British Values) Queen and Prime Minister, politicians, local MP (B1)</p> <p>Importance of authority and respect</p> <p>Understanding right and wrong</p> <p>Traditions around the world</p> <p>Understand how to take turns</p> <p>Different roles within school e.g. tidying up Teachers and occupations within the school i.e. cleaners (B1)</p> <p>Taking ownership of learning</p> <p>Looking after the countryside and animals Farmer (B1)</p> <p>Recycling in the classroom</p> <p>Key Vocabulary: Rules Choices Respect Right Wrong Take turns Roles Jobs Countryside Animals Recycling environment</p>	<p>Group and class rules - What rules are</p> <p>Caring for others' needs</p> <p>Looking after the local environment</p> <p>British Values</p> <p>Key Vocabulary: Rules Needs Animals Living things Environment Recycling</p>	<p>Group and class rules (why they are important/shared responsibility)</p> <p>British Values</p> <p>Respecting their own and others' needs</p> <p>Groups and communities they belong to - Being the same and different in the community</p> <p>Belonging to a group - Benefits for mental health</p> <p>People who work in the community Local council, medical professionals, shop keeps, refuse collectors, park wardens etc (B1) Roles and responsibilities</p> <p>Key Vocabulary: Emergency Respect Rules Communities Group Respect Equal Rights Responsibilities</p>	<p>Rights, freedoms and responsibilities Link to further education (B7)</p> <p>British Values</p> <p>The ways in which rules and laws keep people safe/Value of them Legal system, lawyers, judges, police, government etc. Discuss stereotypical roles and barriers (B1) (B3)</p> <p>Belonging and community - Addressing discrimination and Extremism</p> <p>Key Vocabulary: Debate Health Wellbeing Community Rules Laws Safety Rights Freedoms Responsibilities Human rights</p>	<p>Shared responsibility</p> <p>Conversation around professions within these settings and impact on society without just roles (B1)</p> <p>British Values</p> <p>Key Vocabulary: Community Shared responsibility Volunteering Compassion Care Groups Clubs Members Belong Activities Outsider Meetings Valued Welcome</p>	<p>Protecting the environment</p> <p>Greenpeace as a place of work, Environmental Scientist, Politicians (B1)</p> <p>Compassion towards others</p> <p>British Values</p> <p>Key Vocabulary: Resources Community Environment Responsibility Compassion</p>	<p>Valuing diversity</p> <p>British Values</p> <p>Challenging discrimination and stereotypes</p> <p>Criminal Exploitation</p> <p>Extremism – Addressing Extremism - Addressing Discrimination and extremism</p> <p>Discuss and debate health and wellbeing issues (Linked to the most up to date topics of discussion at the time)</p> <p>Human Rights - The rights of a child</p> <p>Cultural practices and British Law</p> <p>Groups that support communities Link to religious employees i.e. Imam, Rabbi, Priest, Vicar etc (B1) (B3)</p> <p>Key Vocabulary: Prejudice Discrimination Influence Stereotype Human rights</p>
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Spring	<p>Living in the Wider World</p> <p>(Media literacy and digital resilience)</p>	<ul style="list-style-type: none"> I know how to stay safe when using digital devices. I know how and where to ask for help if I need it. I know how to evaluate and assess information provided by the internet. I know and understand that there are different uses for the internet and digital devices I know that social media and network use can impact others both socially and mentally. 	<p>Technology all around us</p> <p>Using technology for different purposes</p> <p>Key Vocabulary: Technology Digital</p>	<p>Using the internet and digital devices (beyond school)</p> <p>Communicating online (Sharing of personal information)</p> <p>Keeping safe online</p> <p>Key Vocabulary: Internet Digital devices Online Communicate Safety</p>	<p>The internet in everyday life</p> <p>Online content and information/Sharing personal information *see comments section</p> <p>Key Vocabulary: Phones Tablets Computers Purpose Value Internet Information Factual Electronic payments</p>	<p>How the internet is used</p> <p>Assessing information online</p> <p>Why there are age restrictions on social media, games etc</p> <p>*see comments section</p> <p>Key Vocabulary: Internet Information Restrictions Social media Games Reliable choices Evaluate</p>	<p>How data is shared and used</p> <p>Cyber bullying</p> <p>Recognising risks online</p> <p>To recognise that images and information online can be altered or adapted and the reasons for why this happens</p> <p>*see comments section</p> <p>Key Vocabulary: Cyber bullying Risks Online Digital footprint Online adverts Popularity</p>	<p>How information online is targeted</p> <p>Their role and impact</p> <p>Strategies to recognise whether something they see online is true or accurate (age, author, purpose) - Different purposes of media</p> <p>*see comments section</p> <p>Key Vocabulary: Entertain Inform Persuade Advertise Fact Opinion Bias Store Share Unsafe or suspicious content</p>	<p>Cross curricular with Computing - social impacts of network use (social media, oversharing, curated, filters, content, influencing, anonymity/distance etc)</p> <p>Evaluating media sources</p> <p>Being critical of what is in the media and what they forward to others Discuss media employee's imperative to sell newspapers and get hits on websites (B1)</p> <p>*see comments section</p> <p>Key Vocabulary: Learning Connecting Communicating Image altering Manipulate Inappropriate content</p>
Spring	<p>Living in the Wider World</p> <p>(Money and work)</p>	<ul style="list-style-type: none"> I know where money comes from. I know how to keep money safe. I know the importance of managing money effectively. I know how to understand how money plays an important part in people's lives. I know how to explore what 'enterprise' is. I know how to explore what skills are needed for a variety of jobs. I know how to explore a range of jobs and the skills that may be required for these. I know how to set personal goals. I know that people have different attitudes towards money and what influences people's decisions. I know how to be a critical consumer. I know that money can affect people's wellbeing 	<p>Using money (role play in shops) Bank workers (B1)</p> <p>Recognise that everything costs money so we need to look after our resources</p> <p>Key Vocabulary: Money Cost Buy Pay</p>	<p>Where money comes from</p> <p>Strengths and interests</p> <p>Jobs in the community</p> <p>Key Vocabulary: Money Cost Buy Pay Sell Job Save Spend Strengths Interests</p>	<p>Where money comes from (can be used for different purposes)/What money is Discuss basic concepts of pay i.e. salary, hourly paid, minimum wage etc. (B2)</p> <p>Needs and wants - Making choices</p> <p>Looking after money</p> <p>Key Vocabulary: Money Cost Amount Pounds Pence Cards Cheques Saving Spending Needs Wants Choice</p>	<p>Developing skills in enterprise - What it means/Describe real life examples of enterprise in school e.g. PTA, friends of the school, car boot sales, Christmas fairs etc/Developing skills in enterprise (B1)</p> <p>Different jobs and skills</p> <p>Job stereotypes Some recap around typical stereotypes in professions (B3)</p> <p>Setting personal goals</p> <p>Keeping track of money spent/saved Key Vocabulary: Money Cost Amount Pounds Pence Cards Cheques</p>	<p>Making decisions about money</p> <p>Using and keeping money safe</p> <p>Managing money (saving and budgeting)</p> <p>What is meant by interest and loan Bank as a workplace, structure of the system (B1)</p> <p>Key Vocabulary: Money Cost Amount Pounds Pence Cards Cheques Budgeting Saving Spending Interest Loan</p>	<p>Being a critical consumer Data analysis, personal shopper, advertising job, marketing, Public relations, customer service call handler, cold callers Key discussion about social media and its use to sell products and its influence i.e. Social influencers (B1)</p> <p>Identifying job interests and aspirations</p> <p>What influences career choices</p> <p>Workplace stereotypes/Challenging stereotypes - Addressing discrimination and extremism</p> <p>Interest, loan, debt management of money, tax</p> <p>Key Vocabulary:</p>	<p>Influences and attitudes to money</p> <p>Money and financial risks</p> <p>Key Vocabulary: Money Cost Amount Pounds Pence Cards Cheques Budgeting Saving Spending Interest Loan Finance Consumer Debt</p>

		<ul style="list-style-type: none"> I know the difference between a need and a want. I know how to challenge workplace stereotypes. I know the different decisions people have to make about how to spend money. 				Enterprise Saving Spending Jobs Skills Stereotypes		Money Cost Amount Pounds Pence Cards Cheques Budgeting Saving Spending Interest Loan Pay Working conditions Personal interests College Apprenticeships University Opportunities Finance Consumer Debt	
Summer	Health and Wellbeing <i>(Physical health and Mental wellbeing)</i>	<ul style="list-style-type: none"> I know how to understand what constitutes a healthy lifestyle. I know how to maintain physical, mental, emotional and health wellbeing. I know how to explore ways of keeping physically and emotionally healthy/safe. I know basic first aid concepts and how to call for help I know how to keep safe around medicines/household products. I know how to explain why it is important to take medicines correctly and use household products safely I know how to identify the risks of caffeine, cigarettes, e-cigarettes/vaping and alcohol. I know how to explain that laws can help people be safe and healthy. I know how to analyse what is advertised in the media and how it can affect how people feel I know the importance of dental health routines. 	Healthy and unhealthy foods/Different food types Ways to stay active Learn and practice skills for maintaining hygiene <i>Role play kitchen area - chef, waitress. Role play shops - greengrocer, butcher etc. (B1)</i> Key Vocabulary: Healthy Unhealthy Food types Active Hygiene	What helps keep our bodies healthy <i>Discussion - doctor, nurse, dentist, PE coach, personal trainer, gym instructor. Discussion around stereotypes in the above occupations. (B1)</i> <i>Drugs and Alcohol- Things that go into our body and onto skin/How they make people feel</i> Food and exercise (importance of exercise) Hygiene routines Sun safety Key Vocabulary: Healthy Food Exercise Sun Safety Hygiene Healthy Unhealthy Play body, skin, packet, bottle, syringe, hazard, label, symbol, helpful, harmful	Why sleep is important Keeping teeth healthy Healthy choices (Mental - time outdoors, physical etc) Managing feelings and asking for help <i>Discussion around mental health professionals, therapists etc. Discuss the stigma around mental health and describe how common it is to need support at some point in our lives. (B1) (B3)</i> <i>Drugs and Alcohol -Things that go into our body and onto skin -Medicines - people who help them stay healthy -Rules for keeping safe around medicines/household products</i> Key Vocabulary: Feelings, Mental health Sleep, Routines, Habits Teeth , Help, Healthy choices, Medicine, tablets, capsule, injection, spray,	Health choices and habits - What influences them (risks of inactive lifestyle) What affects feelings Expressing feelings <i>Drugs and Alcohol -Safe use of medicines and household products</i> Key Vocabulary: Balanced diet Making own choices Influences Habits Feelings Exercise Hygiene Bacteria Viruses Household, product, medicine, safety, risk, instructions, warning, side effects, dose, dosage, prescribed, pharmacy, vaccination	What makes a balanced lifestyle and making choices (risks of inactive lifestyle) Oral hygiene and dental care <i>Drugs and Alcohol -How caffeine, cigarettes, e-cigarettes/vaping and alcohol can affect people's health Discussion around the doctor's role, mental health and drugs prescribed. Pharmacist. (B1)</i> Key Vocabulary: Balanced Lifestyle Drugs Common illnesses Dental health Hygiene Germs Cigarette E-cigarette Smoking Vaping Drinking Alcohol Caffeine Laws	What positively and negatively affects health and wellbeing (Healthy sleep habits, social media) Different influences on food choices <i>Drugs and Alcohol -Correct use of medicines and how vaccinations and immunisation, can help to maintain health and wellbeing -Risks and effects of legal and illegal drug use Discuss youth worker's role. Charities to support young people with an employee role focus. Police. (B1)</i> Sun safety - Risk of sun damage Allergies Key Vocabulary: Positive, Negative Health, Wellbeing Sleep, Outdoors Bacteria, Viruses Benefits, Balanced diet Influences, Medicine, recover, health condition, immune/	What affects mental health and ways to take care of it Managing change, loss and bereavement <i>Funeral director, Police, Ambulance, Grief counsellor, Teachers, Doctors etc (B1)</i> Images in the media and reality/How this can affect how people feel <i>Facebook and other social media occupations as a role manage and control the images and content on these platforms. Data gathering and selling our information. (B1) (B5)</i> <i>Drugs and alcohol -Reasons why people use drugs; managing situations and peer influence</i> Key Vocabulary: Images Media Risks Mental Health Drugs

		<ul style="list-style-type: none"> • I know the correct use of medicines, and how vaccinations and immunisation, can help to maintain health and wellbeing • To learn about some of the risks and effects of legal and illegal drug use • I know what self esteem means and how to reflect on personal achievements. • I know the importance of good sleep. 			cream, drops, inhaler, vaccination, healthy, unhealthy, well, unwell, recover, illness, injury, protect, body, bodies, product, medicine, safety, cleaning, instructions, rule, risk, accident, pressure, safe, unsafe		Guidelines Health Habit Quit	immunisation, vaccination, population, prescribed, emergency, insulin, EpiPen, diabetes, asthma, eczema, allergy, dose, Drug, substance, effects, risks, law, legal, illegal, habit, advice, support	Drug, factors, influence, peer pressure, passive, aggressive, assertive strategies
Summer	Health and Wellbeing <i>(Growing and changing)</i>	<ul style="list-style-type: none"> • I know what personal identity is and how people might express this. • I know how to identify the changes my body will go through. • I know how to understand how to manage change, including puberty, transition and loss. • I know how to manage my feelings and emotions. • I know how to describe how and why the body changes during puberty in preparation for reproduction • I know how to describe the decisions that have to be made before having children • I know some basic facts about conception and pregnancy • I know how to recognise when a feeling is getting stronger • I know how to describe when big feelings can affect behaviour • I know how to identify what can help me feel better when I have a big feeling • I know how to describe the differences between male and female babies. • I know that some people have fixed ideas about what boys and girls can do. • I know that puberty is an important stage in the human lifecycle 	Talking about myself and my interests Different families Jobs/roles in the family (B1) Sharing/Taking Turns Maintaining concentration RSE Lesson - Families Key Vocabulary: Family Different Similar Jobs Interests *See PSHE medium term planning for other RHSE Vocabulary	Recognising what they are good at What makes them unique and special Feelings Managing when things go wrong Setting goals Change and loss and how it feels RSE Lesson - Growing and changing Key Vocabulary: Strengths Change Loss Special Unique Likes Dislikes *See PSHE medium term planning for other RHSE Vocabulary	Moving class or year - setting goals Growing older; changing and being more independent RSE Lesson - Differences: Boys and Girls RSE Lesson- Male and Female Animals Correct names for body parts RSE Lesson - Naming the body parts <i>Include 'Safe and unsafe secrets' from relationships - linked to their own body parts and rights</i> Key Vocabulary: Celebrate Strengths Goals Grow Change Independent *See PSHE medium term planning for other RHSE Vocabulary	Recognising personal strengths and achievements <i>Consider in terms of their current strengths and make correlations to possible career choices.</i> (B8) Managing and reframing setbacks RSE Lesson - Body differences Key Vocabulary: Celebrate Strengths Goals Improve Setbacks Common challenges Self-worth Feelings Conflicting *See PSHE medium term planning for other RHSE Vocabulary	Personal hygiene routines Support with puberty Physical and emotional changes in puberty External genitalia RSE Lesson - Changes RSE Lesson- What is puberty? Changes that happen in life and feelings associated with change Key Vocabulary: Physical Emotional Changes Hygiene Advice *See PSHE medium term planning for other RHSE Vocabulary	Recognising individuality and different qualities <i>Consider in terms of their current strengths and make correlations to possible career choices.</i> (B8) Personal identity Mental wellbeing/ Managing complex feelings/ Intensity of feelings Coping with change and transition RSE Lesson - Talking about puberty RSE Lesson - The Reproductive system RSE Lesson - Puberty Help and Support Teaching consent - Appropriate and inappropriate touch Key Vocabulary: Celebrate Strengths Goals Aspirations Bereavement Grief Interests Hobby Gender identity Change Transition	Human reproduction and birth RSE Lesson - Puberty and Reproduction RSE Lesson- Families: Conception and Pregnancy Midwife (B1) (B3) Increasing independence Managing transition Setting goals/Aspirations <i>Consider in terms of their current strengths and make correlations to possible career choices.</i> (B8) Key Vocabulary: Celebrate Strengths Increasing independence Goals Aspirations *See PSHE medium term planning for other RHSE Vocabulary

		<ul style="list-style-type: none"> ● I know how to explain what increased independence is and how it might affect me. ● I know some changes that happen during puberty ● I know about the physical and emotional changes that happen in puberty ● I know that children change into adults to be able to reproduce if they choose to ● I know how to explore the differences between male and female bodies. ● I know how to identify that people are unique and to respect those differences. ● I know that babies need care and support ● I know that older children can do more by themselves ● I know how to manage feelings about moving to a new class. 						*See PSHE medium term planning for other RHSE Vocabulary	
Summer	<p>Health and Wellbeing</p> <p><u>(Keeping safe)</u></p>	<ul style="list-style-type: none"> ● I know how to keep safe. ● I know how to make informed choices about health and wellbeing and recognise sources of help with this. ● I know how to understand how to manage risks to physical and emotional health and wellbeing. ● I know how to understand how to respond in an emergency. ● I know how to identify different influences on health and wellbeing. ● I know how to keep safe at home. ● I know how to keep safe when out and about 	<p>Boundaries (incl touching other people's things)</p> <p>People who help us (incl discussing road safety) Lollipop people, police, nurse, doctor, ambulance, bin refuse collector, shop assistants etc. Challenge Stereotypical roles (B1) (B3)</p> <p>Respecting 'no'</p> <p>Following instructions</p> <p>Asking for help</p> <p>Identifying dangers in pictures e.g. around the home</p> <p>Keeping safe within the indoor and outdoor classroom</p>	<p>How to ask for help if worried about something</p> <p>How rules and age restrictions help us</p> <p>Key Vocabulary: Safety Online Rules Restrictions Worry Help Unhappy Scared</p>	<p>Keeping safe in different environments (inc stranger danger, fire safety, electrical safety)</p> <p>Risk and safety at home</p> <p>How to ask for help if they are worried about something/Calling for help in an emergency (incl what to do if lost)</p> <p>Conversation around the related professions and challenge stereotypical roles (B1) (B3)</p> <p>Key Vocabulary: Safety Worry Attention Risk Road Job Emergency Water Rail Electrical appliances</p>	<p>People who help them stay healthy and safe (what to do if lost) Health and safety officer as a role in schools and other workplaces (B1) -Firework safety</p> <p>Basic emergency/first aid (calling for help/basic life support) - St John's</p> <p>Risks and hazards (incl road safety, water safety)</p> <p>Safety in the local environment and unfamiliar places</p> <p>Key Vocabulary: School rules Emergency Healthy Safety Predict Assess Manage Typical hazards Emergency</p>	<p>How to keep safe in local area and online</p> <p>People who help them stay healthy and safe</p> <p>Basic first aid (Asthma/Bleeding)- St John's St John's Ambulance volunteer opportunities which build skills (B1)</p> <p>Key Vocabulary: Head injuries Asthma Calling for help Healthy Safe Local area Online Help Advice *See PSHE medium term planning for other First Aid/Drugs and Alcohol Vocabulary</p>	<p>Strategies for managing personal safety in the local environment</p> <p>Online safety (including sharing images)</p> <p>Mobile phone safety</p> <p>Basic first aid (Allergies/Head injuries)- St John's</p> <p>FGM</p> <p>Key Vocabulary: Personal safety Local environment Online safety Head injuries Bleeding Mobile phones Female Genital Mutilation British Law *See PSHE medium term planning for other First Aid/Drugs and Alcohol Vocabulary</p>	<p>Keeping personal information safe</p> <p>Regulations and choices</p> <p>Drug use and the law</p> <p>Drug use and the media</p> <p>Increased responsibility/Independence</p> <p>Discuss expectations to complete work in own time - in workplace and higher education and the impact this can have on your career (B5) (B7)</p> <p>Where to get help and advice (B1)</p> <p>Basic first aid (Choking/Bites and stings/Burns and scalds)- St John's</p> <p>Key Vocabulary: Independence Responsibility</p>

			<p>Make simple choices between activities</p> <p>Key Vocabulary: Respect Instructions Danger Safe Choice</p>			<p>First aid Stings Calling for help Bites Head injuries *See PSHE medium term planning for other First Aid/Drugs and Alcohol Vocabulary</p>		<p>Risk Hazard Danger Advice Calling for help Head injuries Choking Health Safety Resisting pressure *See PSHE medium term planning for other First Aid/Drugs and Alcohol Vocabulary</p>
	<p>Community Careers Support</p>	<p>(B8)</p>	<ul style="list-style-type: none"> Coffee connection meetings for parents (half termly) 					

Date updated: July 2024