



**Northwick Park Academy Trust**  
**Subject Overview with National Curriculum Objectives**  
**PSHE**



EYFS areas	EYFS Early Learning Goals (see attached progression ladders)	Vocabulary
<p><b>The world</b></p> <p><b>Expressive art and design</b></p> <p><b>Literacy</b></p> <p><b>Communication and language</b></p> <p><b>Maths</b></p>	<p><b>PSED ELG: Making relationships;</b>            Children play cooperatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p> <p><b>PSED ELG: Self-confidence and self-awareness;</b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.</p> <p><b>PSED ELG: Managing feelings and behaviour;</b>            Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><b>Health and Wellbeing</b></p> <p><b>PSED ELG: Managing feelings and behaviour;</b>            Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><b>Physical Development: ELG; Health and self-care;</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. <b>PSED ELG; Self-confidence and self-awareness:</b>            Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.</p>	<p>See attached document</p>

Y1	<b>Core Values</b>	<p>About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies like, dislikes).  To recognise their individuality and personal qualities.  To identify personal strengths skills, achievements and interests and how these contribute to a sense of self-worth.  About how to manage setbacks/ perceived failures, including how to reframe unhelpful thinking.  That personal behaviour can affect other people; to recognise and model respectful behaviour online.  To recognise the importance of self-respect and how they can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous and respectful relationships.  About respecting the differences and similarities between people and recognising what they have in common with others (physically, personality or background).  To listen and respond respectfully to a wide range of people including those whose traditions, beliefs and lifestyle are different to their own.  The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to share care and concern for others.  Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)  About the different groups that make up their community; what living in a community means.  To value the different contributions that people and groups make to the community.</p>	See attached document	
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Y1	Title	Content from National Curriculum (see attached progression ladders)	New Vocabulary	Familiar Vocabulary
A1	Celebrating Me	<p>To identify external and internal body parts.  Children will identify similarities and differences.  Children will think about how they are similar and different to someone else.  Children will appreciate that bodies are different.  Children will learn that it is ok to have different body shapes.  Children will identify emotions from facial expressions.  About what rules are, why they are needed and why different rules are needed for different situations.  Children will think about why people will have different emotions.  How to recognise and name different feelings.  Identify when and why someone feels sad.  Children to think about ways of sharing feelings.  Ways that help us feel good.  Ways to help us manage our feelings.</p>	See attached document	
A2	I need a hero.	<p>Children will talk about the different people they can call for help.  About the different roles and responsibilities that people have in their community.  Children will identify someone they feel safe talking to.  To know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.  To learn about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.  People that help us to stay physically healthy.  How to respond safely to adults they don't know.  To know about the people whose job it is to keep us safe.  That household products (including medicines) can be harmful if used incorrectly.</p>	See attached document	

		Children will be able to identify unsafe situations and what to do in an unsafe situation.		
<b>Sp1</b>	Polar Explorers	About what to do if there is an accident and someone is hurt. How to get help in an emergency. Children will identify things that make someone a good friend. Children will think about what qualities they would like in a friend. Children will know who to ask for help if a friend is making them unhappy. How to listen to other people and play and work cooperatively.	See attached document	
<b>Sp2</b>	Islands	Bodies and feelings can be hurt by words and actions and that people can say hurtful things online. Hurtful behaviour (offline and online) including teasing, name calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. What is kind and unkind behaviour and how this can affect others. How to treat themselves and others with respect. How to be polite and courteous.	See attached document	
<b>S1</b>	Mad about Mini-beasts	The roles different people (e.g. acquaintances, friends and relatives) play in our lives. To identify the people who love and care for them and what they do for them to help them feel loved and cared for. Children will identify that all families contain different types of people and children will discuss same sex parents. To identify common features of family life. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.	See attached document	

S2	Castles	<p>To recognise that some things are private and the importance of respecting privacy.</p> <p>That parts of the body covered by underwear are private.</p> <p>About how to respond if physical contact makes them feel unhappy or unsafe.</p> <p>What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</p>	See attached document	
	e-safety	<p>Children should know basic rules that keep them safe online including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</p> <p>That sometimes people may behave differently online including by pretending to be someone they are not.</p> <p>Children identify good choices to make online.</p>	See attached document	

Y2	<b>Core Values</b>	<p><b>About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies like, dislikes). To recognise their individuality and personal qualities. To identify personal strengths skills, achievements and interests and how these contribute to a sense of self-worth. About how to manage setbacks/ perceived failures, including how to reframe unhelpful thinking. That personal behaviour can affect other people; to recognise and model respectful behaviour online. To recognise the importance of self-respect and how they can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous and respectful relationships. About respecting the differences and similarities between people and recognising what they have in common with others (physically, personality or background). To listen and respond respectfully to a wide range of people including those whose traditions, beliefs and lifestyle are different to their own.</b></p> <p><b>The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to share care and concern for others. Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) About the different groups that make up their community; what living in a community means. To value the different contributions that people and groups make to the community.</b></p>	See attached document	
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<b>Y2</b>	<b>Title</b>	<b>Content from National Curriculum (see attached progression ladders)</b>	<b>New Vocabulary</b>	<b>Familiar Vocabulary</b>
<b>A1</b>	Lost in London.	<p>About what rules are, why they are needed and why different rules are needed for different situations.</p> <p>Children will identify emotions from facial expressions and children will think about why people feel different emotions.</p> <p>Children will identify when and why someone feels sad.</p> <p>Children will think about someone they can go to to cheer them up.</p> <p>Children will know how feelings can affect people's bodies and how they behave.</p> <p>Children will learn different things they can do to manage big feelings, to help calm themselves down and/ or change their mood when they don't feel good.</p> <p>Children will think about the different people they can call for help.</p> <p>Children will learn about change and loss including death; to identify feelings associated with this and to recognise what helps people to feel better.</p>	See attached document	
<b>A2</b>	The Bakery.	<p>Children will discuss how whether toys marketed at different sexes is a good thing.</p> <p>Children will understand that it is not ok to tease someone about the things they like.</p> <p>About what to do if there is an accident and someone is hurt.</p> <p>How to get help in an emergency.</p> <p>How to call 999 to call for help.</p> <p>Children will be able to identify unsafe situations and children will talk about what to do in an unsafe situation.</p> <p>To know how to cross the road safely.</p>	See attached document	
<b>Sp1</b>	Australia	<p>Children will identify things that make someone a good friend.</p> <p>Children will think about what qualities they would like in a friend.</p> <p>Children will know who to ask for help if a friend is making them unhappy.</p>	See attached document	

		<p>How to recognise when they or someone else feels lonely and what to do.</p> <p>Simple strategies to resolve arguments between friends positively.</p>		
<b>Sp2</b>	Shooting for the stars	<p>Bodies and feelings can be hurt by words and actions, that people can say hurtful things online.</p> <p>About how people may feel if they experience hurtful behaviour or bullying.</p> <p>That hurtful behaviour (offline and online) including teasing, name calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.</p>	See attached document	
<b>S1</b>	Let's get muddy?	<p><b>What keeping healthy means and different ways to keep healthy.</b></p> <p><b>About food that supports good health and risks of eating too much sugar.</b></p> <p><b>About how physical activity helps us to stay healthy and ways to stay physically active every day.</b></p> <p><b>About why sleep is important and different ways to rest and relax.</b></p> <p>Children will be aware why we use products such as soap.</p> <p>Children will understand what will happen if we don't keep clean and have the opportunity to create a new brand of soap.</p> <p>About things that people can put into their body or onto their skin and how these can affect how people feel.</p> <p>Rules and age restrictions that keep us safe.</p>	See attached document	
<b>S2</b>	How does your garden grow?	<p><b>About things they can do to look after their environment.</b></p> <p>How to keep safe in the sun and how to protect the skin from sun damage.</p> <p>Children will be able to appreciate that bodies are different.</p> <p>Children will learn that it is ok to have different body shapes.</p>	See attached document	

		<p>Children will be able to name external and private body parts.  To recognise that some things are private and the importance of respecting privacy.  That parts of the body covered by underwear are private.  About how to respond if physical contact makes them feel unhappy or unsafe.  What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.  Knowing there are situations when they should ask for permission and situations when permission should be sought.  The importance of not keeping adult secrets, only happy surprises.  Basic techniques for resisting pressure and to do something they don't want to do and may make them unsafe.</p>		
	e-safety	<p>Children should know basic rules that keep them safe online including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.  That sometimes people may behave differently online including by pretending to be someone they are not.  Children identify good choices to make online.</p>	See attached document	

Y3	<b>Core Values</b>	<p>About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies like, dislikes).  To recognise their individuality and personal qualities.  To identify personal strengths skills, achievements and interests and how these contribute to a sense of self-worth.  About how to manage setbacks/ perceived failures, including how to reframe unhelpful thinking.  That personal behaviour can affect other people; to recognise and model respectful behaviour online.  To recognise the importance of self-respect and how they can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous and respectful relationships.  About respecting the differences and similarities between people and recognising what they have in common with others (physically, personality or background).  To listen and respond respectfully to a wide range of people including those whose traditions, beliefs and lifestyle are different to their own.  The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to share care and concern for others.  Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)  About the different groups that make up their community; what living in a community means.  To value the different contributions that people and groups make to the community.</p>	See attached document	
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Y3	Title	Content from National Curriculum (see attached progression ladders)	New Vocabulary	Familiar Vocabulary
A1	Extreme Earth	<p>That mental health just like physical health is part of daily life; the importance of taking care of mental health.</p> <p>About strategies and behaviours that support mental health including good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <p>About everyday things that effect feelings and the importance of expressing feelings.</p> <p>A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p> <p>Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</p> <p>To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p> <p>That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection the wider importance of personal hygiene and how to maintain it.</p> <p>How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</p> <p>About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p> <p>The benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p>	See attached document	

		How and when to seek support, including which adults to speak to in or outside school if they are worried about their health.		
<b>A2</b>	Poles Apart	<p>How to predict, assess and manage risk in different situations.</p> <p>About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe.</p> <p>About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).</p> <p>Strategies for keeping safe in the local environment or in unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.</p> <p>What is meant by first aid; basic techniques for dealing with common injuries.</p> <p>How to respond and react an emergency situation; how to identify situations that may require the emergence services; know how to contact them and what to say.</p> <p>Know how to respond safely and appropriately to adults they may encounter (in all context including online) of whom they do not know.</p>	See attached document	
<b>Sp1</b>	the land before time	<p>How to make informed decisions about health.</p> <p>About the elements of a balanced healthy lifestyle.</p> <p>About choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p> <p>What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online relationships as face-to-face relationships.</p>	See attached document	

		<p>To recognise what it means to know someone online and how this differs from knowing someone face-to-face; risks of communicating with someone online not knowing them face-to-face.</p> <p>That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</p> <p>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage them and ask for support if necessary.</p> <p>About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p>Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</p> <p>To know the importance of seeking support if you are feeling lonely or excluded.</p> <p>That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.</p> <p>Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.</p> <p>How friendships can change over time, about making new friends and the benefits of having different types of friends.</p>		
<b>Sp2</b>	Savages and Settlements.	<p>About the benefits of sun exposure and the risks of over exposure. How to keep safe from sun damage and sun/ heat stroke and reduce the risk of skin cancer.</p> <p>To recognise other shared characteristics of a healthy family life including commitment, care, spending time together; being there for each other in times of difficulty.</p>	See attached document	

		<p>How to recognise if family relationships are making them feel unhappy or unsafe and how to seek advice.</p> <p>To recognise and respect that there are different types of family structure (including single parents, same sex parents, step parents, blended families, foster parents); that families of all types can give family members love, stability and security.</p> <p>About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies to challenge stereotypes.</p> <p>Children will identify that there can be tension in families.</p>		
<b>S1</b>	Sunrise on the Thames	<p>To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact/ the right to say NO!</p> <p>About seeking and giving permission (consent) in different situations.</p> <p>About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p> <p>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> <p>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p>	See attached document	
<b>S2</b>	Sunny Southend  Local History and knowledge Local land use	<p>Children will understand why washing is important.</p> <p>Children will know how to keep themselves clean, particularly during puberty.</p> <p>Children will think about positive attributes they possess and those they aspire towards.</p> <p>Children will consider what they will need to achieve future goals.</p>	See attached document	
	e-safety	The importance of keeping personal information private; strategies for keeping safe online including how to manage requests for personal information or images of themselves or others; what to do if	See attached document	

		<p>frightened or worried by something seen or read online and how to report concerns, inappropriate content or contact.</p> <p>To know why somebody may behave differently online including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p>		
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Y4	Title	Content from National Curriculum (see attached progression ladders)	New Vocabulary	Familiar Vocabulary
	<b>Core Values</b>	<p>About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies like, dislikes). To recognise their individuality and personal qualities. To identify personal strengths skills, achievements and interests and how these contribute to a sense of self-worth. About how to manage setbacks/ perceived failures, including how to reframe unhelpful thinking. That personal behaviour can affect other people; to recognise and model respectful behaviour online. To recognise the importance of self-respect and how they can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous and respectful relationships. About respecting the differences and similarities between people and recognising what they have in common with others (physically, personality or background). To listen and respond respectfully to a wide range of people including those whose traditions, beliefs and lifestyle are different to their own. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to share care and concern for others. Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) About the different groups that make up their community; what living in a community means. To value the different contributions that people and groups make to the community.</p>	See attached document	

<p><b>A1</b></p>	<p>Deep in the rainforest.</p>	<p>That mental health just like physical health is part of daily life; the importance of taking care of mental health.          About strategies and behaviours that support mental health including good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing.          About everyday things that effect feelings and the importance of expressing feelings.          A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.          Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.          To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.          That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection the wider importance of personal hygiene and how to maintain it.          How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.          About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.          About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.          The benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p>	<p>See attached document</p>	
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		How and when to seek support, including which adults to speak to in or outside school if they are worried about their health.		
<b>A2</b>	Carnival!	<p>How to predict, assess and manage risk in different situations. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe.</p> <p>About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully). Strategies for keeping safe in the local environment or in unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.</p> <p>What is meant by first aid; basic techniques for dealing with common injuries.</p> <p>How to respond and react an emergency situation; how to identify situations that may require the emergence services; know how to contact them and what to say.</p> <p>Know how to respond safely and appropriately to adults they may encounter (in all context including online) of whom they do not know.</p>	See attached document	
<b>Sp1</b>	Ingenious Inventors	<p>About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p> <p>What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online relationships as face-to-face relationships.</p>	See attached document	

		<p>To recognise what it means to know someone online and how this differs from knowing someone face-to-face; risks of communicating with someone online not knowing them face-to-face.</p> <p>That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</p> <p>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage them and ask for support if necessary.</p> <p>About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p>Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</p>		
<b>Sp2</b>	Ingenious Inventors/ Timeline travel week	<p>About what constitutes a healthy diet.</p> <p>How to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods.</p> <p>Risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>How to maintain good oral hygiene, including correct brushing and flossing; why regular visits to the dentist are essential; the impact of lifestyle choices on dental care ( sugar consumption/ acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>About the benefits of sun exposure and the risks of over exposure. How to keep safe from sun damage and sun/ heat stroke and reduce the risk of skin cancer.</p> <p>To recognise other shared characteristics of a healthy family life including commitment, care, spending time together; being there for each other in times of difficulty.</p>	See attached document	

		<p>How to recognise if family relationships are making them feel unhappy or unsafe and how to seek advice.</p> <p>To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</p> <p>That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</p> <p>To know about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.</p> <p>That people who love and care for each other can be in a committed relationship (e.g. marriage) living together but may also live apart.</p> <p>That a feature of positive family life is caring relationships; about the different ways in which people care for one another.</p> <p>About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies to challenge stereotypes.</p>		
<b>S1</b>	Living Things	<p>To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact/ the right to say NO!</p> <p>About seeking and giving permission (consent) in different situations.</p> <p>About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p>	See attached document	

		<p>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> <p>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p>		
<b>S2</b>	From Farm to Fork	<p>Children will identify the male sexual parts with the correct medical terms.</p> <p>Children will discuss other language they have heard used in connection with male sexual parts.</p> <p>Children will identify the female sexual parts with the correct medical terms.</p> <p>Children will discuss other language they have heard in connection with female sexual parts.</p>	See attached document	
	e-safety	<p>The importance of keeping personal information private; strategies for keeping safe online including how to manage requests for personal information or images of themselves or others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content or contact.</p> <p>To know why somebody may behave differently online including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p> <p>To know how quickly pictures can spread online.</p>	See attached document	

Y5	<b>Core Values</b>	<p>About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies like, dislikes).  To recognise their individuality and personal qualities.  To identify personal strengths skills, achievements and interests and how these contribute to a sense of self-worth.  About how to manage setbacks/ perceived failures, including how to reframe unhelpful thinking.  That personal behaviour can affect other people; to recognise and model respectful behaviour online.  To recognise the importance of self-respect and how they can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous and respectful relationships.  About respecting the differences and similarities between people and recognising what they have in common with others (physically, personality or background).  To listen and respond respectfully to a wide range of people including those whose traditions, beliefs and lifestyle are different to their own.  The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to share care and concern for others.  Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)  About the different groups that make up their community; what living in a community means.  To value the different contributions that people and groups make to the community.</p>	See attached document	
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<b>Y5</b>	<b>Title</b>	<b>Content from National Curriculum (see attached progression ladders)</b>	<b>New Vocabulary</b>	<b>Familiar Vocabulary</b>
<b>A1</b>	Space	<p>That mental health just like physical health is part of daily life; the importance of taking care of mental health.</p> <p>About strategies and behaviours that support mental health including good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <p>About everyday things that effect feelings and the importance of expressing feelings.</p> <p>A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p> <p>Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</p> <p>To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p> <p>To recognise that feelings can change over time and range in intensity.</p> <p>To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; it is important to discuss feelings with a trusted adult.</p> <p>About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief/bereavement.</p> <p>That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection the wider importance of personal hygiene and how to maintain it.</p> <p>How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile);</p>	See attached document	

		<p>recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</p> <p>About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p> <p>About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p> <p>The benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p> <p>How and when to seek support, including which adults to speak to in or outside school if they are worried about their health.</p>		
<b>A2</b>	Inventors.	<p>About what good physical health means; how to recognise early signs of physical illness.</p> <p>How medicines, when used responsibly, contribute to health; that some diseases can be prevented by immunisations and vaccinations; how allergies can be managed.</p> <p>How to predict, assess and manage risk in different situations.</p> <p>About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe.</p> <p>About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).</p> <p>Strategies for keeping safe in the local environment or in unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.</p> <p>What is meant by first aid; basic techniques for dealing with common injuries.</p> <p>How to respond and react an emergency situation; how to identify situations that may require the emergence services; know how to contact them and what to say.</p>	See attached document	

		Know how to respond safely and appropriately to adults they may encounter (in all context including online) of whom they do not know.		
<b>Sp1</b>	Egyptians	<p>About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online relationships as face-to-face relationships.</p> <p>To recognise what it means to know someone online and how this differs from knowing someone face-to-face; risks of communicating with someone online not knowing them face-to-face.</p> <p>That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</p> <p>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage them and ask for support if necessary.</p> <p>About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p>Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</p> <p>To know about discrimination: what it means and how to challenge it.</p>	See attached document	
<b>Sp2</b>	Vikings	<p>About the benefits of sun exposure and the risks of over exposure.</p> <p>How to keep safe from sun damage and sun/ heat stroke and reduce the risk of skin cancer.</p>	See attached document	

		<p>To recognise other shared characteristics of a healthy family life including commitment, care, spending time together; being there for each other in times of difficulty.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe and how to seek advice.</p> <p>About diversity; what it means; the benefits of living in a diverse community and valuing diversity in all communities.</p>		
<b>S1</b>	Africa	<p>How to respond safely and appropriately to adults they may encounter (in all contexts including online) who they do not know. Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted to physical contact/ the right to say NO!</p> <p>To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> <p>About seeking and giving permission (consent) in different situations.</p> <p>About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p> <p>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> <p>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p> <p>About privacy and personal boundaries; what is appropriate in friendships and wider relationships including online.</p> <p>Children will identify why trust is important and identify someone they trust.</p>	See attached document	

S2	Time Travelers	<p>Children will identify the physical changes their bodies will do through at puberty.</p> <p>Children will discuss emotional changes and someone they can talk to if they feel emotional.</p> <p>Children will identify the female sexual body parts and learn how they are involved in monthly periods.</p> <p>Children will become more familiar with different sanitary protection.</p> <p>Children will understand what ejaculation is.</p> <p>Children will discuss what boys can do when this happens.</p> <p>Children will learn what masturbation is.</p> <p>That for some people gender identity does not correspond with their biological sex.</p>	See attached document	
	e-safety	<p>The importance of keeping personal information private; strategies for keeping safe online including how to arrange requests for personal information or images of themselves or others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content or contact.</p> <p>To know why somebody may behave differently online including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p> <p>To know how quickly pictures can spread online.</p> <p>To know that photos and posts could be spread by social media.</p> <p>To know that online bullying is as bad as playground bullying and to identify someone they could ask for help if they were a victim.</p>	See attached document	

Y6	Core Values	<p>About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies like, dislikes).</p> <p>To recognise their individuality and personal qualities.</p> <p>To identify personal strengths skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>About how to manage setbacks/ perceived failures, including how to reframe unhelpful thinking.</p> <p>That personal behaviour can affect other people; to recognise and model respectful behaviour online.</p> <p>To recognise the importance of self-respect and how they can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous and respectful relationships.</p> <p>About respecting the differences and similarities between people and recognising what they have in common with others (physically, personality or background).</p> <p>To listen and respond respectfully to a wide range of people including those whose traditions, beliefs and lifestyle are different to their own.</p> <p>How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p> <p>The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to share care and concern for others.</p> <p>Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>About the different groups that make up their community; what living in a community means.</p> <p>To value the different contributions that people and groups make to the community.</p>	See attached document	
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<b>Y6</b>	<b>Title</b>	<b>Content from National Curriculum (see attached progression ladders)</b>	<b>New Vocabulary</b>	<b>Familiar Vocabulary</b>
<b>A1 A2 Sp1</b>	The Battle of Britain	<p>That mental health just like physical health is part of daily life; the importance of taking care of mental health.</p> <p>About strategies and behaviours that support mental health including good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <p>About everyday things that effect feelings and the importance of expressing feelings.</p> <p>A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p> <p>Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</p> <p>To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p> <p>To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p> <p>To recognise that feelings can change over time and range in intensity.</p> <p>To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; it is important to discuss feelings with a trusted adult.</p> <p>About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief/bereavement.</p> <p>That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection the wider importance of personal hygiene and how to maintain it.</p> <p>How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile);</p>	See attached document	

		<p>recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</p> <p>About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p> <p>About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p> <p>The benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p> <p>How and when to seek support, including which adults to speak to in or outside school if they are worried about their health.</p> <p>A2</p> <p>Reasons for following and complying with regulations and restriction (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p> <p>How to predict, assess and manage risk in different situations.</p> <p>About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe.</p> <p>About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).</p> <p>Strategies for keeping safe in the local environment or in unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.</p> <p>What is meant by first aid; basic techniques for dealing with common injuries.</p> <p>How to respond and react an emergency situation; how to identify situations that may require the emergence services; know how to contact them and what to say.</p>		
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<b>Sp2 S1</b>	Magical Beginnings	<p>How to recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>About the benefits of sun exposure and the risks of over exposure. How to keep safe from sun damage and sun/ heat stroke and reduce the risk of skin cancer.</p> <p>About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, E cigarettes/vaping, alcohol and medicines) and the impact on health; recognise that drug use can become a habit that can be difficult to break.</p> <p>To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> <p>About why people choose to use and not use drugs (including nicotine, alcohol and medicines).</p> <p>About the mixed messages in the media about drugs including alcohol and smoking/vaping.</p> <p>About the organisations that can support people involving alcohol, tobacco and nicotine; people they can talk to if they have concerns.</p> <p>SP2</p> <p>To recognise other shared characteristics of a healthy family life including commitment, care, spending time together; being there for each other in times of difficulty.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe and how to seek advice.</p> <p>That forcing anyone against their will is a crime; that help and support is available to people who are worried about this for themselves or others.</p>	See attached document	

		<p>To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> <p>About seeking and giving permission (consent) in different situations/ the right to say NO!</p> <p>About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p> <p>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> <p>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p>		
<b>S2</b>	Ancient Greece	<p>Children will understand that a sperm needs to fertilise an egg through sexual intercourse.</p> <p>Children will know the age of consent to sex.</p> <p>Children will be aware that a sperm can fertilise an egg through fertility treatment.</p> <p>Children will think about other ways children become part of families.</p> <p>Children will understand the difference between identical and non-identical multiple births.</p> <p>Children will think about other ways children become part of families.</p> <p>Children will understand the difference between identical and non-identical multiple births.</p>	See attached document	

		<p>Children will think about what it is like to care for more than one child of the same age.</p> <p>Children will understand how pregnancy happens.</p> <p>Children will be aware humans gestate for 9 months.</p> <p>Problem solving strategies for dealing with emotions, challenges and change – including the transition to new schools.</p> <p>About the new opportunities and responsibilities that increasing independence may bring.</p> <p>Reasons for following and complying with regulations and restriction (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p>		
	e-safety	<p>The importance of keeping personal information private; strategies for keeping safe online including how to arrange requests for personal information or images of themselves or others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content or contact.</p> <p>To know why somebody may behave differently online including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p> <p>To know how quickly pictures can spread online.</p> <p>To know that photos and posts could be spread by social media.</p> <p>To know that online bullying is as bad as playground bullying and to identify someone they could ask for help if they were a victim.</p>	See attached document	