

## PSHE Knowledge, Skills, Sequencing and Progression

### Key Knowledge and Skills

#### Overarching Concepts.

- **Identity** (their personal qualities, attitudes, skills, attributes, and achievement and what influences these)
- **Relationships** (including different types and in different settings)
- **A Healthy Lifestyle** (including - physically, emotionally and socially as well as within relationships, work-life, exercise and rest, spending and saving and diet)
- **Risk** (to be managed rather than simply avoided) and safety (including behaviour and strategies in different settings)
- **Diversity and Equality**
- **Rights, responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- **Career** (including enterprise and economic understanding)

**These are covered at all age groups in an age-appropriate way and should all be covered by the end of Key Stage 2.**

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Health and Wellbeing</b>	Pupils are taught: <ol style="list-style-type: none"> <li>1. What is meant by a healthy lifestyle</li> <li>2. How to maintain physical, mental and emotional health and wellbeing</li> <li>3. How to manage risks to physical and emotional health and wellbeing</li> <li>4. Ways of keeping physically and emotionally safe</li> <li>5. About managing change, such as puberty, transition and loss</li> <li>6. How to make informed choices about health and wellbeing and to recognise sources of help</li> <li>7. How to respond in an emergency</li> <li>8. To identify different influences on Health and Wellbeing</li> <li>9. To understand the normal range of emotions(e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>10. The importance of self care techniques.</li> </ol>		
<b>Living in the Wider World</b>	Pupils are taught: <ol style="list-style-type: none"> <li>1. about respect for self and others and the importance of responsible behaviours and actions</li> <li>2. about rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>3. about different groups and communities</li> <li>4. to respect and understand the role they play as a member in a diverse community</li> <li>5. about the importance of respecting and protecting the environment</li> <li>6. about where money comes from, keeping it safe and the importance of managing it effectively</li> <li>7. how money plays an important part in peoples' lives</li> <li>8. a basic understanding of enterprise</li> </ol>		
<b>Healthy Relationships</b>	Pupils are taught: <ol style="list-style-type: none"> <li>1. How to develop and maintain a variety of healthy relationships, within a range of social / cultural contexts</li> </ol>		

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	<ol style="list-style-type: none"> <li>How to recognise and manage emotions within a range of relationships</li> <li>How to recognise risky or negative relationships including <b>all</b> forms of bullying and abuse</li> <li>How to respect equality and diversity in relationships</li> <li>About internet safety and online relationships</li> </ol>	
<b>Internet Safety</b>	<p>Pupils are taught:</p> <ol style="list-style-type: none"> <li>That for most people the internet is an integral part of life and has many benefits</li> <li>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li> <li>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>Why social media, some computer games and online gaming, for example, are age restricted</li> <li>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> <li>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>Where and how to report concerns and get support with issues online</li> </ol>	
<b>Healthy Eating</b>	<p>Pupils are taught:</p> <ol style="list-style-type: none"> <li>What constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>The principles of planning and preparing a range of healthy meals</li> <li>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ol>	
<b>Drugs, Alcohol and Tobacco</b>		<p>Pupils are taught:</p> <p>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p>
<b>Health and Prevention</b>	<p>Pupils are taught:</p> <ol style="list-style-type: none"> <li>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>The facts and science relating to allergies, immunisation and vaccination</li> </ol>	
<b>Basic First Aid</b>	<p>Pupils are taught:</p> <ol style="list-style-type: none"> <li>How to make a clear and efficient call to emergency services if necessary</li> <li>Concepts of basic first aid, for example dealing with common injuries, including head injuries</li> </ol>	
<b>Changing Adolescent Body</b>		<p>Pupils are taught:</p> <ol style="list-style-type: none"> <li>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>About menstrual wellbeing including the key facts about the menstrual cycle</li> </ol>

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Key Stage 1							
Year A							
	Prior Learning	Intent (children will learn)		Unit	Sequence of Lesson WALT (children will ...)	Vocabulary	Outcome / Composite
<b>Autumn A</b>	EYFS Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Work and play cooperatively and take turns with others. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.		Go Givers: Why do we have rules?	<ol style="list-style-type: none"> <li>To understand why rules and laws are made;</li> <li>To learn about different types of rules and rule makers;</li> <li>To think about the good and bad points of having rules.</li> </ol>	Law Rules	Children will help to construct class rules and then follow them
		To learn the ways in which they are all unique; understand that there has never been and will never be another 'them'.		Go Givers: I am unique	<ol style="list-style-type: none"> <li>To understand what it means to be unique;</li> <li>To think about the ways in which I am unique.</li> </ol>	Age Appearance Beliefs Dislikes Experience Family Hopes Likes Skills Talents Wishes	Pupils will gain an understanding of what it means to be unique through participating in a range of games and activities.
		To learn how to wash our hands thoroughly.		Go Givers: Washing our hands	<ol style="list-style-type: none"> <li>Understand why and how we wash our hands thoroughly.</li> </ol>	Clean Germs Hygiene Soap Wash	Children will know it is important to have clean hands.
<b>Spring A</b>	EYFS - Work and play cooperatively with others.  Go Givers: Why do we have rules? To understand what community is and why it is important to have rules.	To understand how to be a good citizen.	British Values  Go Givers: More than One Friend.  Go Givers: Caring for our Community.	<ol style="list-style-type: none"> <li>To know what British Values are and why they are important.</li> <li>To understand how people feel when they are left out.</li> <li>To think about how we can stop people feeling left out.</li> <li>To learn and play group games.</li> <li>To think about the importance of caring for our community.</li> <li>To understand that all members of the community having caring responsibilities.</li> <li>To take an active role in the care of the community.</li> <li>Understand what the term plastic pollution means.</li> <li>Explore the potential consequences of plastic pollution.</li> </ol>	Citizenship Collaboration Community Environment Friend Pollution Responsibility	Play collaborative games together and consider how that makes them feel.  Take part in a beach clean.	

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			Go Givers: Plastic Pollution.	10. 10.Consider different ways to take action against plastic pollution.		
<b>Summer A</b>	<p>EYFS - Work and play cooperatively with others.</p> <p>Go Givers: Caring for our Community</p> <p>British Values – More than one Friend. Caring for our community. Plastic pollution.</p>	<p>To understand how to be a good citizen in Britain.</p> <p>To explore how we spend our money and how we can get help.</p> <p>Pupils will explore differences in our bodies.</p>	<p>British Values</p> <p>Money: Wants and Needs</p> <p>Who Can Help?</p> <p>Healthy Eating</p> <p>SRE (Christopher Winters) (separate Y1 and Y2 programmes of study)</p>	<ol style="list-style-type: none"> <li>To know what British Values are and why they are important.</li> <li>WALT: to understand the difference between wants and needs</li> <li>WALT: to think about where money comes from and why people save money</li> <li>WALT: to learn about people in our community who can help and how to ask for help</li> <li>WALT: to understand the importance of healthy eating and how to make healthy eating choices</li> </ol> <ol style="list-style-type: none"> <li>WALT: <b>Y1</b>: understand that people are different but we can all be friends <b>Y2</b>: understand the concept of gender stereotypes and identify differences between males and females</li> <li>WALT: <b>Y1</b>: discuss how children grow and change <b>Y2</b>: explore difference between males and females and understand life cycles</li> <li>WALT: <b>Y1</b>: explore different types of families <b>Y2</b>: explore differences between sexes and name body parts</li> </ol>	<p>Citizenship Community Democracy Liberty (freedom) Respect Responsibility Rule of Law Tolerance</p> <p>Changes Differences Growth Respect Stereotypes</p>	<p>Children will develop their understanding of finance, making healthy choices and relationships.</p>
<b>Year B</b>						
	<b>Prior Learning</b>	<b>Intent (children will learn)</b>	<b>Unit</b>	<b>Sequence of Lesson WALT (children will ...)</b>	<b>Vocabulary</b>	<b>Outcome / Composite</b>
<b>Autumn B</b>	<p>Y1: Go Givers Caring for our Community Understanding the feelings of others; confident to speak about self</p> <p>Y2: Go Givers: Money: wants and needs / Who can</p>	<p>Help children understand what rules are and why we need them. -Pupils will research what is meant by the word 'community'. Pupils will think about who lives in their area and what services and facilities there are</p> <p>Pupils will learn that washing their hands can help to prevent the spread of germs which cause illnesses.</p>	<p>Go Givers: You Can't Do That Here</p> <p>Go Givers: Our Rules</p> <p>Go Givers: Exploring Our Community</p> <p>Go Givers: Why We Wash Our Hands</p>	<ol style="list-style-type: none"> <li>WALT: understand that rules keep us safe (</li> <li>WALT: understand what rules are appropriate for our school and classroom</li> <li>WALT: understand what makes a community</li> <li>WALT: understand the importance of healthy hand hygiene</li> </ol>	<p>Community Responsibilities Rules Safe Support</p> <p>Germs Hygiene Illness Spread</p>	<p>Children will develop an understanding of how to keep our school community happy and healthy.</p>

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	help? / Healthy Eating					
<b>Spring B</b>	Go Givers: You Can't Do That Here Exploring Our Community Playground Why We Wash Our Hands	Pupils will read a tale adapted from Carib tradition which tells of how words can be used for good or bad.  Pupils will think about kind and unkind behaviour. They will consider how they can help and support each other in order to create a happy class community.	Go Givers: Taking Responsibility  Go Givers: The Power of Words  Go Givers: Looking Out for Others  Go Givers: Litter	1. WALT: understand what is meant by responsibility (children will describe some simple things that they and others have responsibility for; explore how it feels to take responsibility) 2. WALT: understand how words can be used for good and bad (children will think about how their words make others feel) 3. WALT: understand how to help and support each other to create a happy class community (children will learn how to look after and support their classmates) 4. WALT: understand the problems caused by littering (children will learn how to take responsibility for their own environment)	Environment Respect Responsibility Rights Safety Support Network	Children will develop an understanding of how to keep our school community and environment happy and healthy.
<b>Summer B</b>	Go Givers: Taking Responsibility The Power of Words Looking Out for Others Litter	Pupils will consider the difference between wants and needs and discuss how our wants and needs can influence how we spend money.  Pupils will learn about the importance of eating the right amounts of different food groups as part of a healthy lifestyle.  Pupils will explore differences in our bodies.	Go Givers: Money Who Can Help?  Go Givers: Healthy Eating  SRE (Christopher Winters) (separate Y1 and Y2 programmes of study)	1. WALT: to understand the difference between wants and needs 2. WALT: to think about where money comes from and why people save money 3. WALT: to learn about people in our community who can help and how to ask for help 4. WALT: to understand the importance of healthy eating and how to make healthy eating choices  1. WALT: <b>Y1:</b> understand that people are different but we can all be friends <b>Y2:</b> understand the concept of gender stereotypes and identify differences between males and females 2. WALT: <b>Y1:</b> discuss how children grow and change <b>Y2:</b> explore difference between males and females and understand life cycles 3. WALT: <b>Y1:</b> explore different types of families <b>Y2:</b> explore differences between sexes and name body parts	Finance Money Safety Save Spend Support  Activity Diet Energy Healthy Lifestyle Nutrition Portions  Changes Differences Growth Respect Stereotypes	Children will develop their understanding of finance, making healthy choices and relationships

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Lower Key Stage 2						
Year A						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lesson WALT (children will ...)	Vocabulary	Outcome / Composite
<b>Autumn A</b>	<p><u>Go Givers KS1</u> Why do we have rules? I am unique Looking Out for Others Who Can Help?</p>	<p>Pupils will consider the views and experiences of their classmates, discussing common problems and identifying qualities and behaviours they value in classmates.</p>	<p>Go Givers: Our Class</p>	<p>WALT: resolve differences by looking at alternatives., making decisions and explaining choices. WALT: recognise that their actions affect themselves and others, to care about other peoples feelings and to try to see things from their point of view. WALT: develop relationships through work and play</p>	<p>Attention Classmates Decisions Feelings Instructions Listen Relationships Respect Role Model</p>	<p>Create a classmate award system. To nominate a classmate to receive an award for demonstrating one of the valued behaviours.</p>
		<p>Pupils will think about what it means to be part of a family and how they can make a positive difference in family life.</p>	<p>Go Givers: Family</p>	<p>WALT: explore what it means to be part of a family. WALT: think of ways in which we can contribute positively to family life.</p>	<p>Family Grandparents Motto, Parents Positive Relationships Siblings Society Unique</p>	<p>Children to produce a family portrait along with a family motto</p>
<b>Spring A</b>	<p>Go Givers KS1 Taking Responsibility You Can't Do That Here Our Rules</p>	<p>Children will understand the impact of climate change, what is happening and why as well as what we can do to help reduce the impact.</p>	<p>Go Givers Climate Change</p>	<p>WALT: understand the terms climate change, greenhouse effect and fossil fuels. WALT: explore the impact of climate change locally, nationally and internationally. WALT: explore what the government and other organisations are doing in response to climate change. WALT: explore the different ways that the children can personally take responsibility for tackling climate change.</p>	<p>Climate Change Fossil Fuels Greenhouse effect Impact Protect Support</p>	<p>Understanding what we can do to look after our planet and the importance of doing so.</p>
	<p>Go Givers LKS2 Our Class</p>	<p>Explore what is meant by an 'active citizen'. Consider what qualities and skills an active citizen should have and ow these skills can</p>	<p>Go Givers Being Part of a School Community</p>	<p>WALT: explore what it means to be an active citizen WALT: to reflect on what characteristics are needed to help create positive and active school communities WALT: to develop strategies for supporting each other at school</p>	<p>Change Citizen Equal Fair Respect Teamwork</p>	<p>To understand how we can respect and support each other within our class and</p>

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		make a positive difference within a classroom.				the wider community
<b>Summer A</b>	EYFS - Work and play cooperatively with others.	Children will consider what being healthy means and who plays a role in keeping the population healthy.	Go Givers: Who keeps us healthy?	WALT: Discuss the benefits of caring for the health of the population. WALT: Identify those who play a role in keeping populations healthy. WALT: Support a healthy lifestyle for ourselves and our families.	Challenges Diet Exercise Health Organisation Population Responsibility	Children will design, create and share something that will help to keep you healthy.
	Health and Wellbeing Day					
	KS1 British Values Unit	Children will explore the meaning of democracy and the way citizens can participate in democratic life in Britain.	Go Givers: Democracy 1 (British Values)	WALT: Understand what democracy means. WALT: Understand how a general election works. WALT: Recognise the role of Prime Minister and members of parliament. WALT: Understand what we mean by political party and the names of the main political parties. WALT: Understand what is meant by a secret ballot and why this is important. WALT: Understand the historical and political significance of the suffragette movement.	Democracy General Election Members of Parliament Prime Minister Political Parties	Children will play sorting games to explore key vocabulary and they will create a fact file about the suffragettes.
	Christopher Winters Y1 and Y2 Y1 Growing and caring for ourselves Y2 differences Y3 valuing differences and keeping safe	The children will explore names for male and female body parts as well as differences between sexes. They will explore appropriate and inappropriate contact and where to go to for support.	Year 3 SRE	WALT: Identify that people are unique and respect those differences. WALT: Explore the differences between male and female bodies. WALT: Consider appropriate and inappropriate physical contact and consent. WALT: Explore different types of families and who to go to for help and support.	Adoption Different Family Female Fostering Gender roles Male Relationship Stereotypes	Children will know and respect body differences. They will be able to name male and female body parts. They will have a clear understanding of personal space and unwanted touch. They will understand and respect that all families are difference and know where to go to for support.
Children will have explored the difference between males and females and body parts. They have a good understanding of healthy relationships and have explored the	Year 4 (in addition) they will explore puberty and reproduction and how the two are linked.	Year 4 SRE	WALT: Explore the human life cycle. WALT: Learn some basic facts about puberty. WALT: Explore how puberty is linked to reproduction. WALT: Respect in a range of relationships. WALT: discuss the characteristics of healthy relationships.	Emotional Feelings Life cycle Physical Puberty Reproduction	Year 4 (in addition) clear understanding of puberty and reproduction.	

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	importance of having people they trust around them.					
Year B						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lesson WALT (children will ...)	Vocabulary	Outcome / Composite
<b>Autumn B</b>	Go Givers KS1 The Power of Words More than One Friend.	Understand what is meant by the term conflict, look at appropriate reactions and reflect on how their responses could be improved.	Go Givers: Conflict	<ol style="list-style-type: none"> <li>1. Introduction to conflict</li> <li>2. Identifying school conflicts</li> <li>3. Understanding reactions to conflict</li> <li>4. Reflecting on reactions to conflict</li> <li>5. Strategies for managing conflict.</li> </ol>	Conflict Discrimination Reactions Reflect Respect Stereotypes	Poster of positive and negative reactions to conflict.
	Go Givers LKS2 Being Part of a School Community Our Class	Understand what is meant by the term discrimination, identify examples of discrimination and their impact.	Go Givers: Discrimination	<ol style="list-style-type: none"> <li>1. Introduction to discrimination</li> <li>2. Understanding the Equality Act.</li> <li>3. Understanding the Equality Act II</li> <li>4. Challenging inequality</li> <li>5. Challenging inequality II</li> </ol>	Challenge Equal Equality Gender Responsibilities Rights Safety	Poster to promote equality, challenging inequality
<b>Spring B</b>	Go Givers Y1 Healthy Eating Exploring Our Community Go Givers LKS2 Value of Trees	Understand that water is an essential resource and understand that clean water is important for human health.	Go Givers: Water	<ol style="list-style-type: none"> <li>1. Introduction to water</li> <li>2. Humans and clean water</li> <li>3. Water usage</li> <li>4. Taking action</li> <li>5. Educate</li> </ol>	Essential Health Oxygen Resource Support Survive	Completion of Water Saving Pledge
	Go Givers KS1 Money Who Can Help?  Go GiversLKS2 Family	Reflect on the importance of having a home, consider causes of homelessness and identify ways in which homelessness can be tackled.	Go Givers: Homelessness	<ol style="list-style-type: none"> <li>1. Introduction - What is home?</li> <li>2. Home is where the heart is</li> <li>3. Causes of homelessness</li> <li>4. Homelessness in our communities</li> <li>5. A game of snakes and ladders</li> <li>6. Take Action</li> </ol>	Action Community Homelessness Safety Support  Debt Finance Money Save Savings Spend	Poster on taking action against homelessness.



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<b>Summer B</b>	Go Givers Y1 Healthy Eating	Understand the importance of eating the right amounts of different food groups as part of a healthy lifestyle.	Go Givers: Healthy Eating	<ol style="list-style-type: none"> <li>1. Introduction to the human body and the food it requires</li> <li>2. Understand the different food groups.</li> <li>3. Design a healthy picnic.</li> <li>4. Sort foods in to recommended consumption quantities.</li> <li>5. Design a menu for packed lunches for a week.</li> </ol>	Carbohydrates Consumption Healthy Lifestyle Nutrients Portions Protein	Children will demonstrate understanding, planning a packed lunch menu for a week.
	Y3 DT – Food: super salads					
	Go Givers KS1 You Can't Do That Here Our Rules Exploring Our Community	Understand the different roles undertaken in parliament, government and the justice system.	Go Givers: Democracy 3	<ol style="list-style-type: none"> <li>1. Understand the different rules of Parliament, government and the justice system.</li> <li>2. Understand what is meant by Rule of Law.</li> <li>3. Understand how laws are made.</li> <li>4. Understand how we can participate in our democracy.</li> <li>5. Demonstrate our understanding of democracy.</li> </ol>	Democracy Equality Justice Law Parliament Vote	Children will use ICT to present their learning and understanding of Democracy.
Y1 Growing and caring for ourselves Y2 differences Y3 valuing differences and keeping safe	Y3 To name male and female body parts and use this knowledge to demonstrate respect for each other's differences. To be confident in keeping themselves safe. To understand that all families are different. To know where to go for support.  Y4 To recognise signs of puberty and the link to reproduction. To understand the importance of respect in any relationship.	SRE (Christopher Winters) (separate Y3 and Y4 programmes of study)	<p>Year 3</p> <ol style="list-style-type: none"> <li>1. Identify that people are unique and respect these differences.</li> <li>2. Explore the differences between male and female bodies.</li> <li>3. Consider appropriate and inappropriate physical contact and consent.</li> <li>4. Explore different types of families and who to go to for support.</li> </ol> <p>Year 4</p> <ol style="list-style-type: none"> <li>1. Explore the human lifecycle to identify some basic facts about puberty.</li> <li>2. Explore how puberty is linked to reproduction.</li> <li>3. Explore respect in a range of relationships.</li> <li>4. Discuss the characteristics of healthy relationships.</li> </ol>	Y3 Differences Relationships Respect Support Unique  Y4 Puberty Relationships Reproduction Respect	Y3 and Y4 Children will develop their understanding of how their bodies will change. They will explore positive relationships and know where to go if they need support.	

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Upper Key Stage 2						
Year A						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lesson WALT (children will ...)	Vocabulary	Outcome / Composite
<b>Autumn A</b>	<p><u>Living in the Wider World</u> respect for self and others and the importance of responsible behaviours and actions about different groups and communities to respect and understand the role they play as a member in a diverse community about respect for self and others and the importance of responsible behaviours and actions</p>	<p><u>Identities</u> to understand the term identity. To explore our sense of identity. To develop self-esteem through sharing identity. To creatively express aspects of our identity. To gain an appreciation and respect for the diversity of identities within a community.</p>	Go Givers Identities	<p><u>Identities</u> 1. My sense of identity. 2. Representing myself 3. Our growing identity.</p>	Ethnicity Gender Identity Nationality Personality Talents	Develop an understanding of what is meant by the term 'identity.' They will explore their own sense of identity and share this with others, appreciating the diversity of identities that make up their class and community.
	<p><u>Health and Wellbeing</u> What is meant by a healthy lifestyle How to maintain physical, mental and emotional health and wellbeing How to manage risks to physical and emotional health and wellbeing Ways of keeping physically and emotionally safe</p>	<p><u>Health and Wellbeing</u> to understand what a healthy lifestyle is. To recognise risks to our health. To make the right choices. Where to go for support.</p>	Health and Wellbeing	<p><u>Health and Wellbeing</u> 1. What do we mean by a healthy lifestyle? 2. What are some of the risks to our health and wellbeing? 3. Making good choices 4. Where to go for support</p>	Emotional health Lifestyle Mindfulness Nutrition Physical health Wellbeing	Children will understand the importance of looking after our physical and mental health and wellbeing. They will explore strategies and learn about making good choices.
	<p><u>Healthy relationships</u> How to respect equality and diversity in relationships How to recognise and manage emotions within a range of relationships How to recognise risky or negative relationships including <b>all</b> forms of bullying and abuse</p>	<p><u>Stand up and Stand Out</u> To recognise how peoples emotions change during puberty and how to deal with their feelings towards themselves, their families and others in a positive way. To realise the consequences of anti-social and aggressive behaviours. To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours. How to seek support.</p>	Go Givers Stand up and stand out.	<p><u>Stand up and Stand Out</u> 1. One on One 2. Stand up - bullying interventions 3. Stand out - body image 4. Hot Spots</p>	Belittling Challenge Distraction Interaction Intervene Intervention	Children will understand their own and other people's emotions and why and how they can change. They will recognise negative behaviours and learn about how to deal with difficult situations and get the support that they need when they need it.
<b>Spring A</b>	<p>Go Givers LKS2 My Family</p> <p>Go Givers LKS2 Who Keeps us Healthy?</p>	<p>Pupils will think about what it means to be part of a family and how they can make a positive difference in their family life. Pupils will be introduced to families of a variety of different</p>	Go Givers Family Life	<ul style="list-style-type: none"> <li>• What is a family?</li> <li>• Ways to resolve a disagreement</li> <li>• Showing we care</li> <li>• Support in times of need</li> <li>• Family mottos</li> </ul>	Citizen Community Motto Thrive	Pupils create a family motto that reflects the kind of values they want to promote in their day to day life.

## PSHE Knowledge, Skills, Sequencing and Progression

	<p>Go Givers UKS2 My Community</p> <p><u>Y4 Science</u> Animals incl Humans - digestive system / teeth / food chains</p> <p>LKS2 Health and Wellbeing day</p>	<p>structures and backgrounds. Through discussion they will reflect on positive aspects of family life and think about how families thrive when family members have caring and supportive relationships.</p> <p>To teach the children basic life skills for keeping healthy and safe.</p>	<p>Key Skills Day</p>	<p><u>Key Skills Day</u> The facts about legal and illegal harmful substances How to recognise early signs of physical illness, About safe and unsafe exposure to the sun The importance of sufficient good quality sleep for good health. Dental health and the benefits of good oral hygiene About personal hygiene and germs including bacteria, Basic first aid - how to respond in an emergency - 999 Concepts of basic first aid, for example dealing with common injuries, including head injuries.</p>		
<b>Summer A</b>	<p>Go Givers KS1 Protecting Local Habitats; Litter</p> <p><u>Y4 Science</u> Living Things and their Habitats</p> <p>Christopher Winters Y1 Growing and caring for ourselves Y2 Differences Y3 Valuing differences and keeping safe Y3 Body Differences Y4 Changes and Growing Up</p>	<p>Children will develop understanding about ways in which they can take action against habitat loss by developing the habitats in their local area</p> <p>Children will learn about communication in healthy relationships, puberty, the reproductive system, families, conception and pregnancy and online relationships (Y6) and where to seek support.</p>	<p>Go Givers Protecting Local Habitats</p> <p>SRE (Christopher Winters) (separate Y5 and Y6 programmes of study)</p>	<ol style="list-style-type: none"> <li>Understand the term endangered species</li> <li>Understand threats to local habitats</li> <li>Research a local habitat</li> <li>Explore and become involved in habitat renewal</li> </ol> <ol style="list-style-type: none"> <li>Recognise signs of puberty in girls and boys.</li> <li>Understand the reproduction system.</li> <li>Understand communication in relationships.</li> <li>(Y6) Understand how about conception and pregnancy.</li> <li>Understand where to seek support if needed.</li> <li>Understand how to be safe online</li> </ol>	<p>Climate change Endangered species Habitat Invasive Native Pollution</p> <p>Puberty Relationships Reproduction Respect Rules Safety Support</p>	<p>Children know how to confidently explain issues surrounding endangered British species and threats to their habitats</p> <p>Children know how to stay safe and build healthy relationships.</p>
<b>Year B</b>						
	<b>Prior Learning</b>	<b>Intent</b>	<b>Unit</b>	<b>Sequence of Lesson</b>	<b>Vocabulary</b>	<b>Outcome / Composite</b>

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		(children will learn)		WALT (children will ...)		
<b>Autumn B</b>	<p>Go Givers Democracy 1 and SRE on challenging stereotypes, children's rights, responsibilities and identities.</p> <p>What is meant by a healthy lifestyle. How to maintain physical health and wellbeing.</p>	<p>Children will develop understanding of the term discrimination, consider what makes them unique and know about the Equality Act.</p> <p>To explore and understand what we mean by healthy lifestyle and some of the risks of an unhealthy lifestyle to our wellbeing.</p>	<p>Go Givers: Discrimination Martin Luther King</p> <p>Health and Wellbeing Day</p>	<p>1. Understand the term 'discrimination'.</p> <p>2. Be able to describe and identify examples of discrimination.</p> <p>3. Explore the impact of discrimination on individuals and society.</p> <p>4. Understand the Equality Act and its protections.</p> <p>Health and Wellbeing Day</p> <p>1. What is meant by healthy lifestyle.</p> <p>2. Recognise risks to wellbeing.</p> <p>3. Understand what constitutes a healthy diet.</p> <p>4. How to plan and prepare a range of healthy meals.</p> <p>5. Understand importance of sleep.</p>	<p>Discrimination</p> <p>Equality</p> <p>Legal</p> <p>Protected Characteristics</p> <p>Stereotypes</p> <p>Diet</p> <p>Health</p> <p>Lifestyle</p> <p>Risk</p>	<p>To be able to confidently recognise discrimination and how it can be challenged and overcome.</p> <p>Follow a recipe to cook a healthy meal and try a range of healthy snacks.</p>
<b>Spring B</b>	<p>Go Givers KS1 Exploring Our Community</p> <p>Go Givers LKS2 Homelessness</p> <p>Christopher Winters Y4 Changes and Growing Up Y3 Body Differences</p>	<p>Pupils will consider what we mean by community and think about groups they belong to and how it makes them feel.</p> <p>Children will learn about communication in healthy relationships, puberty, the reproductive system, families, conception and pregnancy and online relationships (Y6) and where to seek support.</p>	<p>Go Givers: My Community</p> <p>SRE (Christopher Winters) (separate Y5 and Y6 programmes of study)</p>	<p>1. Understand what we mean by community.</p> <p>2. Recognise different types of communities. ( link to WaterAid)</p> <p>3. Explore different roles within a community and consider support a community provides.</p> <p>4. Explore groups within their own community.</p> <p>1. Recognise signs of puberty in girls and boys.</p> <p>2. Understand the reproduction system.</p> <p>3. Understand communication in relationships.</p> <p>4. (Y6) Understand how about conception and pregnancy.</p> <p>5. Understand where to seek support if needed.</p> <p>6. Understand how to be safe online</p>	<p>Charity</p> <p>Community Support Network</p> <p>Puberty</p> <p>Relationships</p> <p>Reproduction</p> <p>Respect</p> <p>Rules</p> <p>Safety</p> <p>Support</p>	<p>Community challenge linked to Water Aid.</p> <p>Children know how to stay safe and build healthy relationships.</p>
<b>Summer B</b>	<p>Go Givers LKS2 Value of Trees</p>	<p>Pupils will examine environmental issues. They will learn about the role trees play in supporting life on Earth and their importance in our lives. They will examine the effects of deforestation and</p>	<p>Go Givers: Value of Trees</p>	<p>1. Why do we need trees?</p> <p>2. Why are forests being destroyed?</p> <p>3. What can I do to help stop deforestation?</p>	<p>Climate</p> <p>Deforestation</p> <p>Environment</p> <p>Oxygen</p> <p>Support</p>	<p>Letter to MP - what can we do/ should we be doing to be proactive.</p>

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	<p>Go Givers KS1 Money: Basic understanding of money - why it is important in their lives. How it is used and looked after.</p>	<p>learn how they can help to renew forests.</p> <p>Pupils will think about money in the wider world. They will discuss financial risk, why people take risks and consequences. They will learn about value of products and budgeting. They will consider the impact of money on emotional health and wellbeing.</p>	<p>Twinkl: Money</p>	<ol style="list-style-type: none"> <li>1. Look After It - explore attitudes, decisions, value and risk.</li> <li>2. Critical Consumers - different payment methods, attitudes towards money. Decisions and priorities.</li> <li>3. Value for Money and Ethical Spending - spending decisions.</li> <li>4. Budgeting - how and why.</li> <li>5. Money and Emotional Wellbeing - impact</li> <li>6. Money in the Wider World.</li> </ol>	<p>Budgets Consequences Consumer Decision making Debt Ethics Finance Interest Money</p>	<p>Activities around planning real life budgets.</p>
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