

PSHE KNOWLEDGE AND SKILLS PROGRESSION

Types of knowledge in PSHE		
<p>Tacit: Knowledge gained through experience. Pupils may not be aware of knowing, such as recognising when a peer isn't happy without necessarily know the emotion and how this presents in people.</p>	<p>Procedural: 'I know how...'. Being able to apply declarative knowledge into practice. For example, seeking help when needed, making the right choices in tricky situations, showing kindness and respect to others.</p>	<p>Declarative: 'I know that...'. Refers to the facts: eg age restrictions, names of emotions, substances that are dangerous, knowing that talking to an adult can help.</p>

Following Twinkl PSHE and Citizenship planning. Digital wellbeing is covered under our Computing curriculum and associated objectives across PSHE. We follow our existing planning for SRE.

Health and Wellbeing: Safety First			
	Year 1	Year 3	Year 5
Core knowledge	<p>Know that age restrictions are there to keep us safe.</p> <p>Know what risk is and that we need to consider how to respond to risks.</p> <p>Know about the people who job it is to keep us safe.</p> <p>Know basic techniques for resisting pressure to do something they don't want to.</p> <p>Know about fire safety.</p> <p>Know ways to keep safe in familiar settings (eg at home, park, swimming pool, shopping in town, crossing the road, in the sun).</p> <p>Know how to respond to adults they don't know.</p> <p>Know what to do if they feel unsafe or worried for themselves or others.</p>	<p>Know that new opportunities arise and independence increases when they grow older.</p> <p>Know why it is important to follow age restrictions.</p> <p>Know about hazards that may cause harm, injury or risk in the home (eg fire safety) and what they can do to reduce these.</p> <p>Know how to respond safely to adults they may encounter whom they don't know (real life and online).</p> <p>Know how to recognise if relationships are making them feel unhappy or unsafe and where to seek advice or help.</p> <p>Know what pressure is and strategies for managing.</p> <p>Know how to keep safe in the local environment or unfamiliar places (eg rail station, firework safety, using digital devices when out and about).</p>	<p>Know how to predict, assess and manage risks in a wider range of different situations (in the home, at school and when in the local area).</p> <p>Know and can explain why it is important to comply with age restrictions.</p> <p>Know what pressure looks and feels like.</p> <p>Know how to manage and respond to pressure.</p> <p>Know how and when to seek support if they are worried about something, including their health.</p> <p>Know what First Aid is and some basic techniques for dealing with common injuries.</p> <p>Know how to respond and react in an emergency situation, including knowing when and how to contact emergency services.</p> <p>Know that taking medicines incorrectly is a risk.</p> <p>Know the risks of using legal and illegal drugs.</p> <p>Know the associated risks with playing in the local area without an adult.</p>

	Know how to get emergency help (999).	Know the importance of taking medicines correctly and using household products safely. Know about the risks and effects of legal drugs. Know what First Aid means and who to contact if emergency help is needed.	
Core outcomes	Recognise risk in simple everyday situations and what action to take. Understand there is a normal range of emotions we feel. Explain how they will seek help if they need it for a range of situations.	Can predict, assess and manage risks in different situations. Can recognise pressure from others to do something unsafe of that makes them feel uncomfortable. Understand that people choose to use or not use legal drugs and why that might be. Can identify when they need to seek help from others (eg family, friends, emergency services).	Can identify new opportunities that have arisen since they have grown in age. Identify what they can do to reduce risk and hazards (eg fire risks, injury).
Vocab	Risk, safety, help, pressure, emergency help.	First Aid, pressure, legal drugs, safety, risk, hazard, help, independence.	First Aid, hazards, risk, safety, legal and illegal drugs, substances, help, support.
Threads of Learning	<p>Consolidate and embed vocabulary in new learning.</p> <p>Pupils can identify risks in a range of situations and make informed decisions and choices.</p> <p>Pupils know where to go for help and support, including knowing when and how to get emergency help.</p>		
Health and Wellbeing: It's my body (lessons 2-6) <i>Lesson 1 covered by SRE curriculum</i>			
	Year 2	Year 4	Year 6
Core knowledge	<p>Know how physical activity helps us to stay healthy.</p> <p>Know that sleep is important.</p> <p>Know that is important to take a break from time online or screen time.</p> <p>Know some foods that help us to keep healthy and the risk of eating too much sugar.</p> <p>Know that dental care is important.</p> <p>Know about people who help us stay physically healthy.</p> <p>Know simple hygiene routines that can stop germs from spreading.</p> <p>Know that medicines can help people stay healthy.</p>	<p>Know about the elements of a balanced, healthy lifestyle.</p> <p>Know what is meant by a healthy diet and how to plan healthy meals.</p> <p>Know the associated risks with not eating a healthy diet (eg obesity, tooth decay).</p> <p>Know that regular exercise benefits us both physically and mentally.</p> <p>Know how to maintain good oral hygiene.</p> <p>Know that sleep contributes to a healthy lifestyle and the risks of not getting enough.</p> <p>Know that bacteria and viruses can affect our health.</p> <p>Know everyday routines that limit the spread of infection.</p>	<p>Know about the importance of a balanced, healthy lifestyle and a range of factors that will contribute or affect this.</p> <p>Know that we need to take care of our physical health and well as our mental health.</p> <p>Know routines that support good quality sleep (eg no screen time before bed) and the importance of these.</p> <p>Know the impact of life choices on our health (eg high sugar on teeth, not washing hands on feeling well etc).</p> <p>Know the impact of legal and illegal drugs and that taking them can become a habit that is difficult to break.</p>

	Know that they should only take medicines with an adult and not alone. Know that there are times that they will need to seek permission from an adult.	Know how medicines contribute to health when used responsibly. Know other factors that will affect our health (eg sun safety, use of legal durgs). Know how and when to seek support if they are worried about their health.	Know there are laws surrounding the use of legal and illegal drugs. Know there are organisations that can help concerning drug use. Know that all people are individuals and don't fit into 'boxes'. Know what gender identity means.
Core outcomes	Can identify ways to be physically active every day. Identify different ways they can rest and relax. Identify different ways to learn and play. Identify ways to keep good dental hygiene. Understand what it means to be healthy.	Identify choices that support a healthy lifestyle and recognise what might influence these. Recognise that habits can have both positive and negative effects on out lifestyles. Recognise risks with an inactive lifestyle. Can make informed decisions about health.	Identify a range of strategies to maintain a healthy lifestyle (both physical and mental). Can make informed decisions about health. Understand stereotypes and how these can be harmful to out mental health. Understand that someone don't align with the gender they were born as.
Vocab	Healthy, physical activity, germs, medicine, dental, teeth.	Balanced diet, healthy lifestyle, oral hygiene, regular exercise, tooth decay, obesity, routines.	Balanced diet, healthy lifestyle, mental/ physical health, oral hygiene, legal and illegal drugs, laws, stereotypes, gender identity, choices and decisions.
Threads of Learning	<p>Consolidate and embed vocabulary in new learning.</p> <p>Pupils understand the many factors that contribute to a healthy lifestyle, both physically and mentally.</p> <p>Pupils can make informed decisions about how they will lead a healthy lifestyle.</p>		
Health and Wellbeing: Think positive			
	Year 2	Year 4	Year 6
Core knowledge	<p>Know some different feelings and they can affect people's bodies and how they behave.</p> <p>Know things that can make us feel happy or calm us down.</p> <p>Know that it is important to ask for help with feelings and who to go to.</p> <p>Know what they are good at, what they like and dislike.</p> <p>Know what is kind and unkind behaviour to others.</p> <p>Know strategies to help when they are finding things difficult.</p>	<p>Know that if we are healthy (physically and mentally), we feel happy.</p> <p>Know a range of emotions and describe how they feel.</p> <p>Know that everyone will have times where they don't feel happy and what we can do in that situation.</p> <p>Know some everyday things that affect feelings.</p> <p>Know the importance of expressing feelings and talking to others about them.</p> <p>Know that feelings can change over time and range in intensity.</p> <p>Know how changes in life can affect our feelings (eg new school year, moving house, loss).</p>	<p>Know that mental health is part of daily life and the importance of taking of it.</p> <p>Know strategies and behaviours that support mental health (good sleep, exercise, hobbies, time outdoors, team activities, family etc).</p> <p>Know some everyday things that can affect feelings.</p> <p>Know how to express feelings in different ways.</p> <p>Know strategies to respond to feelings.</p> <p>Know some warning signs about mental health and where to seek support.</p> <p>Know that anyone can experience mental ill-health.</p> <p>Know strategies for coping with change.</p>

	Know what to do when they or someone else feels lonely. Know how to share their opinions.	Know how to manage setbacks/ failures.	Know that personal behaviour can affect others. Know how to re-frame unhelpful thinking (eg in setbacks/ failures).
Core outcomes	Recognise when they need help with feelings. Recognise kind and unkind behaviour to others and how it may make the person feel. Understand that feelings can change people's behaviour or the way they behave.	Develop problem-solving strategies for dealing with emotions, challenges. Identify some strategies to manage grief. Recognise when they need to seek support from an adult in relation to own and other's feelings. Recognise some personal strengths, skills, achievement and interests. Recognise some warning signs about mental health and wellbeing.	Use a varied vocabulary when talking about feelings. Recognise and model respectful behaviour in real life and online. Recognise habits that can have positive and negative effects on us.
Vocab	Feelings, behaviour, kind and unkind, help, opinions, lonely.	Feelings, emotions, expressing, intensity, grief, challenges, mental health, strengths.	Emotions, express, mental health and ill-health, re-frame thinking, respectful behaviour.
Threads of Learning	<p>Consolidate and embed vocabulary in new learning.</p> <p>Pupils understand that importance of mental health and that everyone can sometimes need help with this.</p> <p>Pupils are prepared with strategies to use to help them deal with different emotions, but also know where to go for support.</p> <p>Pupils can recognise a range of factors that help maintain positive mental health.</p>		
Living in the Wider World: Aiming High			
	Year 1	Year 3	Year 5
Core knowledge	<p>Know what they are good at, what they like and dislike.</p> <p>Know that everyone has different strengths.</p> <p>Know how to manage when they are finding things difficult.</p> <p>Know about the strengths or interest someone might need to do different jobs.</p> <p>Know how to talk about and share their opinions.</p> <p>Know that jobs help people to earn money to pay for things.</p>	<p>Know some personal strengths, skills, achievements and interests and that these contribute to a sense of self-worth.</p> <p>Know that setting goals can help to achieve personal outcomes.</p> <p>Know how to manage setbacks/failures.</p> <p>Know that there is a broad range of different jobs/careers that people can have and that sometimes people have more than one in their life.</p> <p>Know that some jobs are paid more than others and which may influence a person's decision.</p> <p>Know that voluntary work is unpaid and why people do this.</p> <p>Know that stereotypes can deter people from their dream jobs.</p>	<p>Know their personal strengths, skills, achievements and interests and that these contribute to a sense of self-worth.</p> <p>Know they are valued at school.</p> <p>Know about a wide range of jobs/careers and the associated strengths/interests.</p> <p>Know what might influence a person's decisions about careers (interests, values, family connections, strengths, stereotypes).</p> <p>Know about stereotypes in workplaces and that a person's aspirations shouldn't be limited by them.</p> <p>Know there are a variety of routes into careers (university, college, apprenticeships).</p> <p>Know that jobs have salaries that differ and voluntary work is unpaid.</p>

Core outcomes	Recognise what makes them special. Recognise the ways in which they are the same and different to others. Recognise what helps people feel better when things around them are changing.	Recognise their individuality and personal qualities. Recognise positive things about them. Identify what might influence a person's decision about a job/career (interests, values, family connections, strengths, stereotypes). Identify skills that will help them in the future (teamwork, communication). Recognise a variety of routes into careers (university, apprenticeships).	Recognise positive things about themselves. Can set achievable goals. Identify the type of job they might like to do when they are older and how this links to their strengths and interests. Identify a range of ways to help manage setbacks and failures. Recognise desired skillsets for different jobs.
Vocab	Strengths, special, skills, different, interests, jobs, earn.	Personal qualities, individuality, self-worth, careers, salary, stereotypes, voluntary.	Self-worth, stereotypes, workplace, salaries, careers, aspirations, skillset.
Threads of Learning	<p>Consolidate and embed previous vocabulary in new learning.</p> <p>Pupils can identify their own strengths, skills and interests and know they are valued.</p> <p>Pupils understand that people can choose jobs and careers based on their interests and strengths.</p> <p>Pupils understand that there are a range of factors people consider when they are making decisions about their jobs and careers.</p> <p>Pupils can set goals, manage setbacks and understand that stereotypes shouldn't affect their aspirations.</p>		
Living in the Wider World: One World			
	Year 1	Year 3	Year 5
Core knowledge	<p>Know the people who love and care for them.</p> <p>Know that families can be different to their own.</p> <p>Know the common features of family life.</p> <p>Know how people and other living things have different needs and about the responsibilities of caring for them.</p> <p>Know what rules are and why they are needed.</p> <p>Know some things they can do to help look after the environment.</p>	<p>Know about respecting the differences and similarities between people.</p> <p>Know what diversity means and the benefits of living in a diverse community.</p> <p>Know that stereotypes can negatively influence behaviours and attitudes towards others.</p> <p>Know how to share own opinion and constructively challenge others.</p> <p>Know there are human rights which are there to protect everyone.</p> <p>Know what compassion is and the importance of having this for others.</p> <p>Know that we have a shared responsibility for caring for other people and living things and some things they can do to contribute to this.</p> <p>Know the relationship between rights and responsibilities.</p>	<p>Know that human rights are there to protect everyone.</p> <p>Know that we have shared responsibilities (looking after environment, other people).</p> <p>Know ways of carrying out shared responsibilities for protecting the environment.</p> <p>Know that peoples' spending decisions can affect others and the environment.</p> <p>Know how everyday choices can affect the environment.</p> <p>Know why it is important to show compassion for other people and things.</p> <p>Know how to show care and concern for others.</p>

Core outcomes	Recognise what people do to help them feel cared for. Recognise the ways they are the same as, and different to, other people. Identify why different rules are needed for different situations.	Identify what they have in common with others. Can discuss and debate a topical issue, respecting other people's point of view and constructively challenge those they disagree with. Can demonstrate compassion. Understand that people's decisions can affect others and the environment (Fair Trade, buying single-use plastic, giving to charities).	Understand the relationship between rights and responsibilities. Can show compassion for others. Identify decisions they can make that will contribute to our shared responsibility.
Vocab	Love, care, family, similar, different, rules, environment.	Respect, diversity, value, stereotypes, compassion, responsibility, human rights.	Human rights, shared responsibility, compassion, spending decisions, environment.
Threads of Learning	<p>Consolidate and embed previous vocabulary in new learning.</p> <p>Pupils understand that they can be similar and different to others in different ways.</p> <p>Pupils understand diversity, why this should be valued and ways stereotypes negatively affect this.</p> <p>Pupils can identify shared responsibilities and decisions they can make to contribute to this.</p> <p>Pupils can show compassion for other people and things.</p>		
Living in the Wider World: Money Matters			
	Year 2	Year 4	Year 6
Core knowledge	<p>Know what money is, the forms that money comes in and that it comes from different sources.</p> <p>Know that jobs help people to earn money to pay for things.</p> <p>Know that money needs to be looked after it.</p> <p>Know that people make different choices about how to save and spend money.</p> <p>Know there is a difference between needs and wants and that people may not always be able to have what they want.</p>	<p>Know that money comes from jobs and there are a wide range of jobs to choose from.</p> <p>Know that there are different ways to pay for things.</p> <p>Know some of the risks associate with money and ways of keeping it safe.</p> <p>Know that people make spending decisions on priorities, needs and wants.</p> <p>Know some of the different ways to keep track of money.</p> <p>Know people have different attitude to saving and spending and what influences that.</p> <p>What makes something 'good value for money'</p>	<p>Know that people have different attitudes towards saving and spending money.</p> <p>Know precautions to take for the risks associated with money.</p> <p>Know the different ways to pay for things and that choices people have about this.</p> <p>Know how to recognise if something is 'good value for money'.</p> <p>Know that people make spending decisions based on a range of factors.</p> <p>Know what ethical spending is.</p> <p>Know what budgeting is and why it's important.</p> <p>Know what gambling is and the risks involved</p>
Core outcomes	<p>Identify different jobs that people they know or people who work in the community do.</p> <p>Identify ways of looking after money.</p> <p>Identify differences between needs and wants.</p>	<p>Identify the ways that money can impact on people's feelings and emotions.</p> <p>Identify some wider spending decisions people need to make that may affect others (Fair Trade, single-use plastics, giving to charities).</p>	<p>Identify the way money can make us feel.</p> <p>Identify some factors that influence people's decisions about their spending.</p> <p>Recognise effective ways of budgeting.</p> <p>Identify risks involved with gambling, both in terms of money and mental health.</p>

Vocab	Money, spend, save, jobs, needs and wants.	Jobs, risks, spending decisions, good value for money, feelings and emotions.	Spending decisions, ethical spending, budgeting, gambling, risks.
Threads of Learning	<p>Consolidate and embed previous vocabulary in new learning.</p> <p>Pupils understand where money comes from and that it can be spent or saved.</p> <p>Pupils understand that people's spending decisions are influenced by different factors, including needs, wants and ethical decisions.</p> <p>Pupils understand the risks involved with money (eg theft, losing it, need for budgeting, gambling).</p>		
Living in the Wider World: Diverse Britain			
	Year 2	Year 4	Year 6
Core knowledge	<p>Know what rules are and why they are needed.</p> <p>Know about the different groups they belong to.</p> <p>Know what is kind and unkind behaviour.</p> <p>Know that people in their community have different roles and responsibilities.</p> <p>Know that people and other living things have different needs.</p> <p>Know that they are similar and different to others.</p> <p>Know what they can do to care for the environment.</p>	<p>Know about personal identity and what contributes to our personal identity (ethnicity, family, gender, faith, culture, hobbies).</p> <p>Know about the different groups that make up their community.</p> <p>Know what living in a community means.</p> <p>Know what diversity is and why we should value diversity within communities.</p> <p>Know that, within a community, people and groups make different contributions.</p> <p>Know the reason for rules and laws and the consequences of not adhering to these.</p> <p>Know what discrimination is and how to challenge it.</p>	<p>Know what their personal identity is and what contributes to that.</p> <p>Know about the different groups that make up their community (both locally and nationally).</p> <p>Know the value and benefits of living in a diverse community.</p> <p>Know that we have a role to play in our community.</p> <p>Know examples of rules and laws.</p> <p>Know what prejudice is and ways of responding to it is witnessed or experienced.</p> <p>Know what local and national governments are and how they serve communities.</p>
Core outcomes	<p>Recognise why different rules are needed for different situation.</p> <p>Recognise how kind and unkind behaviour can affect others.</p> <p>Recognise the responsibilities they have of caring for others and living things.</p> <p>Recognise ways they are the same as, and different to, other people.</p> <p>Can talk about and share their opinions on things that matter to them.</p>	<p>Can listen and respond respectfully to a wide range of people including those whose beliefs, traditions and lifestyle are different to their own</p> <p>Can value the different contributions that people and groups make to the community.</p> <p>Respect the differences and similarities between people.</p> <p>Can recognise behaviours/actions which discriminate against others.</p> <p>Can discuss and debate topical issues.</p>	<p>Can recognise behaviours and actions which discriminate against others.</p> <p>Can show respect and compassion towards others who have different identities to them.</p> <p>Can identify and value the different contributions that people and groups make to the community locally and nationally.</p>
Vocab	Similar, different, groups, communities, care, kind, unkind, rules.	Personal identity, groups, communities, diversity, value, discrimination, respect.	Personal identity, prejudice, discrimination, local and national governments, compassion.
Threads of Learning	<p>Consolidate and embed previous vocabulary in new learning.</p> <p>Pupils understand that they live in a community that is made of people who are similar and different to them.</p> <p>Pupils respect and value diversity, understand what discrimination is and know what to do if they witness or experience it.</p>		

	Pupils understand the need to rules and laws and know what local and national governments do for the communities.		
Relationships: Be Yourself			
	Year 1	Year 3	Year 5
Core knowledge	<p>Know what unique means and what makes them unique.</p> <p>Know the names for different feelings.</p> <p>Know that sometimes they will need help with their feelings and it is important for them to do this.</p> <p>Know who to ask for help with their feelings.</p> <p>Know that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>Know some strategies to help cope with big feelings.</p> <p>Know how to share their opinions on things that matter to them.</p>	<p>Know that everyday things can affect feelings.</p> <p>Know that it is important to talk about and express feelings.</p> <p>Know some of the things that make them individuals and that everyone is different.</p> <p>Know what self-respect is and the importance of it.</p> <p>Know that everyone should be treated politely and with respect.</p> <p>Know how and who to ask for support with feelings.</p> <p>Know some strategies to respond to intense or conflicting feelings.</p> <p>Know what pressure from others is.</p> <p>Know strategies for managing peer influence and a desire for peer approval.</p> <p>Know ways in which the internet can be used positively and negatively.</p> <p>Know how text and images in the media can be misleading and how to check reliability.</p>	<p>Know what makes them unique.</p> <p>Know that they need to show respect for others and themselves.</p> <p>Know strategies for managing peer influence, pressure and approval.</p> <p>Know the importance of talking about feelings and who they can ask for help.</p> <p>Know that a feature of positive family life is caring relationships.</p> <p>Know what constitutes a positive healthy friendship (real life and online friendships).</p> <p>Know that friendships have ups and downs.</p> <p>Know that feelings can change over time and range in intensity.</p> <p>Know where to get advice and report concerns about their own or someone else's personal safety (including online).</p>
Core outcomes	<p>Can recognise how feelings can affect people's bodies and how they behave.</p> <p>Can recognise when they need help with their feelings.</p> <p>Can use a range of words to describe their feelings.</p> <p>Use some strategies to manage big feelings.</p> <p>Identify feelings associate with change.</p>	<p>Identify personal strengths, skills, achievements and interests.</p> <p>Identify strategies to improve or support courteous, respectful relationships.</p> <p>Use a varied vocabulary when talking about feelings.</p> <p>Can manage and respond to feelings appropriately and proportionately.</p> <p>Can recognise peer influence and pressure.</p> <p>Recognise the effect of online actions on others.</p> <p>Demonstrate problem-solving strategies for dealing with emotions, challenges, change and dynamics in friendships.</p>	<p>Can recognise peer influence and pressure.</p> <p>Recognise the negative effects of a desire for peer approval.</p> <p>Use a varied vocabulary when talking about feelings and emotions.</p> <p>Identify strategies to resolve disputes and reconcile differences positively and safely.</p> <p>Use a range of strategies to manage own feelings and emotions.</p>

Vocab	Unique, feelings, opinions, changes, big feelings, help.	Self-respect, polite, respect, intense and conflicting feelings, peer influence, pressure, reliability.	Peer influence, pressure and approval, healthy relationships, friendships, reconcile, resolve, emotions, personal safety.
Threads of Learning	<p>Consolidate and embed previous vocabulary in new learning.</p> <p>Pupils can identify what makes them unique and understand the importance self-respect.</p> <p>Pupils understand there are factors that may make them feel they need to change themselves and have strategies for dealing with these.</p> <p>Pupils know the importance of talking about feelings and who to ask for help with this and in regards to personal safety.</p> <p>Pupils understand what a healthy relationship is and have strategies to help them resolve differences.</p>		
Relationships: TEAM			
	Year 1	Year 3	Year 5
Core knowledge	<p>Know about the roles different people (friends, relatives, acquaintances) play in our lives.</p> <p>Know how to be polite and treat themselves and others with respect.</p> <p>Know how to listen to other people.</p> <p>Know how to recognise when someone else feels lonely and what to do.</p> <p>Know how to ask for help if a friendship is making the feel unhappy.</p> <p>Know that bodies and feelings can be hurt by words or actions.</p> <p>Know that hurtful behaviour (including teasing, name-calling, bullying) is not acceptable.</p> <p>Know how to report bullying and the importance of telling a trusted adult.</p>	<p>Know some strategies to manage transitions between classes and key stages.</p> <p>Know that personal behaviour can affect other people.</p> <p>Know teamwork, communication and negotiation are important skills that will help them in the future.</p> <p>Know what being considerate to others means.</p> <p>Know that friendships sometime have ups and downs.</p> <p>Know what bullying is and how it can make people feel.</p> <p>Know where to seek help if they are being bullied or have witnessed it.</p>	<p>Know what constitutes a positive healthy relationship.</p> <p>Know what respectful behaviour is.</p> <p>Know the importance of listening and responding respectfully to others.</p> <p>Know strategies to resolve disputes and reconcile differences positively and safely.</p> <p>Know about the importance for building positive friendships and how they support wellbeing.</p> <p>Know how to seek support if feeling lonely or excluded.</p> <p>Know the impact and consequences of bullying (real life and online).</p> <p>Know some strategies to respond to hurtful behaviour experience or witnessed.</p> <p>Know how to report concerns and get support.</p>
Core outcomes	<p>Recognise how they are the same and different to others.</p> <p>Can be courteous to others.</p> <p>Can play and work cooperatively.</p> <p>Recognise the effect of kind and unkind behaviour.</p> <p>Recognise how people may feel if they experience hurtful behaviour of bullying.</p>	<p>Identify problem-solving strategies for dealing with emotions, challenge and change.</p> <p>Recognise and model respectful behaviour.</p> <p>Recognise what constitutes a positive healthy friendship and apply them to relationships.</p> <p>Identify strategies to resolve disputes positively.</p>	<p>Show respect for the similarities and differences between people.</p> <p>Recognise what they have in common with others.</p> <p>Are polite, courteous and considerate in relationships.</p> <p>Can discuss and debate topical issues, respecting others' view and constructively challenging.</p>

Vocab	Polite, kind, unkind, listen, feelings, hurtful behaviour, bullying, help, unhappy.	Personal behaviour, teamwork, communication, negotiation, considerate, bullying, help.	Positive healthy relationship, respectful behaviour, resolve, support, help, bullying, concerns.
Threads of Learning	<p>Consolidate and embed previous vocabulary in new learning.</p> <p>Pupils understand that they are part of a community and have a responsibility in that to look after others.</p> <p>Pupils understand how to be a good team member and why this is such an important skill for life.</p> <p>Pupils understand what bullying and hurtful behaviour is, what it may look like, that it is unacceptable and how to get help and support.</p> <p>Pupils know the importance of positive healthy friendships and are equipped with strategies for resolving differences when they arise.</p>		
Relationships: VIPs			
	Year 2	Year 4	Year 6
Core knowledge	<p>Know the people who love and care for them.</p> <p>Know about ways of sharing feelings.</p> <p>Know how people make friends and what makes a good friendship.</p> <p>Know that it is important to tell someone (eg teacher) if something about their family make them unhappy or worries.</p> <p>Know some simple strategies to resolve arguments politely.</p> <p>Know how to ask for help if a friendship is making them feel unhappy.</p> <p>Know what bullying is and that it is unacceptable.</p>	<p>Know there are different types of relationships.</p> <p>Know the different ways in which people show care for one another.</p> <p>Know how to recognise is a relationship is making the feel unhappy or unsafe.</p> <p>Know how to seek help or advice.</p> <p>Know strategies for building positive friendships.</p> <p>Know that healthy friendships make people feel included.</p> <p>Know how friendships can change over time and the benefits of having different types of friends.</p> <p>Know about privacy and personal boundaries.</p> <p>Know how impact and effects of bullying.</p> <p>Know what to do if they experience or witness bullying.</p>	<p>Know that people who love and care for each other can be in a committed relationship living together but may also live apart.</p> <p>Know that a feature of positive family life is caring relationships.</p> <p>Know and respect that there are different family structures but all types can give family members love, security and stability.</p> <p>Know some shared characteristics of healthy family life (being there for each other, commitment, care, spending time together).</p> <p>Know how to seek help or advice if family relationships are making them feel unhappy or unsafe.</p> <p>Know that they need to think before acting.</p> <p>Know that it's OK to disagree and will happen in friendships.</p> <p>Know the difference between secrets that should be kept and others that shouldn't.</p> <p>Know how to recognise when a friendship isn't healthy and how to seek support.</p> <p>Know the importance of seeking permission.</p>
Core outcomes	<p>Recognise what people do to help them feel care for.</p> <p>Can recognise what others might be feeling.</p>	<p>Recognise shared characteristics of healthy family life.</p> <p>Recognise that positive friendships supports wellbeing.</p> <p>Identify strategies to make people feel included.</p>	<p>Recognise features of positive family life.</p> <p>Show respect and consideration for people who have similarities or differences (eg family type, opinions).</p>

	Identify ways that bullying and hurtful behaviour can make people feel. Can listen to other people and play and work cooperatively.	Identify what constitutes a positive healthy friendship. Identify strategies to respond to harmful behaviour.	Recognise how healthy relationships might make them feel compared to unhealthy. Identify when a secret shouldn't be kept and needs to be shared.			
Vocab	Love, care, good friendships, unhappy, worries, bullying.	Relationships, advice, help, healthy friendship, included excluded, privacy, personal boundaries, bullying, witness.	Committed relationship, family structures, help, support, secrets, permission, consent, positive family life.			
Threads of Learning	<p>Consolidate and embed previous vocabulary in new learning.</p> <p>Pupils can identify people in their live who love and care for them and how they show this.</p> <p>Pupils understand what healthy, happy relationships are and what to do if they are in one that is making them feel unhappy or worried.</p> <p>Pupils understand that friendships are important but need to be 'healthy' and can change over time.</p> <p>Pupils can identify when a friendship is unhealthy and can make decisions about when to share secrets or not.</p> <p>Pupils understand the important of permission and consent in different types of relationships and where to seek advice or support.</p>					
Sex and Relationships						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Core knowledge	<p>Know that we can be friends with people who are different to us.</p> <p>Know that older children can do more by themselves.</p> <p>Know there are different types of families.</p> <p>Know which people we can ask for help.</p>	<p>Know that some people have fixed ideas about what boys and girls can do.</p> <p>Know that making a new life needs and male and a female.</p> <p>Know physical differences between males and females.</p> <p>Know the names of different body parts.</p>	<p>Know and respect the body differences between ourselves and others.</p> <p>Know and name male and female body parts using agreed words.</p> <p>Know that people are unique and respect those differences.</p> <p>Know that each person's body belongs to them.</p> <p>Know and understanding personal space and unwanted touch.</p> <p>Know that there are different types of families and members.</p> <p>Know where to go to for help.</p>	<p>Know that puberty is an important stage in the human lifecycle.</p> <p>Know about the physical and emotional changes that happen in puberty.</p> <p>Know that children change into adults to be able to reproduce if they choose to.</p> <p>Know that respect is important in all relationships including online.</p> <p>Know and explain how friendships can make people feel unhappy or uncomfortable.</p>	<p>Know the main physical and emotional changes that happen during puberty.</p> <p>Know how puberty affects the reproductive organs.</p> <p>Know what happens during menstruation and sperm production.</p> <p>Know how to keep clean during puberty.</p> <p>Know how emotions and relationships can change during puberty.</p> <p>Know how to get help and support during puberty.</p>	<p>Know how and why the body changes during puberty in preparation for reproduction.</p> <p>Know the differences between healthy and unhealthy relationships.</p> <p>Know that communication and permission seeking are important.</p> <p>Know what consent is.</p> <p>Know and understand that there are decisions that have to be made before having children.</p> <p>Know some basic facts about contraception and pregnancy.</p> <p>Know how and where to get support if a relationship (real or online) goes wrong.</p> <p>Know when to share information safely in a relationship.</p>

Core outcomes	Understand that we are all different but can still be friends Understand that babies need care and support. Identify who can help when families make us feel unhappy or unsafe	Describe the differences between male and female babies. Understand some of the differences between males and females and how this is part of the lifecycle.	Identify differences between people. Can respect differences in people. Understanding that families are different and have different family members.	Understand that some adults choose not to have children. Recognise characteristics of healthy and unhealthy relationships.	Can ask questions about puberty with confidence and using the correct terminology. Explain the impact of puberty on the body. Can explain the importance of physical hygiene during puberty.	Can talk about puberty and reproduction with confidence and using the correct terminology. Can explain the importance of respect in relationships. Explain some decisions have to be made before having children.
Vocab	Friends, feelings, similar, different, family, boy, girl, male, female, private parts	Similar, different, sex, gender roles, stereotypes, boy, girls, male, female, private parts, penis, vulva	Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship	Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings	Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings	Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety
Threads of learning	<p>Consolidate and embed previous vocabulary in new learning.</p> <p>Pupils will understand how animals and humans reproduce and the changes we go through to enable this.</p> <p>Pupils understand how to look after their bodies as they go through changes.</p> <p>Pupils will have a good understanding of healthy relationships and what is appropriate and inappropriate behaviour in relationships.</p> <p>Pupils know who to go to for help or support.</p>					