



A member of
Bowes Cotherstone Federation



PHSE and RSE Cotherstone Primary School

Rationale

To build a PSHE curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be a global citizen now and in their future roles within a global community. The curriculum will demonstrate appropriate subject knowledge, skills and understanding to fulfil the duties of the Relations Education (RE), Relationship and Sex Education (RSE) and Health Education (HE) whereby schools must provide a 'balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.

We give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. Our curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society.

Rationale

At Cotherstone Primary, personal, social, health and economic education (PSHCE) is an embedded part of our broad and balanced curriculum. Pupils' spiritual, moral, social and cultural (SMSC) development is at the heart of our school and we want our children to be caring, confident, curious and happy proactive learners. In an every-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these and build resilience so that they have good mental health and wellbeing. British Values are promoted through the overarching aims and objectives of PSHE by supporting our children to become healthy and responsible members of society, as well as preparing them for life and work in modern Britain. At Cotherstone Primary, personal, social, health and economic education (PSHE) enables our children to become healthy, independent and responsible members of a society. Our children will be taught to value each other, have equality and opportunity for all and respect of diversity and inclusivity. We aim to help children understand how they are developing personally and socially, and tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Rationale

Our PHSE curriculum is a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key stages 1 and 2.

EYFS:

- Self-regulation
- Building relationships
- Managing self

Key stage 1 and 2:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing.

Each area is revisited to allow children to build on prior learning.

- ✓ **Cyclical:** Pupils revisit the five key areas throughout KS1 and KS2.
- ✓ **Increasing depth:** Each time a key area is revisited, it is covered with greater depth and increasing maturity.
- ✓ **Prior knowledge:** Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

Rationale

Ways in which we incorporate PHSE into daily life at Cotherstone:

- Displays across school
- PSHE displays throughout school reinforce the curriculum enabling children to make links.
- PSHE weekly lessons.
- Special days throughout the year.
- Visitors such as emergency services, school nurse, dentist etc all complement our PSHE curriculum and offer additional learning.
- Whole school, Key Stage and class assemblies always make a link to PSHE, British Values and SMSC.
- Outdoor learning lessons covering the PHSE curriculum as Outdoor learning promotes positive mental health benefits.
- School council- to be a voice for pupils and be a positive role model, support peers within our school and organise whole-school events like Children in Need.
- Weekly house assemblies.

Rationale

- Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- Children will demonstrate a healthy outlook towards school – attendance will continue to be in-line with national and behaviour will be excellent.
- Children will achieve age related expectations across the wider curriculum, and some at greater depth.
- Children will become healthy and responsible members of society and confident global citizens.
- Children will be on their journey preparing them for life and work in modern Britain.

British Values in our PSHE/RSE curriculum

Our PSHE and RSE curriculum ensures we promote the British values. These are carefully mapped out on our Long Term Plans to ensure coverage throughout each cycle.



Democracy

We all have a voice within school and society.



Rule of law

We understand that rules and laws are there to keep everyone safe and happy and we respect them.



Individual liberty

We know our human rights and responsibilities and are aware that we have freedom to make our own choices in life.



Mutual respect

We respect others and expect them to show us respect.



Tolerance of those with different faiths and beliefs











We respect and appreciate diversity and understand that everybody has different views and beliefs.

Protected Characteristics in our PSHE/RSE curriculum

Our PSHE and RSE curriculum ensures that we teach pupils to show respect for those who share the protected characteristics. These issues are integrated into our curriculum, rather than addressed separately, and are taught in an age-appropriate way



Long Term Plan- Year 1 and 2

	Autumn-	Spring	Summer			
Year 1 and 2 Cycle A	<p>Families and Relationships</p> <p>Family</p> <p>Friendships</p> <p>Families are all different</p> <p>Other people's feelings</p> <p>Getting along with others</p> <p>Friendship problems</p> <p>Gender stereotypes</p>	<p>Health and Well-being</p> <p>Understanding my feelings</p> <p>Relaxation- laughter and progressive muscle relaxation</p> <p>What am I like?</p> <p>Ready for bed?</p> <p>Handwashing and personal hygiene</p> <p>Sun safety</p> <p>Allergies</p> <p>People who help us stay healthy</p>	<p>Safety and the changing body</p> <p>Communicating with adults</p> <p>People who help us to keep safe in our local community</p> <p>Road safety</p> <p>Safety with medicines</p> <p>Making a call to emergency services</p> <p>The difference between secrets and surprises</p> <p>Appropriate contact</p> <p>My private parts are private</p> <p>Personal boundaries.</p>	<p>Citizenship</p> <p>Rules</p> <p>Similar, yet different</p> <p>Belonging</p> <p>Job roles in the community</p> <p>Our school environment</p> <p>Our local environment</p>	<p>Economic well-being</p> <p>Money</p> <p>Needs and wants</p> <p>Looking after money</p> <p>Banks and building societies</p> <p>Jobs</p>	<p>Transition</p> <p>Transition</p>
	  <p>Mutual respect We respect others and expect them to show us respect.</p> <p>Getting to know you</p>  <p>Pupils will learn:</p> <ul style="list-style-type: none"> - What makes us special - Ways in which we are unique - Identifying what we are good at and our likes and dislikes - How to choose a class ethos 	<p>Friendships</p>  <p>Pupils will learn:</p> <ul style="list-style-type: none"> - The importance of special people - How friendships are made - How to solve problems with friends - How to show care for others. 	  <p>Individual liberty We know our human rights and responsibilities and are aware that we have freedom to make our own choices in life.</p>  <p>Mutual respect We respect others and expect them to show us respect.</p> <p>Team Building</p>  <p>Pupils will learn:</p> <ul style="list-style-type: none"> -How to solve problems as a team - What listening to others looks like and how to master this -What it means to compromise to achieve a common goal - How to show respect and kindness - How to form positive relationships - What it means to celebrate teamwork. 	 <p>Individual liberty We know our human rights and responsibilities and are aware that we have freedom to make our own choices in life.</p> <p>Emotions</p>  <p>Pupils will learn:</p> <ul style="list-style-type: none"> - How to name different feelings - How to recognise that people feel differently in the same situation - To describe how to manage different situations - How to recognise changes and how they can make us feel. 		
















Long Term Plan- Year 1 and 2

<p>Year 1 and 2 Cycle B</p>	<p>Families and Relationships Family Friendships Other people's feelings Getting along with others Friendship problems Gender stereotypes Change and loss</p> <div data-bbox="282 406 535 539"> </div> <div data-bbox="356 564 445 711"> <p>Mutual respect We respect others and expect them to show us respect.</p> </div> <p>Getting to know you</p> <div data-bbox="318 835 535 988"> </div> <p>Pupils will learn:</p> <ul style="list-style-type: none"> - What makes us special - Ways in which we are unique - Identifying what we are good at and our likes and dislikes - How to choose a class ethos 	<p>Health and Well-being Understanding my feelings Steps to success Developing a growth mindset Being active Relaxation: breathing exercises Healthy diet Looking after our teeth</p> <p>Friendships</p> <div data-bbox="693 525 904 696"> </div> <p>Pupils will learn:</p> <ul style="list-style-type: none"> - The importance of special people - How friendships are made - How to solve problems with friends - How to show care for others. 	<p>Safety and the changing body Communicating with adults Road safety Safety at home Safety with medicines What to do if I get lost The internet Appropriate contact My privates are private Personal boundaries</p> <div data-bbox="1014 464 1184 616"> </div> <div data-bbox="1014 631 1184 796"> <p>Individual liberty We know our human rights and are aware that we have freedom to make our own choices in life.</p> <p>Mutual respect We respect others and expect them to show us respect.</p> </div>	<p>Citizenship Rules Similar, yet different Caring for others: animals The needs of others Democratic decisions School council Giving my opinion</p> <div data-bbox="1251 406 1498 539"> </div> <div data-bbox="1251 554 1498 696"> <p>Democracy We uphold a voice within school and society.</p> <p>Rule of law We understand that rules and laws are there to help everyone with each other and we respect them.</p> </div> <div data-bbox="1251 711 1523 868"> <p>Individual liberty We know our human rights and are aware that we have freedom to make our own choices in life.</p> <p>Mutual respect We respect others and expect them to show us respect.</p> <p>Tolerance of those with different faiths and beliefs We respect and appreciate diversity and understand that we should treat different views and beliefs.</p> </div> <p>Team Building</p> <div data-bbox="1274 913 1490 1063"> </div> <p>Pupils will learn:</p> <ul style="list-style-type: none"> - How to solve problems as a team - What listening to others looks like and how to master this - What is means to compromise to achieve a common goal - How to show respect and kindness - How to form positive relationships - What it means to celebrate teamwork. 	<p>Economic well-being Money Needs and wants Saving and spending Banks and building societies Jobs</p> <p>Emotions</p> <div data-bbox="1732 506 1949 664"> </div> <p>Pupils will learn:</p> <ul style="list-style-type: none"> - How to name different feelings - How to recognise that people feel differently in the same situation - To describe how to manage different situations - How to recognise changes and how they can make us feel. 	<p>Transition Transition</p>
-----------------------------	---	---	---	---	---	--
















Long Term Plan- Year 3 and 4

<p>Year 3 and 4 Cycle A</p>	<p>Families and Relationships Friendships and bullying The effects of bullying and the responsibility of the bystander Stereotyping- Gender Stereotyping- Age/Disability Healthy friendships- boundaries Learning who to trust Respecting differences Change and loss- bereavement</p> <div data-bbox="300 486 573 604"> </div> <div data-bbox="313 625 555 818"> <p>Mutual respect We respect others and expect them to show us respect.</p> <p>Tolerance of those with different faiths and beliefs We respect and appreciate diversity and understand that everybody has different views and beliefs.</p> </div> <p>Teambuilding</p> <div data-bbox="369 911 606 1075"> </div> <p>Pupils will learn:</p> <ul style="list-style-type: none"> - How to communicate with a partner - How to work together as a team - The key to communicating in a group - How to negotiate as a team - How to collaborate in order to achieve a common goal 	<p>Health and Well-being My healthy diary Diet and dental health Relaxation- stretches Wonderful me My superpowers Celebrating mistakes Communicating my feelings My happiness</p> <p>Health and Well-being</p> <div data-bbox="670 558 963 761"> </div> <p>Pupils will learn:</p> <ul style="list-style-type: none"> - Understanding why people may eat or avoid certain food. - Understanding different egg farming methods - Understanding more about fair trade. - Understanding more about the seasonality of food - Understanding the importance of sleep. 	<p>Safety and the changing body Be king online Cyberbullying Share aware Privacy and secrecy First aid: Bites and stings Choices and influences Year 3: First Aid: Emergencies and calling for help Year 4: Introducing puberty Year 3: Road safety Year 4: Growing up</p> <div data-bbox="1001 525 1230 732"> <p>Individual liberty We know our human rights and responsibilities and are aware that we have freedom to make our own choices in life.</p> <p>Mutual respect We respect others and expect them to show us respect.</p> </div>	<p>Citizenship Recycling/reusing Local community buildings Local council and democracy Rules Rights of the child Human rights</p> <div data-bbox="1256 368 1523 518"> <p>Sexual Orientation We celebrate people who are different.</p> <p>Democracy We utilise a vote within school and nation.</p> <p>Rule of Law We understand that rules and laws are there to ensure everyone acts safely and we respect them.</p> </div> <div data-bbox="1281 504 1383 675"> <p>Individual liberty We know our human rights and are aware that we have freedom to make our own choices in life.</p> </div> <p>Celebrating Achievements</p> <div data-bbox="1268 811 1523 989"> </div> <p>Pupils will learn:</p> <ul style="list-style-type: none"> - How to recognise their personal achievements and be proud of them - What a personal goal is and how to set on - How to deal with setbacks <p>The importance of adopting a positive mindset</p>	<p>Economic well-being Spending choices Budgeting Money and emotions Jobs and careers Gender and careers</p> <div data-bbox="1816 339 1918 496"> <p>Sex (Gender)</p> </div> <div data-bbox="1816 504 1918 675"> <p>Individual liberty We know our human rights and are aware that we have freedom to make our own choices in life.</p> </div> <div data-bbox="1816 689 1918 875"> <p>Mutual respect We respect others and expect them to show us respect.</p> </div>	<p>Transition Coping strategies</p>
-----------------------------	--	---	--	---	---	---

Long Term Plan- Year 3 and 4

<p>Year 3 and 4 Cycle B</p>	<p>Families and Relationships Friendship issues and bullying Healthy families Stereotyping- gender Stereotyping- age/disability How my behaviour affects others Effective communication to support relationships Respect and manners Respecting differences</p>     <p>Teambuilding</p>  <p>Pupils will learn:</p> <ul style="list-style-type: none"> - How to communicate with a partner - How to work together as a team - The key to communicating in a group - How to negotiate as a team - How to collaborate in order to achieve a common goal 	<p>Health and Well-being My healthy diary Looking after our teeth Relaxation- visualization Meaning and purpose- my role Resilience; breaking down problems Emotions Communicating my feelings Mental health</p>  <p>Health and Well-being</p>  <p>Pupils will learn:</p> <ul style="list-style-type: none"> -Understanding why people may eat or avoid certain food. -Understanding different egg farming methods -Understanding more about fair trade. -Understanding more about the seasonality of food -Understanding the importance of sleep. 	<p>Safety and the changing body Fake emails Internet safety: age restrictions Consuming information online Tobacco First aid: asthma Choices and influences Year 3: First Aid: Emergencies and calling for help Year 4: Introducing puberty Year 3: Road safety Year 4: Growing up</p> 	<p>Citizenship Recycling? Reusing Local community buildings Local council and democracy Diverse communities Rights of the child Charity</p>      <p>Celebrating Achievements</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> - How to recognise their personal achievements and be proud of them - What a personal goal is and how to set on - How to deal with setbacks <p>The importance of adopting a positive mindset</p> 	<p>Economic well-being Spending choices Budgeting Money and emotions Jobs and careers Jobs for me</p> 	<p>Transition Coping strategies.</p>
-----------------------------	---	---	---	---	---	--

Long Term Plan- Year 5 and 6

<p>Year 5 and 6 Cycle A</p>	<p>Families and Relationships Build a friend- what makes a good friend Respect Respecting myself Marriage Bullying Stereotyping Challenging stereotypes</p> <div data-bbox="308 458 580 953">      </div>	<p>Health and Well-being Relaxation- yoga The importance of rest Embracing failure Going for goals Taking responsibility for my feelings Healthy meals Sun safety</p> <div data-bbox="733 501 835 672">  <p>Individual liberty We know our human rights and responsibilities and are aware that we have freedom to make our own choices in life.</p> </div> <p>Mental Health and Well-being</p> <div data-bbox="708 815 924 972">  </div> <p>Pupils will learn:</p> <ul style="list-style-type: none"> - How to identify emotions that are felt in the body - What mental health is - How to recognise mental health in daily life - How to support mental health. 	<p>Safety and the changing body Online friendships Staying safe online First aid: choking Alcohol Drugs, alcohol and tobacco: influences Year 5: Puberty Year 6: Physical and emotional changes of puberty Year 5: Menstruation Year 6: Conception Year 5: Emotional changes in puberty Year 6: Pregnancy and birth</p> <div data-bbox="1052 601 1154 772">  <p>Individual liberty We know our human rights and responsibilities and are aware that we have freedom to make our own choices in life.</p> </div>	<p>Citizenship Breaking the law Prejudice and discrimination Protecting the planet Contributing to the community Rights and responsibilities Parliament and national democracy</p> <div data-bbox="1276 358 1561 715">     </div> <p>Shared Responsibilities</p> <div data-bbox="1253 772 1523 968">  </div> <p>Pupils will learn:</p> <ul style="list-style-type: none"> -Recognising reasons for rules and laws. -Understanding human rights -Understanding the relationship between rights and responsibilities -Exploring the importance of compassion -Considering ways to carry out shared responsibilities. 	<p>Economic well-being Borrowing Income and expenditure Prioritizing spending Risks with money Careers</p> <div data-bbox="1694 358 2033 729">   </div>	<p>Identity (Y6) What is identity? Identity and body image</p> <p>Transition Roles and responsibilities</p>
-----------------------------	---	---	--	--	--	---

Long Term Plan- Year 5 and 6

Dover's Cohesion and Integration

Year
5 and
6
Cycle
B

Families and Relationships

Friendship skills
Respect
Resolving conflict
Family life
Stereotyping
Challenging stereotypes
Change and loss



Health and Well-being

Relaxation- mindfulness
What can I be?
Taking responsibility for my health
The impact of technology on health
Resilience toolbox
Immunisation
Physical health concerns
Good and bad habits



Mental Health and Well-being

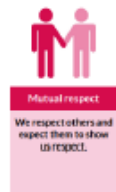


Pupils will learn:

- How to identify emotions that are felt in the body
- What mental health is
- How to recognise mental health in daily life
- How to support mental health.

Safety and the changing body

Critical digital consumers
Social media
First aid: bleeding
First aid: basic life support
Year 5: Puberty
Year 6: Physical and emotional changes of puberty
Year 5: Menstruation
Year 6: Conception
Year 5: Emotional changes in puberty
Year 6: Pregnancy and birth



Citizenship

Pressure groups
Valuing diversity
Food choices and the environment
Caring for others
Rights and responsibilities
Parliament and national democracy



Shared Responsibilities



Pupils will learn:

- Recognising reasons for rules and laws.
- Understanding human rights
- Understanding the relationship between rights and responsibilities
- Exploring the importance of compassion
- Considering ways to carry out shared responsibilities.

Economic well-being

Attitudes to money
Keeping money safe
Stereotypes in the workplace
Gambling
Careers

Identity (Y6)

What is identity?
Identity and body image



Transition

Roles and responsibilities

Progression of Knowledge and Skills

Families and relationships

Sub-strand	Year 1/2	
	Skills	Knowledge
Family	<p>Y2: Understanding that families offer love, care and support.</p> <p>Y1/Y2 (Cycle A): Exploring how families are different to each other.</p> <p>Y1/Y2 (Cycle A): Discussing ways to show respect for different families.</p>	<p>Y1: To understand that families look after us.</p> <p>Y1: To know some words to describe how people are related (eg. aunty, cousin)</p> <p>Y1: To know that some information about me and my family is personal.</p> <p>Y1/Y2 (Cycle A): To know that families can be made up of different people.</p> <p>Y1/Y2 (Cycle A): To know that families may be different to my family.</p>
Friendships	<p>Y1: Exploring how friendship problems can be overcome.</p> <p>Y1: Exploring friendly behaviours.</p> <p>Y2: Understanding difficulties in friendships and discussing action that can be taken.</p>	<p>Y1: To understand some characteristics of a positive friendship.</p> <p>Y1: To understand that friendships can have problems but that these can be overcome.</p> <p>Y2: To know some problems which might happen in friendships.</p> <p>Y2: To understand that some problems in friendships might be more serious and need addressing.</p>
Respectful relationships	<p>Y1: Recognising how other people show their feelings.</p> <p>Y1: Identifying ways we can care for others when they are sad.</p> <p>Y1: Exploring the ability to successfully work with different people.</p> <p>Y2: Learning how other people show their feelings and how to respond to them.</p> <p>Y2: Exploring the conventions of manners in different situations.</p>	<p>Y1: To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</p> <p>Y2: To understand some ways people show their feelings.</p> <p>Y2: To understand what good manners are.</p> <p>Y2: To understand some gender stereotypes related to jobs.</p>
Change and loss	<p>Y1/Y2 (Cycle B): Exploring how loss and change can affect us.</p>	<p>Y1/Y2 (Cycle B): To know that there are ways we can remember people or events.</p>

Progression of Knowledge and Skills

Families and relationships

Sub-strand	Year 3/4	
	Skills	Knowledge
Family	<p>Y4: Using respectful language to discuss different families.</p> <p>Y3/Y4 (Cycle B): Learning that problems can occur in families and that there is help available if needed.</p>	<p>Y 4: To know that families are varied in the UK and across the world.</p> <p>Y3/Y4 (Cycle B): To know that I can talk to trusted adults or services such as Childline if I experience family problems.</p>
Friendships	<p>Y3: Exploring ways to resolve friendship problems.</p> <p>Y4: Developing an understanding of the impact of bullying and what to do if bullying occurs.</p> <p>Y3/Y4 (Cycle A): Exploring physical and emotional boundaries in friendships.</p>	<p>Y3: To know that violence is never the right way to solve a friendship problem.</p> <p>Y4: To know that bullying can be physical or verbal.</p> <p>Y4: To know that bullying is repeated, not a one off event.</p> <p>Y3 /Y4 (Cycle A): To understand the different roles related to bullying including victim, bully and bystander.</p> <p>Y3/Y4 (Cycle A): To understand that everyone has the right to decide what happens to their body.</p>
Respectful relationships	<p>Y3: Exploring the negative impact of stereotyping.</p> <p>Y3/Y4 (Cycle A): Identifying who I can trust.</p> <p>Y3/Y4 (Cycle B): Exploring how my actions and behaviour can affect other people.</p> <p>Y3/Y4 (Cycle B): Learning about the effects of non verbal communication.</p>	<p>Y3: To understand that there are similarities and differences between people.</p> <p>Y3: To understand some stereotypes related to age.</p> <p>Y4: To understand some stereotypes related to disability.</p> <p>Y3/Y4 (Cycle A): To know that trust is being able to rely on someone and it is an important part of relationships.</p> <p>Y3/Y4 (Cycle B): To understand the courtesy and manners which are expected in different scenarios.</p> <p>Y3/Y4 (Cycle B): To know the signs of a good listening.</p>
Change and loss	<p>Y3/Y4 (Cycle A) Discussing how to help someone who has experienced a bereavement.</p>	<p>Y3/Y4 (Cycle A): To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.</p>

Progression of Knowledge and Skills

Families and relationships

Sub-strand	Year 5/6	
	Skills	Knowledge
Family	Y5/Y6 (Cycle B): Identifying ways families might make children feel unhappy or unsafe.	Y5/Y6 (Cycle A): To know that marriage is a legal commitment and is a choice people can make. Y5/Y6 (Cycle B): To know that if I have a problem, I can call ChildLine on 0800 1111.
Friendships	Y5/Y6 (Cycle A): Exploring the impact that bullying might have. Y5/Y6 (Cycle B): Exploring issues which might be encountered in friendships and how these might impact the friendship. Y5/Y6 (Cycle B): Identifying ways to resolve conflict through negotiation and compromise.	Y5/Y6 (Cycle A): To know what attributes and skills make a good friend. Y5/Y6 (Cycle A): To understand what might lead to someone bullying others. Y5/Y6 (Cycle A): To know what action a bystander can take when they see bullying. Y5/Y6 (Cycle B): To know that a conflict is a disagreement or argument and can occur in friendships. Y5/Y6 (Cycle B): To understand the concepts of negotiation and compromise.
Respectful relationships	Y5: Exploring and questioning the assumptions we make about people based on how they look. Y5: Identifying ways to challenge stereotypes. Y6: Discussing how and why respect is an important part of relationships. Y5/Y6 (Cycle A): Exploring our positive attributes and being proud of these (self respect).	Y5: To understand what respect is. Y5: To understand that everyone deserves respect but respect can be lost. Y6: To know that stereotypes can be unfair, negative and destructive. Y6: To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability. Y6: To understand that stereotypes can lead to bullying and discrimination Y5/Y6 (Cycle A): To understand that positive attributes are the good qualities that someone has.
Change and loss	Y5/Y6 (Cycle B): Exploring the process of grief and understanding that it is different for different people.	Y5/Y6 (Cycle B): To understand that loss and change can cause a range of emotions. Y5/Y6 (Cycle B): To know that grief is the process people go through when someone close to them dies.

Progression of Knowledge and Skills

Health and wellbeing

Sub-strand	Year 1/2	
	Skills	Knowledge
Health and prevention	<p>Y1/Y2 (Cycle A): Learning how to wash hands properly.</p> <p>Y1/Y2 (Cycle A): Learning how to deal with an allergic reaction.</p> <p>Y1/Y2 (Cycle B): Exploring the effect that food and drink can have on my teeth.</p>	<p>Y1/Y2 (Cycle A): To understand we can limit the spread of germs by having good hand hygiene.</p> <p>Y1/Y2 (Cycle A): To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</p> <p>Y1/Y2 (Cycle A): To know that certain foods and other things can cause allergic reactions in some people.</p> <p>Y1/Y2 (Cycle B): To know that food and drinks with lots of sugar are bad for my teeth.</p>
Physical health and wellbeing	<p>Y1/Y2 (Cycle A): Exploring positive sleep habits.</p> <p>Y1/Y2 (Cycle A): Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</p> <p>Y1/Y2 (Cycle A): Exploring health-related jobs and people who help look after our health.</p> <p>Y1/Y2 (Cycle B): Exploring some of the benefits of exercise on body and mind.</p> <p>Y1/Y2 (Cycle B): Exploring some of the benefits of a healthy balanced diet.</p> <p>Y1/Y2 (Cycle B): Suggesting how to improve an unbalanced meal.</p> <p>Y1/Y2 (Cycle B): Learning breathing exercises to aid relaxation.</p>	<p>Y1/Y2 (Cycle A): To know that sleep helps my body to repair itself, to grow and restores my energy.</p> <p>Y1/Y2 (Cycle B): To understand the importance of exercise to stay healthy.</p> <p>Y1/Y2 (Cycle B): To understand the balance of foods we need to keep healthy.</p> <p>Y1/Y2 (Cycle B): To know that breathing techniques can be a useful strategy to relax.</p>
Mental wellbeing	<p>Y1: Identifying different ways to manage feelings.</p> <p>Y2: Exploring strategies to manage different emotions.</p> <p>Y2: Developing empathy.</p> <p>Y1/Y2 (Cycle A): Identifying personal strengths and qualities.</p> <p>Y1/Y2 (Cycle B): Identifying personal goals and how to work towards them.</p> <p>Y1/Y2 (Cycle B): Exploring the need for perseverance and developing a growth mindset.</p>	<p>Y1: To know the words to describe some positive and negative emotions.</p> <p>Y2: To know that we can feel more than one emotion at a time.</p> <p>Y1/Y2 (Cycle A): To know that strengths are things we are good at.</p> <p>Y1/Y2 (Cycle A): To know that qualities describe what we are like.</p> <p>Y1/Y2 (Cycle B): To know that a growth mindset means being positive about challenges and finding ways to overcome them.</p>

Progression of Knowledge and Skills

Health and wellbeing

Sub-strand	Year 3/4	
	Skills	Knowledge
Health and prevention	<p>Y3/Y4 (Cycle A): Discussing why it is important to look after my teeth.</p> <p>Y3/Y4 (Cycle B): Developing independence in looking after my teeth.</p>	<p>Y3/Y4 (Cycle A): To understand ways to prevent tooth decay.</p> <p>Y3/Y4 (Cycle B): To know key facts about dental health.</p>
Physical health and wellbeing	<p>Y3/Y4 (Cycle A): Learning stretches which can be used for relaxation.</p> <p>Y3/Y4 (Cycle B): Identifying what makes me feel calm and relaxed.</p> <p>Y3/Y4 (Cycle B): Learning visualisation as a tool to aid relaxation.</p> <p>Y3 & Y4 (Cycle A & B): Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p>	<p>Y3/Y4 (Cycle A): To understand the positive impact relaxation can have on the body.</p> <p>Y3/Y4 (Cycle B): To know that visualisation means creating an image in our heads.</p> <p>Y3 & Y4 (Cycle A & B): To know the different food groups and how much of each of them we should have to have a balanced diet.</p>
Mental wellbeing	<p>Y3/Y4 (Cycle A): Exploring ways we can make ourselves feel happy or happier.</p> <p>Y3/Y4 (Cycle A): Developing a growth mindset.</p> <p>Y3/Y4 (Cycle A): Exploring my own identity through the groups I belong to.</p> <p>Y3/Y4 (Cycle A): Identifying my strengths and exploring how I use them to help others.</p> <p>Y3/Y4 (Cycle B): Exploring how my skills can be used to undertake certain jobs.</p> <p>Y3/Y4 (Cycle B): Developing the ability to appreciate the emotions of others in different situations.</p> <p>Y3/Y4 (Cycle B): Learning to take responsibility for my emotions by knowing that I can control some things but not others.</p> <p>Y3/Y4 (Cycle B): Being able to breakdown a problem into smaller parts to overcome it.</p>	<p>Y3/Y4 (Cycle A): To understand that mistakes can help us to learn.</p> <p>Y3/Y4 (Cycle A): To understand the importance of belonging.</p> <p>Y3 /Y4 (Cycle A): To understand what being lonely means and that it is not the same as being alone.</p> <p>Y3/Y4 (Cycle B): To know that different job roles need different skills and so some roles may suit me more than others.</p> <p>Y3/Y4 (Cycle B): To know that it is normal to experience a range of emotions.</p> <p>Y3/Y4 (Cycle B): To know that mental health refers to our emotional wellbeing, rather than physical.</p> <p>Y3/Y4 (Cycle B): To know who can help if we are worried about our own or other people's mental health.</p> <p>Y3/Y4 (Cycle B): To understand what a problem or barrier is and that these can be overcome.</p>

Progression of Knowledge and Skills

Health and wellbeing

Sub-strand	Year 5/6	
	Skills	Knowledge
Health and prevention	<p>Y5/Y6 (Cycle A): Developing independence for protecting myself in the sun.</p> <p>Y5/Y6 (Cycle B): Discussing ways to prevent illness.</p> <p>Y5/Y6 (Cycle B): Identifying some actions to take if I am worried about my health or my friends' health.</p>	<p>Y5/Y6 (Cycle A): To understand the risks of sun exposure.</p> <p>Y5/Y6 (Cycle B): To understand that vaccinations can give us protection against disease.</p> <p>Y5/Y6 (Cycle B): To know that changes in the body could be possible signs of illness.</p>
Physical health and wellbeing	<p>Y5/Y6 (Cycle A): Considering calories and food groups to plan healthy meals.</p> <p>Y5/Y6 (Cycle A): Developing greater responsibility for ensuring good quality sleep.</p> <p>Y5/Y6 (Cycle B): Identifying a range of relaxation strategies and situations in which they would be useful.</p> <p>Y5/Y6 (Cycle B): Exploring ways to maintain good habits.</p> <p>Y5/Y6 (Cycle B): Setting achievable goals for a healthy lifestyle.</p> <p>Y5 & Y6 (Cycle A & B): Understanding the relationship between stress and relaxation.</p>	<p>Y5/Y6 (Cycle A): To know that relaxation stretches can help us to relax and de-stress.</p> <p>Y5/Y6 (Cycle A): To know that calories are the unit that we use to measure the amount of energy certain foods give us.</p> <p>Y5/Y6 (Cycle A): To know that what we do before bed can affect our sleep quality.</p> <p>Y5/Y6 (Cycle B): To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).</p> <p>Y5/Y6 (Cycle B): To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.</p>
Mental wellbeing	<p>Y5/Y6 (Cycle A): Taking responsibility for my own feelings.</p> <p>Y5/Y6 (Cycle B): Exploring my personal qualities and how to build on them.</p> <p>Y5/Y6 (Cycle B): Developing strategies for being resilient in challenging situations.</p>	<p>Y5/Y6 (Cycle A): To understand what can cause stress.</p> <p>Y5/Y6 (Cycle A): To understand that failure is an important part of success.</p> <p>Y5/Y6 (Cycle B): To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).</p> <p>Y5/Y6 (Cycle B): To know the effects technology can have on mental health.</p>

Progression of Knowledge and Skills

Safety and the changing body

Sub-strand	Year 1/2	
	Skills	Knowledge
Being safe (including online)	<p>Y1: Discussing the concept of privacy.</p> <p>Y1/Y2 (Cycle A): Understanding people's roles within the local community that help keep us safe.</p> <p>Y1/Y2 (Cycle B): Practising what to do if I get lost.</p> <p>Y1/Y2 (Cycle B): Identifying hazards that may be found at home.</p> <p>Y1/Y2 (Cycle B): Exploring ways to stay safe online.</p> <p>Y1 & Y2 (Cycle A & B): Learning how to behave safely near the road and when crossing the road.</p>	<p>Y1: To know that some types of physical contact are never appropriate.</p> <p>Y1: To know the PANTS rule.</p> <p>Y1/Y2 (Cycle A): To understand the difference between secrets and surprises.</p> <p>Y1/Y2 (Cycle B): To know what to do if I get lost.</p> <p>Y1/Y2 (Cycle B): To know that a hazard is something which could cause an accident or injury.</p> <p>Y1/Y2: (Cycle B): To know that I should tell an adult if I see something which makes me uncomfortable online.</p> <p>Y1/Y2 (Cycle A & B): To know the rules for crossing the road safely.</p>
Drugs, alcohol and tobacco	<p>Y1: Learning what is and is not safe to put in or on our bodies.</p> <p>Y2: Exploring what people can do to feel better when they are ill.</p> <p>Y2: Learning how to be safe around medicines.</p>	<p>Y1: To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p> <p>Y2: To know that medicine can help us when we are ill.</p> <p>Y2: To understand that we should only take medicines when a trusted adult says we can.</p>
The changing adolescent body		<p>Y1: To know the names of parts of my body including private parts.</p>
Basic first aid	<p>Y1/Y2 (Cycle A): Practising making an emergency phone call.</p>	<p>Y1/Y2 (Cycle A): To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</p> <p>Y1/Y2 (Cycle A): To know that the emergency services are the police, fire service and the ambulance service.</p>

Progression of Knowledge and Skills

Safety and the changing body

Sub-strand	Year 3/4	
	Skills	Knowledge
Being safe (including online)	<p>Y3: Identifying things people might do near roads which are unsafe.</p> <p>Y3/Y4 (Cycle A): Discussing how to seek help if I need to.</p> <p>Y3/Y4 (Cycle A): Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Y3/Y4 (Cycle A): Learning about the benefits and risks of sharing information online.</p> <p>Y3/Y4 (Cycle A): Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Y3/Y4 (Cycle B): Beginning to recognise unsafe digital content.</p> <p>Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen.</p>	<p>Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen.</p> <p>Y3/Y4 (Cycle A): To understand that there are risks to sharing things online.</p> <p>Y3/Y4 (Cycle A): To know the difference between private and public.</p> <p>Y3/Y4 (Cycle A): To understand that cyberbullying is bullying which takes place online.</p> <p>Y3/Y4 (Cycle B): To know the signs that an email might be fake.</p> <p>Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen.</p>
Drugs, alcohol and tobacco	<p>Y3: Exploring choices and decisions that I can make.</p> <p>Y4: Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>Y3/Y4 (Cycle B): Discussing the benefits of being a non-smoker.</p>	<p>Y4: To understand that other people can influence our choices.</p> <p>Y3/Y4 (Cycle B): To understand the risks associated with smoking tobacco.</p>
The changing adolescent body	<p>Y4: Discussing some physical and emotional changes during puberty.</p>	<p>Y4: To understand the physical changes to both male and female bodies as people grow from children to adults.</p>
Basic first aid	<p>Y3: Learning what to do in a medical emergency, including calling the emergency services.</p> <p>Y3/Y4 (Cycle B): Learning how to help someone who is having an asthma attack.</p>	<p>Y3: To know that it is important to maintain the safety of myself and others, before giving first aid.</p> <p>Y3/Y4 (Cycle A): To know that bites or stings can sometimes cause an allergic reaction.</p> <p>Y3/Y4 (Cycle B): To know that asthma is a condition which causes the airways to narrow.</p>

Progression of Knowledge and Skills

Safety and the changing body

Sub-strand	Year 5/6	
	Skills	Knowledge
Being safe (including online)	<p>Y5/Y6 (Cycle A): Developing an understanding of how to ensure relationships online are safe.</p> <p>Y5/Y6 (Cycle B): Developing an understanding about the reliability of online information.</p> <p>Y5 /Y6 (Cycle B): Exploring online relationships including dealing with problems.</p>	<p>Y5/Y6 (Cycle A): To know the steps to take before sending a message online (using the THINK mnemonic).</p> <p>Y5/Y6 (Cycle A): To know some of the possible risks online.</p> <p>Y5/Y6 (Cycle B): To understand that online relationships should be treated in the same way as face to face relationships.</p> <p>Y5/Y6 (Cycle B): To know where to get help with online problems.</p>
Drugs, alcohol and tobacco	<p>Y5/Y6 (Cycle A): Learning to make 'for' and 'against' arguments to help with decision making.</p> <p>Y5/Y6 (Cycle A): Discussing the reasons why adults may or may not drink alcohol.</p>	<p>Y5/Y6 (Cycle A): To know some strategies I can use to overcome pressure from others and make my own decisions.</p> <p>Y5/Y6 (Cycle A): To understand the risks associated with drinking alcohol.</p>
The changing adolescent body	<p>Y5: Learning about the emotional changes during puberty.</p> <p>Y5: Identifying reliable sources of help with puberty.</p> <p>Y6: Discussing problems which might be encountered during puberty and using knowledge to help.</p>	<p>Y5: To understand the process of the menstrual cycle.</p> <p>Y5: To know the names of the external sexual parts of the body and the internal reproductive organs.</p> <p>Y5: To know that puberty happens at different ages for different people.</p> <p>Y6: To understand how a baby is conceived and develops.</p>
Basic first aid	<p>Y5/Y6 (Cycle A): Learning how to help someone who is choking.</p> <p>Y5/Y6 (Cycle B): Learning about how to help someone who is bleeding.</p> <p>Y5/Y6 (Cycle B): Placing an unresponsive patient into the recovery position.</p>	<p>Y5/Y6 (Cycle B): To know how to assess a casualty's condition.</p> <p>Y5/Y6 (Cycle B): To know how to conduct a primary survey (using DRSABC).</p>

Progression of Knowledge and Skills

Citizenship		Year 1/2		Year 3/4	
		Skills	Knowledge	Skills	Knowledge
		Y1: Recognising why rules are necessary.	Y1: To know the rules in school.	Y3: Discussing ways we can make a difference to recycling rates at home/school.	Y3: To understand how recycling can have a positive impact on the environment.
		Y1: Exploring the differences between people.	Y1: To understand that people are all different.	Y3: Identifying local community groups.	Y3: To know that the local council is responsible for looking after the local area.
		Y2: Explaining why rules are in place.	Y2: To know some of the different places where rules apply.	Y4: Discussing how local community groups support the community.	Y3: To know that elections are held where adults can vote for local councillors.
		Y1/Y2 (Cycle A): Recognising the groups that we belong to.	Y2: To understand that everyone has similarities and differences.	Y4: Considering the responsibilities that adults and children have to maintain children's rights.	Y4: To know that reusing items is of benefit to the environment.
		Y1/Y2 (Cycle A): Identifying positives and negatives about the school environment.	Y2: To know that some rules are made to be followed by everyone and are known as 'laws'.	Y4: Identifying ways items can be reused.	Y4: To understand that councillors have to balance looking after local residents and the needs of the council.
		Y1/Y2 (Cycle A): Recognising the importance of looking after the school environment.	Y1/Y2 (Cycle A): To know some of the jobs people do to look after the environment in school and the local community.	Y4: Explaining why reusing items is of benefit to the environment.	Y3/Y4 (Cycle A): To understand some of the consequences of breaking rules.
		Y1/Y2 (Cycle A): Identifying ways to help look after the school environment.	Y1/Y2 (Cycle B): To know that different pets have different needs.	Y3/Y4 (Cycle A): Discussing how we can help to protect human rights.	Y3/Y4 (Cycle B): To understand the role of charities in the community.
		Y1/Y2 (Cycle A): Recognising the contribution people make to the local community.	Y1/Y2 (Cycle B): To understand the needs of younger children and that these change over time.	Y3/Y4 (Cycle B): Identifying the benefits different groups bring to the local community.	Y3/Y4 (Cycle B): To know that there are a number of groups which make up the local community.
		Y1/Y2 (Cycle B): Discussing how to meet the needs of different pets.	Y1/Y2 (Cycle B): To know that voting is a fair way to make a decision.	Y3/Y4 (Cycle B): Discussing the positives diversity brings to a community.	Y3 & Y4 (Cycle A & B): To understand the UN Convention on the Rights of the Child.
		Y1/Y2 (Cycle B): Learning how to discuss issues of concern to me.	Y1/Y2 (Cycle B): To understand how democracy works in school through the school council.	Y3 & Y4 (Cycle A & B): Exploring how children's rights help them and other children.	

Progression of Knowledge and Skills

Citizenship

Year 5/6

Skills	Knowledge
Y5: Discussing how rights and responsibilities link.	Y5: To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.
Y5: Exploring the right to a freedom of expression.	Y5: To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.
Y5: Developing an understanding of how parliament and Government work.	Y6: To know that education is an important human right.
Y6: Discussing how education and other human rights protect us.	Y6: To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.
Y6: Identifying causes which are important to us.	Y5/Y6 (Cycle A): To know what happens when someone breaks the law.
Y6: Discussing how people can influence what happens in parliament.	Y5/Y6 (Cycle A): To understand the waste hierarchy.
Y6: Identifying appropriate ways to share views and ideas with others.	Y5/Y6 (Cycle A): To know that prejudice is making assumptions about someone based on certain information.
Y5/Y6 (Cycle A): Discussing ways to challenge prejudice and discrimination.	Y5/Y6 (Cycle A): To know that discrimination is treating someone differently because of certain factors.
Y5/Y6 (Cycle A): Explaining why reducing the use of materials is positive for the environment.	Y5/Y6 (Cycle B): To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.
Y5/Y6 (Cycle A): Identifying the contribution people make to the community and how this is recognised.	Y5/Y6 (Cycle B): To know that our food choices can affect the environment.
Y5/Y6 (Cycle B): Identifying ways people can bring about change in society.	
Y5/Y6 (Cycle B): Learning about environmental issues relating to food.	

Progression of Knowledge and Skills

Economic wellbeing

Year 1/2		Year 3/4	
Skills	Knowledge	Skills	Knowledge
Y1: Developing an understanding of how banks work.	Y1: To know that coins and notes have different values.	Y3: Discussing the range of feelings which money can cause.	Y3: To know that budgeting money is important.
Y1: Identifying whether something is a want or need.	Y1: To know some of the ways children may receive money.	Y3: Discussing the different attitudes people have to money.	Y3: To understand that there are a range of jobs available.
Y2: Exploring the reasons why people choose certain jobs.	Y1: To know that it is wrong to steal money.	Y3: Exploring the impact our spending can have on other people.	Y4: To know that money can be lost in a variety of ways.
Y1/Y2 (Cycle A): Discussing how to keep money safe.	Y1: To know that banks are places where we can store our money.	Y4: Exploring the factors which affect whether something is value for money.	Y4: To understand the importance of tracking money.
Y1/Y2 (Cycle B): Exploring choices people make about money.	Y1: To know some jobs in school.	Y4: Discussing some impacts of losing money.	Y3/Y4 (Cycle B): To know that many people will have more than one job or career in their lifetimes.
Y1/Y2 (Cycle B): Recognising that people make choices about how to spend money.	Y1: To know that different jobs need different skills.	Y4: Identifying negative and positive influences that can affect our career choices.	Y3 & Y4 (Cycle A & B): Exploring ways to overcome stereotypes in the workplace.
Y1 & Y2 (Cycle A & B): Discussing what to do if we find money.	Y1: To know the difference between a 'want' and 'need'.		Y3 & Y4 (Cycle A & B): To understand that there are different ways to pay for things.
	Y2: To know some of the ways in which adults get money.		Y3 & Y4 (Cycle A & B): To understand that some stereotypes can exist around jobs but these should not affect people's choices.
	Y2: To know some of the features to look at when selecting a bank account.		

Progression of Knowledge and Skills

Economic wellbeing

Year 5/6

Skills	Knowledge
Y6: Identifying jobs which might be suitable for them.	Y6: To understand that different jobs have different routes into them.
Y5/Y6 (Cycle A): Discussing risks associated with money.	Y6: To understand that people change jobs for a number of reasons.
Y5/Y6 (Cycle A): Making a budget based on priorities.	Y5/Y6 (Cycle A): To know that when money is borrowed it needs to be paid back, usually with interest.
Y5/Y6 (Cycle B): Recognising differences in how people deal with money and the role of emotions in this.	Y5/Y6 (Cycle A): To know that it is important to prioritise spending.
Y5/Y6 (Cycle B): Discussing some risks associated with gambling.	Y5/Y6 (Cycle A): To know some ways that people lose money.
	Y5/Y6 (Cycle A): To know that income is the amount of money received and expenditure is the amount of money spent.
	Y5/Y6 (Cycle B): To understand that there are certain rules to follow to keep money safe in bank accounts.
	Y5/Y6 (Cycle B): To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.
	Y5/Y6 (Cycle B): To know that banks and organisations such as Citizens' Advice can help with money-related problems.

Progression of Knowledge and Skills

Identity

Year 6 only

Skills

Discussing the factors that make our 'identity'.

Recognising the difference between how we see ourselves and how others see us.

Exploring how the media might influence our identity.

Knowledge

To know that identity is the way we see ourselves and also how other people see us.

Progression of Knowledge and Skills

Transition

Year 1/2		Year 3/4		Year 5/6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Y1: Recognising our own strengths.</p> <p>Y2: Identifying people who can help us when we are worried about changes.</p>	<p>Y1 & Y2 (Cycle A & B): To understand that changes can be both positive and negative.</p> <p>Y1 & Y2 (Cycle A & B): To understand that change is part of life.</p>	<p>Y3: Being able to set goals.</p> <p>Y4: Learning strategies to deal with change.</p> <p>Y3 & Y4 (Cycle A & B): Recognising our own achievements.</p>	<p>Y3: To know that setting goals can help us to achieve what we want.</p> <p>Y4: To understand that change often brings about more opportunities and responsibilities.</p>	<p>Y5: Recognising own skills and how these can be developed.</p> <p>Y6: Exploring a greater range of strategies to deal with feelings associated with change.</p>	<p>Y5: To understand the skills needed for roles in school.</p> <p>Y6: To know that a big change can bring opportunities but also worries.</p>