

# Personal, Social, Health and Economic Education Curriculum Overview



This Curriculum Overview shows what your child will learn in Personal, Social, Health and Economic Education during their time at The Free School Norwich. This is reviewed annually and may be adapted to meet the needs of individual children or classes, and where appropriate, will be linked to events or places in our local environment.

Year 1					
Harvest Term	Christmas Term	Winter Term	Spring Term	Whitsun Term	Summer Term
Relationships	Living in The Wider World	Health and Wellbeing	Living in The Wider World	Relationships	Health and Wellbeing
<b>TEAM (Together Everyone Achieves More)</b> – if a class team works well together, it has a positive impact on all of its members and what they can achieve, how an individual's actions can impact the team.	Diverse Britain – we live in a diverse, multicultural and democratic society. The need to be respectful of difference.	Think Positive – feelings (comfortable and uncomfortable) and how our attitude towards life can affect mental health.	Aiming High - goals and aspirations. Looking at achievements so far and the attitude needed for success.	Be Yourself – confidence to be yourself. Identifying strengths and achievements and recognising different emotions.	It's My Body – choices about looking after their bodies. Making safer choices about their body, sleep and exercise, diet, cleanliness and substances.
<b>Sequence:</b> I can talk about the teams I belong to. I can be a good listener. I can explain how to be kind and why it is important. I can talk about unkind behavior like teasing and bullying. I can explain how to be a positive learner.	<b>Sequence:</b> I can describe ways that I can help my school community. I can describe ways that I can be a good neighbour. I can identify things that help and harm my neighbourhood. I can explore how people living in the British Isles can be	<b>Sequence:</b> I can understand how happy thoughts can make me feel good. I can make good choices and consider the impact of my decisions. I can set myself goals and consider how to achieve them. I can discuss my feelings and opinions	<b>Sequence:</b> I can think of star qualities I already have and those I would like to develop. I can explain how a positive learning attitude can help me. I can talk about jobs that people can do and tell my friends what I want to be when I grow up.	<b>Sequence:</b> I can talk about what makes me special. I can name some of the different feelings I have and can describe how they feel. I can talk about things I like that make me feel happy. I can talk about the things that make me feel unhappy or cross	<b>Sequence:</b> I know I can choose what happens to my body. I can make healthy choices about sleep and exercise. I can make healthy choices about food and drink. I know how to keep my body clean. I know

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<p>I can identify good and not-so-good choices.</p> <p><b>R1.</b> To learn about the roles different people (e.g. acquaintances, friends and relatives) play in our lives  <b>R2.</b> To identify the people who love and care for them and what they do to help them feel cared for  <b>R7.</b> To learn about how to recognise when they or someone else feels lonely and what to do  <b>R9.</b> To understand how to ask for help if a friendship is making them feel unhappy  <b>R10.</b> To understand that bodies and feelings can be hurt by words and actions; that people can say hurtful things online  <b>R11.</b> To learn about how people may feel if they experience hurtful behaviour or bullying  <b>R12.</b> To understand that hurtful behaviour (offline and online) including teasing,</p>	<p>different and how they are the same.          I can talk about being British and living in the British Isles.</p> <p><b>R21.</b> To learn about what is kind and unkind behaviour, and how this can affect others  <b>R23.</b> To recognise the ways in which they are the same and different to others  <b>R25.</b> To know how to talk about and share their opinions on things that matter to them  <b>L1.</b> To learn about what rules are, why they are needed, and why different rules are needed for different situations  <b>L2.</b> To understand how people and other living things have different needs; about the responsibilities of caring for them  <b>L3.</b> To learn about things they can do to help look after their environment</p>	<p>with others and cope with difficult emotions.          I can discuss things I am thankful for and focus on what I do have, rather than what I don't.          I can focus on what is happening now and how I am feeling.</p> <p><b>R7.</b> To learn about how to recognise when they or someone else feels lonely and what to do  <b>R21.</b> To learn about what is kind and unkind behaviour, and how this can affect others  <b>R25.</b> To understand how to talk about and share their opinions on things that matter to them  <b>H1.</b> To learn about what keeping healthy means; different ways to keep healthy  <b>H11.</b> To learn about different feelings that humans can experience  <b>H12.</b> To understand how to recognise and name different feelings</p>	<p>I can understand that it is a person's interests and skills that make them suited to doing a job.          I can think about things I would like to achieve in the future.          I can think about changes which might happen to me and consider how I feel about them.</p> <p><b>R23.</b> To recognise the ways in which they are the same and different to others  <b>R25.</b> To know how to talk about and share their opinions on things that matter to them  <b>H20.</b> To learn about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better  <b>H21.</b> To recognise what makes them special  <b>H23.</b> To identify what they are good at, what they like and dislike  <b>H24.</b> To know how to</p>	<p>and have ideas about what to do when I have these feelings.          I can discuss how change and loss make me feel.          I can share what I think and feel with confidence.</p> <p><b>R25.</b> To learn how to talk about and share their opinions on things that matter to them  <b>H12.</b> To learn how to recognise and name different feelings  <b>H13.</b> To learn how feelings can affect people's bodies and how they behave  <b>H14.</b> To learn how to recognise what others might be feeling  <b>H15.</b> To recognise that not everyone feels the same at the same time, or feels the same about the same things  <b>H16.</b> To learn about ways of sharing feelings; a range of words to describe feelings  <b>H18.</b> To understand different things they</p>	<p>I can choose to keep my mind and body healthy and safe.          what is safe to eat or drink.</p> <p><b>R13.</b> To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private  <b>H12.</b> To learn how to recognise and name different feelings  <b>R17.</b> To know there are situations when they should ask for permission and also when their permission should be sought  <b>R18.</b> To learn about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)  <b>R20.</b> To know what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of</p>
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<p>name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult <b>R21.</b> To learn about what is kind and unkind behaviour, and how this can affect others <b>R22.</b> To learn about how to treat themselves and others with respect; how to be polite and courteous <b>R23.</b> To recognise the ways in which they are the same and different to others <b>R24.</b> To understand how to listen to other people and play and work cooperatively <b>H23.</b> To identify what they are good at, what they like and dislike <b>L4.</b> To learn about the different groups they belong to</p>	<p><b>L4.</b> To learn about the different groups they belong to <b>L5.</b> To learn about the different roles and responsibilities people have in their community <b>L6.</b> To recognise the ways they are the same as, and different to, other people</p>	<p><b>H13.</b> To learn how feelings can affect people's bodies and how they behave <b>H17.</b> To learn about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) <b>H18.</b> To know the different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good <b>H19.</b> To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it <b>H23.</b> To identify what they are good at, what they like and dislike <b>H24.</b> To learn how to manage when finding things difficult</p>	<p>manage when finding things difficult <b>L14.</b> To know that everyone has different strengths <b>L15.</b> To know that jobs help people to earn money to pay for things <b>L16.</b> To know the different jobs that people they know or people who work in the community do <b>L17.</b> To learn about some of the strengths and interests</p>	<p>can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good <b>H19.</b> To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it <b>H20.</b> To learn about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better <b>H21.</b> To recognise what makes them special <b>H22.</b> To recognise the ways in which we are all unique <b>H23.</b> To identify what they are good at, what they like and dislike</p>	<p>keeping trying until they are heard <b>H1.</b> To learn about what keeping healthy means; different ways to keep healthy <b>H2.</b> To learn about foods that support good health and the risks of eating too much sugar <b>H3.</b> To learn about how physical activity helps us to stay healthy; and ways to be physically active everyday <b>H4.</b> To learn about why sleep is important and different ways to rest and relax <b>H5.</b> To know simple hygiene routines that can stop germs from spreading <b>H6.</b> To understand that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy <b>H7.</b> To learn about dental care and visiting the dentist; how to brush teeth correctly;</p>
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					<p>food and drink that support dental health</p> <p><b>H8.</b> To know how to keep safe in the sun and protect skin from sun damage</p> <p><b>H9.</b> To learn about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p><b>H10.</b> To learn about the people who help us to stay physically healthy</p> <p><b>H13.</b> To learn how feelings can affect people's bodies and how they behave</p> <p><b>H14.</b> To learn how to recognise what others might be feeling someone</p> <p><b>H15.</b> To recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p><b>H16.</b> To learn about ways of sharing feelings; a range of words to describe feelings</p> <p><b>H18.</b> To understand different things they</p>
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					<p>can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p><b>H19.</b> To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p><b>H29.</b> To recognise risk in simple everyday situations and what action to take to minimise harm</p> <p><b>H31.</b> To understand that household products (including medicines) can be harmful if not used correctly</p> <p><b>H37.</b> To learn about things that people can put into their body or on their skin; how these can affect how people feel</p>
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<b>Key Vocabulary</b> Negative, positive, cooperative, together, share, manners, respect, teasing, thoughtful, kind, unkind	<b>Key Vocabulary</b> United Kingdom, proud, respect, responsibility, neighborhood, same, different, right, wrong, belong	<b>Key Vocabulary</b> Lonely, shocked, thankful, upset, annoyed, calm, confused, frightened, surprised	<b>Key Vocabulary</b> Goal, job, achievement, future, money	<b>Key Vocabulary</b> Worried, happiness, sadness, feelings, sad, angry, calm, breathing	<b>Key Vocabulary</b> surprise, touch, treat, uncomfortable, unhealthy, unsafe, illness, dirty, clean, germs, medicine, consent, disease
<b>Links across the National Curriculum</b>	<b>Links across the National Curriculum</b>	<b>Links across the National Curriculum</b>	<b>Links across the National Curriculum</b>	<b>Links across the National Curriculum</b>	<b>Links across the National Curriculum</b>
<p><b>English:</b>  <b>Speaking:</b>                      Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play/improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication</li> </ul>					
<p><b>Computing:</b>                      Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or</p>					<p><b>Science:</b>                      identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>

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contact on the internet or other online technologies.					
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# Personal, Social, Health and Economic Education Curriculum Overview



Year 2					
Harvest Term	Christmas Term	Winter Term	Spring Term	Whitsun Term	Summer Term
Relationships	Living in The Wider World	Health and Wellbeing	Living in The Wider World	Relationships	Health and Wellbeing
VIPs – friendships, forming and maintaining friendships, the qualities of a good friend. Disputes and bullying.	One World – how people’s life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries.	Safety First – taking responsibility for their own safety. Everyday risks, hazards and dangers. First aid, dealing with common injuries and responding to emergency situations.	Money Matters – where money comes from and how it is used.	Digital Wellbeing – what we use the internet for and the benefits and risks of online activities.	Growing Up – the human body; how we grow and change, both physically and emotionally.
<p><b>Sequence:</b> I can talk about the very important people in my life and explain why they are special. I can describe why families are important. I can describe what makes someone a good friend. I can describe ways to help resolve arguments and disagreements without being unkind. I can cooperate with others to achieve a task. I can describe how I can show my special people that I care about them</p>	<p><b>Sequence:</b> I can explore family life in different countries and say how it is the same as mine and how it is different. I can discuss homes and home life from around the world and say how they are the same as mine and how they are different. I can explain what it is like to go to school in other countries and say how it is the same as or different from my school. I can explore places where people live</p>	<p><b>Sequence:</b> I know how to stay safe and who can help if I feel unsafe. I know how to stay safe at home. I know how to stay safe when I am out and about. I can keep myself safe in different situations with people I don’t know. I know what I can share and what I should keep private to keep myself and others safe. I know who to go to if I need help.</p>	<p><b>Sequence:</b> I can explain the different forms money comes in. I can explain where money comes from. I can explain how to keep money safe and why this is important I can explain choices I have about spending money and why it is important to keep track of what I spend. I can explain the difference between things we want and things we need.</p>	<p><b>Sequence:</b> I can talk about ways in which the Internet is useful. I know how to balance screen time with other activities and understand why this is important. I know how to stay safe online. I can explain why we keep personal information private. I know how to communicate online in ways that show kindness and respect.</p>	<p><b>Sequence:</b> I can name the main parts of boys’ and girls’ bodies. I understand how to respect my own and other people’s bodies. I understand that we are all different and different people like different things. I can talk about my family and others’ families. I can describe how I will change as I get older. I can describe things that might change in a person’s life and how it might make them feel.</p>



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<p>and I understand why this is important.</p> <p><b>R1.</b> To learn about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p><b>R2.</b> To identify the people who love and care for them and what they do to help them feel cared for</p> <p><b>R3.</b> To learn about different types of families including those that may be different to their own</p> <p><b>R4.</b> To identify common features of family life</p> <p><b>R5.</b> To know that it is important to tell someone (such as their teacher) if something makes them unhappy or worried</p> <p><b>R6.</b> To learn about how people make friends and what makes a good friendship</p> <p><b>R7.</b> To learn about how to recognise when they or someone else feels lonely and what to do</p>	<p>which are different from where I live.</p> <p>I can think about how people use things from the Earth and what problems this can cause.</p> <p>I can say why it is important to care for the Earth and identify how I can help protect it.</p> <p><b>R3.</b> To learn about different types of families including those that may be different to their own</p> <p><b>R4.</b> To identify common features of family life</p> <p><b>H2.</b> To identify the people who love and care for them and what they do to help them feel cared for</p> <p><b>L1.</b> To learn about what rules are, why they are needed, and why different rules are needed for different situations</p> <p><b>L2.</b> To know how people and other living things have different needs; about</p>	<p><b>R13.</b> To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p><b>R14.</b> To know that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p><b>R15.</b> To know how to respond safely to adults they don't know</p> <p><b>R16.</b> To learn about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p><b>R18.</b> To learn about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p><b>R19.</b> To know basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p><b>R20.</b> To know what to do if they feel unsafe or</p>	<p>I can explain what happens when we go shopping.</p> <p><b>L10.</b> To understand what money is; forms that money comes in; that money comes from different sources</p> <p><b>L11.</b> To know that people make different choices about how to save and spend money</p> <p><b>L12.</b> To learn about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p><b>L13.</b> To know that money needs to be looked after; different ways of doing this</p> <p><b>L15.</b> To know that jobs help people to earn money to pay for things</p> <p><b>L16.</b> To learn about the different jobs that people they know or people who work in the community do</p>	<p>I understand that not everything on the Internet is true.</p> <p><b>R10.</b> To know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p><b>R11.</b> To learn about how people may feel if they experience hurtful behaviour or bullying</p> <p><b>R12.</b> To know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p><b>R14.</b> To know that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p><b>R15.</b> To understand how to respond safely to adults they don't know</p>	<p><b>R3.</b> about different types of families including those that may be different to their own</p> <p><b>R4.</b> to identify common features of family life</p> <p><b>R5.</b> that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p><b>R13.</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p><b>R16.</b> about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p><b>R19.</b> basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p><b>R20.</b> what to do if they feel unsafe or worried for themselves or others; who to ask for</p>
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<p><b>R8.</b> To know simple strategies to resolve arguments between friends positively</p> <p><b>R9.</b> To understand how to ask for help if a friendship is making them feel unhappy</p> <p><b>R10.</b> To learn that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p><b>R11.</b> To learn about how people may feel if they experience hurtful behaviour or bullying</p> <p><b>R12.</b> To know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p><b>R16.</b> To learn about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p><b>R21.</b> To learn about what is kind and unkind</p>	<p>the responsibilities of caring for them</p> <p><b>L3.</b> To learn about things they can do to help look after their environment</p> <p><b>L6.</b> To recognise the ways they are the same as, and different to, other people</p>	<p>worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p><b>H8.</b> To know how to keep safe in the sun and protect skin from sun damage</p> <p><b>H28.</b> about rules and age restrictions that keep us safe</p> <p><b>H29.</b> To recognise risk in simple everyday situations and what action to take to minimise harm</p> <p><b>H30.</b> To learn about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p><b>H31.</b> To know that household products (including medicines) can be harmful if not used correctly</p> <p><b>H32.</b> To know ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping</p>		<p><b>H28.</b> To learn about rules and age restrictions that keep us safe</p> <p><b>H34.</b> To know basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>L7. To learn about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. To learn about the role of the internet in everyday life</p> <p>L9. To know that not all information seen online is true</p>	<p>help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>
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<p>behaviour, and how this can affect others  <b>R24.</b> To understand how to listen to other people and play and work cooperatively  R25. To know how to talk about and share their opinions on things that matter to them  <b>H14.</b> To know how to recognise what others might be feeling  <b>H16.</b> To learn about ways of sharing feelings; a range of words to describe feelings  <b>H23.</b> To identify what they are good at, what they like and dislike</p>		<p>centre, park, swimming pool, on the street) and how to cross the road safely  <b>H33.</b> To learn about the people whose job it is to help keep us safe  <b>H35.</b> To learn about what to do if there is an accident and someone is hurt  <b>H36.</b> To know how to get help in an emergency (how to dial 999 and what to say)</p>			
<p><b>Key Vocabulary</b>  achieve, caring, choices, conflict, cooperate, cooperation, disagreement, family, friend, friendship, group, happy, healthy, help, important, kind, listen, love, making up, need, positive, safe, share, skills, solve, sort, special, support, talk, team, thoughtful, time, trust, trusted adult</p>	<p><b>Key Vocabulary</b>  affect, care, choice, difference, earth, environment, environmental, family life, happy, harm, help, home, important, learn, love, natural, needs, people, planet, problem, protect, resources, right, safe, same, school, similarity, special people, trust, world</p>	<p><b>Key Vocabulary</b>  Key Vocabulary 999, burn, chemicals, choke, danger, e-Safety, emergency, emergency services, fall, fire, harm, hazard, help, hurt, Internet, liquids, medicines, online, poisonous, protect, rail, risk, road, rules, safe, sharp, stranger, safer stranger, tablets, traffic, trip, trusted</p>	<p><b>Key Vocabulary</b>  bank, bank account, buy, choice, coins, community, contactless, credit card, electronic, goods, important, job, track, list, money, need, notes, offer, payment, piggy bank, possessions, price, purse, receipt, record, role, safe, salary, save, shopping, spend, value,</p>	<p><b>Key Vocabulary</b>  access, activity, address, apps, comfortable, talk connected, device, download, electronic, emoji, fact, fake, healthy, helpful, hobbies, information, interests, Internet, lie, message, messaging, network, news, offline, online, password, personal information, picture message,</p>	<p><b>Key Vocabulary</b>  adulthood, advice, carers, caring, change, childhood, comfortable, consent, coping, curious, develop, differences, difficult, emotions, female, genitals, grandparents, independence, love, male, opportunities, parents, penis, respect, responsibility, rules, safe, siblings,</p>

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		adult, uniform, unsafe, water	wages, wallet, want, work	pretend, private, screen time, sleep, trusted adult, uncomfortable, video call	similarities, testicles, touch, trusted adult, uncomfortable, unique, vagina, vulva, worried call
<b>Links across the National Curriculum</b>	<b>Links across the National Curriculum</b>	<b>Links across the National Curriculum</b>	<b>Links across the National Curriculum</b>	<b>Links across the National Curriculum</b>	<b>Links across the National Curriculum</b>
<p><b>English:</b>  <b>Speaking:</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play/improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication</li> </ul>					
				<p><b>Computing:</b>  Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet</p>	<p><b>Science:</b>  notice that animals, including humans, have offspring which grow into adults  describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>

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# Personal, Social, Health and Economic Education Curriculum Overview



Year 3					
Harvest Term	Christmas Term	Winter Term	Spring Term	Whitsun Term	Summer Term
Relationships	Living in The Wider World	Health and Wellbeing	Living in The Wider World	Relationships	Health and Wellbeing
<p><b>TEAM</b> – if a class team works well together, it has a positive impact on all of its members and what they can achieve, how an individual's actions can impact the team.</p>	<p>Diverse Britain – we live in a diverse, multicultural and democratic society. The need to be respectful of difference.</p>	<p>Think Positive – feelings (comfortable and uncomfortable) and how our attitude towards life can affect mental health.</p>	<p>Aiming High - goals and aspirations. Looking at achievements so far and the attitude needed for success.</p>	<p>Be Yourself – confidence to be yourself. Identifying strengths and achievements and recognising different emotions.</p>	<p>It's My Body – choices about looking after their bodies. Making safer choices about their body, sleep and exercise, diet, cleanliness and substances.</p> <p><u>(The FGM part of lesson 1 will be covered in Year 6 RSE)</u></p>
<p><b>Sequence:</b> I can talk about changes and how they might make me feel. I can explain how and why we should work well as a team. I can describe how my actions and behaviour affect my team I can pay attention to and respond considerately to others. I can describe why disputes might happen and strategies to resolve them.</p>	<p><b>Sequence:</b> I can describe what it is like to live in the British Isles. I can talk about what democracy is and understand why it is important. I can talk about what rules and laws are and identify how they help us. I can talk about what liberty means and I can identify the rights of British people.</p>	<p><b>Sequence:</b> I understand that having a positive attitude is good for our mental health. I can recognise and manage positive and negative thoughts effectively. I understand that some changes can be difficult but that there are things we can do to cope. I can use mindfulness techniques to keep calm.</p>	<p><b>Sequence:</b> I can identify achievements and suggest how my actions can help me to achieve. I can identify personal goals and suggest actions that I can take to achieve them. I can explain how a positive learning attitude can help me to learn new things. I can identify the skills and attributes needed to do certain jobs. I understand that we should all have equal</p>	<p><b>Sequence:</b> I can say the things about myself that I am proud of I can identify the feelings I have and describe how different emotions feel I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important. I know how to be assertive I can explore messages given by the media and</p>	<p><b>Sequence:</b> I can choose what happens to my body and I can get help with any concerns I know how to keep my body healthy. I know why it is important to get enough sleep. I understand the importance of hygiene and what to do if I feel unwell. I know how to take medicine safely and keep safe around drugs.</p>

# Personal, Social, Health and Economic Education Curriculum Overview



<p>I can talk about my responsibilities towards my team</p> <p><b>H18</b> To learn about everyday things that affect feelings and the importance of expressing feelings To use a varied vocabulary when talking about feelings; about how to express feelings in different ways</p> <p><b>H19.</b> To learn problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p><b>H24</b> To learn strategies to manage transitions between classes and key stages</p> <p><b>H36.</b> To understand what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with</p>	<p>I can describe a diverse society and talk about why it is important. I can explain what being British means to me and to others.</p> <p><b>H25</b> To learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p><b>R21</b> To learn about discrimination: what it means and how to challenge it</p> <p><b>R31</b> To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>	<p>I can identify uncomfortable emotions and manage them effectively. I can apply a positive attitude towards learning and take on new challenges.</p> <p><b>H3</b> To learn about choices that support a healthy lifestyle, and recognise what might influence these</p> <p><b>H15</b> To learn how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p><b>H19</b> To learn that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p><b>H16</b> To learn about strategies and behaviors that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and</p>	<p>opportunities to follow our career ambitions I can discuss what job I might like to do when I grow up and what skills I will need to achieve this.</p> <p><b>H27</b> To recognise their individuality and personal qualities</p> <p><b>H28</b> To learn to identify personal strengths, skills and achievements and how these contribute to a sense of self-worth</p> <p><b>H29</b> To learn about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p><b>L9</b> To understand stereotypes; how they can negatively influence behaviors and attitudes towards others; strategies for challenging stereotypes</p> <p><b>L25</b> To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>	<p>decide if they are helpful or harmful. I can identify different strategies I can use if I make a mistake.</p> <p><b>(H17)</b> To learn about everyday things that affect feelings and the importance of expressing feelings (H18) To use a varied vocabulary when talking about feelings; about how to express feelings in different ways (H19) To learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations (H20) To learn about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement (H23) To learn problem-solving strategies for dealing</p>	<p>I know how to make better choices and choose healthy habits.</p> <p><b>(H1)</b> To learn about the elements of a balanced, healthy lifestyle (H2) To learn about choices that support a healthy lifestyle, and recognise what might influence these (H3) To learn how to recognise that habits can have both positive and negative effects on a healthy lifestyle (H4) To understand about what good physical health means; how to recognise early signs of physical illness (H5) To learn about what constitutes a healthy diet; how to plan healthy meals; choice; that people may choose to do voluntary work which is unpaid (L29) To learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation (L30)</p>
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# Personal, Social, Health and Economic Education Curriculum Overview



<p>problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p><b>R11</b> To learn the importance of seeking support if feeling lonely or excluded</p> <p><b>R13</b> To learn that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p><b>R17</b> To understand that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p><b>R30</b> To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p><b>L4</b> To learn about the different groups that make up their</p>	<p><b>R32</b> To learn about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p><b>R33</b> To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p><b>R34</b> To learn how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p><b>L1</b> To recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p><b>L2</b> To recognise there are human rights, that are there to protect everyone</p> <p><b>L3</b> To learn about the relationship between rights and responsibilities</p>	<p>activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p><b>H17</b> To recognise that feelings can change over time and range in intensity</p> <p><b>H18</b> To learn about everyday things that affect feelings and the importance of expressing feelings</p> <p><b>H19</b> To use a varied vocabulary when talking about feelings; about how to express feelings in different ways</p> <p><b>H20</b> To learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p><b>H21</b> To recognise the warning signs about mental health and wellbeing and how to seek support for themselves and others</p>	<p><b>L29</b> To learn that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p><b>L30</b> To learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p><b>L32</b> To recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p><b>L26</b> To learn that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p><b>L27</b> To learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p>	<p>with emotions, challenges and change; including the transition to new schools (H24)</p> <p>To learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) (H25)</p> <p>To learn that for some people gender identity does not correspond with their biological sex (H26)</p> <p>To recognise their individuality and personal qualities (H27)</p> <p>To learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. (H28)</p> <p>To learn about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking (H29)</p> <p>To learn the importance of seeking support if feeling lonely or excluded</p>	<p>To recognise a variety of routes into careers (e.g. college, apprenticeship, university) (L32)</p> <p>To learn that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life (L26)</p> <p>To learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them (L27)</p> <p>To learn about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) (L28)</p>
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# Personal, Social, Health and Economic Education Curriculum Overview



<p>community; what living in a community means  <b>L30.</b> To learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>	<p><b>L4</b> To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others  <b>L6</b> To learn about the different groups that make up their community; what living in a community means</p>	<p><b>H22</b> To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult  <b>H23</b> To learn about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement  <b>H24</b> To learn problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools  <b>H28</b> To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth          To learn how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.  <b>R13</b> To learn the importance of seeking support if</p>	<p><b>L28</b> To learn about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p>	<p><b>R13</b>          To learn strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others (R15)          To learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28)          To learn where to get advice and report concerns if worried about their own or someone else’s personal safety (including online) (R29)          To recognise that personal behaviour can affect other people; to recognise and model respectful behavior online (R30)          To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that</p>	
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# Personal, Social, Health and Economic Education Curriculum Overview



		<p>feeling lonely or excluded</p>		<p>everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships (R31) To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others (L4)</p> <p>To recognise ways in which the internet and social media can be used both positively and negatively (L11)</p> <p>To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation (L16)</p>	
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# Personal, Social, Health and Economic Education Curriculum Overview



Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
<p>anxious, attitude, behaviour, body language, butterflies, change, communication, conflict, considerate, disagreement, disputes, emotions, enthusiastic, excited, experiences, facial expressions, feelings (good, not-so-good, mixed), friends, individuals, mindset, motivation, new start, problems, resilience, responsibilities, ripple effect routine, rules, scared, sharing, teacher, team, teammates, teamwork, turn-taking, unsettled, uncomfortable</p>	<p>asylum, belief, British Isles, identities, celebrate, citizens, community, cultures, customs, declaration, democracy, differences, discrimination, diversity, empathy, enforce, ethnicity, equality, freedom, governments, grow, human rights, laws, learn, liberty, multicultural, nationality, parliament, politicians, possessions, privacy, prejudice, protect, religions, respect, responsibilities, rights, rules, safe, society, stereotypes, tolerance, torture, traditions, understanding, United Nations, values</p>	<p>anger, attitude, calm, challenges, change, control, coping, dopamine, emotions (comfortable and uncomfortable) endorphins, exercise, fairness, goals, grief, happiness, honesty, isolated, learning, lonely, meditating, mental health, mindfulness, mistakes, oxytocin, positive thinking, relax, rest, senses, serotonin, sleep, superhero, thoughts (positive and negative), unique, worry</p>	<p>accomplish, achievements, actions, aims, accomplish, ambitions, attitude, attributes, behavior, build, career, choice, determination, effort, equal, goals, growth mindset, improve, influence, inspire, learning, obstacles, opportunities persevere, positive, pride, progress, resilience, skills, steps, strengthen, stereotypes, strive, success, targets</p>	<p>achievements, aggressive, apologising, assertive, biological, change, coping, compassion, consequences, differences, emotions, facial expressions, feelings (comfortable and uncomfortable), female, gender, identify, identity, influence, kindness, male, media, mistakes, passive, pride, reality, sex, special, strategies, understanding, unique, difference</p>	<p>alcohol, allergies, body, choice, concerns, consequences, contact, dangerous, deprivation, diet, disease, disorientated, drugs, emergency, exercise, fitness, habits, hallucinate, heal, healthy, hygiene, illegal, illness, immune, infection, legal, medicine, mind, nicotine, paranoid, private, problem, public, quality, risks, routines, safe, sleep, touch, view</p>
<b>Links across the National Curriculum</b>	<b>Links across the National Curriculum</b>	<b>Links across the National Curriculum</b>	<b>Links across the National Curriculum</b>	<b>Links across the National Curriculum</b>	<b>Links across the National Curriculum</b>
<p><b>English:</b>  <b>Speaking:</b>                      Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>articulate and justify answers, arguments and opinions</li> </ul>					

# Personal, Social, Health and Economic Education Curriculum Overview



- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

				<p><b>Computing:</b> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behavior; identify a range of ways to report concerns about content and contact. use technology safely, respectfully and responsibly</p>	<p><b>Science:</b> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>
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# Personal, Social, Health and Economic Education Curriculum Overview



Year 4					
Harvest Term	Christmas Term	Winter Term	Spring Term	Whitsun Term	Summer Term
Relationships	Living in The Wider World	Health and Wellbeing	Living in The Wider World	Relationships	Health and Wellbeing
VIPs – friendships, forming and maintaining friendships, the qualities of a good friend. Disputes and bullying.	One World – how people’s life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries.	Safety First – taking responsibility for their own safety. Everyday risks, hazards and dangers. First aid, dealing with common injuries and responding to emergency situations.	Money Matters – where money comes from and how it is used.	Digital Wellbeing – what we use the internet for and the benefits and risks of online activities.	Growing Up – the human body; how we grow and change, both physically and emotionally.
<p><b>Sequence:</b> I can explain the importance of respecting my VIPs. I can explain how to make and keep fabulous friends. I can identify my own support network. I can demonstrate strategies for resolving conflicts. I can identify what bullying is. I know what to do if someone is being bullied.</p>	<p><b>Sequence:</b> I can discuss ways in which people’s lives are similar and different and give reasons for these differences. I can explore differences of opinion and identify if I feel these are fair. I can think about the lives of people living in other places, make considered decisions and give reasons for my opinions. I can recognise how my actions impact on people living in</p>	<p><b>Sequence:</b> I can be responsible for making good choices to stay safe and healthy I can identify a risky situation and act responsibly. I understand that I can choose not to do something that makes me feel uncomfortable. I know how to stay safe when out and about I know about dangerous substances and how they affect the human body</p>	<p><b>Sequence:</b> I can explain what skills are needed for a range of jobs and why people go to work. I can explain the different ways people pay for things I can discuss financial risk and borrowing and explain some consequences of this I understand the different decisions people have to make about how to spend their money I can explain how adverts try to influence</p>	<p><b>Sequence:</b> I can identify the positives and negatives of being online. I can be kind online and I can help make the Internet a safer place. I know how to stay safe when communicating online and what to do if I don’t feel safe. I can decide how reliable online information is and know how to share</p>	<p><b>Sequence:</b> I can describe male and female body parts and explain what these are for; I can describe how boys’ bodies will change as they go through puberty; I can describe how girls’ bodies will change as they go through puberty; I can describe the feelings that some people experience as they grow up; I understand that there are many different</p>

# Personal, Social, Health and Economic Education Curriculum Overview



<p>To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) <b>(R1)</b> To learn that a feature of positive family life is caring relationships; about the different ways in which people care for one another <b>(R6)</b> To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty <b>(R8)</b> To learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice <b>(R9)</b> To understand the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing <b>(R10)</b></p>	<p>different countries and can identify things I can do to make the world a fairer place. I can explain what climate change is and how it affects people's lives as well as identify what I can do to help. I can identify different organisations that help people in different countries who are in challenging situations and can explain how they do this  To learn about respecting the difference and similarities between people and recognising what they have in common with others e.g. physically, in personality or background <b>(R32)</b> To learn how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with <b>(R34)</b> To recognise there are human rights, that are</p>	<p>I know how to respond in emergency situations.  To learn about the new opportunities and responsibilities that increasing independence may bring (H35) To understand reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming (H37) To learn how to predict, assess and manage risk in different situations (H38) To learn about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe (H39) To learn about the importance of taking</p>	<p>our spending and why they do this I can explain ways I can keep track of what I spend and why it is important to do this  To learn about the different ways to pay for things and the choices people have about this (L17) To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' (L18) To understand that people's spending decisions can affect others and the environment (e.g. fair trade, buying singleuse plastics, or giving to charity) (L19) To recognise that people make spending decisions based on priorities, needs and wants (L20) To learn different ways to keep track of money (L21) To learn about risks associated with</p>	<p>information responsibly online. I can identify things we shouldn't share online and give reasons why we shouldn't share them. I understand how technology can affect our wellbeing in different ways.  To learn about the benefits or the internet; the importance of balancing time online with other activities; strategies for managing time online (H13) To learn reasons for following and complying with regulations and restrictions (including age); how they promote personal safety and wellbeing, with reference to social media, television programmes, films, games and online gaming (H37)</p>	<p>types of relationships and families; I can describe how babies are made and how they are born.  To recognise that feelings can change over time and range in intensity (H17) To learn about everyday things that affect feelings and the importance of expressing feelings (H18) To learn a varied vocabulary to use when talking about feelings; about how to express feelings in different ways (H19) To learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations (H20) To learn that for some people gender identity does not correspond</p>
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# Personal, Social, Health and Economic Education Curriculum Overview



<p>To learn what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships <b>(R11)</b> To learn that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them <b>(R14)</b> To develop strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others <b>(R15)</b> To learn how friendships can change over time, about making new friends and the benefits of</p>	<p>there to protect everyone <b>(L2)</b> To learn about the relationship between rights and responsibilities <b>(L3)</b> To understand the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others <b>(L4)</b> To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) <b>(L5)</b> To learn to value the different contributions that people and groups make to the community <b>(L7)</b> To learn about diversity; what it means; the benefits of living in a diverse community; about</p>	<p>medicines correctly and using household products safely (H40) To learn strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about (H41) To learn about what is meant by first aid; basic techniques for dealing with common injuries (H43) To learn how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say (H44) To learn about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break (H46)</p>	<p>money and ways of keeping money safe (L22) To learn about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations (L23) To learn to identify the ways that money can impact on people's feelings and emotions (L24) To learn that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life (L26) To learn that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid (L29) To identify the kind of job they might like to do</p>	<p>To learn about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact (H42) To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face (R12) To learn strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others (R15)</p>	<p>with their biological sex (H26) To learn to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction (H30) To learn about the physical and emotional changes that happen when approaching and during puberty (H31) To learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene (H32) To learn about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for (H33) To learn about where to get more</p>
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# Personal, Social, Health and Economic Education Curriculum Overview



<p>having different types of friends (R16) To learn that friendships have ups and downs; strategies to resolve disputes and reconcile difference positively and safely (R17) To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary (R18) right to break a confidence or share a secret (R27) To learn that personal behaviour can affect other people; to recognise and model respectful behaviour online (R30) To learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced (L10)</p>	<p>valuing diversity within communities (L8) To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (L9) To learn that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) (L19)</p>	<p>To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others (H47) To learn about why people choose to use or not use drugs (including nicotine, alcohol and medicines) (H48) To learn about the mixed messages in the media about drugs, including alcohol and smoking/vaping (H49) To learn about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns (H50) To learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice (R9) To recognise if a friendship (online or offline) is making them feel unsafe or</p>	<p>when they are older (L31) To recognise a variety of routes into careers (e.g. college, apprenticeship, university) (L32)</p>	<p>To understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour (R19) To learn strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support (R20) To learn about discrimination: what it means and how to challenge it (R21) To learn about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) (R22) To learn about why someone may behave differently online, including pretending</p>	<p>information, help and advice about growing and changing, especially about puberty (H34) To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) (R1) To learn that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different (R2) To learn about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong (R3) To understand that people who love and</p>
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# Personal, Social, Health and Economic Education Curriculum Overview



		<p>uncomfortable; how to manage this and ask for support if necessary (R18)</p> <p>To learn how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know (R24) To learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28) To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online) (R29)</p>		<p>to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns (R23)</p> <p>To learn how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know (R24) how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28)</p> <p>To recognise ways in which the internet and social media can be used both positively and negatively (L11) To learn how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results (L12)</p> <p>To learn about some of the different ways</p>	<p>care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart (R5) To recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family members love, security and stability (R7)</p> <p>To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty (R8)</p>
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# Personal, Social, Health and Economic Education Curriculum Overview



				<p>information and data is shared and used online (L13)</p> <p>To understand how information on the internet is ranked, selected and targeted at a specific individuals and groups; that connected devices can share information (L14)</p> <p>To recognise things appropriate to share and things that should be shared on social media; rules surrounding distribution of images (L15)</p> <p>To understand how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation (L16)</p>	
<p><b>Key Vocabulary</b></p> <p>acquaintances, behaviours (healthy and unhealthy), bullying, conflict, consideration, cyberbullying,</p>	<p><b>Key Vocabulary</b></p> <p>asylum, belief, British Isles, identities, celebrate, citizens, community, cultures, customs, declaration, democracy,</p>	<p><b>Key Vocabulary</b></p> <p>alcohol, bleeding, burns, choices, choking, cigarettes, consequences, danger, dangerous substances, dare, DRABC, drugs,</p>	<p><b>Key Vocabulary</b></p> <p>advert, balance, bank account, borrow, budget, candidate, career, change, choices, coins, consumer, contactless, cost, debit</p>	<p><b>Key Vocabulary</b></p> <p>altered text and images, balance, behaviours, communication, consequences, cyberbullying, digital,</p>	<p><b>Key Vocabulary</b></p> <p>acne, adopted, anus, breasts, changes, civil partnership, clitoris, committed, crush, develop, diversity, divorce, egg, emotions,</p>

# Personal, Social, Health and Economic Education Curriculum Overview



discrimination, disputes, diversity, equality, equity, family, friends, friendship, kindness, prejudice, relationships, relatives, respect, resolution, secrets, sharing, support network, victim, VIPs	differences, discrimination, diversity, empathy, enforce, ethnicity, equality, freedom, governments, grow, human rights, laws, learn, liberty, multicultural, nationality, parliament, politicians, possessions, privacy, prejudice, protect, religions, respect, responsibilities, rights, rules, safe, society, stereotypes, tolerance, torture, traditions, understanding, United Nations, values	emergency, environment, first aid, hazards, helpful, harmful, independence, injuries, learn, pressure, rail safe, responsibilities, risks, road, shock, smart, safety, scalds, unfamiliar places, water aware	and credit cards, debt, ethical, financial gain, financial risk, interest, jobs, keeping track, loan, money, need, notes, owe, pay, priorities, profit, qualifications, receipt, record, repayments, risks, savings, skills, spending, work	digital wellness, devices, exclusion, frightened, harassment, information, internet, kindness, manipulated, name-calling, offline, online, online safety, passwords, personal information, pledge, pranks, pressure, private, relationships, reliability, respect, responsible, restrictions, risks, rules, safety, search results, share, strangers, sources, tricking, trolling, trust, truth, uncomfortable, wellbeing, worried	erection, families, feelings, female, foetus, fostered, gay, heart, hormones, labia, lesbian, lungs, male, married, menstruation, mood, oestrogen, ovaries, penis, periods, puberty, relationships, reproduction, single-parent, species, sperm, sweat, testes, testicles, testosterone, transgender, urethra, uterus, vagina, voice breaks, vulva
<b>Links across the National Curriculum</b>	<b>Links across the National Curriculum</b>	<b>Links across the National Curriculum</b>	<b>Links across the National Curriculum</b>	<b>Links across the National Curriculum</b>	<b>Links across the National Curriculum</b>

**English:**

**Speaking:**

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates

# Personal, Social, Health and Economic Education Curriculum Overview



- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

		<p><b>Computing:</b> Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>		<p><b>Computing:</b> Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p><b>Science:</b> describe the changes as humans develop to old age.</p>
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# Personal, Social, Health and Economic Education Curriculum Overview



Year 5					
Harvest Term	Christmas Term	Winter Term	Spring Term	Whitsun Term	Summer Term
Relationships	Living in The Wider World	Health and Wellbeing	Living in The Wider World	Relationships	Health and Wellbeing
<b>TEAM (Together Everyone Achieves More) – positive qualities of a team, learning how to disagree respectfully and communicate effectively.</b>	<b>Diverse Britain – identify how to make a positive contribution to the community. The law and the consequences of not respecting it.</b>	<b>Think Positive – understanding thoughts and emotions, both positive and negative.</b>	<b>Aiming High – achievements, aspirations and opportunities. Preferred learning styles, how they learn best. Challenges people face and barriers to success.</b>	<b>Be Yourself – everyone is an individual, important to ‘be yourself’. Developing a positive view of themselves and enabled them to recognise the importance of being proud of their individuality.</b>	<b>It’s My Body – consent and autonomy, body image and stereotypes and learning about substance which are harmful to our bodies.</b>
<b>Sequence:</b> I can talk about the attributes of a good team. I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion. I can compromise and collaborate to ensure a task is completed	<b>Sequence:</b> I can talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people. I can explain what a community is and what it means to belong to one. I can explain why and how laws are made and identify what might	<b>Sequence:</b> I understand the link between thoughts, feelings and behaviours. I understand the concept and impact of positive thinking. I can recognise and manage uncomfortable feelings. I understand the importance of making good choices	<b>Sequence:</b> I can understand how people learn new things and achieve certain goals I can understand that a helpful attitude towards learning can help us succeed in life. I can identify opportunities that may become available to me in the future and I am	<b>Sequence:</b> I can explain why everyone is unique and understand why this should be celebrated and respected. I can explain why I should share my own thoughts and feelings and I know how to do this. I can explore uncomfortable	<b>Sequence:</b> I know that my body belongs to me and that I have control over what happens to it. I understand why getting enough exercise and enough sleep is important. I understand how to take care of my body. I understand the harmful effects of using

# Personal, Social, Health and Economic Education Curriculum Overview



<p>I can reflect on the need to care for individuals within a team. I can identify hurtful behaviour and suggest ways I can help. I can understand the importance of shared responsibilities in helping a team to function successfully.</p> <p>To learn about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement (H23) To learn about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing (R10) To understand what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support</p>	<p>happen if laws are broken. I can discuss the terms democracy and human rights in relation to local government. I can discuss the terms democracy and human rights in relation to national government. I can investigate what charities and voluntary groups do and how they support the community.</p> <p>To learn about personal identity; what contributes to who we are (e.g. ethnicity family, gender, faith, culture, hobbies, likes/dislikes) (H25) To learn about discrimination: what it means and how to challenge it (R21) To learn to listen and respond respectfully to a wide range of people, including those with traditions, beliefs and lifestyle are different to their own (R33) To recognise reasons for rules and laws;</p>	<p>I can use mindfulness techniques in my everyday life. I can apply a growth mindset in my everyday life.</p> <p>To learn about the elements of a balanced, healthy lifestyle (H2) To learn about choices that support a healthy lifestyle, and recognise what might influence these (H3) To recognise that habits can have both positive and negative effects on a healthy lifestyle (H4) To learn that mental health, just like physical health, is part of daily life; the importance of taking care of mental health (H15) To learn about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and</p>	<p>aware of how to make the most of them I can understand that gender, race and social class do not determine what jobs people can do. I can understand there are a variety of routes into different jobs which may match my skills and interests. I can discuss my goals for the future and the steps I need to take to achieve them</p> <p>To learn to identify personal strengths, skills and achievements and how these contribute to a sense of self-worth (H28) To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes (L25) To learn that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life (L26) To</p>	<p>feelings and understand how to manage them. I can understand why we sometimes feel shy or nervous and know how to manage these feelings. I can identify when I might have to make different choices from those around me. I can explore how it feels to make a mistake and describe how I can make amends.</p> <p>To learn about choices that support a healthy lifestyle, and recognise what might influence these (H3) To recognise that feelings can change over time and range in intensity (H17) To learn about everyday things that affect feelings and the importance of expressing feelings (H18) To use a varied vocabulary when talking about feelings;</p>	<p>drugs, including alcohol and tobacco. I understand what a positive body image is. I can make informed choices in order to look after my physical and mental health.</p> <p>To learn how to make informed decisions about health (H1) To learn about the elements of a balanced, healthy lifestyle (H2) To learn about choices that support a healthy lifestyle, and recognise what might influence these (H3) To recognise that habits can have both positive and negative effects on a healthy lifestyle (H4) To learn about what good physical health means; how to recognise early signs of physical illness (H5) To learn about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally</p>
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# Personal, Social, Health and Economic Education Curriculum Overview



<p>with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships (R11) To learn the importance of seeking support if feeling lonely or excluded (R13) To learn that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them (R14) To learn that friendships have ups and downs; strategies to resolve disputes and reconcile difference positively and safely (R17) To learn about the impact of bullying, including offline and online, and the consequences of hurtful behaviour (R19) To learn strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling,</p>	<p>consequences of not adhering to rules and laws (L1) To recognise there are human rights, that are there to protect everyone (L2) To learn about the relationship between rights and responsibilities (L3) To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others (L4) To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) (L5) To learn about the different groups that make up their community; what living in a community means (L6)</p>	<p>activities, hobbies and spending time with family and friends can support mental health and wellbeing (H16) To learn about everyday things that affect feelings and the importance of expressing feelings (H18) To use a varied vocabulary when talking about feelings; about how to express feelings in different ways (H19) To learn strategies to respond to feelings, including intense or conflicting feelings, how to manage and respond to feelings appropriately and proportionately in different situations (H20) To recognise the warning signs about mental health and wellbeing and how to seek support for themselves and others (H21) To recognise that anyone can experience mental ill health; that</p>	<p>learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them (L27) To learn about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) (L28) To understand that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid (L29) To learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation (L30) To identify the kind of job that they might like</p>	<p>about how to express feelings in different ways (H19) To learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations (H20) To learn about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement (H23) To learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. (H28) To learn how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking (H29) To learn that a feature of positive family life</p>	<p>rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. (H6) To learn how regular (daily/weekly) exercise benefits mental and physical health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle (H7) To understand how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn (H8) To learn that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it (H9) To learn how medicines, when used responsibly, contribute to health; that some</p>
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# Personal, Social, Health and Economic Education Curriculum Overview



<p>bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support (R20) To learn about discrimination: what it means and how to challenge it (R21) • To understand that personal behaviour can affect other people; to recognise and model respectful behaviour online (R30) To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships (R31) To learn about respecting the difference and similarities between</p>	<p>To learn to value the different contributions that people and groups make to the community (L7) To learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities (L8) To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (L9) To learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced (L10) To understand what democracy is and about the basic institutions that support it locally and nationally</p>	<p>most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult (H22) To learn problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools (H24) To learn how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking (H29) To learn the importance of seeking support if feeling lonely or excluded (R13) To understand that personal behaviour can affect other people; to recognise and model respectful behaviour online (R30)</p>	<p>to do when they are older (L31) To recognise a variety of routes into careers (e.g. college, apprenticeship, university) (L32)</p>	<p>is caring relationships; about the different ways in which people care for one another (R6) To learn what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships (R11) To learn strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others (R15) To learn that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely (R17)</p>	<p>diseases can be prevented by vaccinations and immunisations; how allergies can be managed (H10) To understand how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) (H11) To learn about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer (H12) To learn how and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health (H14)</p>
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# Personal, Social, Health and Economic Education Curriculum Overview



<p>people and recognising what they have in common with others e.g. physically, in personality or background (R32)</p> <p>To learn to listen and respond respectfully to a wide range of people, including those with traditions, beliefs and lifestyle are different to their own (R33) •</p> <p>To learn how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with (R34) To recognise reasons for rules and laws; consequences of not adhering to rules and laws (L1)</p> <p>To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others (L4)</p>				<p>To learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28)</p> <p>To know where to get advice and report concerns if worried about their own or someone else’s personal safety (including online) (R29)</p> <p>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships (R31)</p>	<p>To learn that for some people gender identity does not correspond with their biological sex (H26)</p> <p>To recognise their individuality and personal qualities (H27)</p> <p>To learn about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break (H46)</p> <p>To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others (H47)</p> <p>To learn about why people choose to use or not use drugs (including nicotine, alcohol and medicines) (H48)</p> <p>To learn about the mixed messages in the media about drugs,</p>
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# Personal, Social, Health and Economic Education Curriculum Overview



<p>To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling, food choices) (L5)</p> <p>To learn about some of the skills that will help them in their future careers e.g. teamwork, communication and</p>					<p>including alcohol and smoking/vaping (H49)</p> <p>To learn about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns (H50)</p> <p>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary (R18)</p> <p>To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact (R25)</p> <p>To learn about seeking and giving permission (consent) in different situations (R26)</p> <p>To learn about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or</p>
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# Personal, Social, Health and Economic Education Curriculum Overview



					<p>should not be agreed to, and when it is right to break a confidence or share a secret (R27)</p> <p>To recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28) To understand stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (L9)</p> <p>To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify</p>
<p><b>Key Vocabulary</b>                      adaptable, attributes, bullying, care, collaborate, communication, compromise, diversity, focused, good team, hard-</p>	<p><b>Key Vocabulary</b>                      break, charities, choices, communities, consequences, democracy, discrimination, diversity, donate,</p>	<p><b>Key Vocabulary</b>                      affirmations, angry, avoidance, behaviour, chain reaction, challenge, choices, cognitive, consequences, decisions (daily,</p>	<p><b>Key Vocabulary</b>                      achievements, adaptability, apprenticeships, attitudes, barriers, behaviours, challenges, employment, focus,</p>	<p><b>Key Vocabulary</b>                      being there, communicate, confidence, feelings (comfortable and uncomfortable), fight, flight, generosity, honesty,</p>	<p><b>Key Vocabulary</b>                      alcohol, autonomy, balanced lifestyle, bacteria, balance, Childline, choices, consent, consequences (physical, emotional</p>

# Personal, Social, Health and Economic Education Curriculum Overview



<p>working, listen, opinions, problem, respect, respectfully disagreeing, responsibility, shared responsibilities, skills, TEAM (Together Everyone Achieves More), teasing, trolling, trusted adult, unkind behaviour, valued</p>	<p>equality, ethnicity, faith, freedom, government (local and national), help, House of Commons, House of Lords, human rights, identity, impact, law, nation, parliament, prejudice, protect, religion, respect, responsibility, safe, statistics, stereotypes, volunteer</p>	<p>difficult, informed) embarrassed, emotions, facts, fear, feelings (comfortable and uncomfortable), focus, frightened, growth mindset, guilt, jealous, learning, mindfulness, nervous, overwhelmed, panic, positive mental attitude, reconnecting, self-doubt, stressed, tearful, thoughts (negatives and positives), wellbeing, worried</p>	<p>gender, inspiration, interests, motivation, learning styles, opportunities (educational, career and equal), personal goals, race, roles, skills, social class, stereotypes, strengths, success, university, work experience</p>	<p>individuality, kindness, loyalty, mistakes, mutual respect, nervous, opinions, peer pressure, relationships, responsibility, setbacks, sharing, shy, solutions, support, thoughts, truthfulness, trust, unique, wellbeing</p>	<p>and mental), contact (wanted and unwanted), control, drugs, exercise, habits, harm, harmful substances, healthy bodies, healthy choices, individuality, medicines, meditation, mindfulness, personal hygiene, personal qualities, positive body image, pressure, privacy, protect, respect, risks, secret, self-care, sleep deprivation, stereotypes, support, tobacco, trust, unwanted, value, vitamins</p>
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## Links across the National Curriculum

### English:

#### Speaking:

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

## Personal, Social, Health and Economic Education Curriculum Overview



- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

# Personal, Social, Health and Economic Education Curriculum Overview



## Year 6 PSHE Curriculum Overview

Harvest Term	Christmas Term	Winter Term	Spring Term	Whitsun Term	Summer Term
Relationships	Living in The Wider World	Health and Wellbeing	Living in The Wider World	Relationships	Health and Wellbeing
VIPs – focus on relationships, with families, friendship groups and how important kindness and respect are within these relationships.	One World – responsibility to live as global citizens, to help the environment and all living things throughout the world through the choices we make.	Safety First – taking responsibility for own safety, including standing up to peer pressure, risk associated with different situations and what to do if in danger.	Money Matters - how money is used in the wider world. The possible consequences of taking financial risks and identify ways to avoid these.	Digital Wellbeing – using the internet positively and how they can look after their wellbeing online. Potential risks of being online when using digital technologies, strategies to stay safe and get help.	Growing Up – how we grow up and change, both physically and emotionally, the types of relationships that people have.
<p><b>Sequence:</b> I can explain how VIPs who love and care for each other should treat each other. I can identify different ways to calm down when I am feeling angry or upset. I understand that people have different opinions that should be respected. I can identify negative influences on my behaviour and suggest ways that I can resist these influences.</p>	<p><b>Sequence:</b> I can talk about and understand how we can be responsible global citizens. I can describe what global warming is and what we can do to help prevent it from getting worse. I can explain how our energy use can harm the environment and describe what we can do to help. I can describe how we can use water responsibly and</p>	<p><b>Sequence:</b> I can take responsibility for my own safety. I can assess and manage risks in different situations. I can confidently identify and manage pressure to get involved in risky situations. I can act sensibly and responsibly in an emergency I can identify hazards and reduce risks to keep myself and others safe at home.</p>	<p><b>Sequence:</b> I can explain some financial risks and discuss how to avoid them. I understand how retailers try to influence our spending. I can discuss the spending decisions people have to make. I can explain why budgeting can be helpful and how a budget can be made I can discuss the impact money can have on</p>	<p><b>Sequence:</b> I can identify the benefits of the Internet and know how to look after my digital wellbeing. I know how to stay safe, healthy and happy online and when I use digital technology. I know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and</p>	<p><b>Sequence:</b> I can describe the changes that people’s bodies go through during puberty and how we can look after our changing bodies I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings. I recognise that many things affect the way we feel about ourselves and I understand that there is no such thing</p>

# Personal, Social, Health and Economic Education Curriculum Overview



<p>I can explain when it is right to keep a secret, when it is not and who to talk to about this. I can recognise healthy and unhealthy relationships.</p> <p>To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) (R1) To learn that people who love and care for each other can be in a committed relationship (e.g. marriage), living together but may also live apart (R5) To learn that a feature of positive family life is caring relationships; about the different ways in which people care for one another (R6) To recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents,</p>	<p>understand the importance of doing this. I can understand what biodiversity is and explain the importance of doing all we can to encourage it. I can make choices which make the world a better place and that help people across the world.</p> <p>To recognise there are human rights, that are there to protect everyone (L2) To learn about the relationship between rights and responsibilities (L3) To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others (L4) To learn ways of carrying out shared responsibilities for protecting the environment in school</p>	<p>I know how to stay safe in different outdoor environments.</p> <p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe (H11) To learn how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health (H14) To learn about the new opportunities and responsibilities that increasing independence may bring (H35) To understand reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming (H37)</p>	<p>people's emotional wellbeing. I can explain the impact spending has on our environment.</p> <p>To learn about the different ways to pay for things and the choices people have about this (L17) To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' (L18) To learn that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) (L19) To recognise that people make spending decisions based on priorities, needs and wants (L20) To learn different ways to keep track of money (L21) To learn about risks associated with money (e.g. money can be won,</p>	<p>harmful online relationships. I know how to use social media responsibly to protect the health, wellbeing and rights of all. I know what online bullying is and what to do if I see or experience it to help make it stop I understand not all information online is true and know how to assess the reliability of both text and images.</p> <p>To learn about the benefits or the internet; the importance of balancing time online with other activities; strategies for managing time online (H13) To understand reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with</p>	<p>as an ideal kind of body. I understand what a loving relationship is and that there are many types of relationships. I understand what a sexual relationship is and who can have a sexual relationship. I can describe the process of human reproduction, from conception to birth.</p> <p>To learn that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it (H9) To recognise that feelings can change over time and range in intensity (H17) To learn about everyday things that affect feelings and the importance of expressing feelings (H18)</p>
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# Personal, Social, Health and Economic Education Curriculum Overview



<p>blended families, foster parents); that families of all types can give family members love, security and stability (R7)</p> <p>To recognise other shared characteristics of healthy family life, including commitment, care, spending time together, being there for each other in times of difficulty (R8)</p> <p>To learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice (R9)</p> <p>To learn what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships (R11) To learn strategies for</p>	<p>and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) (L5)</p> <p>To learn that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) (L19)</p>	<p>To learn how to predict, assess and manage risk in different situations (H38)</p> <p>To learn about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe (H39)</p> <p>To learn about the important of taking medicines correctly and using household products safely (e.g. following instructions carefully) (H40)</p> <p>To learn strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about (H41)</p> <p>To learn what is meant by first aid; basic techniques for dealing with common injuries (H43)</p> <p>To learn how to respond and react in an emergency situation; how to identify</p>	<p>lost or stolen) and ways of keeping money safe (L22)</p> <p>To learn about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations (L23)</p> <p>To identify the ways that money can impact on people's feelings and emotions (L24)</p>	<p>reference to social media, television programmes, films, games and online gaming (H37)</p> <p>To learn the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact (H42)</p> <p>To understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour (R19)</p> <p>To learn strategies to respond to hurtful behaviour experienced or witnessed, offline and online; how to report concerns and get</p>	<p>To learn a varied vocabulary to use when talking about feelings; about how to express feelings in different ways (H19)</p> <p>To learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations (H20)</p> <p>To learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) (H25)</p> <p>To recognise their individuality and personal qualities (H27)</p> <p>To learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth (H28)</p> <p>To learn to identify the external genitalia and internal reproductive</p>
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# Personal, Social, Health and Economic Education Curriculum Overview



<p>recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others (R15)</p> <p>To understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely (R17)</p> <p>To recognise if friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary (R18)</p> <p>To learn about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) (R22)</p> <p>To learn about seeking and giving permission (consent) in different situations (R26)</p> <p>To learn how to recognise pressure</p>		<p>situations that may require the emergency services; know how to contact them and what to say (H44)</p> <p>To know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28)</p>		<p>support (R20) To learn about discrimination: what it means and how to challenge it (R21) To learn about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) (R22)</p> <p>To understand why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns (R23)</p> <p>To learn how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know (R24)</p> <p>To know how to recognise pressure from others to do something unsafe or</p>	<p>organs in males and females and how the process of puberty relates to human reproduction (H30)</p> <p>To learn about the physical and emotional changes that happen when approaching and during puberty (H31)</p> <p>To learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene (H32)</p> <p>To learn about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for (H33)</p> <p>To learn about where to get more information, help and advice about growing and changing, especially about puberty</p>
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<p>from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28) To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online) (R29) To understand that personal behaviour can affect other people; to recognise and model respectful behaviour online (R30) To understand that personal behaviour can affect other people; to recognise and model respectful behaviour online (R33)</p>				<p>that makes them feel uncomfortable and strategies for managing this (R28) To recognise ways in which the internet and social media can be used both positively and negatively (L11) To learn how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results (L12) To learn about some of the different ways information and data is shared and used online, including for commercial purposes (L13) To learn about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information (L14) To recognise things appropriate to share and things that should not be shared</p>	<p>(H34) To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) (R1) To understand that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different (R2) To learn about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong (R3) To learn that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for</p>
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# Personal, Social, Health and Economic Education Curriculum Overview



				<p>on social media; rules surrounding distribution of images (L15)</p> <p>To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and</p>	<p>themselves or others (R4)</p> <p>To understand that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart (R5) To recognise and respect that there are different types of family structure; that families of all types can give family members love, security and stability (R7)</p> <p>To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact (R25)</p> <p>To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (L9)</p> <p>To recognise ways in which the internet and</p>
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# Personal, Social, Health and Economic Education Curriculum Overview



					social media can be used both positively and negatively (L11) To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation (L16)
<p><b>Key Vocabulary</b> behaviour, blame, breathe, calm, code, connections, consequences, digital wellbeing, decisions, disagree, emotions, escape, exercise, family, friends, honesty, influences, instincts, jealousy, lie, love, mindfulness, opinions, polite, positive, pressure, relationships (healthy and unhealthy), relax, remind, resolution, respect, safety, secrets, unhappy, unsettled, VIPS (Very Important People)</p>	<p><b>Key Vocabulary</b> biodiversity, citizens, citizenship, deforestation, ecosystem, energy, environmental issues, global, global warming, greenhouse effect, manifesto, plastic, pollution, positive action, protect, reduce, resources, responsible, save, sustainability, waste, water</p>	<p><b>Key Vocabulary</b> actions, bleeding, burns, choking, consequences, danger, dare, decisions, DR ABC, emergency, firework alert, first aid, hazards, healthy, independent, mature, medicines, pressure, rail safe responsible, risks, road smart, rules, safety, scalds, shock, strangers, substances, water aware</p>	<p><b>Key Vocabulary</b> advert, balance, bank account, borrow, budget, candidate, career, change, choices, coins, consumer, contactless, cost, debit and credit cards, debt, ethical, financial gain, financial risk, interest, jobs, keeping track, loan, money, need, notes, owe, pay, priorities, profit, qualifications, receipt, record, repayments, risks, savings, skills, spending, work</p>	<p><b>Key Vocabulary</b> appropriate, bullying, cyberbullying, cyberstalking, data sharing, denigration, digital citizenship, digital wellbeing, emotional wellbeing, exclusion, fact, fake news, fear, flaming, harassment, healthy, inappropriate content, inappropriate relationships, impersonation, internet, mental health, misinformation, online relationships, opinion, outing, pressure, reliability, respect, risks, safe, sharing, social media,</p>	<p><b>Key Vocabulary</b> acceptable, adopted, advice, acne, affection, asexual, bisexual, body image, breasts, caesarean, care, change, Childline, cisgender, civil partnership, commitment, communication, conception condom, consideration, contraception, discharge, ejaculate, emotions, fertilise, foetus, gay, heterosexual, homosexual, honesty, hormones, ideal, identity, kindness, lesbian, love, loyalty, marriage,</p>

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				technology, trolling, worry	menstruation, ovaries, perfect, penis, periods, puberty, pubic hair, race, relationships, reproduction, same-sex, semen, sex, sexual intercourse, sexual orientation, sexual relationship, social media, sperm, STI (sexually transmitted infection), testicles, touch (comfortable and uncomfortable), transgender, trust, uterus, vulva, womb
<b>Links across the National Curriculum</b>	<b>Links across the National Curriculum</b>	<b>Links across the National Curriculum</b>	<b>Links across the National Curriculum</b>	<b>Links across the National Curriculum</b>	<b>Links across the National Curriculum</b>
<p><b>English:</b>  <b>Speaking:</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play/improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication</li> </ul>					
				<b>Computing:</b>	<b>Science:</b>

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				Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
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