



## **Cranborne**

Church of England  
First School and Nursery

*Love, Learn, Fly*

Do Everything in Love 1 Corinthians 16:14

## **PSHE at Cranborne First School and Nursery**

At Cranborne First, we aim to promote pupil's personal, social, spiritual and health education, as well as their emotional development and well-being. We build on statutory content already outlined in the national curriculum and in statutory guidance and follow the 'SCARF' scheme of work to provide consistency throughout our school, support staff with subject knowledge and reduce teacher workload. We aim to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. This enables them to learn life skills to assist their personal, spiritual and physical growth. We explore the changes that everyone undergoes to deal with today's society and give pupils an understanding of the rights and responsibilities that are part of being an outstanding citizen.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. In addition, our PSHE curriculum incorporates an age-appropriate understanding of RSE, as set in the statutory guidance, enabling all children to be safe and to understand and develop healthy relationships both now and in their future lives. We believe the impact of our PSHE teaching provides cultural capital for our children to become educated citizens.

## Curriculum Drivers

	In all subjects...	In PSHE, this looks like...
<b>Curiosity</b>	Curiosity is an eagerness to learn or know and being confident in asking questions and researching. This approach to learning enables inquisitive thinking such as exploration, investigation and learning and nurtures future problem solvers.	We aspire for pupils to embrace challenge with a growth mind set and show curiosity, independence and resilience in all that they do.
<b>Communication</b>	We believe that language is the tool that unlocks opportunities and enables children to share ideas effectively. We want our children to speak with clarity, confidence and eloquence, connecting the words they know (vocabulary) with what they know (knowledge) therefore becoming effective communicators. We know that vocabulary development and the ability to read fluently are key to life-long success and this is our intent for every child.	We aspire for pupils to become emotionally mature with a depth of language that enables them to share ideas effectively.
<b>Resilience</b>	Resilience means having the skills and resources to deal with challenges and barriers. Resilience is a measure of how much you want something and how much you are willing and able, to overcome obstacles to get it. Our children will develop the emotional and physical security needed to become resilient individuals who are able to take risks and deal with different challenges across the curriculum and in the wider world by thinking positively and having the confidence to 'have a go'.	We aspire for pupils to embrace challenge with a growth mind set and show curiosity, independence and resilience in all that they do.
<b>Independence</b>	Independence is the ability to live your life to the full, confidently and to be self-sufficient. We aim to promote our children's independence and develop a commitment to learning and self-improvement, both inside and outside of the school environment. We will give our children opportunities to organise themselves, show personal responsibility, initiative, creativity and enterprise. We will nurture our children's awareness that actions have consequences and to make choices based on this awareness, understanding that they have ownership of their actions.	We aspire for pupils to embrace challenge with a growth mind set and show curiosity, independence and resilience in all that they do.

<b>Aspiration</b>	Aspiration is the hope, desire or ambition to strive to achieve something. To be the best they can possibly be and to challenge themselves as a learner. The development of aspirations encourages children to produce work of high quality, take pride in themselves and be the very best they can be.	We support our pupils to challenge themselves as learners, to take pride in their actions and behaviours and to be the best they can be.
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Learning knowledge is not an end point in itself, it is a springboard to learning more knowledge. Each unit in our overview is underpinned by rich, substantive knowledge and ambitious vocabulary, whilst also ensuring children are developing their disciplinary knowledge (historical skills). Each unit of work is planned carefully to ensure concepts are taught in optimal order to support children's understanding. As well as developing a breadth of subject knowledge, we want our children to develop subject specific skills. In addition to substantive and disciplinary knowledge, children will develop their experiential knowledge through carefully planned enrichment activities.

### Curriculum Coverage

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>EYFS</b>	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
<b>Year 1 and 2 Cycle 1</b>	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
<b>Year 1 and 2 Cycle 2</b>	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
<b>Year 3 and 4 Cycle 1</b>	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
<b>Year 3 and 4 Cycle 2</b>	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing

## Me and My Relationships

EYFS	Year 1 and 2		Year 3 and 4	
	Cycle 1	Cycle 2	Cycle 1	Cycle 2
<ul style="list-style-type: none"> <li>• Talk about their own interests</li> <li>• Talk about their families</li> <li>• Talk about how they are the same or different to others</li> <li>• Share their favourite interests and objects</li> <li>• Talk about themselves positively</li> <li>• Listen to what others say and respond</li> <li>• Talk about the important people in their lives</li> <li>• Understand that we have different special people</li> <li>• Name key people outside of families that care for them</li> <li>• Talk about when they might feel unsafe or unhappy</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that classroom rules help everyone to learn and be safe</li> <li>• Explain their classroom rules and be able to contribute to making these</li> <li>• Recognise how others might be feeling by reading body language and facial expressions</li> <li>• Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in our tummy)</li> <li>• Identify a range of feelings</li> <li>• Identify how feelings might make us behave</li> <li>• Suggest strategies for someone experiencing 'not so</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest actions that will contribute positively to the life of the classroom</li> <li>• Make and undertake pledges based on those actions</li> <li>• Take part in creating and agreeing classroom rules</li> <li>• Use a range of words to describe feelings</li> <li>• Recognise that people have different ways of expressing their feelings</li> <li>• Identify helpful ways of responding to others' feelings</li> <li>• Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why we have rules</li> <li>• Explain why rules are different for different age groups, in particular for internet-based activities</li> <li>• Suggest appropriate rules for a range of settings</li> <li>• Consider the possible consequences of breaking the rules</li> <li>• Explain some of the feelings someone might have when they lose something important to them</li> <li>• Understand that these feelings are normal and a way of dealing with the situation</li> <li>• Define and demonstrate cooperation and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Describe 'good' and 'not so good' feelings and how feelings can affect our physical state</li> <li>• Explain how different words can express the intensity of feelings</li> <li>• Explain what we mean by a 'positive, healthy relationship'</li> <li>• Describe some of the qualities that they admire in others</li> <li>• Recognise that there are times when they might need to say 'no' to a friend</li> <li>• Describe appropriate assertive strategies for saying 'no' to a friend</li> <li>• Describe strategies for working on a collaborative task</li> </ul>

<ul style="list-style-type: none"> <li>• Name the people who will help them</li> <li>• Notice when a friend is in need at school and help them</li> <li>• Describe different emotions</li> <li>• Explore how we feel at certain times or events</li> <li>• Identify ways to change feelings and calm down</li> <li>• Identify events that can make a person feel sad</li> <li>• Suggest ways in which they can help a friend who is sad</li> <li>• Choose ways to help themselves when they feel sad</li> </ul>	<p>good' feelings to manage these</p> <ul style="list-style-type: none"> <li>• Recognise that people's bodies and feelings can be hurt</li> <li>• Suggest ways of dealing with different kinds of hurt</li> <li>• Recognise that they belong to various groups and communities such as their family</li> <li>• Explain how these people help us and we can also help them to help us</li> <li>• Identify simple qualities of friendship</li> <li>• Suggest simple strategies for making up</li> <li>• Demonstrate attentive listening skills</li> <li>• Suggest simple strategies for resolving conflict situations</li> </ul>	<ul style="list-style-type: none"> <li>• Identify situations as to whether they are incidents of teasing or bullying</li> <li>• Understand and describe strategies for dealing with bullying</li> <li>• Rehearse and demonstrate some of these strategies</li> <li>• Explain the difference between bullying and isolated unkind behaviour</li> <li>• Recognise that there are different types of bullying and unkind behaviour</li> <li>• Understand that bullying and unkind behaviour are both unacceptable ways of behaving</li> <li>• Recognise that friendship is a special kind of relationship</li> <li>• Identify some of the ways that good</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the different skills that people can bring to a group task</li> <li>• Demonstrate how working together in a collaborative manner can help everyone to achieve success</li> <li>• Identify people who they have a special relationship with</li> <li>• Suggest strategies for maintaining a positive relationship with their special people</li> <li>• Rehearse and demonstrate simple strategies for resolving given conflict situations</li> <li>• Explain what a dare is</li> <li>• Understand that no one has the right to force them to do dare</li> <li>• Suggest strategies to use if they are ever made to feel uncomfortable or</li> </ul>	<ul style="list-style-type: none"> <li>• Define successful qualities of teamwork and collaboration</li> <li>• Identify a wider range of feelings</li> <li>• Recognise that different people can have different feelings in the same situation</li> <li>• Explain how feelings can be linked to physical state</li> <li>• Demonstrate a range of feelings through their facial expressions and body language</li> <li>• Recognise that their feelings might change towards someone or something once they have further information</li> <li>• Give examples of strategies to respond to being bullied, including what people can do and say</li> </ul>
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	<ul style="list-style-type: none"> <li>• Give and receive positive feedback and experience how this makes them feel</li> </ul>	<p>friends care for one another</p> <ul style="list-style-type: none"> <li>• Recognise, name and understand how to deal with feelings (e.g. anger, loneliness)</li> <li>• Explain where someone could get help if they were being upset by someone else's behaviour</li> </ul>	<p>unsafe by someone asking them to do a dare</p>	<ul style="list-style-type: none"> <li>• Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from</li> </ul>
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## Valuing Difference

EYFS	Year 1 and 2		Year 3 and 4	
	Cycle 1	Cycle 2	Cycle 1	Cycle 2
<ul style="list-style-type: none"> <li>• Describe their own positive attributes</li> <li>• Share their likes and dislikes</li> <li>• Listen to and respect the ideas of others</li> <li>• Recognise the similarities and differences amongst their peers</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the similarities and differences between people</li> <li>• Empathise with those who are different from them</li> <li>• Begin to appreciate the positive aspects of these differences</li> <li>• Explain the difference between unkindness, teasing and bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some of the physical and non-physical differences and similarities between people</li> <li>• Know and use words and phrases that show respect to other people</li> <li>• Recognise and explain how a person's behaviour can affect other people</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that there are many different types of family</li> <li>• Define the term 'community'</li> <li>• Identify the different communities that they belong to</li> <li>• Recognise the benefits that come from belonging to a community, in particular the</li> </ul>	<ul style="list-style-type: none"> <li>• Define the term negotiation and compromise</li> <li>• Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise</li> <li>• Understand that they have the right to protect their</li> </ul>

<ul style="list-style-type: none"> <li>• Discuss why differences should be celebrated</li> <li>• Retell a story</li> <li>• Talk about their family, customs and traditions</li> <li>• Listen to others talk about their experiences</li> <li>• Compare their own experiences with those of others</li> <li>• Recognise the similarities and differences between their home and those of others</li> <li>• Talk about what makes their home feel special and safe</li> <li>• Be sensitive towards others</li> <li>• Suggest ways in which we can be kind towards others</li> <li>• Demonstrate skills in cooperation with others</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that bullying is usually quite rare</li> <li>• Explain some of their school rules and how those rules help to keep everyone safe</li> <li>• Identify some of the people who are special to them</li> <li>• Recognise and name some of the qualities that make a person special to them</li> <li>• Recognise and explain what is fair and unfair, kind and unkind</li> <li>• Suggest ways they can show kindness to others</li> </ul>	<ul style="list-style-type: none"> <li>• Identify people who are special to them</li> <li>• Explain some of the ways those people are special to them</li> <li>• Explain how it feels to be part of a group</li> <li>• Explain how it feels to be left out from a group</li> <li>• Identify groups they are part of</li> <li>• Suggest and use strategies for helping someone who is feeling left out</li> <li>• Recognise and describe acts of kindness and unkindness</li> <li>• Explain how these impact on other people's feelings</li> <li>• Suggest kind words and actions they can show to others</li> <li>• Show acts of kindness to others in school</li> <li>• Demonstrate active listening techniques</li> </ul>	<p>benefit to mental health and well being</p> <ul style="list-style-type: none"> <li>• Reflect on listening skills</li> <li>• Give examples of respectful language</li> <li>• Give examples of how to challenge another's viewpoint respectfully</li> <li>• Explain that people living in the UK have different origins</li> <li>• Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds</li> <li>• Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together</li> <li>• Recognise the factors that make people similar to</li> </ul>	<p>personal body space</p> <ul style="list-style-type: none"> <li>• Recognise how others' non-verbal signals indicate how they feel when people are close to their body space</li> <li>• Suggest people they can talk to if they feel uncomfortable with other people's actions towards them</li> <li>• Recognise that they have different types of relationships with people they know (e.g. close family, friends and acquaintances)</li> <li>• Give examples of features of these different types of relationships including how they influence what is shared</li> <li>• List some of the ways that people are different to each other</li> </ul>
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<ul style="list-style-type: none"> <li>• Show friendly behaviour towards a peer</li> <li>• Build relationships with others</li> </ul>		<p>(making eye contact, nodding head, making positive noises, not being distracted)</p> <ul style="list-style-type: none"> <li>• Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships</li> </ul>	<p>and different from each other</p> <ul style="list-style-type: none"> <li>• Recognise that repeated name calling is a form of bullying</li> <li>• Suggest strategies for dealing with name calling (including talking to a trusted adult)</li> <li>• Understand and explain some of the reasons why different people are bullied</li> <li>• Explore why people have prejudiced views and understand what this is</li> </ul>	<p>(including differences of race, gender, religion)</p> <ul style="list-style-type: none"> <li>• Recognise potential consequences of aggressive behaviour</li> <li>• Suggest strategies for dealing with someone who is behaving aggressively</li> <li>• List some of the ways in which people are different to each other (including ethnicity, gender, religious belief, customs and festivals)</li> <li>• Define the word respect and demonstrate ways of showing respect to others' differences</li> <li>• Understand and identify stereotypes Including those promoted in the media</li> </ul>
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## Keeping Myself Safe

EYFS	Year 1 and 2		Year 3 and 4	
	Cycle 1	Cycle 2	Cycle 1	Cycle 2
<ul style="list-style-type: none"> <li>• Name things that keep our bodies safe</li> <li>• Name things that keep their bodies clean and protected</li> <li>• Think about how to recognise things that might not be safe</li> <li>• Make safe decisions about items they don't recognise</li> <li>• Talk about what our bodies need to stay well</li> <li>• Name the safe ways to store medicine and who can give it to children (adults)</li> <li>• Name some hazards and ways to stay safe inside</li> <li>• Name some hazards and ways to stay safe outside</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that the body gets energy from food, water and air (oxygen)</li> <li>• Recognise that exercise and sleep are important parts of a healthy lifestyle</li> <li>• Recognise the importance of sleep in maintaining a healthy, balanced lifestyle</li> <li>• Identify simple bedtime routines that promote healthy sleep</li> <li>• Recognise emotions and physical feelings associated with feeling unsafe</li> <li>• Identify people who can help them when they feel unsafe</li> <li>• Recognise the range of feelings that are associated with loss</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that medicines can sometimes make people feel better when they're ill</li> <li>• Give examples of some of the things that a person can do to feel better without use of medicines, they are unwell</li> <li>• Explain simple issues of safety and responsibility about medicines and their use</li> <li>• Identify situations in which they would feel safe or unsafe</li> <li>• Suggest actions for dealing with unsafe situations including who they could ask for help</li> <li>• Identify situations in which they would need to say 'yes', 'no', 'I'll ask' or 'I'll tell' in relation to</li> </ul>	<ul style="list-style-type: none"> <li>• Identify situations which are safe and unsafe</li> <li>• Identify people who can help if a situation is unsafe</li> <li>• Suggest strategies for keeping safe</li> <li>• Define the words danger and risk and explain the difference between the two</li> <li>• Demonstrate strategies for dealing with a risky situation</li> <li>• Identify risk factors in given situations</li> <li>• Suggest ways of reducing or managing those risks</li> <li>• Identify some key risks from and effects of cigarettes and alcohol</li> <li>• Know that most people choose not to smoke cigarettes</li> </ul>	<ul style="list-style-type: none"> <li>• Define the terms danger, risk and hazard and explain the difference between them</li> <li>• Identify situations which are either dangerous, risky or hazardous</li> <li>• Suggest simple strategies for managing risk</li> <li>• Identify images that are safe/unsafe to share online</li> <li>• Know and explain strategies for safe online sharing</li> <li>• Understand and explain the implications of sharing images online without consent</li> <li>• Define what is meant by the word dare</li> <li>• Identify from given scenarios which are</li> </ul>

<ul style="list-style-type: none"> <li>• Show how to care for the safety of others</li> <li>• Name the adults who they can ask for help from and will keep them safe</li> <li>• Recognise the feelings they have when they feel unsafe</li> <li>• Talk about keeping themselves safe, safe touches and consent</li> <li>• Share ideas about activities that are safe to do on electronic devices</li> <li>• What to do and who to talk to if they feel unsafe online</li> <li>• Name the people in their lives who help to keep them safe</li> <li>• Name people in their community who help to keep them safe</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that medicines can sometimes make people feel better when they're ill</li> <li>• Explain simple issues of safety and responsibility about medicines and their uses</li> <li>• Understand and learn the PANTS rule</li> <li>• Name and know which parts should be private</li> <li>• Explain the difference between appropriate and inappropriate touch</li> <li>• Understand that they have the right to say 'no' to unwanted touch</li> <li>• Start thinking about who they trust and who they can ask for help</li> </ul>	<p>keeping themselves and others safe</p> <ul style="list-style-type: none"> <li>• Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation</li> <li>• Identify the types of touch they like and do not like</li> <li>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable</li> <li>• Recognise that some touches are not fun and can hurt or be upsetting</li> <li>• Know that they can ask someone to stop touching them</li> <li>• Identify who they will talk to if someone touches them in a way that makes them feel uncomfortable</li> </ul>	<p>(social norms messages)</p> <ul style="list-style-type: none"> <li>• Define the word drug and understand that both nicotine and alcohol are both drugs</li> <li>• Evaluate the validity of statements relating to online safety</li> <li>• Recognise potential risks associated with browsing online</li> <li>• Know that our body can often give us a sign when something doesn't feel right, to trust these signs and talk to a trusted adult if this happens</li> <li>• Recognise and describe appropriate behaviour online and as well as offline</li> <li>• Identify what constitutes personal information and when it is not</li> </ul>	<p>dares and which are not</p> <ul style="list-style-type: none"> <li>• Suggest strategies for managing dares</li> <li>• Understand that medicines are drugs explain safety issues for medicine use</li> <li>• Suggest alternatives to taking a medicine when unwell</li> <li>• Suggest strategies for limiting the spread of infectious diseases (e.g. hand washing routines)</li> <li>• Understand some of the key risks and effects of smoking and drinking alcohol</li> <li>• Understand that increasing numbers of young people are choosing not to smoke and drink alcohol (social norms theory)</li> <li>• Describe stages of identifying and managing risk</li> </ul>
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<ul style="list-style-type: none"> <li>• Talk about ways to keep themselves safe in their environment</li> </ul>		<ul style="list-style-type: none"> <li>• Identify safe secrets (including surprises) and unsafe secrets</li> <li>• Recognise the importance of telling someone they trust about a secret that makes them feel unsafe or uncomfortable</li> <li>• Identify how inappropriate touch can make someone feel</li> <li>• Understand that there are unsafe secrets and secrets that are nice surprises</li> <li>• Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so that they can help it stop</li> </ul>	<p>appropriate or safe to share this</p> <ul style="list-style-type: none"> <li>• Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs</li> <li>• Demonstrate strategies for assessing risks</li> <li>• Understand and explain decision-making skills</li> <li>• Understand where to get help from when making decisions</li> <li>• Understand that medicines are drugs and suggest ways that they can be helpful or harmful</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that we can be influenced both positively and negatively</li> <li>• Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way</li> </ul>
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## Rights and Responsibilities

EYFS	Year 1 and 2		Year 3 and 4	
	Cycle 1	Cycle 2	Cycle 1	Cycle 2
<ul style="list-style-type: none"> <li>• Name the special people in their lives</li> <li>• Understand that our special people can be different to those of others</li> <li>• Talk about why friends are important and how they help us</li> <li>• Identify ways to care for a friend in need</li> <li>• Identify ways to care for a friend in need</li> <li>• Identify ways to help others in their community</li> <li>• Identify ways in which they help at home</li> <li>• Recognise the importance of taking care of a shared environment</li> <li>• Name ways in which they can look after their</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the importance of regular hygiene routines</li> <li>• Sequence personal hygiene routines into a logical order</li> <li>• Identify what they like about the school environment</li> <li>• Recognise who cares for and looks after the school environment</li> <li>• Demonstrate responsibility for looking after something (e.g. class pet or plant)</li> <li>• Explain the importance of looking after things that belong to themselves or to others</li> <li>• Explain where people get money from</li> <li>• List some of the things that money</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and record strategies for getting on with others in the classroom</li> <li>• Explain, and be able to use, strategies for dealing with impulsive behaviour</li> <li>• Identify special people in the school and community who can help to keep them safe</li> <li>• Know how to ask for help</li> <li>• Understand that people have choices about what they do with their money</li> <li>• Know that money can be saved for a use at a future time</li> <li>• Explain how they might feel when they spend money on different things</li> </ul>	<ul style="list-style-type: none"> <li>• Define what a volunteer is</li> <li>• Identify people who are volunteers in the school community</li> <li>• Recognise some of the reasons why people volunteer, including mental health and well-being benefits to those who volunteer</li> <li>• Identify key people who are responsible for them to stay safe and healthy</li> <li>• Suggest ways that they can help these people</li> <li>• Understand the difference between 'fact' and 'opinion'</li> <li>• Understand how an event can be perceived from different viewpoints</li> <li>• Plan, draft and publish a recount using the</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how different people in the school and local community help them stay healthy and safe</li> <li>• Define what is meant by 'being responsible'</li> <li>• Describe the various responsibilities of those who help them stay healthy and safe</li> <li>• Suggest ways they can help the people who keep them healthy and safe</li> <li>• Understand that humans have rights and also responsibilities</li> <li>• Identify some rights and also some responsibilities that come with these</li> <li>• Understand the reason we have rules</li> </ul>

<p>learning environment</p> <ul style="list-style-type: none"> <li>• Think about what makes the world special and beautiful</li> <li>• Name ways in which they can help take care of the environment e.g. recycling, saving energy, wasting less</li> <li>• Talk about what can happen to living things if the world is not cared for</li> <li>• Recognise coins and other items relating to money</li> <li>• Identify the uses of money</li> <li>• Talk about why it's important to keep money safe</li> <li>• Identify ways to save money</li> <li>• Talk about why we save money</li> </ul>	<p>may be spent on in a family home</p> <ul style="list-style-type: none"> <li>• Recognise that different notes and coins have different monetary value</li> <li>• Explain the importance of keeping money safe</li> <li>• Identify safe places to keep money</li> <li>• Understand the concept of saving money (i.e. by keeping it in a safe place and adding to it)</li> </ul>		<p>appropriate language</p> <ul style="list-style-type: none"> <li>• Define what is meant by the environment</li> <li>• Evaluate and explain different methods of looking after the school environment</li> <li>• Devise methods of promoting their priority method</li> <li>• Understand the terms 'income', 'saving' and 'spending'</li> <li>• Recognise that there are times we can buy items we want and times when we need to save for items</li> <li>• Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc)</li> <li>• Explain that people earn their income through their jobs</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice, school council)</li> <li>• Recognise that everyone can make a difference within a democratic process</li> <li>• Define the word 'influence'</li> <li>• Recognise that reports in the media can influence the way they think about a topic</li> <li>• Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner</li> <li>• Explain the role of the bystander and how it can influence bullying or other</li> </ul>
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			<ul style="list-style-type: none"><li>• Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc)</li></ul>	<p>anti-social behaviour</p> <ul style="list-style-type: none"><li>• Recognise that they can play a role in influencing outcomes of situations by their actions</li><li>• Understand some of the ways that various national and international environmental organisations work to take care of the environment</li><li>• Understand and explain the value of this work</li><li>• Define the term 'income' and 'expenditure'</li><li>• List some of the items and services of expenditure in the school and in the home</li><li>• Prioritise items of expenditure in the home from most essential to least essential</li></ul>
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				<ul style="list-style-type: none"> <li>• Explain what is meant by the terms 'income tax', 'national insurance' and 'VAT'</li> <li>• Understand how a payslip is laid out showing both pay and deductions</li> <li>• Prioritise public services from most essential to least essential</li> </ul>
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### Being My Best

EYFS	Year 1 and 2		Year 3 and 4	
	Cycle 1	Cycle 2	Cycle 1	Cycle 2
<ul style="list-style-type: none"> <li>• Share an experience where they haven't achieved their goal</li> <li>• Develop their confidence and resilience towards having a growth mindset</li> <li>• Name a strategy to overcome a hurdle</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the importance of fruit and vegetables in their daily diet</li> <li>• Know that eating at least five portions of fruit and vegetables a day helps to maintain health</li> <li>• Recognise that they may have different tastes in foods to others</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the stages of the learning line showing an understanding of the learning process</li> <li>• Help themselves and others develop a positive attitude that support their well-being</li> <li>• Identify and describe where they are on the</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body</li> <li>• Explain what is meant by the term 'balanced diet'</li> <li>• Give examples of what foods make up a healthy balanced meal</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways in which everyone is unique</li> <li>• Appreciate their own uniqueness</li> <li>• Recognise that there are times when they will make the same choices as their friends and times when they will choose differently</li> <li>• Give examples of choices they make</li> </ul>

<ul style="list-style-type: none"> <li>• Recognise that some skills take time to learn</li> <li>• Plan and review an achievable goal</li> <li>• Celebrate the successes of their peers</li> <li>• Name and choose healthy foods and drink</li> <li>• Understand there are some foods that are a 'just sometimes' food or drink (eating in moderation)</li> <li>• Explain the jobs of different food groups</li> <li>• Identify the 5 ways to support their well being</li> <li>• Name some activities or ideas to promote positive mental health</li> <li>• Reflect on their mental health and how they can protect it</li> </ul>	<ul style="list-style-type: none"> <li>• Select foods from the Eatwell guide (formerly Eatwell Plate) in order to make a healthy lunch</li> <li>• Recognise which foods we need to eat more of and which we need to eat less of to be healthy</li> <li>• Understand how diseases can spread</li> <li>• Recognise and use simple strategies for preventing the spread of diseases</li> <li>• Recognise that learning a new skill requires practice and the opportunity to fail safely</li> <li>• Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges</li> </ul>	<p>learning line in a given activity and apply it's positive mindset strategies to their own learning</p> <ul style="list-style-type: none"> <li>• Understand and give examples of things they can choose themselves and things that other choose for them</li> <li>• Explain things that they like and dislike, and understand that they have choices about these things</li> <li>• Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health</li> <li>• Explain how germs can be spread</li> <li>• Describe simple hygiene routines such as hand washing</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how some infectious illnesses are spread from one person to another</li> <li>• Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses</li> <li>• Suggest medical and non-medical ways of treating an illness</li> <li>• Develop skills in discussion and debating an issue</li> <li>• Demonstrate their understanding of health and well-being issues that are relevant to them</li> <li>• Empathise with different viewpoints</li> <li>• Make recommendations based on their research</li> <li>• Identify their achievements and areas of development</li> </ul>	<p>for themselves and choices and choices others make for them</p> <ul style="list-style-type: none"> <li>• Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health</li> <li>• Plan a menu which gives a healthy balance of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate)</li> <li>• Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs)</li> <li>• Suggest ways the seven Rs recycling methods can be applied to different scenarios</li> </ul>
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<ul style="list-style-type: none"> <li>• Describe the changes in their body during exercise and what is happening to their body</li> <li>• Explain how exercise can help us stay well – physically and mentally</li> <li>• Name some ways to keep their body fit and well</li> <li>• Understand why our body needs sleep</li> <li>• Talk about our own bedtime routine</li> <li>• Suggest ways to have a calm evening and bedtime routine</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate attentive listening skills</li> <li>• Suggest simple strategies for resolving conflict situations</li> <li>• Give and receive positive feedback and experience how this makes them feel</li> <li>• Recognise how a person's behaviour (including their own) can affect other people</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that vaccinations can help to prevent certain illnesses</li> <li>• Explain the importance of good dental hygiene</li> <li>• Describe simple dental hygiene routines</li> <li>• Understand that the body gets energy from food, water and oxygen</li> <li>• Recognise that exercise and sleep are important to health</li> <li>• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain)</li> <li>• Describe how food, water and air get into the body and blood</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that people may say kind things to help us feel good about ourselves</li> <li>• Explain why some groups of people are not represented as much on television/in the media</li> <li>• Demonstrate how working together in a collaborative manner can help everyone to achieve success</li> <li>• Understand and explain how the brain sends and receives messages through the nerves</li> <li>• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brains)</li> <li>• Describe how food, water and air get into the body and blood</li> </ul>	<ul style="list-style-type: none"> <li>• Define what is meant by the term 'community'</li> <li>• Suggest ways in which different people support the school community</li> <li>• Identify quantities and attributes of people who support the school community</li> </ul>
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			<ul style="list-style-type: none"> <li>• Explain some of the different talents and skills that people have and how skills are developed</li> <li>• Recognise their own skills and those of other children in the class</li> </ul>	
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## Growing and Changing

EYFS	Year 1 and 2		Year 3 and 4	
	Cycle 1	Cycle 2	Cycle 1	Cycle 2
<ul style="list-style-type: none"> <li>• Name the different seasons and describe their differences</li> <li>• Explain the changes that occur as seasons change</li> <li>• Talk about how they have grown in resilience</li> <li>• To understand that animals and humans change in appearance over time</li> <li>• Use relevant vocabulary such as egg, seed,</li> </ul>	<ul style="list-style-type: none"> <li>• Name major internal body parts (heart, lungs, blood, stomach, intestines, brain)</li> <li>• Understand and explain the simple bodily processes associated with them</li> <li>• Understand some of the tasks required to look after a baby</li> <li>• Explain how to meet basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate simple ways of giving positive feedback to others</li> <li>• Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to</li> <li>• Identify different stages of growth (e.g. baby, toddler, child, teenager, adult)</li> <li>• Understand and describe some of the things that</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different types of relationships</li> <li>• Recognise who they have positive healthy relationships with</li> <li>• Understand what is meant by the term body space (or personal space)</li> <li>• Identify when it is appropriate to or inappropriate to allow someone into their body space</li> <li>• Rehearse strategies for when someone</li> </ul>	<ul style="list-style-type: none"> <li>• Describe some of the changes that happen to people during their lives</li> <li>• Explain how the learning line can be used as a tool to help them manage change more easily</li> <li>• Suggest people who may be able to help them deal with change</li> <li>• Name some positive and negative feelings</li> <li>• Understand how the onset of puberty can have</li> </ul>

<p>baby, grow, change, old, young (and the names for young animals</p> <ul style="list-style-type: none"> <li>• Make observations and ask questions about living things</li> <li>• Retell a story and respond to questions about it</li> <li>• Use the language and describe the different life stages of; baby, child, teenager, adult, older, age</li> <li>• Talk about their own experience of growing up</li> <li>• Explain that a baby is made by a woman and a man and grows inside a mummy's tummy</li> <li>• Understand that every family is different</li> <li>• Talk about similarities and differences between</li> </ul>	<ul style="list-style-type: none"> <li>• Identify things that they could do as a baby, a toddler and can do now</li> <li>• Identify the people who help/helped them at those different stages</li> <li>• Explain the difference between teasing and bullying</li> <li>• Give examples of what they can do if they experience or witness bullying</li> <li>• Say who they could get help from in a bullying situation</li> <li>• Explain the difference between a secret and a nice surprise</li> <li>• Identify situations as being secrets and surprises</li> <li>• Identify who they can talk to if they feel uncomfortable about any secret being told or told to keep</li> </ul>	<p>people are capable of at these different stages</p> <ul style="list-style-type: none"> <li>• Identify which parts of the human body are private</li> <li>• Explain that a person's genitals help them to make babies when they are grown up</li> <li>• Understand that humans mostly have the same body parts but that they can look different from person to person</li> <li>• Explain what privacy means</li> <li>• Know that they are not allowed to touch someone's private belongings without their permission</li> <li>• Give examples of different types of private information</li> </ul>	<p>is inappropriately in their body space</p> <ul style="list-style-type: none"> <li>• Define the terms 'secret' and 'surprise' and know the difference between a safe and unsafe secret</li> <li>• Recognise how different surprises and secrets might make the feel</li> <li>• Know who they could ask for help if a secret made them feel uncomfortable or unsafe</li> <li>• Recognise that babies come from the joining of an egg and a sperm</li> <li>• Explain what happens when an egg doesn't meet a sperm</li> <li>• Understand that for girls periods are a normal part of puberty</li> </ul>	<p>emotional as well as physical impact</p> <ul style="list-style-type: none"> <li>• Suggest reasons why young people sometimes fall out with their parents</li> <li>• Take part in a role play practising how to compromise</li> <li>• Identify parts of the body that males and females have in common and those that are different</li> <li>• Know the correct terminology for their genitalia</li> <li>• Understand and explain why puberty happens</li> <li>• Know the key facts of the menstrual cycle</li> <li>• Understand that periods are a normal part of puberty for girls</li> <li>• Identify some of the ways to cope better with periods</li> <li>• Define the term 'secret' and</li> </ul>
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<p>themselves and others</p> <ul style="list-style-type: none"> <li>• Talk about how they have changed as they have grown</li> <li>• Explain the differences between babies, children and adults</li> <li>• Understand that we are all unique</li> <li>• Name parts of the body (including reproductive parts) using the correct vocabulary</li> <li>• Explain which parts of their body are kept private and safe and why</li> <li>• Tell or ask an appropriate adult for help if they feel unsafe</li> </ul>	<ul style="list-style-type: none"> <li>• Identify parts of the body that are private</li> <li>• Describe ways in which privates can be kept private</li> <li>• Identify people they can talk to about their private parts</li> </ul>			<p>'surprise' and know the difference between a safe and unsafe secret</p> <ul style="list-style-type: none"> <li>• Recognise how different surprises and secrets might make them feel</li> <li>• Know who they could ask for help if a secret made them feel uncomfortable or unsafe</li> <li>• Understand that marriage is a commitment to be entered into freely and not against someone's will</li> <li>• Know the legal age for marriage in England or Scotland</li> <li>• Discuss the reasons why a person would want to be married or live together or have a civil ceremony</li> </ul>
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## Vocabulary

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>EYFS</b>	special practice effort same different favourite family kind kindness new friend help happy sad feeling kind helpful	special likes dislikes favourite family kind kindness new friend	keep clean keep safe sleep water food fresh air cuddle medical chemist doctor unsafe uncomfortable worried tell adult trust	family look after help along friends working together responsibility caring environment litter electricity pollution recycling money shop buy cost pay	encourage try again food energy grow healthy fruit energy exercise heart muscles routine calm sleep	seasons cycle growing life cycle baby child teenager adult family grow
<b>Year 1 and 2 Cycle 1</b>	rules safe responsibility working together feelings body language emotions safe support hurt help	same different difference respect unkind/unkindness teasing bully/bullying rules safe fair qualities feelings	energy food water air oxygen exercise sleep healthy dairy fruit sleep rest	hygiene routine clean environment responsibility needs rules money cost bills spending afford	starchy dairy protein fruit vegetables vitamins portion healthy germs disease hygiene spread	organ heart lungs intestines brain stomach oxygen digested caring love attention change

	<p>heal family special people friendship listening</p>	<p>fair/unfair kind</p>	<p>grow tired feelings worried nervous scared support unsafe</p>	<p>first aid risk accident danger hazard safe burn scald emergency</p>	<p>learning practice mistake confidence achievement praise support feedback encourage feelings behaviour consequences promise</p>	<p>growing unkind tease bully witness experience getting help surprise secret uncomfortable privates hygiene</p>
<p><b>Year 1 and 2 Cycle 2</b></p>	<p>happy safe caring friendly rules feelings bullying teasing repeated lonely alone ignored isolated abandoned apologetic regretful remorseful rueful repentant aching sore</p>	<p>unique respect feelings behaviour calm aggressive solve help cooperate kind listening problem similarities differences respect stereotype</p>	<p>medicines safety worried safe/unsafe touch hurt uncomfortable surprise secret tell consent permission trust assertive drug choices social norm persevere influence consequences</p>	<p>responsibility help share listen control erupt safe/unsafe environment money spending saving united nations democracy influence opinion respectful courteous anti-social behaviour witness environment</p>	<p>practice encourage goal achieve challenge choices healthy unhealthy vaccination injection disease hygiene oxygen exercise brain heart lungs stomach small intestine large intestine reuse</p>	<p>support change loss emotions frightened nervous growing rest sleep care learning unique genitals privacy consent permission first aid accident danger hazard burn</p>

	<p>           excruciating            agonising            painful            delighted            ecstatic            joyful            calm            untroubled            assured            confident            peaceful            scared            frightened            petrified            terrified            bothered            respect            qualities            excluded            assertive            aggressive            negotiate            friendly         </p>			<p>           conservation            income            expenditure            essential            income tax            national            insurance            VAT            deductions            public services         </p>	<p>           recycle            repair            re-think            community            first aid            injury            minor            accident            emergency            blood            nose bleed            choking            breathing            airway            unresponsive            casualty            burn            scald            wound            recovery         </p>	<p>           scald            emergency            secret            surprise            uncomfortable            feelings            connect            be active            be mindful            get creative            give to others         </p>
<p> <b>Year 3 and 4</b>  <b>Cycle 1</b> </p>	<p>           rules            safety            responsibility            care            loss            cooperate            collaborate            friendship            making up            compromise            conflict         </p>	<p>           family            adoption            fostering            community            belonging            cooperation            politeness            courtesy            manners            similarities            differences         </p>	<p>           trust            safe            unsafe            danger            feeling            strategies            consequence            risk            drugs            cigarettes            nicotine         </p>	<p>           volunteer            well being            helper            responsible            safe healthy            fact opinion            environment            waste income            saving            spending         </p>	<p>           balanced diet            proteins            muscles            dairy teeth            bones            starchy            carbohydrates            energy            infection            cleanliness            hygiene         </p>	<p>           puberty            period            uterus            menstruation            womb            womb            penis         </p>

	point of view dare persuade continuum opinions respect courteous challenging strategies calm apologise	identity respect name calling bullying prejudice disability gender race colour	alcohol browsing phishing search engine fake news internet safety private public profile personal information decision medicine harmful		medication dose safety instructions debate discussion continuum courteous justify goals ambitions achieve improve collaboration cooperation teamwork goal setting talents skills intelligence	
<b>Year 3 and 4</b> <b>Cycle 2</b>	feelings physical effects sad unhappy devastated miserable distressed	negotiation compromise body space invade sharing acquaintances aggressive apologies	danger dangerous risk hazard hazardous privacy security dare	being responsible reliable trustworthy safe unhealthy rules laws rights	individual unique choices balanced diet well-being mental health refuse reduce	learning line practice compromise hormones puberty eggs sperm