

Curriculum Overview

Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Resilience and Mental Wellbeing</u> <u>Key Vocabulary</u> <u>EYFS/KS1</u> healthy happy brave courage resilient problem risk taking mistakes perseverance bounce back talent achievement pride proud confident setback self-worth strengths qualities feelings calm mental wellbeing relax calm <u>KS2 (recap above and....)</u> teamwork perceived failures positivity reframe negative self-regulate volunteer community making a difference positive affirmations functioning well comparing difference purposeful connections loneliness friendships self- care mindfulness	Understand the meaning of resilience, using age appropriate language and examples to understand that everybody will encounter problems and challenges in their life. Understand how to 'bounce back' and show resilience when things go wrong. I can say when I have been brave.	Previous key learning and... Understand how to 'bounce back' and show resilience when things go wrong. Identify and reflect on their own strengths, skills, achievements and understand how these contribute to their own sense of self-worth.	Previous key learning and.... Develop a set of coping skills for when things go wrong and learn how to manage setbacks/perceived failures, including how to reframe unhelpful thinking. Learn new things and take risks in different situations.	Previous key learning and.... Develop a set of coping skills for when things go wrong and learn how to manage setbacks/perceived failures, including how to reframe unhelpful thinking. To think positively and be able to reframe negative thoughts. To reflect and identify on their own contributions in activities that involve collaboration and teamwork.	Previous key learning and.... Develop a set of coping skills for when things go wrong and learn how to manage setbacks/perceived failures, including how to reframe unhelpful thinking. To think positively and be able to reframe negative thoughts. Identify and reflect on their own strengths, skills, achievements and understand how these contribute to their own sense of self-worth To explore how comparing with others can have a negative impact on their own mental wellbeing To understand how they can make a difference.	Previous key learning and.... To see their own self-worth and contribute in activities that involve collaboration and teamwork. To know how to look after ourselves so that we are able to 'function' well. To understand how getting enough sleep is vital to their mental and physical wellbeing To be able to communicate to others the importance of self – care and making healthy choices	Previous key learning and.... To see their own self-worth and contribute in activities that involve collaboration and teamwork. To understand how to promote wellbeing as part of their daily lives. To understand how important it is to make meaningful connections To explore the issue of loneliness To understand and be able to communicate the 'Five Ways of Well being.'
Concepts/ Big Questions	Do we all make mistakes and can we learn from them? What does it mean to 'bounce back' from a problem? What does it mean to be brave?	What does it mean to 'bounce back' from a problem? How do I know I am good enough? Does everybody have the same talents?	What does it mean to 'bounce back' from a problem? What does it mean to be a resilient person? Do we always learn from the things that we find hard? Can mistakes and perceived failures help us to get better? How?	What does it mean to 'bounce back' from a problem? What does it mean to be a resilient person? Why is teamwork important? What can we learn from our mistakes or perceived failures?	What does it mean to be a resilient person? How do I know I am good enough? Does it help me if I compare myself to others? Is it important that we try and make a difference? What does good mental wellbeing look and feel like?	What does it mean to be a resilient person? How do I know I am good enough? How much time are we spending online? Is this a healthy choice? What does it mean to 'function well?' What does good mental wellbeing look and feel like?	What does it mean to be a resilient person? Can we really make meaningful connections with people online? Can young people feel lonely? How can loneliness effect a person's mental wellbeing? What do we mean by 'knowing our own self-worth?'

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<u>Positive Friendships and 'Saying No' to Bullying</u> <u>Key Vocabulary</u> <u>EYFS/KS1</u> kind kindness friendship sharing turn-taking lonely left out feelings same different care special play happy sad angry upset trusted adult making up unkind name calling difference power polite secure honesty isolated deliberate accidental peer respect forgiveness listen <u>KS2 (recap above and....)</u> teasing repeated bully solve solutions tolerance positive negative impact understanding empathy isolated isolation purposeful connection disconnect secure insecurity acquaintance opinion point of view strategy resolve overwhelmed peaceful compromise vulnerable by-stander witness consent respect online conduct permission seeking help vulnerable target bullying cyber-bullying anonymous social media legal permission identity	To suggest ways in which we can be kind towards others. To know how to make friends and what makes a good friendship. I can tell when I am feeling angry. I can think of ways to make up with my friends (simple strategies to resolve arguments between friends positively)	To know how to make friends and what makes a good friendship. To recognise when they, or someone else, feels lonely and what to do. I know when I am starting to feel angry and what my body feels like. I can suggest ways to stop arguments with my friend in a positive way (resolve arguments between friends positively). I know the difference between hurtful behaviour, teasing and bullying. I know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable. I know how to report bullying and know who my trusted adults are.	To know how to make friends and what makes a good friendship. To recognise when they, or someone else, feels lonely and what to do. I understand that people don't always see things in the same way and that friends can have a different point of view. I can suggest ways to stop arguments with my friend in a positive way (resolve arguments between friends positively). I know when I am starting to feel angry and what my body feels like. To know the difference between hurtful behaviour, teasing or bullying. To know how people may feel if they experience hurtful behaviour or bullying.	Recap of previous learning and..... To know what qualities are needed for a positive, healthy friendship. To be able to see things from someone else's point of view. To understand that different things can be a trigger for creating feelings of anger. Explain how the body reacts in a state of anger I can tell you what bullying is. To understand who may be a trusted adult and know how to report incidents of bullying (both in person and online).	Recap of previous learning and..... To know that healthy friendships make people feel included: recognise when others may feel lonely or excluded; strategies for how to include them I know what it feels like to be overwhelmed by feeling of anger and suggest ways I can calm down. To know that friendships have their ups and downs and suggest ways to problem solve peacefully. I can tell you what bullying is.	Recap of previous learning and..... I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships. To manage conflict and be able to problem solve peacefully. I know what my triggers are for making me feel angry and I can suggest ways in which I can calm down. To understand that cyber-bullying is a form of bullying and identify the impact it can have on people.	Recap of previous learning and..... To understand how important friendships are in making us feel happy and secure, and how people choose and make friends. To manage conflict and be able to problem solve peacefully. I know that sometimes difference can be a barrier to friendship To understand that cyber-bullying is a form of bullying and identify the impact it can have on people.
Concepts/ Big Questions	What does it mean to be kind or show kindness? How do we make friends? What should I do if I, or someone else, feels lonely? What does it feel like to be angry? What could I do to make things better if I fall out with my friends?	What qualities make a good friend? Who could I speak to if I feel lonely? How does my body feel when I feel angry? What ways can we use to make up with a friend if we have fallen out with them? Is there a difference between being unkind and bullying? What should I do and who should I tell if someone is being mean to me?	What qualities make a positive friendship? What could I do and who could I talk to if I felt lonely? How does my body feel when I feel angry? What strategies can we use to make up with a friend if we have fallen out with them? Who can I ask for help if a friendship is making me unhappy? Is there a difference between hurtful behaviour or teasing and bullying? What should if I think I am, or another person, is being bullied?	What qualities make a good friend? How would I rate myself as a friend? What strategies could I use to make up with a friend? Do we all share the same point of view all of the time? How should we react if we disagree with someone else's point of view? Does everybody have the same triggers to make them angry? How does our bodies feel when we are overwhelmed with the feelings of anger? Is it OK to feel anger?	Do I know the difference between a friend and an acquaintance? Do I know what to do if I, or somebody else feel lonely? Does everybody have the same triggers to make them angry? How does our bodies feel when we are overwhelmed with the feelings of anger? Is it OK to feel anger? How can we solve problems in a positive and safe way? Do I know the difference between bullying and hurtful or teasing behaviour? Do I know what to do if I, or a person I know, is being bullied?	Are all my friendships the same? What kind of friend am I? What does it mean to know somebody online and can they be a true friend? What can cause conflict between peers/friends? Should we always forgive people for their actions? Can I recognise triggers that make me angry? What does it mean to 'know somebody or have a friend' online? Does cyber-bullying have less impact on a person, than face-to-face bullying? Is it acceptable to cyber-bully if it is anonymous? Can peer pressure affect the way we build a friendship with another person? Do people who demonstrate bullying behaviours have positive attributes too?	How do friendships contribute to a happy and secure life? What kind of friend am I? What does it mean to know somebody online and can they be a true friend? What can cause conflict between peers/friends? Can I identify triggers that make me angry? Should we always forgive people for their actions? Should difference affect the way we build a friendship with another person? Do people who demonstrate bullying behaviours have positive attributes too?

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<u>Online Safety</u> <u>Key Vocabulary</u> <u>EYFS/KS1</u> safe safety online offline computer tablet phone internet polite kind rules sharing problems worried sad feelings trusted adult personal information permission trust trustworthy stranger positive choices respect behaviour unsafe physical sensations wrong photograph address consent private protection <u>KS2 (recap above and....)</u> Scams phishing privacy boundaries protection filters hurtful inappropriate passwords secure security digital footprint positive negative choices conduct social media true false identity healthy impact mental wellbeing consent critical consumer empathy respect purposeful online relationships reliable self-esteem compare flattery images characteristics compliment age restrictions safety first secure safeguarding protection locate advice false identity anti-social legal illegal responsibility discrimination prejudice	To understand that people are not always who they say they are. To realise the importance of politeness and courtesy both on and off the internet. To know what action to take if they feel they may be in danger. To understand the uses of ICT inside and outside of school and to use it responsibly. To be aware of, and able to use, the rules for keeping safe on the internet. To understand the importance of sharing any concerns they may have when using online technology with a responsible adult. To be aware of how their behaviour affects other people.	To teach children that some information is precious or special because it applies just to them. To teach children that personal information is as valuable online as it is offline, and should therefore not be shared without a parent or teacher's permission. To teach children to understand that not everyone they meet is automatically trustworthy. To enable children to begin to identify the characteristics of people that are worthy of their trust and who can help them make positive choices to keep them safe. To teach children to begin to understand some of the qualities that can be used to assess if a person is trustworthy. To help children to identify situations in which it is wise to turn to a trusted adult for help. To enable children to understand that their emotions can be a powerful tool to help them assess unsafe situations. To ensure that children can identify some of the physical sensations that alert us to unsafe situations. To ensure that children understand the importance of checking with an adult before participating in the online environment. To encourage children to be open about their online experiences with a trusted adult.	To understand what being online may look like, the different feelings we can experience online and how to identify adults who can help. To understand that photos can be shared online, the importance of seeking permission before sharing a photo and how to identify and approach adults who can help. To understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help.	To know about different online scams, including what 'phishing' means. To respect online privacy boundaries for themselves and others To seek or ask for help if they or others feel unsafe online To manage and respond in a healthy and safe way to hurtful online behaviour To know how to make strong passwords to secure their information online To know ways in which they can be 'kind' to others online. To know what having a positive digital footprint means	To identify and explain some risks in sharing videos publicly. To explain what privacy settings are used for and how they can help. To recognise when something encountered online 'doesn't feel right'. To identify and resist pressurising and manipulative behaviour. To give examples of how a child's online actions can affect others. To give examples of content which may be appropriate or inappropriate to share online. To explain the possible consequences of sharing without consent. To identify appropriate people to turn to for help. • 'They have fans but we have friends' • To identify different tactics someone might use to manipulate another person online. • To explain what to do if someone tries to pressure or manipulate them. • To share ideas about how technology can be used positively.	To be a critical consumer while online To develop respectful, empathetic and healthy online relationships. To develop safe habits online, including the importance of protecting personal information To know how to protect their online reputation To work out whether information online is true and reliable To know ways in which they can start to build a positive digital footprint	To learn about self-esteem and confidence in terms other than appearance To understand what flattery might look like To recognise characteristics they like about themselves To share a compliment based on personality to someone else To learn about the concept of good and bad attention To identify examples of different types of attention. To share examples about when they have demonstrated good attention behaviours. To explain what they might do in their lives to focus more on good attention. To distinguish between safe and unsafe behaviours online To articulate advice on how children can stay safe online To find the Thinkuknow 8-10s website and locate advice and support pages

Computing – Online Safety Learning linked to the three core themes of Health and Wellbeing, Relationships and Living in the Wider World		H11. About different feelings that humans can experience H12. how to recognise and name different feelings R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online L1. about what rules are, why they are needed, and why different rules are needed for different situations L8. about the role of the internet in everyday life	H9. Different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H28. about rules and age restrictions that keep us safe H34. 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 R12. 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 R14. that sometimes people may behave differently online, including by pretending to be someone they are not L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L9. that not all information seen online is true	HW22. The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and other LWW17. To explore and critique how the media present information	HW21. Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail, water and fire safety), and safety online (including social media, the responsible use of ICT and mobile phones) R14.To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) LWW6 To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities HW22. The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others	HW22. The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others HW21. Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail, water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones) LWW6. To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities R14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)	LWW17. To explore and critique how the media present information HW22. The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others HW21. Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)
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Health and Safety Week	Road Safety	Road Safety	Water Safety Fire Safety	Rail Safety	Basic First Aid	Bikeability	Road Safety
Life Education Sessions (Health/Relationships/Online Safety) Key Vocabulary EYFS/KS1 health healthy body mind feelings happy sad mental and physical wellbeing good bad choice respect movement exercise food diet sleep energy heart blood water air oxygen hygiene cleaning medicines organs poorly sock better talking seeking help trusted adult safety relationship friendships falling out solving problems emotions body functions calm mindful breathing loneliness bullying including cyber bullying KS2 (recap above and....) mental wellbeing peer pressure frustration self-regulation self-care improve impact drugs lifestyle self-respect nicotine alcohol age restrictions internet rationing online benefits diversity differences risk factors consent emotional needs isolation passive aggressive and assertive behaviours harmful decisions balanced purposeful connections positive relationships law illegal empathy	The importance of friendships and how they contribute to our feelings of happiness and security. That there is a normal range of emotions (e.g happiness, sadness....) and scale of emotions that all humans experience in relation to different experiences and situations How to recognise and talk about their emotions, including having a varied vocabulary to talk about their own (or others') feelings. The benefits of physical exercise and time spent outdoors, and building regularly exercise into their daily activities. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. The importance of talking to a trusted adult if they feel lonely or unhappy. Facts about medicine safety. To learn the importance of good health including; personal and dental hygiene, good sleep and safe exposure to the sun.	Previous learning and.... To understand all friendships have their 'ups and downs' and that these issues can be resolved. The conventions of courtesy and manners. How to judge and reflect on their own behaviour to see of their responses are appropriate. What constitutes a healthy diet and what could happen when you make poor food choices.	Previous learning and..... That mental wellbeing is a normal part of daily life, in the same way as physical health. That bullying (including cyber-bullying) has a negative and often long lasting impact on mental wellbeing. The characteristics of friendships, including mutual respect, truthfulness etc...and support when you experience problems. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable and how to seek help if needed. Where and how to seek support, including school, if they are worried about their own or another person's mental wellbeing. To understand the internet is an integral part of life but ration their own time spent online.	Previous learning and..... The importance of self-respect and how this links to their own happiness. That in school and in the wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority. To understand the different types of bullying, including cyber-bullying. How to reflect on their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. Why social media, some computer games and online gaming, for example, are age restricted.	Previous learning and..... Families are important for children growing up because they can give love, security and stability. That others' families, either in school or in the wider world, sometimes look different to their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek help. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. How to recognise and report feelings of being unsafe or feeling bad about any adult. How to report concerns of abuse, and the vocabulary and confidence needed to do so.	Previous learning and..... Families are important for children growing up because they can give love, security and stability. That others' families, either in school or in the wider world, sometimes look different to their family, but that they should respect those differences and know that other children's families are also characterised by love and care. How to consider the effect of their online actions on others and know how to recognise and display respectful online behaviour online and the importance of keeping personal information private. What sorts of boundaries are appropriate in friendships with peers and others (including digital contexts). About the concept of privacy and the implications of it both for children and adults; including that it is not always right to keep secrets if they relate to being safe. How to report concerns of abuse, and the vocabulary and confidence needed to do so.	Previous learning and..... The Year 6 learning is a consolidation of all previous learning, with a focus on positive friendships and making good decisions in all aspects relating to their health, safety and personal development.
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Finance Week Key Vocabulary EYFS/KS1 Money coin note pence pound how much? Pay price value safe money box bank save spend purse wallet pocket money bank card phone job earn wage salary chores reward need want afford most least essentials cost of living building society post office KS2 (recap above and....) Income expenses expenditure benefits budget planning afford salary gifts borrow save job career skills training experience careers pursue balance sustainable cost comparison fair trade profit produce producer grower consumer income tax VAT national insurance deduct deductions pension payslip public services emergency services manageable unmanageable predictable/unpredictable credit debit borrow risk return loan debt interest overdraft negative repay owe gender stereotype equality promotion representation	Recognise coins and other items relating to money. Identify the uses of money. Talk about why it's important to keep money safe. Identify ways to save money. Talk about why we save money.	Explain where people get money from. List some of the things that money may be spent on in a family home. Recognise that different notes and coins have different monetary value. Explain the importance of keeping money safe. Identify safe places to keep money. Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).	Understand that people have choices about what they do with their money. Know that money can be saved for a use at a future time. Explain how they might feel when they spend money on different things. Recognise that money can be spent on items which are essential or non-essential. Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.	Understand the terms 'income', 'saving' and 'spending'. Recognise that there are times we can buy items we want and times when we need to save for items. Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.). Explain that people earn their income through their jobs. Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.). People can have more than one job at once or over their lifetime. People can choose which career or job they want to pursue.	Define the terms 'income' and 'expenditure'. List some of the items and services of expenditure in the school and in the home. Prioritise items of expenditure in the home from most essential to least essential. Lesson extension – Fair trade. (sustainability issue and debate) To know about Fair Trade and what it means. To consider the needs of the global environment and the impact of consumer choices. Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'. Understand how a payslip is laid out showing both pay and deductions. Prioritise public services from most essential to least essential.	To consider the degrees of risk and the possible consequences of borrowing and lending money. Define the terms loan, credit, debt and interest. Suggest advice for a range of situations involving personal finance. Define what is meant by the term stereotype. Recognise how the media can sometimes reinforce gender stereotypes. Recognise that people fall into a wide range of what is seen as normal. Challenge stereotypical gender portrayals of people, particularly those relating to the work place.	Recognise and explain that different jobs have different levels of pay and the factors that influence this. Explain the different types of tax (income tax and VAT) which help to fund public services. Evaluate the different public services and compare their value. Recognise common risks associated with money, including debt, fraud and gambling online. Recognise how money can be gained or lost e.g. stolen, through scams or gambling online and how these put people at financial risk.
Concepts/ Big Questions	What is money and what do we use money for? How can I look after my money?	What is money? How should we look after our money? What would the world be like if people didn't have money?	How do we use money? What do we mean by spending and saving? What is the difference between needs and wants?	Can we afford it? Where does our money come from? How are things different for other people?	Where does our money go? What is value for money? Is it a fair choice? Where does some of our money go? (do we receive all of our wages?) Why do we pay taxes? Do people all choose a certain job or career for money?	What is debt? What is credit? What do we mean by gender stereotypes? How does the media influence people?	Do people choose their job or career for only monetary purposes? Which jobs should be paid the most money? Should everyone pay the same amount of tax? What is a considered risk? What is gambling? What are the dangers of paying for things online?
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RSE (Relationships, Sex Education) Key Vocabulary EYFS/KS1 Living non-living change gender growth health family friendship happy sad feelings family difference young older hygiene baby penis testicles vulva vagina anus chest breasts life cycle pregnancy private parts safety unsafe foetus make female similarities differences kindness stop! No! uncomfortable feelings right wrong adopted love care special parents grandparents trusted adults permission consent personal siblings womb LKS2 (recap above and....) Puberty bacteria pubic hair facial hair periods pregnant childbirth sex organs/ reproductive organs sperm egg ovaries hormones umbilical cord contractions same sex relationships UKS2 (recap above and....) Scrotum menstruation discharge erection wet dreams masturbation ejaculation testes circumcised semen sex sexual intercourse ovulated fertilisation ovum clitoris urethra labia uterus tampon sanitary towel period products moon cups mood swings emotions peer pressures inappropriate legal illegal indecent images online dangers sexting pornography body image stereotypes assertiveness confidence boundaries personal safety reporting trusted adult media social media pressure appearance respect self-worth resilience	Understand the differences between males and females. Know where our private parts are. Understand that our body belongs to us. Know that people need permission to touch our bodies. Know what to do if we feel unsafe. Understands that all families are different. Know correct procedures for washing hands.	Know where our private parts are. Understand that our body belongs to us. Know that people need permission to touch our bodies. Know what to do if we feel unsafe. Name the correct words for the external parts of the body. Recognise the differences between males and females. Understand that boys and girls can both do the same tasks and enjoy the same things. Understands that all families are different. Value the way in which their family is special. Explain what is different and special about their family.	Know where our private parts are. Understand that our body belongs to us. Know that people need permission to touch our bodies. Know what to do if we feel unsafe. Understand that all living things, including humans, start life as babies. Understand that the creation of new life requires a male and a female. Identify the key stages in the human life cycle. Understand some ways that they have changed since they were babies. Know and understand about new babies in families. Understand that a baby takes nine months to develop. Understand the love and care a baby needs as it develops. Know and understand how we keep our bodies clean and healthy.	Know where our private parts are. Understand that our body belongs to us. Know that people need permission to touch our bodies. Know what to do if we feel unsafe. Understand how a baby is made. Understand how a baby develops and is born. Explore attitudes towards the father's role in birth. Explore the role of the midwife and other support given to the mother during birth. Recognise the love shown for a baby by both mother and father. Realise the responsibility of looking after a baby. Families Understand about and accept a wide range of different family arrangements. Understand the need for trust and love in established relationships. Know why being different can provoke bullying and why this behaviour is unacceptable. Explore put downs and name calling.	Know strategies for keeping their private parts safe. Understand that their bodies will change during puberty) as they grow older. Know that puberty happens differently for everyone and begins and ends at different times. Understand that body changes at puberty are linked to human reproduction. Discuss why being different can provoke teasing and know why this is unacceptable. Feel good about their bodies. Show awareness of Physical disabilities. Address any issues in the classroom with regard to teasing about body size, shape and smell. Discuss appropriate hygiene products and demonstrate their use. Recognise their changing emotions. Understand that privacy is a natural requirement.	Recap on previous learning about personal safety, private parts and the changing body through puberty. Explain how changes at puberty affect body hygiene. Understand how changes during puberty can affect relationships with other people. Devise strategies for managing some of these changes. Challenge sexist stereotypes.	Understand the concept of appearance ideals and where pressure to achieve comes from. Build media literacy, exploring how images and messages, from advertising to cinema and social media, are often manipulations of the truth. Develop strategies to resist appearance pressures, avoid comparing themselves, challenge appearance ideals and build body confidence.
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Coram Education Puberty Sessions in Year 4 and Year 5					Explore what the term puberty means. Understand everyone is unique and feels a sense of worth. Understand that puberty involves changes that are physical, emotional and psychological. Recognise the names of female and male reproductive organs, and begin to understand their function. Identify ways girls & boys change during puberty including physical changes and possible emotional changes. Understand that emotions are affected by hormonal changes and these can be confusing at first. Understand the term menstruation and know that this starts during puberty for girls but that different girls start at different ages Develop resilience to deal with situations they may face as they reach puberty	Repeated Learning from Y4.	Workshop – Year 6 (some prior knowledge of puberty required) Introducing the theme of human reproduction Know correct terminology for reproductive organs How sexual reproduction occurs between humans Know when to share information and when to keep it private Reflect on and reinforce key learning around privacy (in relation to their body)
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We have had a well-established Values Curriculum which is referenced throughout our PSHEC Curriculum. We explore a different Value each month over a two year cycle. The Values are illustrated and explored through children’s literature, historical and current events, film, discussion and drama in assemblies and class. Staff refer to them when speaking to children about their behaviour and attitude to learning. Classes write and present an assembly to parents and the whole school to show how they use a Value and how it helps them to ‘aim high and make a difference’. The 22 values were determined after consultation with children, staff, parents and others – and make up a ‘Values Toolkit’ which acts as a moral compass and is constantly revisited. Values are the:

- priorities individuals and society attach to certain beliefs, experiences, and objects in deciding how they shall live and what they shall treasure. (Hill, 2004)
- principles and fundamental convictions which act as general guides to behaviour, the standards by which particular actions are judged as good or desirable. (Halstead, Taylor and Taylor, 2000)

Autumn Year One	Autumn Year Two	Spring Year One	Spring Year Two	Summer Year One	Summer Year Two
Kindness Forgiveness Responsibility Happiness	Compassion Understanding Thoughtfulness Hope	Trust Courage Tolerance Courtesy	Respect Equality Humility Acceptance	Loyalty Honesty Empathy	Patience Independence Cooperation



PSHE at Great Wood Primary School

