Logo, company name

Description automatically generated

**Personal, Social, Health & Economic Education (PSHE) Overview 2025-2026**

**Intent:**

At Bassingbourn Community Primary School, we aim to promote pupils’ personal, social, spiritual, health and economic 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 Kapow 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.

**Implementation:**

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

EYFS:

● Self-regulation

● Building relationships

● Managing self

Key stage 1 and 2:

● Families and relationships

● Health and wellbeing

● Safety and the changing body

● Citizenship

● Economic wellbeing

Each area is revisited to allow children to build on prior learning. The lessons also provide a progressive programme. The lessons are based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE. Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our scheme. The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

**Impact:**

Each lesson within Kapow Primary’s scheme features assessment guidance, helping teachers to identify whether pupils have met, exceeded, or failed to meet the desired learning intentions for that lesson. Once taught the full scheme, children will have met the objectives set out within the Relationships and Health Education statutory guidance and can utilise their learning within their daily lives, from dealing with friendship issues to resilience to making healthy choices and knowing where and how to get help when needed.

**Curriculum Overview**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Rec** | **Self-regulation**  **My feelings** | **Building relationships**  **Special relationships** | **Managing self**  **Taking on challenges** | **Self-regulation**  **Listening and following instructions** | **Building relationships**  **My family and friends** | **Managing self**  **My wellbeing** |
| Knowledge | To name feelings that they and others may experience. | To know what is meant by the terms: ‘family’, ‘valuable’. ‘special person’, ‘friend’. | To know and explain the need for rules.  To know how to communicate effectively with others.  To know and explain ‘perseverance’. | To know how to listen to a story to find out information.  To know the rules of instructions and why we might follow them. | To know that every family is different to our own.  To know how to take turns.  To know what a team is and how they work together. | To know why we exercise.  To know how to look after our bodies.  To know how to cross a road safely.  To know how to behave near a road.  To know the importance of healthy eating. |
| Skills | To explore and understand their feelings.  To identify when they may be feeling something.  To begin to learn how to communicate and cope with their feelings and emotions. | To explore why families and special people are valuable.  To see themselves as valuable individuals.  To understand why it is important to share and develop strategies to help with this.  To explore diversity by recognising similarities and differences. | To consider why we have rules and the importance of persistence and perseverance in the face of challenges.  To learn how to communicate effectively with others.  To practice ‘grounding’ coping strategies. | To listen to stories to practise their comprehension skills.  To play games which require them to listen carefully to instructions to succeed.  To consider how rumours can spread quickly and change as they do so. | To explore cultural festivals that are important to individuals.  To reinforce the importance of sharing and turn taking through role-play.  To consider the ingredients for a good friend.  To explore how kind words make others feel good.  To recognise the value in working together as a team. | To learn why exercise is important for our physical and mental health, considering the effect of different types of exercise on the body.  To discuss some of the ways in which we can take care of ourselves.  To learn how to travel safely as a pedestrian.  To consider the importance of making balanced food choices. |
| Vocabulary | feelings  emotions  happy  sad  angry  calm  scared  loved  facial expression  regulation  dysregulation | family  love  valuable  special  unique  different  mummy  daddy  sister  brother  grandpa  grandma  uncle  auntie  love  valuable  special  unique  different  sharing  take turns | rules  reason  right  wrong  safe  confident  comfortable  fair  equal  enjoyable  calm  orderly  challenge  difficulty  persistence  perseverance  trial and error  coping  strategy  grounding  technique | listen  listening  understanding  friends  truth  feelings  honest  instructions  obstacle course  challenge  persevere  persist  team  odd  different  listen  clue  hunt | festival  special event  religion  culture  beliefs  tradition  share  sharing  friend  take turns  friendly  kind  polite  feelings  emotions  compliment  support  loved  appreciated  happy  teamwork  teammate  collaborate  work together  listen  support  encourage  classmates  celebrate  celebration  friendship  relationship  party  classroom | exercise  movement  healthy  heart rate  breathing  heart  lungs  brain  bones  muscles  yoga  pose  relax  meditate  breathe  independent  care  well-being  health  routine  walk  hazard  safe  careful  listen  alert  crossing  sensible  pedestrian  rainbow  balanced  diet  vitamins  nutrients  energy  superfood |
| **Year 1/2 Cycle A** | Introductory session  **Families and relationships** | Family and relationships (cont.)  **Health and wellbeing** | Health and wellbeing (cont.)  **Safety and the changing body** | Safety and the changing body (cont.)  **Citizenship** | Citizenship (cont.)  **Economic wellbeing** | **Economic wellbeing (cont.)**  Transition session |
| Knowledge | Understand the need for rules for PSHE lessons.  Understand that families can include a range of people.  Understand what people like to do with friends and who their own friends are.  Describe what people might look like if they are feeling: angry, scared, upset, worried.  Understand the skills needed to work together in a group.  Understand friendships have problems and ways that these can be overcome.  Explain what a stereotype is, why they are incorrect and provide examples.  Understand that friendships are not always positive.  Understand why manners are important.  Understand that not everybody feels the same about a situation.  Explain how being friendly can make others feel included. | Use appropriate vocabulary to describe how they feel and recognise what these different feelings might look like and feel like.  Describe situations that may provoke certain feelings.  Use multiple colours to show how they can feel more than one emotion at a time.  Describe how they would feel in a particular situation and understand that not everyone feels the same.  Explain how rest and relaxation affects our bodies, including mental functions.  Identify scenarios or think of examples where they could use relaxation to help manage difficult emotions.  Describe their qualities and strengths.  Recognise something they want to get better at.  Describe their bedtime routine and why sleep is important.  Understand that germs can be spread via our hands and how to wash hands properly.  Know the five things they need to do when out in the sun to keep safe.  Know people can be allergic to certain things and how to help with an allergic reaction.  Understand that there are a range of people who help to keep us healthy. | To understand the difference between secrets and surprises.  To know the rules for crossing the road safely.  To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.  To know that the emergency services are the police, fire service and the ambulance service. | To know the rules in school.    To understand that people are all different.    To know some of the different places where rules apply.    To understand that everyone has similarities and differences.    To know that some rules are made to be followed by everyone and are known as ‘laws’.    To know some of the jobs people do to look after the environment in school and the local community. | Y1: To know that coins and notes have different values.    Y1: To know some of the ways children may receive money.    Y1: To know that it is wrong to steal money.    Y1: To know that banks are places where we can store our money.    Y1: To know some jobs in school.    Y1: To know that different jobs need different skills.    Y1: To know the difference between a ‘want’ and ‘need’    Y2: To know some of the ways in which adults get money.    Y2: To know some of the features to look at when selecting a bank account. | To understand that changes can be both positive and negative.  To understand that change is part of life. |
| Skills | Understanding that families offer love, care and support.    Exploring how families are different to each other.    Discussing ways to show respect for different families.    Exploring how friendship problems can be overcome.    Exploring friendly behaviours.    Understanding difficulties in friendships and discussing action that can be taken.    Recognising how other people show their feelings.    Identifying ways we can care for others when they are sad.    Exploring the ability to successfully work with different people.    Learning how other people show their feelings and how to respond to them.    Exploring the conventions of manners in different situations.    Exploring how loss and change can affect us. | Learning how to wash hands properly.    Learning how to deal with an allergic reaction.    Exploring positive sleep habits.    Exploring two different methods of relaxation: progressive muscle relaxation and laughter.    Exploring health-related jobs and people who help look after our health.    Identifying different ways to manage feelings.  Year 2  Learning how to wash hands properly.    Learning how to deal with an allergic reaction.    Exploring positive sleep habits.    Exploring two different methods of relaxation: progressive muscle relaxation and laughter.    Exploring health-related jobs and people who help look after our health.    Exploring strategies to manage different emotions.    Developing empathy. | Understanding people’s roles within the local community that help keep us safe.  Learning how to behave safely near the road and when crossing the road.  Practising making an emergency phone call. | Recognising why rules are necessary.  Exploring the differences between people.  Explaining why rules are in place.  Recognising the groups that we belong to.  Identifying positives and negatives about the school environment.  Recognising the importance of looking after the school environment.  Identifying ways to help look after the school environment.  Recognising the contribution people make to the local community. | Y1/Y2: Discussing how to keep money safe.  Y1/Y2: Discussing what to do if we find money.  Y1/Y2: Developing an understanding of how banks work.  Y1: Identifying whether something is a want or need.  Y2: Exploring the reasons why people choose certain jobs. | Recognising our own strengths.  Identifying people who can help us when we are worried about changes. |
| Vocabulary | are  emotion  family  friendship  listen  love  manners  positive  relation  remember  respect  share  support  team  trust | Review of previous unit | adult  boundaries  contact  damage  manners  medicine  police  road  safe  secret | rule  unique  different  same  group  role  community  environment  responsibility  job | Bank  Building society  Cash  Coins  Earn  Need  Notes  Priority  Save  Skill  Spend  Value  Want | As previous unit |
| **Year 1/2 Cycle B** | Introductory session  **Families and relationships** | Families and relationships (cont.)  **Health and wellbeing** | Health and wellbeing (cont.)  **Safety and the changing body** | Safety and the changing body (cont.)  **Citizenship** | Citizenship (cont.)  **Economic wellbeing** | **Economic wellbeing (cont.)**  Transition session |
| Knowledge | Year 1  To understand that families look after us.    To know some words to describe how people are related (eg. aunty, cousin)    To know that some information about me and my family is personal.    To understand some characteristics of a positive friendship.    To understand that friendships can have problems but that these can be overcome.    To know that it is called stereotyping when people think of things as being ‘for boys’ or ‘for girls’ only.    To know that there are ways we can remember people or events.  Year 2  To know some problems which might happen in friendships.    To understand that some problems in friendships might be more serious and need addressing.    To understand some ways people show their feelings.    To understand what good manners are.    To understand some gender stereotypes related to jobs.    To know that there are ways we can remember people or events. | Year 1  To understand we can limit the spread of germs by having good hand hygiene.    To know the five S’s for sun safety: slip, slop, slap, shade, sunglasses.    To know that certain foods and other things can cause allergic reactions in some people.    To know that sleep helps my body to repair itself, to grow and restores my energy.    To know the words to describe some positive and negative emotions.    To know that strengths are things we are good at.    To know that qualities describe what we are like.  Year 2  To understand we can limit the spread of germs by having good hand hygiene.    To know the five S’s for sun safety: slip, slop, slap, shade, sunglasses.    To know that certain foods and other things can cause allergic reactions in some people.    To know that sleep helps my body to repair itself, to grow and restores my energy.    To know that we can feel more than one emotion at a time.    To know that strengths are things we are good at.    To know that qualities describe what we are like. | To understand the difference between secrets and surprises.  To know the rules for crossing the road safely.  To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.  To know that the emergency services are the police, fire service and the ambulance service. | To know the rules in school.    To understand that people are all different.    To know some of the different places where rules apply.    To understand that everyone has similarities and differences.    To know that some rules are made to be followed by everyone and are known as ‘laws’.    To know some of the jobs people do to look after the environment in school and the local community. | Y1: To know that coins and notes have different values.    Y1: To know some of the ways children may receive money.    Y1: To know that it is wrong to steal money.    Y1: To know that banks are places where we can store our money.    Y1: To know some jobs in school.    Y1: To know that different jobs need different skills.    Y1: To know the difference between a ‘want’ and ‘need’    Y2: To know some of the ways in which adults get money.    Y2: To know some of the features to look at when selecting a bank account. | As previous unit |
| Skills | Year 1  Exploring how friendship problems can be overcome.    Exploring friendly behaviours.    Recognising how other people show their feelings.    Identifying ways we can care for others when they are sad.    Exploring the ability to successfully work with different people.  Year 2  Understanding that families offer love, care and support.    Understanding difficulties in friendships and discussing action that can be taken.    Learning how other people show their feelings and how to respond to them.    Exploring the conventions of manners in different situations. | Year 1  Learning how to wash hands properly.    Learning how to deal with an allergic reaction.    Exploring positive sleep habits.    Exploring two different methods of relaxation: progressive muscle relaxation and laughter.    Exploring health-related jobs and people who help look after our health.    Identifying different ways to manage feelings.  Year 2  Learning how to wash hands properly.    Learning how to deal with an allergic reaction.    Exploring positive sleep habits.    Exploring two different methods of relaxation: progressive muscle relaxation and laughter.    Exploring health-related jobs and people who help look after our health.  Exploring strategies to manage different emotions.    Developing empathy. | Understanding people’s roles within the local community that help keep us safe.  Learning how to behave safely near the road and when crossing the road.  Practising making an emergency phone call. | Recognising why rules are necessary.  Exploring the differences between people.  Explaining why rules are in place.  Recognising the groups that we belong to.  Identifying positives and negatives about the school environment.  Recognising the importance of looking after the school environment.  Identifying ways to help look after the school environment.  Recognising the contribution people make to the local community. | Y1/Y2: Discussing how to keep money safe.  Y1/Y2: Discussing what to do if we find money.  Y1/Y2: Developing an understanding of how banks work.  Y1: Identifying whether something is a want or need.  Y2: Exploring the reasons why people choose certain jobs. | As previous unit |
| Vocabulary | friendship  love  manners  feelings  emotions  family  stereotype  respect | diet  exercise  goal  growth mindset  healthy  physical activity  relaxation  skill  strengths | adult  boundaries  contact  damage  manners  medicine  police  road  safe  secret | rule  unique  different  same  group  role  community  environment  responsibility  job | Bank  Building society  Cash  Coins  Earn  Need  Notes  Priority  Save  Skill  Spend  Value  Want | As previous unit |
| **Year 3** | Introductory session  **Families and relationships** | Family and relationships (cont.)  **Health and wellbeing** | Health and wellbeing (cont.)  **Safety and the changing body** | Safety and the changing body (cont.)  **Citizenship** | Citizenship (cont.)  **Economic wellbeing** | **Economic wellbeing (cont.)**  Transition session |
| Knowledge | To know that I can talk to trusted adults or services such as Childline if I experience family problems.    To know that bullying can be physical or verbal.    To know that bullying is repeated, not a one-off event.    To know that violence is never the right way to solve a friendship problem.    To know that trust is being able to rely on someone and it is an important part of relationships.    To know the signs of a good listener.    To understand that there are similarities and differences between people.    To understand some stereotypes related to age. | To understand ways to prevent tooth decay.    To understand the positive impact relaxation can have on the body.    To know the different food groups and how much of each of them we should have to have a balanced diet.    To understand the importance of belonging.    To understand what being lonely means and that it is not the same as being alone.    To understand what a problem or barrier is and that these can be overcome. | To understand that cyberbullying is bullying which takes place online.  To know the signs that an email might be fake.  To know the rules for being safe near roads. | To understand the UN Convention on the Rights of the Child.    To understand how recycling can have a positive impact on the environment.    To know that the local council is responsible for looking after the local area.    To know that elections are held where adults can vote for local councillors.    To understand some of the consequences of breaking rules.    To understand the role of charities in the community. | The pros and cons of different payment methods.    The reasons for spending money.    The benefits of budgeting.    The emotional impact of money.    The societal and environmental impact of spending choices.    The range of jobs and opportunities available.    What job stereotypes are.    Individual talents should guide career choices.    Anyone can aspire to any career. | As previous unit |
| Skills | Learning that problems can occur in families and that there is help available if needed.  Exploring ways to resolve friendship problems.  Developing an understanding of the impact of bullying and what to do if bullying occurs.  Identifying who I can trust.  Learning about the effects of non-verbal communication.  Exploring the negative impact of stereotyping. | Discussing why it is important to look after my teeth.  Learning stretches that can be used for relaxation.  Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.  Exploring my own identity through the groups I belong to.  Identifying my strengths and exploring how I use them to help others.  Being able to break down a problem into smaller parts to overcome it. | Exploring ways to respond to cyberbullying or unkind behaviour online.  Developing skills as a responsible digital citizen.  Identifying unsafe things people might do near roads unsafe.  Beginning to recognise unsafe digital content. | Exploring how children’s rights help them and other children.  Considering the responsibilities that adults and children have to maintain children’s rights.  Discussing ways we can make a difference to recycling rates at home/school.  Identifying local community groups and discussing how these support the community. | Considering the pros and cons of payment methods.    Contemplating budgeting benefits.    Planning and calculating within a budget.    Discussing attitudes and feelings about money.    Developing empathy in financial situations.    Handling negative financial emotions.    Making ethical spending decisions.    Assessing the impact of spending choices.    Reflecting on future careers based on goals.    Challenging and understanding workplace stereotypes.    Ranking factors influencing job choices. | As previous unit |
| Vocabulary | bullying  communicate  empathy  open questions  similar  solve  stereotype  sympathy  trust | alone  balance  barriers  belonging  identity  lonely  resilience | allergic  anaphylaxis  bullying  casualty  choice  cyberbullying  decision  distraction  fake  influence  injuries | Charity  Community  Consequence  Council  Councillor  Law  Recycling  Rights  United Nations (UN) | account  assumption  budget  career  continuum  digital trade  fair trade  feeling  profession  stereotype | As previous unit |
| **Year 4** | Introductory session  **Families and relationships** | Family and relationships (cont.)  **Health and wellbeing** | Health and wellbeing (cont.)  **Safety and the changing body** | Safety and the changing body (cont.)  **Citizenship** | Citizenship (cont.)  **Economic wellbeing** | **Economic wellbeing (cont.)**  Transition session |
| Knowledge | To know that families are varied in the UK and across the world.    To understand the different roles related to bullying including the victim, bully and bystander.    To understand that everyone has the right to decide what happens to their body.    To understand the courtesy and manners which are expected in different scenarios.    To understand some stereotypes related to disability.    To know that bereavement describes the feeling someone might have after someone dies or following another big change in their lives. | To know key facts about dental health.    To know that visualisation means creating an image in our heads.    To know that different job roles need different skills and so some roles may suit me more than others.    To know that it is normal to experience a range of emotions.    To know that mental health refers to our emotional wellbeing, rather than physical.    To understand that mistakes can help us to learn.    To know who can help if we are worried about our own or other people’s mental health. | To understand that there are risks to sharing things online.  To know the difference between private and public.  To understand the risks associated with smoking tobacco.  To understand the physical changes to both male and female bodies as people grow from children to adults.  To know that asthma is a condition that causes the airways to narrow. | To know that human rights are specific rights that apply to all people.  To know some of the people who protect our human rights such as police, judges and politicians.  To know that reusing items is of benefit to the environment.  To understand that councillors have to balance looking after local residents and the needs of the council.  To know that there are a number of groups that make up the local community. | How to determine value for money.    Factors influencing buying decisions.    Importance of monitoring and tracking money.    Role and features of bank accounts.    Methods for safeguarding money.    The likelihood of job or career changes.    How to challenge workplace stereotypes. | As previous unit |
| Skills | Using respectful language to discuss different families.  Exploring physical and emotional boundaries in friendships.  Exploring how my actions and behaviour can affect other people.  Discussing how to help someone who has experienced a bereavement. | Developing independence in looking after my teeth.  Identifying what makes me feel calm and relaxed.  Learning visualisation as a tool to aid relaxation.  Exploring how my skills can be used to undertake certain jobs.  Explore ways we can make ourselves feel happy or happier.  Developing the ability to appreciate the emotions of others in different situations.  Learning to take responsibility for my emotions by knowing that I can control some things but not others.  Developing a growth mindset. | Discussing how to seek help if I need to.  Exploring what to do if an adult makes me feel uncomfortable.  Learning about the benefits and risks of sharing information online.  Discussing the benefits of being a non-smoker.  Discussing some physical and emotional changes during puberty.  Learning how to help someone who is having an asthma attack. | Discussing how we can help to protect human rights.  Identifying ways items can be reused.  Explaining why reusing items is of benefit to the environment.  Identifying the benefits different groups bring to the local community.  Discussing the positives diversity brings to a community. | Recognising value for money.  Understanding differing opinions on spending.  Recognising how to track money spent and saved.  Understanding reasons for using a bank.  Exploring how to safeguard money effectively.  Identifying influences on job choices.  Understanding careers can change.  Challenging workplace stereotypes. | As previous unit |
| Vocabulary | act of kindness  authority  bereavement  boundaries  bystander  permission | fluoride  healthy  mental health  negative emotions  positive emotions  relaxation  resilience  skill  visualise | Age restriction  Asthma  Breasts  Genitals  Law  Penis  Private  Protect  Puberty  Public  Testicles/Testes  Tobacco | Authority  Cabinet  Community  Council  Council officer  Diversity  Environment  Human rights  Local government  Protect  Reuse  United Nations/UN  Volunteer | bank account  bank statement  career  career satisfaction  influence  password  perspective  satisfaction  security  value for money | As previous unit |
| **Year 5** | Introductory session  **Families and relationships** | Family and relationships (cont.)  **Health and wellbeing** | Health and wellbeing (cont.)  **Safety and the changing body** | Safety and the changing body (cont.)  **Citizenship** | Citizenship (cont.)  **Economic wellbeing** | **Economic wellbeing (cont.)**  Transition session |
| Knowledge | To know that marriage is a legal commitment and a choice people can make.    To know that, if I have a problem, I can call ChildLine on 0800 1111.    To know what attributes and skills make a good friend.    To understand what might lead to someone bullying others.    To know what action a bystander can take when they see bullying.    To understand that positive attributes are the good qualities that someone has.    To know that stereotypes can be unfair, negative and destructive.    To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability. | To understand the risks of sun exposure.    To know that relaxation stretches can help us to relax and de-stress.    To know that calories are the unit that we use to measure the amount of energy certain foods give us.    To know that what we do before bed can affect our sleep quality.    To understand what can cause stress.    To understand that failure is an important part of success. | To know the steps to take before sending a message online (using the THINK mnemonic).    To know some of the possible risks online.    To know some strategies I can use to overcome pressure from others and make my own decisions.    To understand the process of the menstrual cycle.    To know the names of the external sexual parts of the body and the internal reproductive organs.    To know that puberty happens at different ages for different people.    To know how to assess a casualty’s condition. | To know what happens when someone breaks the law.  To understand the waste hierarchy.  To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.  To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government’s work.  To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change. | Principles of budgeting and its consequences.    Concept of income, expenditure, and informed spending.    The responsibilities and consequences of borrowing money.    Risks and strategies for safeguarding money.    Emotional responses to various money situations.    Factors influencing career decisions.    The impact of education and interests on career paths.    The effects and challenges of workplace stereotypes. | As previous unit |
| Skills | Identifying ways families might make children feel unhappy or unsafe.  Exploring the impact that bullying might have.  Exploring issues that might be encountered in friendships and how these might impact the friendship.  Exploring and questioning the assumptions we make about people based on how they look.  Exploring our positive attributes and being proud of these (self-respect). | Developing independence for protecting myself in the sun.  Understanding the relationship between stress and relaxation.  Considering calories and food groups to plan healthy meals.  Developing greater responsibility for ensuring good quality sleep.  Taking responsibility for my own feelings. | Developing an understanding of how to ensure relationships online are safe.  Learning to make ‘for’ and ‘against’ arguments to help with decision making.  Learning about the emotional changes during puberty.  Identifying reliable sources of help with puberty.  Learning about how to help someone who is bleeding. | Explaining why reducing the use of materials is positive for the environment.  Discussing how rights and responsibilities link.  Exploring the right to a freedom of expression.  Identifying the contribution people make to the community and how this is recognised.  Developing an understanding of how parliament and Government work.  Identifying ways people can bring about change in society. | Discussing money risks and management.  Making and prioritising budgets.  Discussing money’s role in career choices.  Assessing loan and borrowing responsibilities and suitability.  Implementing money-safeguarding strategies.  Navigating emotional implications in financial situations.  Seeking guidance for financial dilemmas.  Integrating factors to inform career decisions. | As previous unit |
| Vocabulary | attributes  bullying  bystander  cyberbullying  marriage  secret  wedding | fail  goal  protect  relaxation  responsibility  steps | Attraction  Bladder  Breasts  Cervix  Clitoris  Decision  Egg or ova  Ejaculation  Erection  Fallopian tube  Friend  Influence  Labia  Menstruation/period  Nipples  Ovary/ovaries  Private  Puberty  Pubic hair  Scrotum  Testicles/testes  Vagina  Vulva | Defendant  Environment  Freedom of expression  Government  House of Commons  Human rights  Judge  Jury  Member of Parliament (MP)  Parliament  Pressure group  Prime Minister  Trial | allocate  borrow  commitment  expenditure  impact  income  loan  prioritise  repayment  risk | As previous unit |
| **Year 6** | Introductory session  **Families and relationships** | Family and relationships (cont.)  **Health and wellbeing** | Health and wellbeing (cont.)  **Safety and the changing body** | Safety and the changing body (cont.)  **Citizenship** | Citizenship (cont.)  **Economic wellbeing** | Economic wellbeing (cont.)  **Identity**  Transition session – Dealing with change |
| Knowledge | To know that a conflict is a disagreement or argument and can occur in friendships.    To understand the concepts of negotiation and compromise.    To understand what respect is.    To understand that everyone deserves respect but respect can be lost.    To understand that stereotypes can lead to bullying and discrimination.    To understand that loss and change can cause a range of emotions.    To know that grief is the process people go through when someone close to them dies. | To understand that vaccinations can give us protection against disease.    To know that changes in the body could be possible signs of illness.    To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).    To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.    To understand that a number of factors contribute to my mental health (diet, exercise, rest/relaxation).    To know the effects technology can have on mental health. | To understand that online relationships should be treated in the same way as face to face relationships.  To know where to get help with online problems.  To understand the risks associated with drinking alcohol.  To understand how a baby is conceived and develops.  To know how to conduct a primary survey (using DRSABC). | To know that education is an important human right.  To know that our food choices can affect the environment.  To know that the prime minister appoints ‘ministers’ who have responsibility for different areas, such as healthcare and education.  To know that prejudice is making assumptions about someone based on certain information.  To know that discrimination is treating someone differently because of certain factors. | Identify emotions linked to money.    Understand how money affects feelings and behaviour.    Learn healthy ways to cope with feelings about money.    Identify risks to money safety in both physical and digital environments.    Understand methods to safeguard money physically and digitally.    Apply understanding to real-world scenarios to take appropriate safeguarding actions.    Understand the changes in financial responsibilities when transitioning to secondary school.    Learn budgeting and career planning skills.    Relate these changes to personal preparation for secondary school.    Understand what gambling is and identify its different forms.    Recognise the risks and consequences associated with gambling.    Develop responsible attitudes towards gambling and apply this understanding to real-world scenarios.    Understand different types of workplace environments and their characteristics.    Recognise the importance of teamwork, communication, and career roles within a workplace.    Understand various career routes in multiple sectors and their educational and skill requirements.    Evaluate the pros and cons of different career paths.    Relate career options to personal interests and strengths. | To know that identity is the way we see ourselves and also how other people see us.  To know that people may see us differently as to how we see ourselves.  To know that images can be manipulated and are not realistic. |
| Skills | Identifying ways to resolve conflict through negotiation and compromise.  Discussing how and why respect is an important part of relationships.  Identifying ways to challenge stereotypes.  Exploring the process of grief and understanding that it is different for different people. | Considering ways to prevent illness.  Identifying some actions to take if I am worried about my health or my friends’ health.  Identifying a range of relaxation strategies and situations in which they would be useful.  Exploring ways to maintain good habits.  Setting achievable goals for a healthy lifestyle.  Exploring my personal qualities and how to build on them.  Developing strategies for being resilient in challenging situations. | Developing an understanding about the reliability of online information.  Exploring online relationships including dealing with problems.  Discussing the reasons why adults may or may not drink alcohol.  Discussing problems which might be encountered during puberty and using knowledge to help.  Learning how to help someone who is choking.  Placing an unresponsive patient into the recovery position. | Learning about environmental issues relating to food.  Discussing how education and other human rights protect us.  Identifying causes that are important to us.  Discussing how people can influence what happens in parliament.  Discussing ways to challenge prejudice and discrimination.  Identifying appropriate ways to share views and ideas with others. | Developing emotional intelligence related to financial matters.    Applying coping strategies for managing financial emotions.    Assessing risks in both physical and digital financial environments.    Implementing safeguarding measures for money in real-world scenarios.    Adapting to financial changes associated with transitioning to secondary school.    Practising budgeting and career planning skills.    Preparing personally for financial and career changes in secondary school.    Identifying different forms of gambling and understanding their risks.    Applying responsible gambling attitudes in real-world situations.    Recognising various workplace environments and their characteristics.    Collaborating and communicating effectively in a simulated workplace setting.    Identifying career options in multiple sectors.    Evaluating the suitability of different career paths.    Aligning career options with personal interests and strengths. | Discussing the factors that make our ‘identity’.  Recognising the difference between how we see ourselves and how others see us.  Exploring how the media might influence our identity. |
| Vocabulary | authority  conflict  earn  expectation  grief  grieving  resolve  respect  stereotype | antibodies  growth mindset  habit  qualities  responsibility  skill  vaccination | Alcohol  Bladder  Breasts  Cervix  Clitoris  Conception  Cyberbullying  Egg or ova  Ejaculation  Erection  Fallopian tube  Fertilisation  Genitals  Internet trolling  Labia  Menstruation/period  Nipples  Ovary/ovaries  Penis  Pregnant  Puberty  Pubic hair  Scrotum  Sexual intercourse  Sperm  Sperm duct  Testicles/testes  Urethra  Uterus  Vagina  Vaginal opening  Voice breaking  Vulva  Wet dreams  Womb | Authority  Conflict  Earn  Expectation  Grief  Grieving  Protected characteristics  Resolve  Respect  Stereotype | earnings  educational requirements  expenses  gambling  responsibilities  risks  safeguard  university  valuables  workplace | Change  Identity  Images  Manipulation  Media |