



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 explore why families and special people are valuable.	To consider why we have rules and the importance of persistence and perseverance in the face of challenges.	To listen to stories to practise their comprehension skills. To play games which require them to listen	To explore cultural festivals that are important to individuals.	To learn why exercise is important for our physical and mental health, considering the effect

	<p>To identify when they may be feeling something.</p> <p>To begin to learn how to communicate and cope with their feelings and emotions.</p>	<p>To see themselves as valuable individuals.</p> <p>To understand why it is important to share and develop strategies to help with this.</p> <p>To explore diversity by recognising similarities and differences.</p>	<p>To learn how to communicate effectively with others.</p> <p>To practice 'grounding' coping strategies.</p>	<p>carefully to instructions to succeed.</p> <p>To consider how rumours can spread quickly and change as they do so.</p>	<p>To reinforce the importance of sharing and turn taking through role-play.</p> <p>To consider the ingredients for a good friend.</p> <p>To explore how kind words make others feel good.</p> <p>To recognise the value in working together as a team.</p>	<p>of different types of exercise on the body.</p> <p>To discuss some of the ways in which we can take care of ourselves.</p> <p>To learn how to travel safely as a pedestrian.</p> <p>To consider the importance of making balanced food choices.</p>
Vocabulary	<p>feelings</p> <p>emotions</p> <p>happy</p> <p>sad</p> <p>angry</p> <p>calm</p> <p>scared</p> <p>loved</p> <p>facial expression</p> <p>regulation</p> <p>dysregulation</p>	<p>family</p> <p>love</p> <p>valuable</p> <p>special</p> <p>unique</p> <p>different</p> <p>mummy</p> <p>daddy</p> <p>sister</p> <p>brother</p> <p>grandpa</p> <p>grandma</p> <p>uncle</p> <p>auntie</p> <p>love</p> <p>valuable</p> <p>special</p> <p>unique</p> <p>different</p> <p>sharing</p> <p>take turns</p>	<p>rules</p> <p>reason</p> <p>right</p> <p>wrong</p> <p>safe</p> <p>confident</p> <p>comfortable</p> <p>fair</p> <p>equal</p> <p>enjoyable</p> <p>calm</p> <p>orderly</p> <p>challenge</p> <p>difficulty</p> <p>persistence</p> <p>perseverance</p> <p>trial and error</p> <p>coping</p> <p>strategy</p> <p>grounding</p> <p>technique</p>	<p>listen</p> <p>listening</p> <p>understanding</p> <p>friends</p> <p>truth</p> <p>feelings</p> <p>honest</p> <p>instructions</p> <p>obstacle course</p> <p>challenge</p> <p>persevere</p> <p>persist</p> <p>team</p> <p>odd</p> <p>different</p> <p>listen</p> <p>clue</p> <p>hunt</p>	<p>festival</p> <p>special event</p> <p>religion</p> <p>culture</p> <p>beliefs</p> <p>tradition</p> <p>share</p> <p>sharing</p> <p>friend</p> <p>take turns</p> <p>friendly</p> <p>kind</p> <p>polite</p> <p>feelings</p> <p>emotions</p> <p>compliment</p> <p>support</p> <p>loved</p> <p>appreciated</p> <p>happy</p> <p>teamwork</p> <p>teammate</p> <p>collaborate</p>	<p>exercise</p> <p>movement</p> <p>healthy</p> <p>heart rate</p> <p>breathing</p> <p>heart</p> <p>lungs</p> <p>brain</p> <p>bones</p> <p>muscles</p> <p>yoga</p> <p>pose</p> <p>relax</p> <p>meditate</p> <p>breathe</p> <p>independent</p> <p>care</p> <p>well-being</p> <p>health</p> <p>routine</p> <p>walk</p> <p>hazard</p> <p>safe</p>

					work together listen support encourage classmates celebrate celebration friendship relationship party classroom	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.	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	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	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.	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.	To understand that changes can be both positive and negative. To understand that change is part of life.

	<p>Understand the skills needed to work together in a group.</p> <p>Understand friendships have problems and ways that these can be overcome.</p> <p>Explain what a stereotype is, why they are incorrect and provide examples.</p> <p>Understand that friendships are not always positive.</p> <p>Understand why manners are important.</p> <p>Understand that not everybody feels the same about a situation.</p> <p>Explain how being friendly can make others feel included.</p>	<p>and understand that not everyone feels the same.</p> <p>Explain how rest and relaxation affects our bodies, including mental functions.</p> <p>Identify scenarios or think of examples where they could use relaxation to help manage difficult emotions.</p> <p>Describe their qualities and strengths.</p> <p>Recognise something they want to get better at.</p> <p>Describe their bedtime routine and why sleep is important.</p> <p>Understand that germs can be spread via our hands and how to wash hands properly.</p> <p>Know the five things they need to do when out in the sun to keep safe.</p> <p>Know people can be allergic to certain things and how to</p>	<p>service and the ambulance service.</p>	<p>To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>To know some of the jobs people do to look after the environment in school and the local community.</p>	<p>Y1: To know some jobs in school.</p> <p>Y1: To know that different jobs need different skills.</p> <p>Y1: To know the difference between a 'want' and 'need'</p> <p>Y2: To know some of the ways in which adults get money.</p> <p>Y2: To know some of the features to look at when selecting a bank account.</p>	
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		<p>help with an allergic reaction. Understand that there are a range of people who help to keep us healthy.</p>				
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<p>Skills</p>	<p>Understanding that families offer love, care and support.</p> <p>Exploring how families are different to each other.</p> <p>Discussing ways to show respect for different families.</p> <p>Exploring how friendship problems can be overcome.</p> <p>Exploring friendly behaviours.</p> <p>Understanding difficulties in friendships and discussing action that can be taken.</p> <p>Recognising how other people show their feelings.</p> <p>Identifying ways we can care for others when they are sad.</p>	<p>Learning how to wash hands properly.</p> <p>Learning how to deal with an allergic reaction.</p> <p>Exploring positive sleep habits.</p> <p>Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</p> <p>Exploring health-related jobs and people who help look after our health.</p> <p>Identifying different ways to manage feelings.</p> <p>Year 2 Learning how to wash hands properly.</p> <p>Learning how to deal with an allergic reaction.</p> <p>Exploring positive sleep habits.</p>	<p>Understanding people's roles within the local community that help keep us safe.</p> <p>Learning how to behave safely near the road and when crossing the road.</p> <p>Practising making an emergency phone call.</p>	<p>Recognising why rules are necessary.</p> <p>Exploring the differences between people.</p> <p>Explaining why rules are in place.</p> <p>Recognising the groups that we belong to.</p> <p>Identifying positives and negatives about the school environment.</p> <p>Recognising the importance of looking after the school environment.</p> <p>Identifying ways to help look after the school environment.</p> <p>Recognising the contribution people make to the local community.</p>	<p>Y1/Y2: Discussing how to keep money safe.</p> <p>Y1/Y2: Discussing what to do if we find money.</p> <p>Y1/Y2: Developing an understanding of how banks work.</p> <p>Y1: Identifying whether something is a want or need.</p> <p>Y2: Exploring the reasons why people choose certain jobs.</p>	<p>Recognising our own strengths.</p> <p>Identifying people who can help us when we are worried about changes.</p>
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	<p>Exploring the ability to successfully work with different people.</p> <p>Learning how other people show their feelings and how to respond to them.</p> <p>Exploring the conventions of manners in different situations.</p> <p>Exploring how loss and change can affect us.</p>	<p>Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</p> <p>Exploring health-related jobs and people who help look after our health.</p> <p>Exploring strategies to manage different emotions.</p> <p>Developing empathy.</p>				
Vocabulary	<p>are</p> <p>emotion</p> <p>family</p>	<p>Review of previous unit</p>	<p>adult</p> <p>boundaries</p> <p>contact</p>	<p>rule</p> <p>unique</p> <p>different</p>	<p>Bank</p> <p>Building society</p> <p>Cash</p>	<p>As previous unit</p>

	friendship listen love manners positive relation remember respect share support team trust		damage manners medicine police road safe secret	same group role community environment responsibility job	Coins Earn Need Notes Priority Save Skill Spend Value Want	
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.	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 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	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.	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.	As previous unit

	<p>To understand some characteristics of a positive friendship.</p> <p>To understand that friendships can have problems but that these can be overcome.</p> <p>To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</p> <p>To know that there are ways we can remember people or events. Year 2</p> <p>To know some problems which might happen in friendships.</p> <p>To understand that some problems in friendships might be more serious and need addressing.</p>	<p>To know that sleep helps my body to repair itself, to grow and restores my energy.</p> <p>To know the words to describe some positive and negative emotions.</p> <p>To know that strengths are things we are good at.</p> <p>To know that qualities describe what we are like. Year 2</p> <p>To understand we can limit the spread of germs by having good hand hygiene.</p> <p>To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</p> <p>To know that certain foods and other things can cause allergic reactions in some people.</p>	<p>are the police, fire service and the ambulance service.</p>	<p>To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>To know some of the jobs people do to look after the environment in school and the local community.</p>	<p>Y1: To know some jobs in school.</p> <p>Y1: To know that different jobs need different skills.</p> <p>Y1: To know the difference between a 'want' and 'need'</p> <p>Y2: To know some of the ways in which adults get money.</p> <p>Y2: To know some of the features to look at when selecting a bank account.</p>	
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	<p>To understand some ways people show their feelings.</p> <p>To understand what good manners are.</p> <p>To understand some gender stereotypes related to jobs.</p> <p>To know that there are ways we can remember people or events.</p>	<p>To know that sleep helps my body to repair itself, to grow and restores my energy.</p> <p>To know that we can feel more than one emotion at a time.</p> <p>To know that strengths are things we are good at.</p> <p>To know that qualities describe what we are like.</p>				
Skills	<p>Year 1</p> <p>Exploring how friendship problems can be overcome.</p> <p>Exploring friendly behaviours.</p> <p>Recognising how other people show their feelings.</p>	<p>Year 1</p> <p>Learning how to wash hands properly.</p> <p>Learning how to deal with an allergic reaction.</p> <p>Exploring positive sleep habits.</p> <p>Exploring two different methods of relaxation:</p>	<p>Understanding people's roles within the local community that help keep us safe.</p> <p>Learning how to behave safely near the road and when crossing the road.</p> <p>Practising making an emergency phone call.</p>	<p>Recognising why rules are necessary.</p> <p>Exploring the differences between people.</p> <p>Explaining why rules are in place.</p> <p>Recognising the groups that we belong to.</p> <p>Identifying positives and negatives about the school environment.</p>	<p>Y1/Y2: Discussing how to keep money safe.</p> <p>Y1/Y2: Discussing what to do if we find money.</p> <p>Y1/Y2: Developing an understanding of how banks work.</p> <p>Y1: Identifying whether something is a want or need.</p>	As previous unit

	<p>Identifying ways we can care for others when they are sad.</p> <p>Exploring the ability to successfully work with different people. Year 2</p> <p>Understanding that families offer love, care and support.</p> <p>Understanding difficulties in friendships and discussing action that can be taken.</p> <p>Learning how other people show their feelings and how to respond to them.</p> <p>Exploring the conventions of manners in different situations.</p>	<p>progressive muscle relaxation and laughter.</p> <p>Exploring health-related jobs and people who help look after our health.</p> <p>Identifying different ways to manage feelings. Year 2</p> <p>Learning how to wash hands properly.</p> <p>Learning how to deal with an allergic reaction.</p> <p>Exploring positive sleep habits.</p> <p>Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</p> <p>Exploring health-related jobs and people who help look after our health.</p>		<p>Recognising the importance of looking after the school environment.</p> <p>Identifying ways to help look after the school environment.</p> <p>Recognising the contribution people make to the local community.</p>	<p>Y2: Exploring the reasons why people choose certain jobs.</p>	
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		Exploring strategies to manage different emotions. Developing empathy.				
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 understand ways to prevent tooth decay. To understand the positive impact relaxation can have on the body.	To understand that cyberbullying is bullying which takes place online. To know the signs that an email might be fake.	To understand the UN Convention on the Rights of the Child. To understand how recycling can have a positive impact on the environment.	The pros and cons of different payment methods. The reasons for spending money. The benefits of budgeting.	As previous unit

	<p>To know that bullying can be physical or verbal.</p> <p>To know that bullying is repeated, not a one-off event.</p> <p>To know that violence is never the right way to solve a friendship problem.</p> <p>To know that trust is being able to rely on someone and it is an important part of relationships.</p> <p>To know the signs of a good listener.</p> <p>To understand that there are similarities and differences between people.</p> <p>To understand some stereotypes related to age.</p>	<p>To know the different food groups and how much of each of them we should have to have a balanced diet.</p> <p>To understand the importance of belonging.</p> <p>To understand what being lonely means and that it is not the same as being alone.</p> <p>To understand what a problem or barrier is and that these can be overcome.</p>	<p>To know the rules for being safe near roads.</p>	<p>To know that the local council is responsible for looking after the local area.</p> <p>To know that elections are held where adults can vote for local councillors.</p> <p>To understand some of the consequences of breaking rules.</p> <p>To understand the role of charities in the community.</p>	<p>The emotional impact of money.</p> <p>The societal and environmental impact of spending choices.</p> <p>The range of jobs and opportunities available.</p> <p>What job stereotypes are.</p> <p>Individual talents should guide career choices.</p> <p>Anyone can aspire to any career.</p>	
Skills	<p>Learning that problems can occur in families and that there is help available if needed.</p> <p>Exploring ways to resolve friendship problems.</p>	<p>Discussing why it is important to look after my teeth.</p> <p>Learning stretches that can be used for relaxation.</p>	<p>Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Developing skills as a responsible digital citizen.</p>	<p>Exploring how children's rights help them and other children.</p> <p>Considering the responsibilities that adults and children</p>	<p>Considering the pros and cons of payment methods.</p> <p>Contemplating budgeting benefits.</p>	As previous unit

	<p>Developing an understanding of the impact of bullying and what to do if bullying occurs.</p> <p>Identifying who I can trust.</p> <p>Learning about the effects of non-verbal communication.</p> <p>Exploring the negative impact of stereotyping.</p>	<p>Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p> <p>Exploring my own identity through the groups I belong to.</p> <p>Identifying my strengths and exploring how I use them to help others.</p> <p>Being able to break down a problem into smaller parts to overcome it.</p>	<p>Identifying unsafe things people might do near roads unsafe.</p> <p>Beginning to recognise unsafe digital content.</p>	<p>have to maintain children's rights.</p> <p>Discussing ways we can make a difference to recycling rates at home/school.</p> <p>Identifying local community groups and discussing how these support the community.</p>	<p>Planning and calculating within a budget.</p> <p>Discussing attitudes and feelings about money.</p> <p>Developing empathy in financial situations.</p> <p>Handling negative financial emotions.</p> <p>Making ethical spending decisions.</p> <p>Assessing the impact of spending choices.</p> <p>Reflecting on future careers based on goals.</p> <p>Challenging and understanding workplace stereotypes.</p> <p>Ranking factors influencing job choices.</p>	
Vocabulary	<p>bullying</p> <p>communicate</p> <p>empathy</p> <p>open questions</p> <p>similar</p> <p>solve</p> <p>stereotype</p>	<p>alone</p> <p>balance</p> <p>barriers</p> <p>belonging</p> <p>identity</p> <p>lonely</p> <p>resilience</p>	<p>allergic</p> <p>anaphylaxis</p> <p>bullying</p> <p>casualty</p> <p>choice</p> <p>cyberbullying</p> <p>decision</p>	<p>Charity</p> <p>Community</p> <p>Consequence</p> <p>Council</p> <p>Councillor</p> <p>Law</p> <p>Recycling</p>	<p>account</p> <p>assumption</p> <p>budget</p> <p>career</p> <p>continuum</p> <p>digital trade</p> <p>fair trade</p>	As previous unit

	sympathy trust		distraction fake influence injuries	Rights United Nations (UN)	feeling profession stereotype	
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	<p>To know that families are varied in the UK and across the world.</p> <p>To understand the different roles related to bullying including the victim, bully and bystander.</p> <p>To understand that everyone has the right to decide what happens to their body.</p> <p>To understand the courtesy and manners which are expected in different scenarios.</p> <p>To understand some stereotypes related to disability.</p> <p>To know that bereavement describes the feeling</p>	<p>To know key facts about dental health.</p> <p>To know that visualisation means creating an image in our heads.</p> <p>To know that different job roles need different skills and so some roles may suit me more than others.</p> <p>To know that it is normal to experience a range of emotions.</p> <p>To know that mental health refers to our emotional wellbeing, rather than physical.</p> <p>To understand that mistakes can help us to learn.</p> <p>To know who can help if we are worried</p>	<p>To understand that there are risks to sharing things online.</p> <p>To know the difference between private and public.</p> <p>To understand the risks associated with smoking tobacco.</p> <p>To understand the physical changes to both male and female bodies as people grow from children to adults.</p> <p>To know that asthma is a condition that causes the airways to narrow.</p>	<p>To know that human rights are specific rights that apply to all people.</p> <p>To know some of the people who protect our human rights such as police, judges and politicians.</p> <p>To know that reusing items is of benefit to the environment.</p> <p>To understand that councillors have to balance looking after local residents and the needs of the council.</p> <p>To know that there are a number of groups that make up the local community.</p>	<p>How to determine value for money.</p> <p>Factors influencing buying decisions.</p> <p>Importance of monitoring and tracking money.</p> <p>Role and features of bank accounts.</p> <p>Methods for safeguarding money.</p> <p>The likelihood of job or career changes.</p> <p>How to challenge workplace stereotypes.</p>	As previous unit

	someone might have after someone dies or following another big change in their lives.	about our own or other people's mental health.				
Skills	<p>Using respectful language to discuss different families.</p> <p>Exploring physical and emotional boundaries in friendships.</p> <p>Exploring how my actions and behaviour can affect other people.</p> <p>Discussing how to help someone who has experienced a bereavement.</p>	<p>Developing independence in looking after my teeth.</p> <p>Identifying what makes me feel calm and relaxed.</p> <p>Learning visualisation as a tool to aid relaxation.</p> <p>Exploring how my skills can be used to undertake certain jobs.</p> <p>Explore ways we can make ourselves feel happy or happier. Developing the ability to appreciate the emotions of others in different situations.</p> <p>Learning to take responsibility for my emotions by knowing that I can control some things but not others.</p>	<p>Discussing how to seek help if I need to.</p> <p>Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Learning about the benefits and risks of sharing information online.</p> <p>Discussing the benefits of being a non-smoker.</p> <p>Discussing some physical and emotional changes during puberty. Learning how to help someone who is having an asthma attack.</p>	<p>Discussing how we can help to protect human rights.</p> <p>Identifying ways items can be reused.</p> <p>Explaining why reusing items is of benefit to the environment.</p> <p>Identifying the benefits different groups bring to the local community.</p> <p>Discussing the positives diversity brings to a community.</p>	<p>Recognising value for money.</p> <p>Understanding differing opinions on spending.</p> <p>Recognising how to track money spent and saved.</p> <p>Understanding reasons for using a bank.</p> <p>Exploring how to safeguard money effectively.</p> <p>Identifying influences on job choices. Understanding careers can change.</p> <p>Challenging workplace stereotypes.</p>	As previous unit

		Developing a growth mindset.				
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	Family and relationships (cont.)	Health and wellbeing (cont.)	Safety and the changing body (cont.)	Citizenship (cont.)	Economic wellbeing (cont.)
	Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	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 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 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 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.	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.	As previous unit

	<p>To understand what might lead to someone bullying others.</p> <p>To know what action a bystander can take when they see bullying.</p> <p>To understand that positive attributes are the good qualities that someone has.</p> <p>To know that stereotypes can be unfair, negative and destructive.</p> <p>To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.</p>	<p>To know that what we do before bed can affect our sleep quality.</p> <p>To understand what can cause stress.</p> <p>To understand that failure is an important part of success.</p>	<p>To understand the process of the menstrual cycle.</p> <p>To know the names of the external sexual parts of the body and the internal reproductive organs.</p> <p>To know that puberty happens at different ages for different people.</p> <p>To know how to assess a casualty's condition.</p>	<p>To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p> <p>To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</p>	<p>Emotional responses to various money situations.</p> <p>Factors influencing career decisions.</p> <p>The impact of education and interests on career paths.</p> <p>The effects and challenges of workplace stereotypes.</p>	
Skills	<p>Identifying ways families might make children feel unhappy or unsafe.</p> <p>Exploring the impact that bullying might have.</p> <p>Exploring issues that might be encountered in</p>	<p>Developing independence for protecting myself in the sun.</p> <p>Understanding the relationship between stress and relaxation.</p> <p>Considering calories and food groups to plan healthy meals.</p>	<p>Developing an understanding of how to ensure relationships online are safe.</p> <p>Learning to make 'for' and 'against' arguments to help with decision making.</p>	<p>Explaining why reducing the use of materials is positive for the environment.</p> <p>Discussing how rights and responsibilities link.</p> <p>Exploring the right to a freedom of expression.</p>	<p>Discussing money risks and management.</p> <p>Making and prioritising budgets.</p> <p>Discussing money's role in career choices.</p>	As previous unit

	<p>friendships and how these might impact the friendship.</p> <p>Exploring and questioning the assumptions we make about people based on how they look.</p> <p>Exploring our positive attributes and being proud of these (self-respect).</p>	<p>Developing greater responsibility for ensuring good quality sleep.</p> <p>Taking responsibility for my own feelings.</p>	<p>Learning about the emotional changes during puberty.</p> <p>Identifying reliable sources of help with puberty.</p> <p>Learning about how to help someone who is bleeding.</p>	<p>Identifying the contribution people make to the community and how this is recognised.</p> <p>Developing an understanding of how parliament and Government work.</p> <p>Identifying ways people can bring about change in society.</p>	<p>Assessing loan and borrowing responsibilities and suitability.</p> <p>Implementing money-safeguarding strategies.</p> <p>Navigating emotional implications in financial situations.</p> <p>Seeking guidance for financial dilemmas. Integrating factors to inform career decisions.</p>	
Vocabulary	<p>attributes</p> <p>bullying</p> <p>bystander</p> <p>cyberbullying</p> <p>marriage</p> <p>secret</p> <p>wedding</p>	<p>fail</p> <p>goal</p> <p>protect</p> <p>relaxation</p> <p>responsibility</p> <p>steps</p>	<p>Attraction</p> <p>Bladder</p> <p>Breasts</p> <p>Cervix</p> <p>Clitoris</p> <p>Decision</p> <p>Egg or ova</p> <p>Ejaculation</p> <p>Erection</p> <p>Fallopian tube</p> <p>Friend</p> <p>Influence</p> <p>Labia</p> <p>Menstruation/period</p> <p>Nipples</p> <p>Ovary/ovaries</p> <p>Private</p> <p>Puberty</p> <p>Pubic hair</p> <p>Scrotum</p>	<p>Defendant</p> <p>Environment</p> <p>Freedom of expression</p> <p>Government</p> <p>House of Commons</p> <p>Human rights</p> <p>Judge</p> <p>Jury</p> <p>Member of Parliament (MP)</p> <p>Parliament</p> <p>Pressure group</p> <p>Prime Minister</p> <p>Trial</p>	<p>allocate</p> <p>borrow</p> <p>commitment</p> <p>expenditure</p> <p>impact</p> <p>income</p> <p>loan</p> <p>prioritise</p> <p>repayment</p> <p>risk</p>	As previous unit

			Testicles/testes Vagina Vulva			
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	<p>To know that a conflict is a disagreement or argument and can occur in friendships.</p> <p>To understand the concepts of negotiation and compromise.</p> <p>To understand what respect is.</p> <p>To understand that everyone deserves respect but respect can be lost.</p> <p>To understand that stereotypes can lead to bullying and discrimination.</p> <p>To understand that loss and change can cause a range of emotions.</p>	<p>To understand that vaccinations can give us protection against disease.</p> <p>To know that changes in the body could be possible signs of illness.</p> <p>To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).</p> <p>To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.</p> <p>To understand that a number of factors contribute to my</p>	<p>To understand that online relationships should be treated in the same way as face to face relationships.</p> <p>To know where to get help with online problems.</p> <p>To understand the risks associated with drinking alcohol.</p> <p>To understand how a baby is conceived and develops.</p> <p>To know how to conduct a primary survey (using DRSABC).</p>	<p>To know that education is an important human right.</p> <p>To know that our food choices can affect the environment.</p> <p>To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</p> <p>To know that prejudice is making assumptions about someone based on certain information.</p> <p>To know that discrimination is treating someone</p>	<p>Identify emotions linked to money.</p> <p>Understand how money affects feelings and behaviour.</p> <p>Learn healthy ways to cope with feelings about money.</p> <p>Identify risks to money safety in both physical and digital environments.</p> <p>Understand methods to safeguard money physically and digitally.</p> <p>Apply understanding to real-world scenarios to take appropriate safeguarding actions.</p>	<p>To know that identity is the way we see ourselves and also how other people see us.</p> <p>To know that people may see us differently as to how we see ourselves.</p> <p>To know that images can be manipulated and are not realistic.</p>

	<p>To know that grief is the process people go through when someone close to them dies.</p>	<p>mental health (diet, exercise, rest/relaxation).</p> <p>To know the effects technology can have on mental health.</p>		<p>differently because of certain factors.</p>	<p>Understand the changes in financial responsibilities when transitioning to secondary school.</p> <p>Learn budgeting and career planning skills.</p> <p>Relate these changes to personal preparation for secondary school.</p> <p>Understand what gambling is and identify its different forms.</p> <p>Recognise the risks and consequences associated with gambling.</p> <p>Develop responsible attitudes towards gambling and apply this understanding to real-world scenarios.</p> <p>Understand different types of workplace environments and their characteristics.</p> <p>Recognise the importance of teamwork, communication, and</p>	
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					<p>career roles within a workplace.</p> <p>Understand various career routes in multiple sectors and their educational and skill requirements.</p> <p>Evaluate the pros and cons of different career paths.</p> <p>Relate career options to personal interests and strengths.</p>	
Skills	<p>Identifying ways to resolve conflict through negotiation and compromise.</p> <p>Discussing how and why respect is an important part of relationships.</p> <p>Identifying ways to challenge stereotypes.</p> <p>Exploring the process of grief and understanding that it is different for different people.</p>	<p>Considering ways to prevent illness.</p> <p>Identifying some actions to take if I am worried about my health or my friends' health.</p> <p>Identifying a range of relaxation strategies and situations in which they would be useful.</p> <p>Exploring ways to maintain good habits.</p> <p>Setting achievable goals for a healthy lifestyle.</p>	<p>Developing an understanding about the reliability of online information.</p> <p>Exploring online relationships including dealing with problems.</p> <p>Discussing the reasons why adults may or may not drink alcohol.</p> <p>Discussing problems which might be encountered during puberty and using knowledge to help.</p>	<p>Learning about environmental issues relating to food.</p> <p>Discussing how education and other human rights protect us.</p> <p>Identifying causes that are important to us.</p> <p>Discussing how people can influence what happens in parliament.</p> <p>Discussing ways to challenge prejudice and discrimination. Identifying appropriate ways to</p>	<p>Developing emotional intelligence related to financial matters.</p> <p>Applying coping strategies for managing financial emotions.</p> <p>Assessing risks in both physical and digital financial environments.</p> <p>Implementing safeguarding measures for money in real-world scenarios.</p> <p>Adapting to financial changes associated</p>	<p>Discussing the factors that make our 'identity'.</p> <p>Recognising the difference between how we see ourselves and how others see us.</p> <p>Exploring how the media might influence our identity.</p>

		<p>Exploring my personal qualities and how to build on them.</p> <p>Developing strategies for being resilient in challenging situations.</p>	<p>Learning how to help someone who is choking.</p> <p>Placing an unresponsive patient into the recovery position.</p>	<p>share views and ideas with others.</p>	<p>with transitioning to secondary school.</p> <p>Practising budgeting and career planning skills.</p> <p>Preparing personally for financial and career changes in secondary school.</p> <p>Identifying different forms of gambling and understanding their risks.</p> <p>Applying responsible gambling attitudes in real-world situations.</p> <p>Recognising various workplace environments and their characteristics.</p> <p>Collaborating and communicating effectively in a simulated workplace setting.</p> <p>Identifying career options in multiple sectors.</p> <p>Evaluating the suitability of different career paths.</p>	
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					Aligning career options with personal interests and strengths.	
Vocabulary	<p>authority conflict earn expectation grief grieving resolve respect stereotype</p>	<p>antibodies growth mindset habit qualities responsibility skill vaccination</p>	<p>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</p>	<p>Authority Conflict Earn Expectation Grief Grieving Protected characteristics Resolve Respect Stereotype</p>	<p>earnings educational requirements expenses gambling responsibilities risks safeguard university valuables workplace</p>	<p>Change Identity Images Manipulation Media</p>

