

# PSHE Curriculum and Knowledge Map

<p style="text-align: center;"><b>Nursery</b></p>	<p>Know simple routines and boundaries Developing independence Know they can explore their surroundings To know that they can approach adults in Nursery when needed. Developing responsibilities Developing knowledge of oral hygiene – know they must brush their teeth To know about personal hygiene and the importance of being clean and tidy. To know that washing hands is important after using the toilet and before we eat.</p>	<p>Know rules and reasons Know and understand the visual reminders to support routines To show confidence in dressing up and self-care activities. To know how to adapt behaviour to suit classroom routines. To show confidence in asking adults for support. To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies.</p>	<p>Knowing and understanding the rules Know about people who help us and why (firefighters, paramedics, nurses and police officers) Know how to role play in different roles that help others To know what making right food choices looks like. To show independence in self help skills such as toileting and dressing. To know how to manage their emotions in different situations. To know that there are boundaries set. To know about different feelings and be able to talk about them during circle time, 'happy', 'sad'. To know that we must respect our resources and put them back when we have finished with them.</p>	<p>Begin to know we can calm ourselves Know we should take turns Know why sharing is good Know how to further develop our independence in self-help and self-care To know that when playing in a group they need to share and also know that they will get a turn To be aware of the different areas in the Nursery and how to explore them safely. To approach an adult if they need support.</p>	<p>Know and develop self-control and calming techniques Know that the views and feelings of others matter Know that some foods are healthy and some are not Know we must brush our teeth and begin to understand why - reviewing oral Hygiene To know that to play nicely it's important to share and take turns. To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort. To know that it is OK to engage with others, even if in a different environment. To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc</p>	<p>To know and discuss feelings and reasons why we calm down Know how the feelings of others and how we feel are linked Know how we begin self-regulation, self-help and self-care To know how to talk politely and develop an understanding of what is appropriate. To know that it is OK to challenge others, but they must remember to always be kind. To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc</p>
<p style="text-align: center;"><b>Reception</b></p>	<p>Try new activities Know new routines Know class boundaries and shared rules Beginning friendships Know what a compliment is Know healthy baking – bread Know about oral hygiene Know why we hand wash</p>	<p>Know we should be helpful and why Forming relationships Know we all have comfortable and uncomfortable feelings Know about hygiene and why it is important Being Proud Know being respectful and know I must be treated with respect Know how to be independent and dress self</p>	<p>Know how to work as part of a group Know to accept ideas of others To know more uncomfortable feelings – afraid and angry Know we can calm ourselves down</p>	<p>Know how to cooperate with others Know about their own and others behaviour and its consequences. Know how to self-regulate and calm self – 'doing turtle' Know healthy Cooking – pancakes Know why do we exercise?</p>	<p>Know how to collaborate on projects Know we can help others to behave well Know about sharing and caring and advanced compliments Know what is a healthy picnic and food choices Know the importance of exercise Know how to care for living creatures and being kind to the environment</p>	<p>Know changes in routine (getting ready for year 1) Know how to solve problems regarding our feelings Know we can make the right choices Know we can maintain good behaviour and consistently work well as part of a team</p>

Aspects for Study						
	Relationships		Health and Wellbeing		Living in the Wider World	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y1</b>	Ourselves and others; similarities and differences; individuality; our bodies	Ourselves and others; people who care for us; groups we belong to; families	Being healthy; hygiene; medicines; people who help us with health	Money; making choices; needs and wants	Keeping safe; people who help us	Ourselves and others; the world around us; caring for others; growing and changing
Key question:	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
PATHS objectives as sequenced by the scheme	<ul style="list-style-type: none"> <li>+What they like/dislike and are good at.</li> <li>* What makes them special and how everyone has different strengths</li> <li>*How their personal features or qualities are unique to them</li> <li>*How they are similar or different to others, and what they have in common</li> <li>What their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>*How kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</li> <li>*The responsibilities they have in and out of the classroom</li> </ul>					
Learning end point	<p>**To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</p>	<p>*That family is one of the groups they belong to, as well as, for example, school, friends, clubs</p> <p>*About the different people in their family / those that love and care for them</p> <p>*</p> <p>*How families are all different but share common features – what is the same and different about them</p> <p>*About different features of family life, including what families do / enjoy together</p> <p>*That it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</p>	<p>*What being healthy means and who helps them to stay healthy (e.g. parent, dentist, doctor)</p> <p>*That things people put into or onto their bodies can affect how they feel</p> <p>*How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</p> <p>*Why hygiene is important and how simple hygiene routines can stop germs from being passed on</p> <p>*What they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</p>	<p>*What money is - that money comes in different forms</p> <p>*How money is obtained (e.g. earned, won, borrowed, presents)</p> <p>*How people make choices about what to do with money, including spending and saving</p> <p>*The difference between needs and wants - that people may not always be able to have the things they want</p> <p>*How to keep money safe and the different ways of doing this</p>	<p>*That people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</p> <p>*Who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</p> <p>*How to respond safely to adults they don't know</p> <p>*What to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</p> <p>*How to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</p>	<p>*How people and animals need to be looked after and cared for</p> <p>*What can harm the local and global environment; how they and others can help care for it</p> <p>*How people grow and change and how people's needs change as they grow from young to old</p> <p>*How to manage change when moving to a new class/year group</p>

SK	<ul style="list-style-type: none"> <li>* Everyone's good at something.</li> <li>*Everyone has strengths</li> <li>*Being unique if good and this is ok</li> <li>*Correct names genitals and other parts covered by underwear</li> </ul>	<ul style="list-style-type: none"> <li>*We all belong to different groups</li> <li>*Different people are special to us</li> <li>*How we feel loved and cared for</li> <li>*Families have similarities and differences</li> <li>*Family life can change</li> <li>*To tell a trusted adult if family make us unhappy or worried</li> </ul>	<ul style="list-style-type: none"> <li>*Who helps us stay healthy</li> <li>*Be careful what we put in our bodies</li> <li>*Grownups give us medicine that can help us stay healthy</li> <li>*How e can stop germs</li> <li>*How we can take care of ourselves</li> </ul>	<ul style="list-style-type: none"> <li>*Money helps us buy things</li> <li>*Where we get money from</li> <li>*We don't always need what we want.</li> <li>*We keep money safe</li> </ul>	<ul style="list-style-type: none"> <li>*Different people have different jobs</li> <li>*Which grownups in the community it is safe to ask for help from</li> <li>*Ask for help until someone listens</li> <li>*How to call emergency services</li> </ul>	<ul style="list-style-type: none"> <li>*Being cooperative helps those around us</li> <li>*What responsibilities are.</li> <li>*The importance of caring for those around us.</li> <li>*That the environment can be harmed</li> <li>*We change from young to old</li> <li>*Growing up means changing class.</li> </ul>
Key Vocabulary	Special, unique, in common, body parts, private parts, penis, vagina, , testicles, Male Female	Family, Trust, Relationship Compliments, Celebrate, worried, disappointed, jealous, guilty, generous, furious, choices,	Medicine, dangerous, unhealthy, healthy, exercise, hygiene, dentist, doctor, bathing,	Goal, achieve, success, proud, earn, strengths, persevere, difficult, challenge, problem-solve	Safe, special, calm, worried, emergency safe, unsafe, danger, rules, hurt, protect, help, trusted adult	Friend, Teamwork, calm, relaxed, frustrated, proud life cycle, baby, adulthood, mature, change
Quality Assured resources to support planning	<p>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference'</p> <p>Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 3, 'Everybody's body'</p> <p>NSPCC – The underwear rule resources (PANTS)</p>	<p>Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 1, 'My special people'</p> <p>Metro Charity, KS1, 'Love and respectful relationships'</p>	<p>1 decision (5-8) - Keeping/staying healthy £</p> <p>Islington Healthy Schools Team – Drug Wise £</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>	<p>1decision (5-8) – Money matters £</p>	<p>1 decision (5-8) – Keeping/staying safe £</p>	<p>Medway Public Health Directorate - Primary RSE Lessons – KS1, Lesson 2, 'Growing up: the human life cycle'</p> <p>1 decision (5-8) - Being responsible £</p> <p>Alzheimer's Society - Creating a dementia-friendly generation (KS1)</p>

Y2	Relationships Friendship; feeling lonely; managing arguments	Relationships Behaviour; bullying; words and actions; respect for others	Living in the wider world People and jobs; money; role of the internet	Health and wellbeing Keeping safe; recognising risk; rules	Health and wellbeing Being healthy: eating, drinking, playing and sleeping	Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up
Key question:	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
PATHS objectives as sequenced by the scheme	<ul style="list-style-type: none"> <li>*How to make friends with others</li> <li>*How to recognise when they feel lonely and what they could do about it</li> <li>*How people behave when they are being friendly and what makes a good friend</li> <li>*How to resolve arguments that can occur in friendships</li> <li>*How to ask for help if a friendship is making them unhappy</li> <li>*How words and actions can affect how people feel</li> <li>*Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>*How to respond if this happens in different situations</li> <li>*How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> <li>*How to recognise, name and describe a range of feelings</li> <li>*What helps them to feel good, or better if not feeling good</li> <li>*How different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> <li>*How feelings can affect people in their bodies and their behaviour</li> <li>*Ways to manage big feelings and the importance of sharing their feelings with someone they trust</li> <li>*How to recognise when they might need help with feelings and how to ask for help when they need it</li> </ul>					

Learning end point	All covered by PATHS	<ul style="list-style-type: none"> <li>*How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> </ul>	<ul style="list-style-type: none"> <li>*How jobs help people earn money to pay for things they need and want</li> <li>*About a range of different jobs, including those done by people they know or people who work in their community</li> <li>*How people have different strengths and interests that enable them to do different jobs</li> <li>*How people use the internet and digital devices in their jobs and everyday life</li> <li>*That we can use face to face meetings and communications alongside digital devices.</li> </ul>	<ul style="list-style-type: none"> <li>*How rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</li> <li>*How to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</li> <li>*How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li> <li>*How not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> <li>*How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</li> </ul>	<ul style="list-style-type: none"> <li>*That different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</li> <li>*That eating and drinking too much sugar can affect their health, including dental health</li> <li>*How to be physically active and how much rest and sleep they should have everyday</li> <li>*That there are different ways to learn and play; how to know when to take a break from screen-time</li> <li>*How sunshine helps bodies to grow and how to keep safe and well in the sun</li> </ul>	All covered by PATHS
SK	<ul style="list-style-type: none"> <li>*Loneliness can make us sad</li> <li>*What friendly behaviour is</li> <li>*Everyone has arguments</li> <li>*Others can help us making friends</li> </ul>	<ul style="list-style-type: none"> <li>*Saying nice things make people happy. Mean things make people sad.</li> <li>*No one can touch us without our permission</li> <li>*It's not ok to be mean</li> <li>*We can ask trusted adults for help if we are upset or worried</li> </ul>	<ul style="list-style-type: none"> <li>*Adults work to provide money</li> <li>*We can do any job we wish</li> <li>*If we're good at something this may help us choose a job</li> <li>*The internet is used in many jobs</li> </ul>	<ul style="list-style-type: none"> <li>*Rules have to be followed as they keep us safe.</li> <li>*If we feel unsafe we can do something about it</li> <li>*We don't have to do anything that makes us feel uncomfortable</li> <li>*People are not always truthful</li> <li>*How to identify a trusted adult</li> </ul>	<ul style="list-style-type: none"> <li>*Being healthy is important</li> <li>*Sugar is bad for us</li> <li>*We need an physical activity and rest</li> <li>*We limit screen time</li> <li>*Sunshine is important</li> </ul>	<ul style="list-style-type: none"> <li>*We have different feelings and they are all ok and normal</li> <li>*We can change our feelings</li> <li>*Experiences change our feelings</li> <li>*Feelings make us behave in different ways</li> <li>*We can ask a trusted adult for help with our feelings</li> </ul>

Key Vocab	Positive, negative appreciate, private,	Acceptable, unacceptable, comfortable, uncomfortable, excited, nervous, anxious, Bullying, conflict	Earn, community, similar, different, gender, stereotype, internet, digital devices	Motivation, lifestyle, choice, relax, tense, responsibilities, rewards, proud, consequences, rights	Energy, nutritious, balanced, diet, heart rate, Exercise, muscles, pulse, Breathing, sweating, hot, healthy	Lonely, shy, private, safe, embarrassed, curious, bored, proud, ashamed, frustrated, hopeful, disappointed,
		1 decision (5-8) - Relationships £		Thinkuknow: Jessie and Friends 1 decision (5-8) – Computer safety / Hazard watch £ Red Cross – Life. Live it 'Stay safe' Islington Healthy Schools Team – DrugWise £ *The PSHE Association will be releasing a drug and alcohol education programme in summer 2020	1 decision (5-8) - Keeping/staying healthy £	PSHE Association – Mental health and wellbeing lessons (KS1) 1 decision (5-8) – Feelings and emotions £ <b>PATHS LINKS</b>
<b>Y3</b>	<b>Relationships</b> Friendship; making positive friendships, managing loneliness, dealing with arguments	<b>Health and wellbeing</b> Keeping safe; at home and school; our bodies; hygiene; medicines and household products	<b>Relationships</b> Families; family life; caring for each other	<b>Living in the wider world</b> Community; belonging to groups; similarities and differences; respect for others	<b>Health and wellbeing</b> Being healthy: eating well, dental care	<b>Health and wellbeing</b> Being healthy: keeping active, taking rest
Key question:	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
PATHS objectives as sequenced by the scheme	<ul style="list-style-type: none"> <li>*How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>*How to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>*How to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>*That friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li> <li>*How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li> <li>*How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li> </ul>					

Learning end point		<ul style="list-style-type: none"> <li>*How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> <li>*How to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</li> <li>*That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li> <li>*How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</li> <li>*How everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</li> <li>*How to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</li> <li>*What to do in an emergency, including calling for help and speaking to the emergency services</li> </ul>	<ul style="list-style-type: none"> <li>*How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</li> <li>*How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li> <li>*How people within families should care for each other and the different ways they demonstrate this</li> <li>*How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul>	<ul style="list-style-type: none"> <li>*What is meant by a diverse community; how different groups make up the wider/local community around the school</li> <li>*How the community helps everyone to feel included and values the different contributions that people make</li> <li>*How to be respectful towards people who may live differently to them</li> </ul>	<ul style="list-style-type: none"> <li>*How to eat a healthy diet and the benefits of nutritionally rich foods</li> <li>*How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li> <li>*How not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li> <li>*How people make choices about what to eat and drink, including who or what influences these</li> <li>*How, when and where to ask for advice and help about healthy eating and dental care</li> </ul>	<ul style="list-style-type: none"> <li>*How regular physical activity benefits bodies and feelings</li> <li>*How to be active on a daily and weekly basis - how to balance time online with other activities</li> <li>*How to make choices about physical activity, including what and who influences decisions</li> <li>*How the lack of physical activity can affect health and wellbeing</li> <li>*How lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>*How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> </ul>
SK	<ul style="list-style-type: none"> <li>*What it is to feel lonely and secluded.</li> <li>*We have to work on being a good friend.</li> <li>*Every friendship has arguments and problems</li> <li>*We can ask for help from a trusted adult if we feel unhappy, unsafe or uncomfortable in a friendship.</li> </ul>	<ul style="list-style-type: none"> <li>*There are hazards in the home</li> <li>*We must protect our bodies</li> <li>*No one can touch our bodies without our permission</li> <li>*We can ask a trusted adult for help if we feel unsafe</li> <li>*Knowledge of basic first aid</li> <li>How to speak to emergency services</li> </ul>	<ul style="list-style-type: none"> <li>*Families are all different</li> <li>*We should care for our families and be cared for</li> <li>We can ask a trusted adult for help if we are worried about our families</li> </ul>	<ul style="list-style-type: none"> <li>*We all belong</li> <li>*People are different in our society</li> <li>*Everyone has the same rights to feel included and contribute</li> <li>We must show respect to all</li> </ul>	<ul style="list-style-type: none"> <li>*A healthy diet is important</li> <li>*Why we must look after our teeth</li> <li>*Diet affects teeth</li> <li>*We can make our own choices about what we eat</li> <li>*We can ask for advice or help if we are worried about our teeth</li> </ul>	<ul style="list-style-type: none"> <li>*Being healthy is important.</li> <li>*Physical activity keeps us healthy</li> <li>*Sufficient sleep keeps us healthy</li> <li>*Lack of sleep can affect our feelings</li> <li>*We can ask for help if we are worried about our sleep.</li> </ul>

Key Vocab	Fair play, jealous, satisfied, tolerance, delighted, disgusted, Friendships, Emotions, Relationships, malicious, Cooperativity	Protective, hazards, risks, comfortable, allergies, first aid, emergency, poisons Assertive	Anxiety, Fear, Differences, Similarities, Respect, Identify, Care Empathy, Opinion,	Included, Excluded, Valued, Democracy, Assumption, Judgement, Appearance, Accept, Democratic, Decision, Authority, Contribution, Opinion, Attitude,	Healthy, rules, medicines, nutrition, balanced diet, dental health, impact,	Active, physical activity, heart, lungs, routines, wellbeing, choices
Quality Assured resources to support planning	Medway Public Health Directorate -Primary RSE lessons (KS2 - Y3), 'Friendship'	NSPCC – The underwear rule resources (PANTS) Red Cross – Life. Live it 'Stay safe' Islington Healthy Schools Team – Drug Wise £ *The PSHE Association will be releasing a drug and alcohol education programme in summer 2020	Coram Life Education – Adoptable Schools Toolkit	PSHE Association - Inclusion, belonging and addressing extremism (KS2 -Y3/4), 'Belonging to a community' Premier League Primary Stars – Diversity Worcester University - Moving and moving home (KS2)		
Y4	<b>Health and wellbeing</b> Self-esteem: self-worth; personal qualities; goal setting; managing set backs	<b>Relationships</b> Respect for self and others; courteous behaviour; safety; human rights	<b>Health and wellbeing</b> Feelings and emotions; expression of feelings; behaviour	<b>Health and wellbeing</b> Growing and changing; puberty	<b>Living in the wider world</b> Caring for others; the environment; people and animals; shared responsibilities, making choices and Decisions	<b>Health and wellbeing</b> Keeping safe; out and about; recognising and managing risk
Key question:	What strengths, skills and interests do we have ?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?

<p>PATHS objectives as sequenced by the scheme</p>	<ul style="list-style-type: none"> <li>*How to recognise personal qualities and individuality</li> <li>*To develop self-worth by identifying positive things about themselves and their achievements</li> <li>*How their personal attributes, strengths, skills and interests contribute to their self-esteem</li> <li>*How to set goals for themselves</li> <li>*How to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</li> <li>*How people’s behaviour affects themselves and others, including online</li> <li>*How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</li> <li>*About the relationship between rights and responsibilities</li> <li>*About the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)</li> <li>*The rights that children have and why it is important to protect these</li> <li>*That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</li> <li>*How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</li> <li>*How everyday things can affect feelings</li> <li>*How feelings change over time and can be experienced at different levels of intensity</li> <li>*The importance of expressing feelings and how they can be expressed in different ways</li> <li>*How to respond proportionately to, and manage, feelings in different circumstances</li> <li>*Ways of managing feelings at times of loss, grief and change</li> <li>*How to access advice and support to help manage their own or others’ feelings</li> </ul>					
<p>Learning end point</p>	<p>PATHS ONLY</p>	<p>PATHS ONLY</p>	<p>PATHS ONLY</p>	<ul style="list-style-type: none"> <li>*About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</li> <li>*How puberty can affect emotions and feelings</li> <li>*How personal hygiene routines change during puberty</li> <li>*How to ask for advice and support about growing and changing and puberty</li> </ul>	<ul style="list-style-type: none"> <li>*How people have a shared responsibility to help protect the world around them</li> <li>*How everyday choices can affect the environment</li> <li>*How what people choose to buy or spend money can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> <li>*The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</li> <li>*How to show care and concern for others (people and animals)</li> <li>*How to carry out personal responsibilities in a caring and compassionate way</li> </ul>	<ul style="list-style-type: none"> <li>*How to recognise, predict, assess and manage risk in different situations</li> <li>*How to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</li> <li>*How people’s online actions can impact on other people</li> <li>*How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</li> <li>*How to report concerns, including about inappropriate online content and contact</li> <li>*That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</li> </ul>

SK	<p>*Being different is ok – we all have good qualities</p> <p>*Being positive about ourselves makes us feel good</p> <p>*Goals can make us feel good. It's ok if we don't achieve them at first.</p>	<p>*To know how we behave affects ourselves as well as others</p> <p>*When we are online our behaviour shouldn't change</p> <p>*We should show respect and be respected</p> <p>*We all have a right to privacy</p> <p>*Which secrets we keep and which we should tell to a trusted adult</p> <p>*What discrimination is and why it is wrong</p>	<p>*Feelings change and can be intense</p> <p>*It's ok to have feelings and it's ok to express them</p> <p>*We can ask for help if we are worried about your feelings</p> <p>*We can find ways to manage our feelings</p>	<p>*That puberty happens when our bodies change</p> <p>*Puberty happens to everyone</p> <p>*We must take care of our bodies and our feelings at this time.</p> <p>*We can ask for help with the way we feel about puberty</p>	<p>* How we act can affect the world around us</p> <p>*Recycling and reusing resources can help to protect the world</p> <p>*We can make choices when we spend money</p> <p>*To understand compassion and how we must show his for all living things</p>	<p>*To understand risks</p> <p>*To know how to act appropriately when out and to keep safe</p> <p>*To know that they don't have to do things because someone tells them to</p> <p>*To learn to listen to own judgement</p> <p>*To know how to stay safe online and the impact their actions may have on their life and others.</p> <p>*To speak to a trusted adult about worries they see online</p> <p>*To understand laws and what happens if we break them.</p>
Key Vocab	<p>Dream, hope, determination, resilience, positive attitude, Disappointment, fears, cope, self – belief, motivation, commitment, achievement</p>	<p>Discrimination, respect, aggression, polite, courteous, responsible, in confidence, exclusion, inappropriate</p>	<p>Jealousy, problem-solve, emotions, loss, strategies, shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair, hopelessness, relief, acceptance, depression, souvenir, memento, memorial, memories, Compromise Empathy,</p>	<p>Sperm, egg, ovum, penis, testicles, vagina/vulva, womb/uterus, ovaries, puberty, menstruation, periods, cycle,</p>	<p>Environment, fair trade, upcycling, recycling, 'single use plastics', charities, compassion, shared responsibility, global warming, conservation, sustainable, ecosystems, climate change, solar energy, thermal energy, renewable energy sources, rechargeable batteries, composting, eco-friendly</p>	<p>Deliberate, bystander, witness, cyber bullying, troll, Influence, believe, opinion, affect, choices, Behaviours, values, roles, leader, safety, risks, hazards, dangers, opinions Society,</p>
Quality Assured resources to support planning	<p>Premier League Primary Stars – Self-esteem / Resilience</p>	<p>Premier League Primary Stars – Play the right way / Inclusion</p> <p>1decision – Being responsible / A world without judgement £</p> <p>Alzheimer's Society - Creating a dementia-friendly generation (KS2)</p>	<p>PSHE Association – Mental health and wellbeing lessons (KS2 - Y3/4)</p>	<p>Medway Public Health Directorate - Primary RSE lessons (Y4/5), 'Puberty' Betty – It's perfectly natural</p>	<p>Premier League Primary Stars / Sky Ocean Rescue – Tackling plastic pollution</p> <p>RSPCA - Compassionate classroom lessons</p> <p>Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation)</p> <p>1decision – Being responsible / The working world £</p>	<p>PSHE Association and GambleAware -Exploring risk (KS2)</p> <p>Google &amp; Parentzone – Be Internet Legends</p> <p>NSPCC - Share Aware</p> <p>Islington Healthy Schools Team – DrugWise £</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>

Y5	<b>Health and wellbeing</b> Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes	<b>Living in the wider world</b> Careers; aspirations; role models; the future	<b>Health and wellbeing</b> Basic first aid, accidents, dealing with emergencies	<b>Health and wellbeing</b> Drugs, alcohol and tobacco; healthy habits	<b>Relationships</b> Friendships; relationships; becoming independent; online safety	<b>Living in the wider world</b> Money; making decisions; spending and saving
Key question:	What makes up our identity?	What jobs would we like?	How can we help in an accident or emergency?	How can drugs common to everyday life affect health?	How can friends communicate safely?	Money; making decisions; spending and saving
PATHS objectives as sequenced by the scheme	<ul style="list-style-type: none"> <li>*How to recognise and respect similarities and differences between people and what they have in common with others</li> <li>*That there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>*How individuality and personal qualities make up someone's identity</li> <li>*About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>*How to challenge stereotypes and assumptions about others</li> <li>*About the different types of relationships people have in their lives</li> <li>*How to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>*How to question and challenge stereotypes about the types of jobs people can do</li> </ul>					

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Learning end point</p>	<p>(including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</p>	<ul style="list-style-type: none"> <li>*That there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</li> <li>*That some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>*About the skills, attributes, qualifications and training needed for different jobs</li> <li>*That there are different ways into jobs and careers, including college, apprenticeships and university</li> <li>*How people choose a career/job and what influences their decision, including skills, interests and pay</li> <li>*How they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</li> </ul>	<ul style="list-style-type: none"> <li>*How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</li> <li>*That if someone has experienced a head injury, they should not be moved</li> <li>*When it is appropriate to use first aid and the importance of seeking adult help</li> <li>*The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li> </ul>	<ul style="list-style-type: none"> <li>*How drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> <li>*That some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>*How laws surrounding the use of drugs exist to protect them and others</li> <li>*Why people choose to use or not use different drugs</li> <li>*How people can prevent or reduce the risks associated with them</li> <li>*That for some people, drug use can become a habit which is difficult to break</li> <li>*How organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> <li>*How to ask for help from a trusted adult if they have any worries or concerns about drugs</li> </ul>	<ul style="list-style-type: none"> <li>*How friends and family communicate together; how the internet and social media can be used positively</li> <li>*How knowing someone online differs from knowing someone face-to-face</li> <li>*How to recognise risk in relation to friendships and keeping safe</li> <li>*About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>*How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> <li>*How to recognise opportunities for building relationships beyond electronic devices and games.</li> <li>*How to recognise opportunities for play and hobbies beyond electronic devices and games.</li> </ul>	<ul style="list-style-type: none"> <li>*How people make decisions about spending and saving money and what influences them</li> <li>*How to keep track of money so people know how much they have to spend or save</li> <li>*How people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</li> <li>*How to recognise what makes something 'value for money' and what this means to them</li> <li>*That there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and Emotions</li> </ul>
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SK	<ul style="list-style-type: none"> <li>*To know what contributes to an individuals identity</li> <li>*To know the different ways we can be different e.g. gender fluidity</li> <li>*To know we can challenge a stereotype</li> </ul>	<ul style="list-style-type: none"> <li>*To know there are a variety of jobs that suite different people.</li> <li>*To know difference in pay related to jobs.</li> <li>*Some jobs require skills and qualifications – they can acquire these at school, college, universities,</li> <li>*They can do whatever job they put their mind to – ambition</li> <li>*To know that they can have aspirations</li> </ul>	<ul style="list-style-type: none"> <li>*To know basic first aid</li> <li>*To know when to seek adult help</li> <li>* To know to keep calm and speak clearly to emergency services</li> </ul>	<ul style="list-style-type: none"> <li>*Being healthy is important</li> <li>*Drugs and alcohol can be unhealthy</li> <li>*Some drugs are legal some are illegal</li> <li>*Some people choose to use drugs</li> <li>*Drugs and alcohol can be addictive</li> <li>*There is support for people to stop using drugs and alcohol</li> <li>*To seek help from a trusted adult if they are worried about themselves or someone they know or live with.</li> </ul>	<ul style="list-style-type: none"> <li>*To know how to use the internet to communicate positively with family and friends</li> <li>*Online friendships can be dangerous</li> <li>*To know how to share safely online</li> <li>*To seek help from a trusted adult if they are worried about something online</li> </ul>	<ul style="list-style-type: none"> <li>*To understand that some things we spend money on are a necessity. Some things we choose to buy.</li> <li>*To know what savings are and how we use banks</li> <li>*To know that money can cause problems that can affect our feelings</li> </ul>
Key Vocab	Choice, community, transgender, gender fluid, he/she/they, gender, ethnicity, faith, culture, diversity, biological, assumption, stereotype, attitudes, prejudice	Career, voluntary, salary, skills, attributes, qualifications, training, courses, college, university, apprenticeship, stereotypes, decisions,	Choke, scald, asthma, allergic reaction, direct pressure, elevate,	Smoking, pressure, guilt, advice, alcohol, disease, medication, drugs, addiction, habit, substances, legal, illegal, restricted, over counter, unrestricted, prescribed, immunisation, criminal, stress, triggers, managing stress, volatile, reputation, anti-social behaviour	Assertive Communication Technology Cyberbullying Follower, safer internet,	Debt, bank account, savings, current account, credit card, loan, store card, 'value for money',
Quality Assured resources to support planning	<p>PSHE Association - Inclusion, belonging and addressing extremism (KS2 – Y5/6),</p> <p>'Stereotypes' Premier League Primary Stars – Developing values</p> <p>Metro Charity, KS2, Gender</p>		<p>Red Cross - Life. Live it Help save lives / Emergency action</p>	<p>Islington Healthy Schools Team – DrugWise £1decision - Keeping/staying healthy £</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>	<p>Thinkuknow – Play, Like, Share</p> <p>Google &amp; Parentzone – Be Internet Legends</p>	

Y6	<b>Health and wellbeing</b> Looking after ourselves; growing up; becoming independent; taking more responsibility	<b>Living the wider world</b> Media literacy and digital resilience; influences and decision-making; online safety	<b>Relationships</b> Different relationships, changing and growing, adulthood, independence, moving to secondary school
Key question:	How can we keep healthy as we grow?	How can the media influence people?	What will change as we become more independent?
PATHS objectives as sequenced by the scheme	<ul style="list-style-type: none"> <li>*How mental and physical health are linked</li> <li>*How positive friendships and being involved in activities such as clubs and community groups support wellbeing</li> <li>*How to make choices that support a healthy, balanced lifestyle including:               <ul style="list-style-type: none"> <li>» how to plan a healthy meal</li> <li>» how to stay physically active</li> <li>» how to maintain good dental health, including oral hygiene, food and drink choices</li> <li>» how to benefit from and stay safe in the sun</li> <li>» how and why to balance time spent online with other activities</li> <li>» how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</li> <li>» how to manage the influence of friends and family on health choices</li> </ul> </li> <li>*How growing up and becoming more independent comes with increased opportunities and responsibilities</li> <li>*How friendships may change as they grow and how to manage this</li> </ul>		
Learning end point	<ul style="list-style-type: none"> <li>*That habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</li> <li>*How legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</li> <li>*How to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</li> <li>*That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> <li>*That anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>*That mental health difficulties can usually be resolved or managed with the right strategies and support</li> </ul>	<ul style="list-style-type: none"> <li>*How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</li> <li>*That not everything should be shared online or social media and that there are rules about this, including the distribution of images – to be aware people share nude images and there are inappropriate images online that can be harmful to view.</li> <li>*That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</li> <li>*How text and images can be manipulated or invented; strategies to recognise this</li> <li>*To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</li> <li>*To recognise unsafe or suspicious content online and what to do about it</li> <li>*How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li> <li>*How to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> <li>*How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</li> <li>*To recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</li> <li>*To discuss and debate what influences people's decisions, taking into consideration different viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>*That people have different kinds of relationships in their lives, including romantic or intimate relationships</li> <li>*That people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> <li>*That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> <li>*How puberty relates to growing from childhood to adulthood</li> <li>*About the reproductive organs and process - how babies are conceived and born and how they need to be cared for</li> <li>*That there are ways to prevent a baby being made<sup>2</sup></li> <li>*How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</li> <li>*That FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else<sup>1</sup></li> </ul>

SK	<p>*To know that to be healthy consists of mental and physical health</p> <p>*To know the choices we can make to promote general well-being</p> <p>*To know we can change bad habits</p> <p>*To know we can manage mental health by asking for help from trusted adults</p>	<p>*To know the dangers of social media – be careful what they share</p> <p>*Media is subjective and must be read and shared carefully,</p> <p>*To know what they see, read and hear is not always reliable,</p> <p>*To know when something is unsafe online</p> <p>*To know what is age appropriate</p> <p>To seek a trusted adult if they see something inappropriate</p> <p>*To know why gambling is risky</p> <p>*To know people have different viewpoints</p>	<p>*To know about different relationships between different people</p> <p>*To know marriage is a choice</p> <p>* To know what puberty is</p> <p>*To know how babies are conceived</p> <p>*To know how babies are born</p> <p>*To know we can prevent babies from being born</p> <p>*To know growing up brings responsibility</p> <p>*To know they can ask for help from a trusted adult if they are worried.</p> <p>*To know FGM is illegal</p>
Key Vocab	<p>Wants, needs, Maslow, empathy, Comparison, compassion, opportunities, obstacles, legal, Illegal, lawful, FGM, mental health, well-being,</p>	<p>Self –image, self –esteem, real –self, celebrity, perception, media, distribution, images, opinions, decisions, manipulation, invented, reliable, content, suspicious, influence, appropriate, inappropriate, gambling, consideration, viewpoints,</p>	<p>Changes, puberty, emotions, hygiene, exercise, nutrition, hormones, puberty, adolescence, breasts, pubic hair, genitals, muscular development, menstruation, penis, vagina, making love, sexual Intercourse, fertilisation, conception, boyfriend /girlfriend, attraction, pressure, intensity, impulse, pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, midwife,</p>
Quality Assured resources to support planning	<p>PSHE Association – Mental health and wellbeing (KS2 – Y5/6), lessons 1 and 2</p> <p>PSHE Association and - The sleep factor (KS2)</p> <p>Rise Above – Sleep (KS2)</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p> <p>PSHE Association – Mental health and wellbeing (KS2 – Y5/6), lessons 1 and 2</p> <p>PSHE Association and - The sleep factor (KS2)</p> <p>Rise Above – Sleep (KS2)</p> <p>Rise Above – Social media (KS2)</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>	<p>PSHE Association - Inclusion, belonging and addressing extremism (KS2 –Y5/6), ‘Extremism’ PSHE Association, National Literacy Trust and The Guardian Foundation – NewsWise, Lessons 3, 5 and 6</p> <p>BBFC – Let’s watch a film – making choices about what to watch</p> <p>Childnet – Trust me</p> <p>Islington Healthy Schools Team – DrugWise £</p> <p>Rise Above – Social Media</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>	<p>Medway Public Health Directorate - Primary RSE lessons (Y6)</p> <p>Betty – It’s perfectly natural NSPCC – Making sense of relationships (KS2)</p> <p>PSHE Association – Mental health and wellbeing (KS2 – Y5/6), lesson 3, Feelings and common anxieties when transitioning to secondary school</p> <p>Rise Above – Transition to secondary school</p>