

PSHE Curriculum Progression Map



School Purpose: To nurture curiosity every day, for every child, within a community acting as a beacon of the Catholic faith

Overarching Concepts									
Online	Respect	Being Safe	The Law	Respect, consent, diversity, identity	Online	Being Safe	The Law	Seeking Support	Personal Responsibility & Self Respect
Core Themes									
Relationships				Living in the wider world				Health and Wellbeing	
Topics									
Family				Community				Mental Wellbeing	
Friends				Online Safety				Staying Healthy	
Self				Money and Work				Growing	
Mental Health and Wellbeing									

	Relationships (Autumn Term)			Living in the wider world (Spring Term)			Health and Wellbeing (Summer Term)		
	Families	Friends	Self	Community	Online Safety	Money and Work	Mental wellbeing	Staying Healthy	Growing (Inc Ten Ten Life To The Full)
Foundation 1 (Pre-School)		Falling out and making up	Being an individual	Helping other people	L2: Choosing what to do online S2: Feeling Safe Online		Recognising feelings	Healthy and unhealthy choices	LTTF: 1.1 Handmade With Love (5 x 15 mins) 2.1: Role Model (2x15 mins) 2.2: Personal Relationships (3 x 15 mins) 2.3 Keeping Safe (4 x 15 mins)
Foundation 2 (Reception)		Perspectives of others	Being unique Becoming better through effort	C1: The importance of rules	S3: Personal Information	Value of Money And Spending Choices HSBC: The Treasure Hunt	Expressing feelings	Looking after ourselves and taking responsibility	LTTF: 1.1 Handmade With Love (5 x 15 mins)

									<p>1.2 Me, My Body and My Health (3 x 15 mins)</p> <p>1.3 Emotional wellbeing (3 x 15 mins)</p> <p>1.4.1: Life Cycles (1 x 15 min)</p>
Year 1	<p>FA1: Who's In a Family?</p> <p>FA2: Do families Always Stay The Same?</p> <p>FA3: How Should families Treat Each Other?</p>	<p>Fr1: Who Is My Friend?</p> <p>Fr2: What Makes A Good Friend?</p>		<p>C1: How Do We Make A Happy School?</p> <p>C2: Who Lives In My Neighbourhood?</p> <p>C3: What Makes A Boy Or Girl?</p>	Os1: Screen Time (L1)	Budgeting And Saving: Toy Time	<p>M1: Where Do Feelings Come From?</p> <p>M2: Who Am I?</p>	<p>P1: How Do I Use My Body To Stay Healthy?</p> <p>P2: How Do I decide What To Eat?</p>	<p>LTTF: 2.3 Keeping Safe (3hrs)</p> <p>G1: How Bodies Change As We Get Older</p>
Year 2	<p>FA4: When Should I Say No?</p> <p>FA5: Who Owns My Body? I Do!</p> <p>FA6: Are All Families The Same?</p>	<p>Fr3: Should Friends Tell Us What To Do?</p> <p>Fr4: How Do We Stop Bullying?</p>			<p>Os2: Personal Information</p> <p>Os3: Online Strangers</p> <p>Os4: Fake News</p>	Budgeting And Saving: Keeping a Record- The Birthday Party	<p>M3: What Helps Me To Be Happy?</p>	<p>P3: How Do We Stop Getting Ill?</p> <p>P4: How Can I Stay Safe?</p>	<p>LTTF: 1.1: Religious understand (5 x 10 mins)</p> <p>1.2: Me, my body and my health (3 x 30 min sessions)</p> <p>1.3: Emotional Wellbeing (2 hrs)</p>
Year 3	<p>Fa1: Do Families Always Stay The Same?</p> <p>Fa2: Are All Families Like Mine?</p>	<p>Fr1: What Makes A Good Friend?</p>		<p>C1: How Do We Make The World Fair?</p> <p>C2: Where Do You Feel Like You Belong?</p>	<p>Os1: Online Strangers (P1)</p> <p>Os2: Sharing Online (P2)</p> <p>Os3: Friendship Online (S1)</p>	Value Of Money And Spending: Making wise Choices- The Expedition	<p>M1 How Do I Manage My Feelings?</p>	<p>P1: How Do I Keep My Body Healthy?</p> <p>P2: How Do I Get A Healthy Diet?</p>	<p>LTTF: 1.1 Religious Understanding: Get Up (session 1) (5 x 15 mins)</p> <p>2.3 Keeping Safe: Sessions 3, 4 5: Safe in My Body, Drugs, Alcohol and Tobacco</p>

Year 4	Fa3: Are Boys And Girls The Same?	Fr2: Are All Friends The Same? Fr3: Are Friendships Always Fun?		C3: How Can We Help The People Around Us?	Os4: Personal Information (C2) Os5: Digital Media (N1) Os6: Verifying Content And Echo Chambers (N3)	Critical Consumer: Shopping Sense	M2: Are We Happy All The Time?	P3: How Do I Stop Getting Ill?	From UKS2: G1: How Will My Body Change As I Get Older? LTF: 1.1 Religious Understanding: Get Up (session 1) (5 x 15 mins) 1.2 Me, my body and my health (5 x 45 mins) 1.3 Emotional wellbeing (3 x 45 mins)
Year 5	Fa1: Why Do Some People Get Married? Fa2: Are Families Ever Perfect?	Fr1: What Makes A Close Friend? Fr2: Should I Try And Fit In With My Friends? Fr3: Should Friends Tell Us What To Do?		C1: What Is Prejudice? C2: What Is The History Of Prejudice? C3: What Should I Do If I Encounter Prejudice?	Os1: Control And Consent (S1) Os2: Protecting Our Identity (P1) Os3: Meeting Strangers Online (P4) Os4: Personal Information, Terms And Conditions (C2)	Financial Future: Household Budgeting	M1: Does Everybody Have The Same Feelings? M2: Should We Be Happy All The Time?	P1: Is There Such A Thing As The Perfect Body? P2: How Can I Stay Fit And Healthy? P3: Can I Avoid Getting Ill?	G2: How Will My Feelings Change As I Get Older? G3: How Will I Stay Clean During Puberty? LTF 1.1 Calming the storm (5 x 15 mins) 2.2 Personal Relationships (3 x 45 mins) 2.3 Keeping Safe (6 x 45 mins)
Year 6	Fa3: Is There Such a Thing As A Normal Family?	Fr4: Why Are Some People Unkind? Fr5: What Are Stereotypes? Fr6: How Do I Accept My Friends For Who They Are?		C4: How Can I Be A Great Citizen? C5: Why Is Money Important? C6: Who Belongs In Our Country? C7: What Does It Mean To Be British?	Os5: Analysing Digital Media (N1) Os6: Bias (N2) Os7: Echo Chambers (N5) Os8: Does The Internet Make Us Happy? (L1)	Financial Future: World Of Work	M3: Why Do We Argue? M4: Who Am I?	P4: Why Do Some People Take Drugs? P5: Where Should I Get My Health Information? P6: How Do I Save MY Life?	G4: What Is Menstruation? Sx1: How Do Plants And Animals Reproduce Sx2: Sexual Reproduction

									<p>LTF 1.1 Calming the storm (5 x 15 mins)</p> <p>1.2 Me, my body and my health (4 x 45 mins)</p> <p>1.3 Emotional wellbeing (4 x 45 mins)</p> <p>1.4 Life Cycles (3 x 45 mins)</p>
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Knowledge And Vocabulary Progression Framework (Year By Year)

Anything highlighted in yellow relates directly to content coming from the Ofsted review of peer or peer and sexual violence in schools.

'Schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring that young people understand that they have rights over their own bodies.' DfE, 2019.

<p style="text-align: center;">Caring Friendships</p> <p><i>'Pupils should know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable.'</i></p>	<p style="text-align: center;">Respectful Relationships</p> <p><i>'Pupils should know ...the importance of permission-seeking and giving in relationships with friends, peers and adults.'</i></p>	<p style="text-align: center;">Online Relationships</p> <p><i>'Pupils should know... that the same principles apply to online relationships as face-to-face relationships, including the importance of respecting others online.'</i></p>	<p style="text-align: center;">Being Safe</p> <p><i>'Pupils should know that each person's body belongs to them, and the differences between inappropriate or unsafe physical, or other, contact.'</i></p>
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	Relationships (Autumn Term)			Living in the wider world (Spring Term)			Health and Wellbeing (Summer Term)		
	Families	Friends	Self	Community	Online Safety	Money and Work	Mental wellbeing	Staying Healthy	Growing (Inc Ten Ten Life To The Full)
Foundation 1 (Pre-School)		Understand that sometimes we fall-out and have disagreements with people, and that these can be resolved through listening to each other's point of view	To understand that they are an individual person	Understand that we can do jobs and tasks to help others	L2: Understand that we need to decide which games to play and what to watch S2: Understand what to do when they see something that makes them feel unsafe or confused online		Understand how to recognise their own feelings and to use these within sentences. e.g. 'I am feeling happy.' 'I am feeling sad.'	Understand that some foods and drinks can be healthy, and that some can be unhealthy	LTF: Our bodies were created by God and are good The importance of being close to and trusting of 'special people' and telling them is something is troubling them That there is appropriate and inappropriate behaviour The characteristics of positive and negative relationships

									<p>About different types of teasing and that all bullying is wrong and unacceptable</p> <p>About safe and unsafe situations indoors and outdoors, including online.</p> <p>To know they are entitled to bodily privacy</p> <p>Medicines should only be taken when a parent or doctor gives them to us.</p> <p>Medicines are not sweets.</p> <p>Paramedics help us in a medical emergency.</p> <p>First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</p>
Vocabulary	Listen, myself, others,			Helping, kindness, care				I, Feelings, special, people	
Foundation 2 (Reception)		To understand that different people have different perspectives	To understand that they are individuals who have skills, abilities and interests which may be similar or different to others To understand that we become	C1: Understand what rules are and how they help us to feel safe and happy	S3: Understand that some information is private, and that information shouldn't be shared, especially amongst people you don't know that well	The Treasure Hunt: To understand the different coins have different values	Re-cap how to express their emotions in words, and that emotions are 'feelings' and what triggers them to feel these	Understand that we should look after ourselves and follow important routines likes washing hands before eating, drinking water and eating fruits and vegetables	<p>LTF:</p> <p>Our bodies were created by God and are good</p> <p>We are each unique, with individual gifts, talents and skills.</p> <p>The names of the parts of the body</p> <p>What constitutes a healthy lifestyle,</p>

			better through effort						including exercise, diet, sleep and personal hygiene A language to describe their feelings and simple strategies for managing feelings, emotions and behaviour That there are natural life stages from birth to death, and what these are
Vocabulary	Unique, effort, points of view, perspective		Rules, right, wrong, private, happy, safe, unsafe, comfortable, uncomfortable		Healthy, unhealthy, diet, emotions, trigger, stages, life-cycle				
Year 1	<p>FA1: Understand That Families Are Made Up Of A Group Of People That changes Over Time</p> <p>Fa2: Understand That Events Can Influence Feelings</p> <p>FA3: Understand That Children And Adults Have Responsibilities To Each Other</p>	<p>Fr1: To understand that there is a difference between close friends, acquaintances and strangers</p> <p>Fr2: Understand that friends do not always agree with each other, and that differences should be resolved with kindness, respect and care</p>		<p>C2: Understand the importance of treating people with kindness and respect, regardless of differences</p> <p>C3: To know the names of the external body parts of boys and girls and genitalia (penis, vagina)</p>	<p>Os1: Understand the importance of people getting the correct balance of online and offline</p>	<p>Budgeting And Saving: Toy Time</p> <p>To understand that they can make choices about spending and saving and that for some things, more time is required for saving</p>	<p>M1: Understand that emotions result from different experiences and situations</p> <p>M2: To understand that other people are important, no matter how good they are at certain things</p>	<p>P1: Understand that a healthy lifestyle includes regular exercise and understand that sometimes we get ill or injured</p> <p>P2: Understand that a balanced diet includes fruit, vegetables, water and other energy sources</p>	<p>G1: How Bodies Change As We Get Older</p> <p>To understand safe and unsafe situations, including online.</p> <p>The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them;</p> <p>How to resist pressure when feeling unsafe.</p> <p>To know that they are entitled to bodily privacy;</p> <p>Medicines are drugs, but not all</p>

									<p>drugs are good for us.</p> <p>Alcohol and tobacco are harmful substances.</p> <p>They should call 999 in an emergency and ask for ambulance, police and/or fire brigade</p> <p>If they require medical help but it is not an emergency, basic first aid should be used instead of calling 999.</p> <p>Some basic principles of First Aid</p>
Vocabulary	Responsibility, Kindness, Change, Moving, Forever Feelings			Rules, right, wrong, community, different, penis, vagina, boy, girl, non-binary, screen, connect, active, creative			Pride, unique, exercise, diet, sleep, brushing, teeth, diet, healthy, unhealthy, fruit, vegetable, energy, Halal, kosher, change, age, baby, child, teenager, adult, elderly		
Total Number of Sessions	5			5			5		
Year 2	<p>FA4: Understand that other people need permission before they can touch us and that some parts of our bodies are more private than others</p> <p>FA5: Understand that certain parts of our bodies are very private, and only we get to decide what happens to them and to know to</p>	<p>Fr3: Understand that friends should treat each other children with fairness, that there is not an ideal number of friends, and that being controlling of other people is bad and excluding other children is hurtful</p> <p>Fr4: Empathise with other people and understand</p>			<p>Os2: Understand the important of not sharing personal information online</p> <p>Os3: Understand that people are online strangers if we don't know them in real-life and know that we should not share private and personal information with online strangers</p>	<p>Budgeting And Saving:</p> <p>Understand that we should not spend everything we earn, and to understand the process of saving</p>	<p>M3: Understand the connection between their actions and the feelings of themselves and others- that actions have consequences both good and bad and that we are all responsible for our own individual actions and choices</p>	<p>P3: Understand that germs are spread by coughs, sneezes and physical contact with other people, and that we can prevent tooth decay by brushing our teeth regularly</p> <p>P4: Identify common dangers</p>	<p>The names of the parts of our bodies</p> <p>What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating;</p> <p>The importance of sleep, rest and recreation for our health;</p>

	report concerns to an adult we trust Fa6: Understand that there are different family structures and that no family is the same	that different types of bullying affect people in different ways			Os4: Understand that anybody can put things online and that things online are often not true			encountered at home including: chemicals and medicines, roads and cars, riding bicycles and scooters	How to maintain personal hygiene. A language to describe our feelings and simple strategies for managing feelings.
	Consent, private, permission, trusted adult, secret, surprise, worried, normal, different, religion, gender, culture, include, exclude, leave out, respect, listening, polite, bullying, physical, emotional, group, disability, minority			Internet, information, money, fake, truth, private, personal, information		Feelings, online, offline, activities, hobbies, sleep, physical exercise, indoors, outdoors, teeth, dentist, clean, wash, disease, germs, chemical, medicine, needles, railway, emergency, police, fire, brigade, ambulance, change, age, baby, child, teenager, adult, elderly			
Total Number of Sessions	5			4		3			
Year 3	Fa1: Understand that families can change and that parents can split up and sometimes die; that none of these events are the child's fault Fa2: Understand that all families are unique, that there is no set family structure, and that any type of family can provide love and support	Fr1: Appreciate that we have responsibilities to our friends and to understand that other people's emotions are important	Understand how to find my values as a person	C1: Understand that the rule of law is designed to keep everyone safe and understand that laws are designed to give some people more protection (e.g. child protection) C2: Understand that we are all part of a wider community and that we have a responsibility to treat people in our community with respect Understand that biological parents are not always the	Os1: To understand that people on the internet are not always who they say they are and that some people have malicious intentions Os2: Understand that we must keep our personal information safe Os3: Understand that it is important to be kind in online social environments and that peer pressure can influence us to do inappropriate or unkind things	Value Of Money And Spending: To understand that we have choices to make as consumers	M1 Understand that we experience a range of feelings and that we have responsibilities, but cannot control everything	P1: Understand the importance that our physical health and have on our lives and mental wellbeing P2: Understand that a balanced diet includes foods from different groups	To judge well what kind of physical contact is acceptable or unacceptable and how to respond; Medicines are drugs, but not all drugs are good for us. Alcohol and tobacco are harmful substances. In an emergency, it is important to remain calm. Quick reactions in an emergency can save a life. Children can help in an emergency using their First Aid knowledge.

				people that look after a child					
Vocabulary	Foster care, adoption, divorce, break-up, death, grief, illness, disability, religion , skin colour, Islam, Muslim, mosque, prayers, represent, discrimination, same sex, happy, safe, trust, honesty, kindness, generosity, interests, experiences, support, problems, welcome			Rules, laws, government, vote, rights, police, fair, equal, equality, community, citizen, support, belong, adoption, same-sex, gay, straight, strangers, online, deception, social media, personal, information , privacy, stranger, trust, kindness, cyberbullying, friendship, pressure, behaviour			Responsibility, anger, happiness, anger, nervousness, fear, surprise, sadness, grief, blame, guilt, ashamed, regret, apologise, stress, active, healthy, exercise, food, nutrition, diet, sugar, fat, protein, vitamins, balance		
Total Number of Sessions		4			6			3	
Year 4	Fa3: Understand that all people deserve respect, especially if they are different to other people and to understand that we all have different strengths and weaknesses and find different things challenging	Fr2: Understand that differences in skin colour, religion, culture sexuality and (dis) ability should not inhibit friendship or cause negative treatment Fr3: Understand that relationships come with a mixture of positive and negative emotions and understand that it is normal to disagree with your friends		C3: Understand that we have the power and responsibility to make our communities better places to live	Os4: Understand that websites store a lot of our information Os5: Understand how being able to analyse digital content is part of becoming digitally literate Os6: Understand that information must be checked online before it can be believed and that people can sometimes be motivated to put false things online	Critical Consumer: To know that as consumers we need to be aware of who and what we are buying from, and that these purchases can align with our values	M2: Understand that we can have a range of negative emotions and that we can intentionally develop our own self-esteem with concerted effort and focus	P3: Understand that hand washing is essential to hygiene, understand that brushing is important for healthy teeth	From UKS2: G1: How Will My Body Change As I Get Older? LTTF: About the need to respect and look after their bodies Learn what the term puberty means; Learn when they can expect puberty to take place; Learn correct naming of genitalia; Learn what changes will happen to boys during puberty; Learn what changes will

								<p>happen to girls during puberty.</p> <p>That emotions change as they grow up (including hormonal effects);</p> <p>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.</p>	
Vocabulary	Disagreement, positive and negative emotions, perfect, compromise, Ramada, Islam, Muslim, bullying, discrimination, gender, gender, stereotype, sexism, disability, diversity, religion			Content, media, advertising, fake news, theories, digital literacy, analyse, content, media, headlines, features, tabloid, broadsheet, personal, information, identities, community, responsibility, acts of kindness			Germs, bacteria, virus, hygiene, infection, menstruation, periods, penis, vagina, feelings, emotions, sadness, depression, happiness, love, anger, self-esteem		
Total Number of Sessions	3			5			4		
Year 5	<p>Fa1: Understand that forced marriage is illegal and that not everyone wants to get married</p> <p>Fa2: Understand that families should contain love, care and respect</p> <p>Understand the difference between secrets and surprises and what confidentiality is and when to break it</p>	<p>Fr1: To empathise with people who are excluded and to understand that friendship is built upon kindness, care and giving</p> <p>Fr2: Understand that we don't have to be the same as everyone else to have friends and to understand that friendships change over time</p> <p>Fr3: Understand that friendship is not just about</p>		<p>C1: Know that unconscious bias exists</p> <p>Understand why some people discriminate and know the protected characteristics</p> <p>C2: Understand that history impacts people who are alive today and to understand the history of prejudice, and how we can fight for equality</p>	<p>Os1: Understand that social media comes with pressure and that we have a significant amount of control over our online lives</p> <p>Os2: Understand that our personal information is valuable, sensitive and private to us</p> <p>Os3: Understand that there are dangers online</p>	Financial Future: Understand that to live independently it is important to assign different percentages of income to different items for running a household		<p>P1: Understand that the images we see in the media affect the way we see and judge ourselves and others and appreciate that many photos we see are the result of hours of hard work</p> <p>P2: Understand that health is closely linked to a balanced diet and exercise</p> <p>P3: Understand that drugs alcohol and</p>	<p>G2: How Will My Feelings Change As I Get Older?</p> <p>G3: How Will I Stay Clean During Puberty?</p> <p>LTTF:</p> <p>Pressure comes in different forms, and what those different forms are;</p> <p>Understand what consent and bodily autonomy means;</p> <p>To recognise that their increasing independence</p>

	<p>Understand consent as being an agreement to do something without feeling pressure</p>	<p>doing what someone says and that boundaries are a healthy part of any relationship</p> <p>Appreciate that friends make us feel good and safe</p>		<p>through action and education</p> <p>C3: Understand that groups and individuals from minority groups are more likely to be victims of prejudice, harassments and bullying</p> <p>Identify the protected characteristics of the equality act as: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation</p> <p>Know that when they encounter, witness or experience prejudice they need to challenge it</p>	<p>for younger people such as people pretending to be someone who they are not in real-life</p> <p>Os4: Understand that our personal information can be used to make money and target us with advertising</p>			<p>tobacco carry significant health risks</p>	<p>brings increased responsibility to keep themselves and others safe.</p> <p>How to use technology safely.</p> <p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others.</p> <p>How to report and get help if they encounter inappropriate materials or messages.</p> <p>What the term cyberbullying means and examples of it;</p> <p>What cyberbullying feels like for the victim;</p> <p>How to get help if they experience cyberbullying.</p> <p>To judge well what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>Understand the effect that a range of substances</p>
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								<p>including drugs, tobacco and alcohol can have on the body.</p> <p>Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco</p> <p>Learn that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies</p> <p>The recovery position can be used when a person is unconscious but breathing.</p> <p>DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.</p>
Vocabulary	Marriage, wedding, ceremony, gay, consent, secrets, surprises, unwanted, fault, kindness, friendship, inclusion, transition, jealousy, betrayal, different, excluding, including, friendship, boundaries, manipulation tactics, relationship, controlling, consent, dares, peer-pressure			Race, racism, segregation, discrimination, prejudice, equality act, gender, sexual orientation, homophobic, consent, control, social media, manipulation, public, private, pressure, personal information, identity, protect, privacy, valuable sensitive, strangers, passwords, manipulation, catfish, deception, vulnerable, terms and conditions, advertisement				Angry, anxious, frustrated, confused, emotional reaction, loss, separation, divorce, bereavement, managing impulsivity, restraint, self-control, body image, self-esteem, unrealistic, expectations, insecurity, oral hygiene, flossing, tooth decay, plaque, hormones, moods, anxiety, insecurity, self-conscious, risk, sweat glands, smegma, genitals, bacteria, essential, luxury, poverty
Total Number of Sessions	5			7				6

<p>Year 6</p>	<p>Fa3: Understand that friendship is not just about doing what someone says and that boundaries are healthy and an essential part of any relationship</p> <p>Understand that friends should make us feel good and safe</p>	<p>Fr4: Understand that violence is always wrong and that our body belongs to us and to understand that people bully for a variety of reasons</p> <p>Fr5: Understand that stereotypes are not accurate representation of people and to be able to critique media and identify stereotypes in the world around them, understand that it is important to challenge stereotypes when they see them</p> <p>Fr6: Understand that gay, bisexual, transgender and non-binary people may face discrimination and accurately use language relating to gender, sexuality and identity</p>		<p>C4: How Can I Be A Great Citizen?</p> <p>C5: Why Is Money Important?</p> <p>C6: Know that most refugees stay near their country of origin, and understand that some countries are affected by war, poverty, and oppression</p> <p>C7: Understand that people can have more than one nationality and to understand that this country's culture is made up of different immigrants that have come here over thousands of years</p>	<p>Os5: Understand that there are different types of media to understand including newspapers, tabloids, broadsheets, and to know what clickbait it (N1)</p> <p>Os6: Understand that not everything they read is true and understand that bias can mislead readers (N2)</p> <p>Os7: Understand that different groups have their own motivations which are based on ideological or commercial reasons and understand how social media limits the number of opposing views we encounter (N5)</p> <p>Os8: To understand that there is positive and negative content online and that the videos and images we see are not always</p>	<p>Financial Future:</p> <p>World Of Work: To understand that working is an important part of becoming financially secure</p>	<p>M3: To understand that it is better to demonstrate self-control and restraint in emotional situations, and how staying calm and making good choices is important, especially when others are not</p> <p>M4: To understand that brains can get poorly just like bodies and that mental wellbeing varies and is not constant</p>	<p>P4: Understand that some people take drugs and some do not, and understand the significant health risks of taking drugs and tobacco</p> <p>P5: Understand that not all information is accurate, even if it appears to be</p> <p>P6: To understand how to react to emergency situations and how to perform basic CPR and deal with choking</p>	<p>G4: What Is Menstruation?</p> <p>Sx1: How Do Plants And Animals Reproduce</p> <p>Sx2: Sexual Reproduction</p> <p>LTTF:</p> <p>Physically becoming an adult is a natural phase of life.</p> <p>About the unique growth and development of humans, and the changes that girls and boys will experience during puberty;</p> <p>How to make good choices that have an impact on their health.</p> <p>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>Emotions change as they grow up (including hormonal effects);</p> <p>The difference between harmful</p>
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					representative of reality (L1)				<p>and harmless videos and images;</p> <p>The impact that harmful videos and images can have on young minds;</p> <p>Ways to combat and deal with viewing harmful videos and images</p> <p>How a baby grows and develops in its mother's womb.</p> <p>Basic scientific facts about sexual intercourse between a man and woman;</p> <p>The physical, emotional, moral and spiritual implications of sexual intercourse;</p> <p>About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life;</p> <p>Some practical help on how to manage the onset of menstruation.</p>
Vocabulary	Gender, male, female, intersex, non-binary, lesbian, gay, bisexual, transgender, sexual orientation, stereotypes,	Echo chambers, bias, groups, viewpoints, propaganda, analyse, digital, media, literacy, headline, broadsheet,	Menstruation, menstruator, periods, vagina, vulva, ovaries, ovum, hormones, uterus, danger, hazard,						

	woman, sexism, bullying, cyber-bullying, discrimination, insecurities, friendship, boundaries, manipulation tactics, relationship, controlling, consent, dares, pre-pressure	tabloids, links, clickbait, compare, culture, religion, language, rights, refugees, asylum, seekers, migration, immigrant, debt, earn salary, tax	environment, penis, pubic hair, foreskin, scrotum, testicles, erection, ejaculate, sperm, urethra, clitoris, anus, vagina, urethra, labia, cervix, uterus, ovary, fallopian tube, ovum, reproduction, pregnancy, discharge, fertilisation, drugs, illegal, alcohol, tobacco, cigarettes, addictive, addiction, identity, emotions, listen, resolve, impulsivity, conflict, resolution, trigger, restraint
Total Number of Sessions	4	9	8

Short Term Curriculum Adjustment (Autumn Term 1/Autumn Term 2)

Year Group	Relationships	Living In The Wider World	Health and Wellbeing
Reception	Understand that sometimes we fall-out and have disagreements with people, and that these can be resolved through listening to each other's point of view	Understand that we can do jobs and tasks to help others	LTF: 1.1 Handmade With Love (5 x 15 mins) (From Pre-School)
Y1		From FS2 Online Safety: S3: Understand that some information is private, and that information shouldn't be shared, especially amongst people you don't know that well	LTF: 1.1 Handmade With Love (5 x 15 mins) (From Reception) 1.2 Me, My Body and My Health (3 x 15 mins) 1.4.1: Life Cycles (1 x 15 min)
Y2	Fa3: Understand That Children And Adults Have Responsibilities To Each Other Fr1: To understand that there is a difference between close friends, acquaintances and strangers	C2: Understand the importance of treating people with kindness and respect, regardless of differences C3: To know the names of the external body parts of boys and girls and genitalia (penis, vagina)	1.4.1: Life Cycles (1 x 15 min) G1: How Bodies Change As We Get Older M1: Where Do Feelings Come From?
Y3	FA4: Understand that other people need permission before they can touch us and that some parts of our bodies are more private than others FA5: Understand that certain parts of our bodies are very private, and only we get to decide what happens to them and to know to report concerns to an adult we trust Fr3: Understand that friends should treat each other children with fairness, that there is not an ideal number of friends, and that being controlling of other people is bad and excluding other children is hurtful	Os3: Understand that people are online strangers if we don't know them in real-life and know that we should not share private and personal information with online strangers Os4: Understand that anybody can put things online and that things online are often not true	LTF: 1.1: Religious understand (5 x 10 mins) 1.2: Me, my body and my health (3 x 30 min sessions) M3: What Helps Me To Be Happy?

	Fr4: Empathise with other people and understand that different types of bullying affect people in different ways		
Y4	Fr1: Appreciate that we have responsibilities to our friends and to understand that other people's emotions are important	C2: Understand that we are all part of a wider community and that we have a responsibility to treat people in our community with respect Os3: Understand that it is important to be kind in online social environments and that peer pressure can influence us to do inappropriate or unkind things	2.3 Keeping Safe: Sessions 3, 4 5: Safe in My Body, Drugs, Alcohol and Tobacco M1: How Do I Manage My Feelings?
Y5	Fr3: Understand that all people deserve respect, especially if they are different to other people and to understand that we all have different strengths and weaknesses and find different things challenging Fr2: Understand that differences in skin colour, religion, culture sexuality and (dis) ability should not inhibit friendship or cause negative treatment Fr3: Understand that relationships come with a mixture of positive and negative emotions and understand that it is normal to disagree with your friends		From UKS2: G1: How Will My Body Change As I Get Older? LTF: 1.1 Religious Understanding: Get Up (session 1) (5 x 15 mins) 1.2 Me, my body and my health (5 x 45 mins)
Y6	Fr1: To empathise with people who are excluded and to understand that friendship is built upon kindness, care and giving Fr2: Understand that we don't have to be the same as everyone else to have friends and to understand that friendships change over time FA2: Understand consent as being an agreement to do something without feeling pressure Fr3: Understand that friendship is not just about doing what someone says and that boundaries are a healthy part of any relationship Appreciate that friends make us feel good and safe	Os3: Understand that there are dangers online for younger people such as people pretending to be someone who they are not in real-life C3: Understand that groups and individuals from minority groups are more likely to be victims of prejudice, harassments and bullying	G2: How Will My Feelings Change As I Get Older? G3: How Will I Stay Clean During Puberty?

Lesson plans and resources can be found here:

<https://drive.google.com/drive/folders/1PNjPKYj79rwUeTTrKfjHJArUaLY1PuOd>

Lesson plans and resources for online safety for Pre-School and Reception can be found through this link and also through the computing curriculum:

https://drive.google.com/drive/u/0/folders/1GMXSERdAixl4uWTiRuxgckF_vxk_NRqr