

PSHE - subject Aims

Three core themes:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

Subject rationale: *(Consider how your subject rationale connects with the Curriculum rationale)*

At Balfour we believe that PSHE education helps pupils to develop the knowledge, skills and attributes pupils need to manage life's challenges and make the most of life's opportunities- cultural capital. There is evidence to show that PSHE education can enable pupils to understand the importance of a healthy lifestyle both in terms of their physical and emotional wellbeing and support them in developing/building healthy friendships and relationships and keep themselves safe. An effective PSHE programme can also tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will become healthy, independent and responsible members of society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about values, rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. Each topic in the scheme incorporates activities to establish the starting point of learners and assess progress.

Threshold Concepts and Skills: *(What are the fundamental concepts and ideas that pupils must have grasped in PSHE by the time they leave Balfour Primary School)*

By the time children leave Balfour Primary school, our hope is that they will be well on the way to developing the qualities and attributes they will need to thrive as individuals, family members and members of society. We want PSHE education to equip them to live healthy, safe, productive, capable, responsible and balanced lives. We will strive to ensure that children understand how to achieve fulfilment in their futures.

Our world is rapidly changing and whilst the content of PSHE is vitally important, it can quickly date and we cannot predict the challenges, opportunities and responsibilities that pupils may face in their future. Our PSHE curriculum will therefore be as relevant and up to date as possible. We will provide them with a platform to voice their own opinions and to learn to listen and respect the opinions of others. Pupils will learn essential communication skills; debating, reasoning, weighing an argument, collaborating with and motivating others.

We will work with them in order to identify and manage risk, make informed choices and understand what influences their decisions. In addition, we want pupils to develop an understanding of themselves, manage their emotions, develop empathy and deal with change.

SUBJECT CURRICULUM LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr R	<p>New beginnings: Citizenship <i>B&H</i> X2 lessons</p> <p>Mental Health & Wellbeing <i>B&H</i> x3 lessons</p> <p>Getting on and falling out <i>B&H</i> X 2 lessons</p>	<p>Say no to bullying <i>B&H</i> X2 Anti bullying week</p> <p>Environmental safety & Drugs Education – <i>B&H Keeping Healthy & safe-</i> X3 lessons</p>	<p>Good to be me <i>B&H GTBM</i> X2 lessons</p> <p>Growing an Anti-Racist school <i>B&H GARS</i> x 2 lessons</p> <p>Going for goals <i>SEAL</i> X2 lessons</p>	<p>Protective Behaviours <i>B&H Feeling Good Feeling Safe</i> X4 lessons</p> <p>Relationships <i>B&H Loss & Bereavement Lessons.</i> X2 lessons</p>	<p>Family Diversity- x1 lessons (although may split into 2 lessons)</p> <p>Gender-<i>B&H</i> Lunchboxes activities (but no ppt) X2 lessons</p>	<p>Changes <i>SEAL</i> X3 lessons</p> <p>Global Citizenship (Global Week)</p> <p>Relationship & Sex Education (RSE)- <i>B&H</i> x3 lessons</p>
Yr 1	<p>New beginnings: Citizenship <i>B&H</i> X2 lessons</p> <p>Democracy school council X1 lessons</p> <p>Getting on and falling out <i>B&H</i> X2 lessons</p> <p>Mental Health & Wellbeing <i>B&H</i> x3 lessons</p>	<p>Say no to bullying <i>B&H</i> (Anti bullying week)</p> <p>Environmental safety & Drugs Education- <i>B&H Keeping Healthy & safe-</i> x3 lessons</p>	<p>Good to be me <i>B&H GTBM</i> x 2 lessons</p> <p>Growing an Anti-Racist school <i>B&H GARS</i> x 1 lessons</p> <p>Relationships <i>SEAL</i> x 2 lessons</p>	<p>Protective Behaviours - <i>B&H Feeling Good Feeling Safe</i> X4 lessons</p> <p>Going for goals <i>SEAL</i> x 2 lessons</p>	<p>Gender-<i>B&H</i> Toys Challenging Gender Stereotypes X2 lessons</p> <p>Gypsy Roma traveller education (GRT) <i>B&H Kushti Atchin Tan</i> x3 lessons</p>	<p>Changes <i>SEAL</i> x 2 lessons</p> <p>Global Citizenship (Global Week)</p> <p>RSE- including family diversity <i>B&H</i> x3 lessons</p>

<p>Yr2</p>	<p>New beginnings: Citizenship <i>B&H</i> X2 lessons</p> <p>Democracy school council <i>x 1 lessons</i></p> <p>Mental Health & Wellbeing <i>B&H</i> X4 lessons</p> <p>Getting on and falling out <i>B&H</i> x 2 lessons</p>	<p>Say no to bullying <i>B&H</i> (Anti bullying week)</p> <p>Environmental safety & Drugs Education -B&H <i>Keeping Healthy & safe-</i> x3 lessons</p>	<p>Good to be me <i>B&H GTBM</i> x 3 lessons</p> <p>Growing an Anti-Racist school <i>B&H GARS</i> x 1 lessons</p> <p>Careers & Gender X 2 lessons</p>	<p>Relationships <i>B&H Loss & Bereavement</i> X 2 lessons</p> <p>Protective Behaviours - <i>B&H Feeling Good Feeling Safe</i> X4 lessons</p>	<p>Changes <i>SEAL</i> x2 lessons</p> <p>Disability Equality Education- <i>B&H Nothing About Me Without Me Lessons</i> x3 lessons</p>	<p>Going for goals <i>SEAL</i> X2 lessons</p> <p>Global citizenship (Global Week)</p> <p>RSE <i>B&H</i> x3 lessons</p>
<p>Yr3</p>	<p>New beginnings: Citizenship <i>B&H</i> X2 lessons</p> <p>Democracy school council <i>x 1 lessons</i></p> <p>Getting on and falling out <i>B&H</i> X3 lessons</p> <p>Mental Health & Wellbeing <i>B&H</i> x3 lessons</p>	<p>Say no to bullying (Anti bullying week) <i>B&H</i></p> <p>Drugs & Alcohol Education -B&H <i>Keeping Healthy & safe-</i> X3 lessons</p>	<p>Good to be me <i>B&H GTBM</i> x 3 lessons</p> <p>Growing an Anti-Racist school (GARS) <i>B&H GTBM</i> x 3 lessons</p>	<p>Protective Behaviours - <i>B&H Feeling Good Feeling Safe</i> X4 lessons</p> <p>Relationships <i>SEAL</i> x 2 lessons</p>	<p>Gender- <i>B&H Be who you are lessons</i> x3 lessons</p> <p>Changes <i>SEAL</i> x 2 lessons</p>	<p>Global Citizenship Global Week (To include Poverty proofing <i>B&H</i> X2 lessons)</p> <p>RSE <i>B&H including Family Diversity</i> X4 lessons</p>

Yr4	<p>New beginnings: Citizenship <i>B&H</i> X2 lessons</p> <p>Democracy X1 lessons</p> <p>Getting on and falling out <i>B&H</i> X3 lessons</p> <p>Mental Health & Wellbeing <i>B&H</i> X3 lessons</p>	<p>Say no to bullying Anti Bullying Week X2 lessons</p> <p>Drugs & Alcohol Education -B&H <i>Keeping Healthy & safe-</i> X4 lessons</p>	<p>Good to be me <i>B&H GTBM</i> x 3 lessons</p> <p>Growing an Anti-Racist school (GARS) <i>B&H GTBM</i> x 3 lessons</p>	<p>Protective Behaviours - <i>B&H Feeling Good</i> <i>Feeling Safe</i> X4 lessons</p>	<p>Relationships <i>B&H Loss & Bereavement</i> X2 lessons</p> <p>Disability Equality Education <i>B&H</i> <i>Nothing About Me Without Me</i> X4 lessons</p>	<p>Changes <i>SEAL</i> X2 lessons</p> <p>Global Citizenship <i>(Global Week</i> From summer 2026 to include Refugee Education <i>B&H</i> X3 lessons)</p> <p>RSE- <i>B&H</i> X4 lessons</p>
Yr5	<p>New beginnings: Citizenship <i>B&H</i> X2 lessons</p> <p>Democracy x 1 lesson</p> <p>Mental Health & Wellbeing <i>B&H</i> x3 lessons</p> <p>Getting on and falling out <i>B&H</i> X2 lessons</p>	<p>Say no to bullying <i>(Anti bullying week)</i> <i>B&H</i></p> <p>Drugs & Alcohol Education- B&H <i>Keeping Healthy & safe-</i> X4 lessons</p>	<p>Good to be me <i>B&H GTBM</i> x 3 lessons</p> <p>Growing an Anti-Racist school (GARS) <i>B&H GTBM</i> x 3 lessons</p>	<p>Protective Behaviours - <i>B&H Feeling Good</i> <i>Feeling Safe</i> X4 lessons</p>	<p>Gender- <i>B&H Like A Child</i> X3 lessons</p> <p>Relationships- <i>B&H Kushti Atchin</i> <i>Tan Gypsy Roma traveller education</i> <i>(GRT)</i> x 3 lessons</p>	<p>Changes <i>SEAL</i> x2 lessons</p> <p>Global Citizenship Global Week</p> <p>RSE <i>B&H</i> X4 lessons</p>

Yr6	<p>New beginnings: Citizenship <i>B&H</i> X2 lessons</p> <p>Democracy Understanding the rule of law and school council x 1 lesson</p> <p>Getting on and falling out <i>(B&H)</i> X 3 lessons</p> <p>Mental Health & Wellbeing <i>B&H</i> X4 lessons</p>	<p>Say no to bullying (Anti bullying week)</p> <p>Drugs & Alcohol Education- <i>B&H Keeping Healthy & safe-</i> X3 lessons</p>	<p>Good to be me <i>B&H GTBM</i> x 3 lessons</p> <p>Growing an Anti-Racist school (GARS) <i>B&H GTBM</i> x 3 lessons</p>	<p>Protective Behaviours <i>B&H Feeling Good</i> <i>Feeling Safe</i> X5 lessons</p>	<p>LBGT equality education X3 lessons</p> <p>Relationships <i>B&H</i> <i>Loss & Bereavement</i> X 2 lessons</p>	<p>Changes and moving forward <i>SEAL</i> x 2 lessons</p> <p>Global Citizenship (Global Week)</p> <p>RSE- <i>B&H</i> X4 lessons X1 Optional puberty lesson</p>
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Links to other areas:

Money management – maths/money day

Internet Safety - ICT

Healthy Eating – Science/DT

Refugees – texts in English (boy at the back of the class), Global week

Poverty proofing – Global week

Year Group: YR

Autumn Term 1				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
Feelings, kind, belong, sad, happy, scared, angry, lonely, excited, special	Due to the spiral nature of the curriculum each topic is revisited in future years	Due to the spiral nature of the curriculum each topic is revisited in future years	Working and socialising with other children	Bully, bullying, mean behaviour, unkind, healthy, germs, help,	Due to the spiral nature of the curriculum each topic is revisited in future years	Due to the spiral nature of the curriculum each topic is revisited in future years	Staying safe
Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
New Beginnings: Citizenship (B&H) I know why we have rules I know what kindness means		New Beginnings: Citizenship (B&H) I can say how rules help us I can say how being kind can help our class community		Say no to Bullying (B&H) Anti Bullying week (different theme/planning each year)		Say no to Bullying (B&H) X2 Anti Bullying week (different theme/planning each year)	
Mental health & well-being (B&H) I know how to name and recognise feelings I know what might help me to calm down I know what to do if I feel lonely		Mental health & well-being (B&H) I can say how I feel I can identify big feelings I can say what lonely feels like		Environmental safety & Drugs Education (B&H) I know what healthy means I know what germs are and how they spread I know who I can ask for help		Environmental safety & Drugs Education (B&H) I can name foods I enjoy including fruit and vegetables I can say when it is OK and not OK to have messy hands I can say what I would do if I don't feel well.	
Getting on and falling out (B&H) I know what a friend is I know what rejection is		Getting on and falling out (B&H) I can share ideas and toys when I am playing I can accept when someone says no					
ELG:				ELG:			

Listening attention and understanding speaking Building relationships Self regulations				Building relationships Managing self			
Spring Term 1				Spring Term 2			
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
Skin tone/shades, same/different, unique, melanin, welcome, equal, curious, respectful, unkind/kind, unfamiliar, foods, taste, culture, influence, goal,	Due to the spiral nature of the curriculum each topic is revisited in future years	Due to the spiral nature of the curriculum each topic is revisited in future years	Cultural development-respecting differences. Social development	Loss, death, sadness, worried, empathy	Due to the spiral nature of the curriculum each topic is revisited in future years	Due to the spiral nature of the curriculum each topic is revisited in future years	Social development
Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
Good to be me (B&H) I know everyone has a different appearance. I know why we have different shades of skin. GARS (B&H)	Good to be me (B&H) I can identify similarities and differences about the way we look. I can explore skin tones. GARS (B&H)			Relationships (B&H) Loss & Bereavement (B&H planning) I know that people feel sad when they miss someone.	Relationships (B&H) Loss & Bereavement (B&H planning) I can tell you how I feel if I am missing someone or have lost someone or something I care about. I can remember someone I care about even if they are not there.		

<p>I know its ok to be curious about people. I know we all have different tastes, cultures and influences.</p> <p>Going for Goals (SEAL) I know that working hard is important to reaching my goal. I know that we are all good at different things.</p>	<p>I can practice being respectfully curious. I can celebrate the diversity of foods eaten across the world.</p> <p>Going for Goals (SEAL) I can tell you what a goal is and set a goal for myself. I can tell you what I like doing and learning.</p>	<p>I know how I can feel better when I am feeling sad or missing someone.</p> <p>Protective Behaviours (B&H) I know what it feels like to feel safe. I know what it feels like to feel unsafe. I know the parts of the body. I know when I need help.</p>	<p>Protective Behaviours (B&H) I can talk about how I feel. I can identify my early warning signs. I can identify what touches I like and what I do not like. I can identify adults that can help me.</p>
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<p>ELG: Building relationships People culture and communities</p>	<p>ELG: Building relationships Self-regulation</p>
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Summer Term 1	Summer Term 2
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Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
Care, family, gender, boy, girl, identity	Due to the spiral nature of the curriculum each topic is revisited in future years	Due to the spiral nature of the curriculum each topic is revisited in future years	Social and moral development	Vulva vagina penis testicles nipples anus, change	Due to the spiral nature of the curriculum each topic is revisited in future years	Due to the spiral nature of the curriculum each topic is revisited in future years	Self-awareness, learning about themselves.

<p>Threshold Concepts Knowledge <i>without which later concepts will not be fully understood</i> / Core Knowledge <i>The minimum all pupils should know</i></p>	<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>	<p>Threshold Concepts Knowledge <i>without which later concepts will not be fully understood</i> / Core Knowledge <i>The minimum all pupils should know</i></p>	<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>
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<p>Family Diversity I know what care I need</p> <p>Gender (lunchbox activities) (B&H)</p>	<p>Family Diversity I can identify people who care for me.</p> <p>Gender (lunchbox activities) (B&H) I can express by opinions I can challenge gender stereotypes</p>	<p>RSE (B&H) I know which parts of my body are private and personal I know what we need to grow I know how to look after myself</p> <p>Changes (SEAL)</p>	<p>RSE (B&H) I can name my body parts including personal and private parts. I can tell you why we need friends I can tell you what I am learning to do by myself.</p> <p>Changes (SEAL)</p>
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<p>I know that there are differences and similarities between people of the same/different sex I know that there are different types of teasing and bullying and that these are wrong.</p>		<p>I know that I have changed since I started school. I know how to help someone when they feel bad. I know that sometimes when people are not very nice it is because they don't feel good inside</p>	<p>I can tell you how I have changed I can sometimes tell you how change makes me feel I can tell you something I have done to make people feel better.</p>
<p>ELG: Building relationships The natural world</p>		<p>ELG Managing self Self-regulation The natural world</p>	

Year Group: YR1

Autumn Term 1				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
Friendly, kind, unkind, safe, take turns, democracy, vote, compliment, opinions, view, fallen out, problem-solving, bucket filler, feelings, brain power, exercise,	Transition to Yr1, Balfour community	RE, English, assemblies	Able to make decisions for themselves	Bully, bullying, mean behaviour, unkind, healthy, medicines, help, choices, harmful,	Link to New Beginnings	Anti-Bullying Week	Know that we need to look after ourselves and the consequences of not doing so.
Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
New Beginnings: Citizenship (B&H) I know what a community is I know what a citizen is	New Beginnings: Citizenship (B&H) I can say why a community is important I can say how to be a good citizen in our community	New Beginnings: Citizenship (B&H) I can say why a community is important I can say how to be a good citizen in our community		Say no to Bullying (B&H) Anti Bullying week (different theme/planning each year)	Say no to Bullying (B&H) Anti Bullying week (different theme/planning each year)	Say no to Bullying (B&H) Anti Bullying week (different theme/planning each year)	
Democracy (school council) I know what democracy means	Democracy (school council) I can take part in a vote	Democracy (school council) I can take part in a vote		Environmental safety & Drugs Education (B&H) I know what healthy means I know what medicines are and how to stay around them I know who to get help from	Environmental safety & Drugs Education (B&H) I can name some healthy and unhealthy choices I can say what is good for your body and what might be harmful I can say what will help our bodies and minds feel better	Environmental safety & Drugs Education (B&H) I can name some healthy and unhealthy choices I can say what is good for your body and what might be harmful I can say what will help our bodies and minds feel better	
Getting on a falling out (B&H) I know that being honest is important I know what rejection is	Getting on a falling out (B&H) I can be a good friend I can accept when someone says no	Getting on a falling out (B&H) I can be a good friend I can accept when someone says no					
Mental health and well-being (B&H) I know what makes me feel good.	Mental health and well-being (B&H) I can grow my brain power and body through movement.	Mental health and well-being (B&H) I can grow my brain power and body through movement.					

<p>I know what it means to be kind. I know what being kind, looks, sounds and feels like.</p>	<p>I can explain how being kind makes me feel. I can be a bucket filler.</p>		
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Spring Term 1	Spring Term 2
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Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
<p>Unique, appearance, skin tone/shade, pigment, melanin, chemical, equal, celebrate, curious, respectful, anti-racist, different, same, beautiful. Proud, important, friends, family, jealous,</p>	<p>Learning builds and develops each year on understanding and recognising own and others feelings and knowing how to keep safe.</p>	<p>Personal and social development /responsibility. Assemblies</p>	<p>Reflect on feelings and experiences.</p>	<p>Goal, achieve, persistent, frustration Safe/feeling safe, unsafe, early warning signs, body, worry, penis, vulva, anus, nipples, testicles</p>	<p>Learning builds and develops each year on understanding and recognising own and others feelings and knowing how to keep safe.</p>	<p>Personal and social development /responsibility. Assemblies</p>	<p>Reflect on feelings and experiences.</p>

<p>Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>	<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>	<p>Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>	<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>
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<p>Good to be me (B&H) I know what makes me unique. I know why we have different shades of skin.</p> <p>GARS (B&H) I know its ok to be curious about a person's appearance.</p> <p>Relationships (SEAL) I know the people who are important to me.</p>	<p>Good to be me (B&H) I can discuss what I am like and what I like. I can explore skin tones.</p> <p>GARS (B&H) I can be respectfully curious.</p> <p>Relationships (SEAL) I can tell when I am proud or jealous.</p>	<p>Going for Goals (SEAL) I know we learn in different ways I know that a goal can be broken down into smaller steps</p> <p>Protective Behaviours (B&H) I know what safe feels like.</p> <p>I know early warning signs keep me safe. I know my body belongs to me.</p>	<p>Going for Goals (SEAL) I can choose a realistic goal I can tell you some of my strengths as a learner</p> <p>Protective Behaviours (B&H) I can explain people, places and things that help me feel safe. I can explain how my body feels when I feel unsafe. I can scientifically name the personal parts of the body.</p>
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I know understand that being unkind and hurting someone doesn't make me feel better.	I can think of ways to make me feel better when I feel hurt without hurting others	I know what a worry is.	I can identify adults to talk to if I feel worried.
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Summer Term 1				Summer Term 2			
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
Gender, stereotype, equality, gypsy, roma, traveller, Gabi Jiménez, caravan, trailers, fair, circus, house	Learning builds and develops each year on understanding and recognising own and others feelings and knowing how to accept others and their beliefs.	Personal and social development /responsibility. Assemblies	Reflect on feelings and experiences.	vulva, vagina, penis, testicles, anus , changes, family, change,	Due to the spiral nature of the curriculum each topic is revisited in future years	Due to the spiral nature of the curriculum each topic is revisited in future years	Self-awareness, learning about themselves.
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>	Key skills <i>Which can be applied once the knowledge is understood</i>			Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>	Key skills <i>Which can be applied once the knowledge is understood</i>		
Gender: Toys Challenging Gender Stereotypes (B&H) I know what the term gender stereotyping means. I know all toys are for everyone. Gypsy Roma traveller education (B&H) I know we all have similarities and differences.	Gender: Toys Challenging Gender Stereotypes (B&H) I can explain what my favourite toys are. I can safely stand up for gender equality. Gypsy Roma traveller education (B&H) I can identify similarities of my home and the home of a Gypsy, Roma or Traveller child. I can create a traveller home painting inspired by the artist Gabi Jiménez.			RSE (B&H) I know what a family is I know babies grow and change into children I know which parts of my body are private and personal Changes (SEAL) I know that some changes are natural and happen 'by themselves'. I know that to make some changes is hard and takes a long time	RSE (B&H) I can say who is in my family I can say how I change as I grow I can name my body parts including personal and private parts Changes (SEAL) I can tell you some things about me that have changed and some things that will not change		

I know how to welcome someone new to our class.	I can help another child if someone is being mean to them.		I can tell you about changes that I can make happen
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Year Group: YR2

Autumn Term 1				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC Being able to make decisions for themselves	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages) Maths: Money adding	SMSC Know that we need to look after ourselves and the consequences of not doing so.
Community, democracy, scared, sad, happy, feelings, safe, fairness, healthy, body, unhealthy, compliment,	YR and Y1 SEAL Environmental safety & Drugs Education in Yr1	Assemblies Transition Pupil Parliament Rights and responsibilities – charter design PSHE stories used at snack time Science- animals including humans	Enjoy learning about oneself, others and the surrounding world	Bully, bullying, mean behaviour, unkind, healthy, medicines, risks, safe, relax, help	Learning builds and develops each year on understanding and recognising own and others feelings and knowing how to keep safe.	Assemblies Relationships, friendships PSHE stories used at snack time	Recognise right and wrong Resolve conflict/help others Appreciate diverse viewpoints
Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
New Beginnings: Citizenship (B&H) I know what a citizen can do I know that we don't all make friends in the same way Democracy (School Council) I know what democracy means	New Beginnings: Citizenship (B&H) I can suggest how to make our class and school a safe and happy place to learn I can suggest ways to include people Democracy (School Council) I can take part in a vote			Say no to bullying Anti bullying week (B&H) (new theme and planning each year) Environmental safety & Drugs Education (B&H) I know how to keep my mind and body healthy	Say no to bullying Anti bullying week (B&H) (new theme and planning each year) Environmental safety & Drugs Education (B&H) I can say how I relax		

<p>Mental Health & Wellbeing (B&H) I know what can help my mind and body to feel good I know why we need sleep I know some unhealthy sleep habits</p> <p>Getting on and falling out (B&H) I know some ways to fix a problem with friends I know different times we might feel rejected</p>	<p>Mental Health & Wellbeing (B&H) I can listen to my body and recognise my feelings I can say what might stop me from sleeping I can say healthy sleep habits</p> <p>Getting on and falling out (B&H) I can share positive parts of friendship I can manage feeling rejected</p>	<p>I know what medicines are and when we might need them I know some risks to our health at home, school and places I might visit</p>	<p>I can say how we stay safe around medicines I can say how I would call for help</p>
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Spring Term 1	Spring Term 2
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Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
<p>Celebrations, different/same, unique, skin tone/shades, family/families, respectful, curious, culture, heritage, melanin, Gender Stereotype</p>	<p>Learning builds from KS1 on exploring and identifying feelings and reasons for these feelings. Increased complexity of language to ensure emotional literacy.</p>	<p>Links with the RS curriculum</p>	<p>Keeping safe. Reflect on feelings and empathy for others.</p>	<p>Secrets, surprises, safe and unsafe touch, vagina, vulva, nipples, anus, helping hand, rights, scared, unsafe, secrets, touch</p>	<p>YR L&B unit Y1 Protective Behaviours</p>	<p>Y1 RE – what is a community? Assemblies</p>	<p>Explore beliefs and experience Respect faiths, feelings and values</p>

<p>Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>	<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>	<p>Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>	<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>
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<p>Good to be me (B&H) I know what appearance means. I know all families are different. I know celebrations are often traditions and a part of our heritage.</p>	<p>Good to be me (B&H) I can discuss and identify similarities and differences. I can draw my family.</p>	<p>Relationships Loss & Bereavement (B&H) I know about change and loss and the associated feelings I know how to feel better when I am feeling sad or missing someone.</p>	<p>Relationships Loss & Bereavement (B&H) I can communicate my feelings to others, to recognise how others show feelings.</p>
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<p>GARS (B&H) I know what racist-behaviour means.</p> <p>Careers & Gender I know jobs are for everyone. I know a gender stereotype is a mistaken idea or belief that some people may have about girls and boys.</p>	<p>I can discuss, think and draw a celebration that my family takes part in.</p> <p>GARS (B&H) I can be respectful.</p> <p>Careers & Gender I can explore the term gender stereotype. I can safely challenge gender stereotyping.</p>	<p>Protective Behaviours (B&H) I know my rights.</p> <p>I know the difference between 'fun to feel scared' and feeling unsafe. I know scientific names for my personal parts. I know the difference between safe and unsafe secrets.</p>	<p>I can talk about how I can feel better when I am feeling sad or missing someone</p> <p>Protective Behaviours (B&H) I can explain what makes me feel safe and where my safe places are. I can identify my early warning signs.</p> <p>I can explain the difference between safe and unsafe touch. I can identify adults on my helping hand who can help me if I am worried.</p>
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Summer Term 1	Summer Term 2
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Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
Impairment Disabled Disability Unique Different Equal	YR and Y1 SEAL SEAL: Relationships	Y1 RE – what is a community? Assemblies	Explore beliefs and experience Respect each other's needs	vulva vagina penis testicles breasts anus nipples clitoris learn, goals, success, realistic	Due to the spiral nature of the curriculum each topic is revisited across each year	Spring 2-unit scientific names for body parts	Self-awareness, learning about themselves.

<p>Threshold Concepts Knowledge <i>without which later concepts will not be fully understood</i> / Core Knowledge <i>The minimum all pupils should know</i></p>	<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>	<p>Threshold Concepts Knowledge <i>without which later concepts will not be fully understood</i> / Core Knowledge <i>The minimum all pupils should know</i></p>	<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>
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<p>Changes (SEAL) I know what a habit is and that it can be hard to change I know that I make my own choices about my behaviour</p>	<p>Changes (SEAL) I can tell you about a plan I have made with my class to change something in our school I can plan to overcome obstacles that might get in the way</p>	<p>RSE (B&H) I that bodies come in different sizes and shapes I know that all animals, including humans, have male and female body parts</p>	<p>RSE (B&H) I can say what is great about my body I can say how most girls' and boys' bodies are different. I can say what makes a good friends</p>
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<p>Disability Equality Education - Nothing About Me Without Me (B&H) I know what makes me and can explain how I am unique. I know what being disabled and having an impairment means. I know how to ask friendly and caring questions.</p>	<p>Disability Equality Education - Nothing About Me Without Me (B&H) I can identify similarities and differences. I can explain my favourite things. I can make sure everyone feels welcome and safe.</p>	<p>I know that my friends can be boys or girls</p> <p>Going for goals (SEAL) I know how I learn best I know that goals need to be broken down into small steps</p>	<p>Going for goals (SEAL) I can learn from my successes I can choose a realistic goal</p>
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Year Group: YR3

Autumn Term 1				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Valued, compliment, special, democracy, vote, trigger, angry, peace, problem-solving, mental health, well-being, gratitude, strong mind,	Previous PSHE work on New Beginnings	First couple of weeks English work focusing on our personal characteristics.	Understanding each other's opinions Understanding of gratitude and how to feel good	Bully, bullying, mean behaviour, unkind, choices, healthy, risks, effects, unhealthy, safe, drugs, medicines	Anti-Bullying Week each year with a different focus but links to be made where possible	Drugs unit from Year 2	Understanding risk
Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
New Beginnings: Citizenship (B&H) I know how rules can help us grow a fantastic learning community I know that thinking about other peoples feelings can help us to become a better school citizen Democracy (School Council) I know what democracy means Getting on and falling out (B&H) I know that friendships have ups and down I know some strategies to solve problems in friendships I know how to regulate when I feel rejected including getting help Mental Health & Wellbeing (B&H)	New Beginnings: Citizenship (B&H) I can include others the class community I can be kind to others in my class community Democracy (School Council) I can take part in a vote Getting on and falling out (B&H) I can describe what a healthy friendship is like I can describe some examples of friendship ups and downs I can listen to and respect other peoples choices Mental Health & Wellbeing (B&H)	Say no to Bullying Anti Bullying week (B&H) (different theme and planning each week) Drugs & Alcohol Education (B&H) I know that everyday choices effect our health I know the effects and risks of every day drugs on human brains and bodies I know how we stay safe around drugs and medicines	Say no to Bullying Anti Bullying week (B&H) (different theme and planning each week) Drugs & Alcohol Education (B&H) I can say what healthy and unhealthy mean I can say why some people might make risky choices I can say how we stay safe in a risky situation				

<p>I know what mental health and wellbeing being mean I know that a strong mind helps our mental health I know what being grateful means</p>		<p>I can explain what makes me feel good I can suggest ways to grow a strong mind I can give examples of gratitude</p>					
Spring Term 1				Spring Term 2			
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
<p>Skin tone/shade, curious, cultures, heritage, respectful, unique, proud, appearance, character, pigment, melanin, family, ancestors, homo-sapiens,</p>	<p>Learning builds from KS1 on exploring and identifying feelings and reasons for these feelings. Increased complexity of language to ensure emotional literacy.</p>	<p>Assemblies</p>	<p>Keeping safe. Reflect on feelings and empathy for others.</p>	<p>fault blame guilty choice love proud kind ashamed apologise Risk on purpose, vulva, vagina, breast, clitoris, penis, testicles, scrotum, anus, nipples</p>	<p>Due to the spiral nature of the curriculum each topic is revisited across each year</p>	<p>Assemblies</p>	<p>Understanding people's feelings</p>
<p>Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> The minimum all pupils should know</p>		<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>		<p>Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> The minimum all pupils should know</p>		<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>	
<p>Good to be me (B&H) I know what makes you, you I know why we look the way we do I know words to describe my own skin tone.</p> <p>GARS (B&H)</p>		<p>Good to be me (B&H) I can say what is good about being me I can explain why we have different skin tones. I can explore different skin tones.</p> <p>GARS (B&H)</p>		<p>Relationships (SEAL) I know when a friendship feels good I know when a friendship doesn't feel good</p> <p>Protective Behaviours (B&H) I know I can't control my feelings, but I can decide what to do about them.</p>		<p>Relationships (SEAL) I can tell you what a healthy friendship is like I can tell you what an unhealthy friendship is like</p> <p>Protective Behaviours (B&H) I can talk about all sorts of feelings.</p>	

<p>I know how to talk about difference and skin colour confidently.</p> <p>I know how to help myself and others feel confident and that we belong.</p> <p>I know what cultural heritage it.</p>	<p>I can celebrate similarity and difference.</p> <p>I can talk about difference respectfully.</p> <p>I can help make everyone feel good and safe about the food they eat</p>	<p>I know sometimes we need to take risks.</p> <p>I know the scientific names for private and personal parts of the body.</p> <p>I know where to get help at school, home and in the community.</p>	<p>I can reflect upon past experiences when I have taken risks.</p> <p>I can identify safe and unsafe touch.</p> <p>I can identify adults on my helping hand.</p>
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Summer Term 1	Summer Term 2
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Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
Gender Stereotype Equality, barrier, upstander, goals,	Y2 Changes unit	Gender equality runs throughout many subjects – science, PE, history	Standing up for yourself and each other	Bodies, shapes, sizes, family, relationship, obstacles, change, skills, vulva, vagina, breast, clitoris, penis, testicles, scrotum, anus, nipples	Due to the spiral nature of the curriculum each topic is revisited across each year	RSE knowledge from previous years	Keeping each other safe

<p>Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>	<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>
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<p>Gender - Be who you are (B&H) I know a gender stereotype is a mistaken idea or belief many people may have about girls and boys. I know being an upstander for gender equality means standing up for the idea that girls and boys are equal.</p> <p>Changes (SEAL)</p>	<p>Gender- Be who you are (B&H) I can identify all the things that I want to be.</p> <p>I can safely stand up for gender equality.</p> <p>Changes (SEAL)</p>
<p>Global: Poverty proofing I know the difference between want and need I know what poverty is.</p> <p>RSE (B&H) I know bodies come in different shapes and sizes I know ways to make myself feel better I know what a family is</p>	<p>Global: Poverty proofing I can express what I am grateful for I can describe what it might be like to be struggling with money</p> <p>RSE (B&H) I can name personal and private body parts I can record skills I have and ones I would like to grow</p>

<p>I know that change can be really good I know that everybody goes through different sorts of change</p>	<p>I can tell you about some changes that have made our lives much better I can tell you about some of the things that have changed in my life and how I feel about them</p>	<p>I know I have different kinds of relations</p>	<p>I can describe how families are the same and different I can describe what a healthy and not healthy relationship is</p>
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Year Group: YR4

Autumn Term 1				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC risk management: staying safe, getting help	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Happy, excited, sad, feelings, emotions, democracy, vote, friend, angry, refugee, mental health, well-being, mindfulness	Previous PSHE work on New Beginnings	Pupil Parliament Assemblies	Understanding each other's opinions Understanding of mindfulness and how to feel good	Bully, bullying, mean behaviour, unkind, tobacco, peer pressure, help, safe, first aid, risks	Anti-Bullying Week takes place each year with a different focus – links made	Assemblies	Keeping each other safe
Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
New Beginnings: Citizenship (B&H) I know how we can build a respectful learning community I know what democracy means		New Beginnings: Citizenship (B&H) I can think of ways to make more connections with my learning partner I can say how we can use voting to make a difference in our school community		Say no to bullying Anti Bullying Week (B&H) (different theme and planning year year) Drugs & Alcohol Education (B&H) I know what tobacco is I know what peer pressure is		Say no to bullying Anti Bullying Week (B&H) (different theme and planning year year) Drugs & Alcohol Education (B&H) I can say what the effects and risks of smoking tobacco are	

<p>Democracy (School Council) I know what democracy means (link to above)</p> <p>Getting on and falling out (B&H) I know how we feel when we are angry I know how we show we are angry through actions and words I know how it feels to receive a 'no'</p> <p>Mental health and wellbeing (B&H) I know what mental health is I know when I need to ask for help I know what mindfulness is</p>	<p>Democracy (School Council) I can take part in a vote (link to above)</p> <p>Getting on and falling out (B&H) I can describe anger I can manage angry feelings I can describe some strategies to cope with 'no' and feelings of rejection</p> <p>Mental health and wellbeing (B&H) I can say what mental health means to me I can say what big feeling are I can give examples of how to take notice and grow my mindfulness</p>	<p>I know how to call for help</p>	<p>I can say how I might safely say no I can say what first aid is</p>
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Spring Term 1	Spring Term 2
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Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
<p>Identify, heritage, diversity, permission, consent, respectful, same, different, curious, culture, religion,</p>	<p>Learning builds from KS1 on exploring and identifying feelings and reasons for these feelings. Increased complexity of language to ensure emotional literacy.</p>	<p>Equality and cultural differences run throughout many subjects – science, PE, history, geography.</p>	<p>Reflect on feelings and empathy for others. Awareness of diverse cultures.</p>	<p>goal target obstacle barrier responsibility responsible perseverance frustration Secrets, Children's rights, vulva, vagina, breast, clitoris, penis, testicles, scrotum, anus, nipples</p>	<p>Protective Behaviours revisited each year</p>	<p>Assemblies</p>	<p>Keeping ourselves and each other safe.</p>

<p>Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>	<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>	<p>Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>	<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>
<p>Good to be me (B&H) I know and understand what the term identity means. I know what diversity means.</p> <p>GARS (B&H) I know what consent means. I know different ways of eating and where food comes from. I know religion is a part of people's culture.</p>	<p>Good to be me (B&H) I can explain what makes me, me. I can discuss my heritage.</p> <p>GARS (B&H) I can be respectful about others appearance. I can help make everyone feel good and safe about the food they eat. I can be respectfully curious.</p>	<p>Protective Behaviours (B&H) I know I have the right to feel safe. I know what a dare is and understand the impact they can have. I know the difference between safe and unsafe secrets. I know how to cope when feeling worried.</p>	<p>Protective Behaviours (B&H) I can explain what it means to feels safe. I can identify when I feel unsafe. I can keep my body safe. I can identify who is on my helping hand to help me when I am worried or feel unsafe.</p>

Summer Term 1	Summer Term 2
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Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
Assumptions Impairment Disabled Accessible Different equal	Loss and bereavement visited biennially R-Y3 Relationships Knowing myself R-Y3 Global Citizenship	RE – ways to celebrate and acknowledge a death	Social development Moral development and spiritual development.	vulva, vagina, breast, clitoris, penis, testicles, scrotum, anus, nipples, change, puberty, feelings, emotions, family, friendship	RSE visited annually	Global links – geography	Social development – understanding each other's needs and emotions

<p>Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>	<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>	<p>Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>	<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>
<p>Loss & Bereavement (B&H) I know how loss might feel</p>	<p>Loss & Bereavement (B&H) I can explore the concept of loss</p>	<p>RSE (B&H)</p>	<p>RSE (B&H)</p>

<p>I know some strategies to cope with sad feelings</p> <p>Disability Equality Education - Nothing About Me Without Me (B&H)</p> <p>I know what making an assumption means and understand what the problem is with making them.</p> <p>I know what 'impairment', 'disabled' and 'accessible' means.</p> <p>I know that language matters when describing others and I should always think carefully about the words I chose.</p> <p>I know is it important that we don't see disabled children and adults as a problem or that they need fixing.</p>	<p>I can think of ways to share happy memories</p> <p>Disability Equality Education - Nothing About Me Without Me (B&H)</p> <p>I can explore the phrase 'all different, all equal'.</p> <p>I can safely challenge assumptions.</p> <p>I can grow my skills in spotting assumptions.</p> <p>I can make sure that every disabled child feels welcome and able to join in.</p>	<p>I know what happens to my body as I grow and change (including puberty)</p> <p>I know how changes at puberty can affect how a young person might feel.</p> <p>I know the friendship skills I might need as I grow and change.</p> <p>I know how human babies begin.</p> <p>Global week: Refugee Education (B&H)</p> <p>I know what a refugee is</p> <p>I know that there are children living as refugees</p> <p>I know some issues faced by refugee children</p> <p>Changes (SEAL)</p> <p>I know some of the reasons that change can feel uncomfortable and scary</p> <p>I know that what we feel and think affects what we do (how we behave).</p>	<p>I can use scientific language to describe personal and private parts.</p> <p>I can describe how a young person might feel during puberty.</p> <p>I can develop the skills I might need to cope with friendship difficulties.</p> <p>I can explain the different ways that families begin.</p> <p>Global week: Refugee Education (B&H)</p> <p>I can say how I might feel if I was in a similar situation</p> <p>I can say what I have in common with refugee children</p> <p>I can suggest ways that we can be a welcoming school</p> <p>Changes (SEAL)</p> <p>I can tell you how I would feel if a change that I didn't want to happen was imposed on me.</p> <p>I can tell you why I behave as I do when I am finding a change difficult</p>
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Year Group: YR5

Autumn Term 1

Autumn Term 2

Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
Democracy, vote, well-being, mental health, mental illness, relationships, perspective, conflict	Previous coverage of: Risk, danger, hazard, Drugs, Habit, Legal, restricted, illegal	English: persuasive language PE – being healthy Computing – online safety Science – healthy body Pupil Parliament (FBV)	Media messages – understanding, challenging & critical thinking	Bully, bullying, mean behaviour, unkind, health, media, choices, influence, risks, barriers	Anti-Bullying Week takes place each year with a different focus – links made	Science links – understanding of what we put in our bodies affects us in different ways	Understanding the right to make choices
Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
<p>New Beginnings: Citizenship (B&H) I know what British or Human values are I know some examples of democracy in our school</p> <p>Democracy (School Council) I know what democracy means</p> <p>Mental Health & Wellbeing (B&H) I know what mental health and well-being means. I know the effects having a good night sleep has on my well-being. I know being active is important for our well-being.</p>	<p>New Beginnings: Citizenship (B&H) I can say how our values help us to grow a safer, fairer and happier school community I can suggest ways to leave a place better than we found it</p> <p>Democracy (School Council) I can take part in a vote</p> <p>Mental Health & Wellbeing (B&H) I can reflect and discuss what can help grow my well-being. I can create a better sleep action plan.</p>	<p>Say no to bullying Anti bullying week (B&H) (different theme and planning each year)</p> <p>Drugs & Alcohol Education (B&H) I know which choices could have a positive impact on health I know the effects and risks of alcohol on a person’s body and brain I know how the media and adverts influence choices people make I know some strategies to safely resist peer pressure</p>	<p>Say no to bullying Anti bullying week (B&H) (different theme and planning each year)</p> <p>Drugs & Alcohol Education (B&H) I can say some barriers to making healthy choices I can say the effects and risks of alcohol on a person’s body and brain I can recognise when the media and adverts are trying to influence choices I can recognise peer pressure</p>				

<p>Getting on and falling out (B&H) I know what a social circle means I know some strategies to cope with 'no' and feelings of rejection.</p>		<p>I can design a ten-minute classroom workout to encourages others to be active.</p> <p>Getting on and falling out (B&H) I can describe connections with other people and different relationships I can describe how it feels to receive a 'no'</p>					
<p>Spring Term 1</p>				<p>Spring Term 2</p>			
<p>Key Vocabulary</p>	<p>Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i></p>	<p>Links to wider curriculum <i>(e.g. different subjects or key stages)</i></p>	<p>SMSC</p>	<p>Key Vocabulary</p>	<p>Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i></p>	<p>Links to wider curriculum <i>(e.g. different subjects or key stages)</i></p>	<p>SMSC</p>
<p>Diversity, culture, heritage, laws, discrimination, race, skin tones, identify, stereotypes, religion, racial stereotypes,</p>	<p>Learning builds from KS1/LKS2 on exploring and identifying feelings and reasons for these feelings.</p>	<p>Equality and cultural differences run throughout many subjects – science, PE, history, geography.</p>	<p>Reflect on feelings and empathy for others. Awareness of diverse cultures.</p>	<p>goal target achievements Emotional and physical abuse, sexual abuse, neglect, Fun to feel scared, risking on-purpose, safety network, vulva, vagina, breast, clitoris, penis, testicles, scrotum, anus, nipples</p>	<p>Protective Behaviours revisited each year</p>	<p>Assemblies</p>	<p>Keeping ourselves and each other safe.</p>
<p>Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>		<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>		<p>Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>		<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>	
<p>Good to be me (B&H)</p>		<p>Good to be me (B&H) I can describe my identify.</p>		<p>Protective Behaviours (B&H)</p>		<p>Protective Behaviour (B&H)</p>	

<p>I know what diversity means and the benefits of living in a diverse community.</p> <p>I know there are societal rules and laws including human rights related to racial discrimination.</p> <p>GARS (B&H)</p> <p>I know what stereotype means and can discuss where we see stereotypes in our lives.</p> <p>I know why religious stereotypes can be harmful.</p> <p>I know racial stereotypes cause harm to individuals and groups of people.</p>	<p>I can explain why we have different skin tones in a respectful way.</p> <p>GARS (B&H)</p> <p>I can safely challenge stereotypes.</p> <p>I can explain why religious stereotypes can be harmful</p> <p>I can be respectfully curious and safely challenge racial stereotypes.</p>	<p>I know my behaviour and language can have an impact on others.</p> <p>I know the difference between a fun to feel scared and a risky on purpose activity.</p> <p>I know what abuse is and understand how some children can be hurt by some adults.</p> <p>I know how to get help if I need help or feel unsafe.</p>	<p>I can suggest ways to keep myself safe.</p> <p>I can make safe choices.</p> <p>I can get help for myself and a friend.</p> <p>I can choose to talk to someone from my safety network if I need help or feel unsafe.</p>
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Summer Term 1	Summer Term 2
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Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
gender stereotyping prejudice Gypsy Roma Traveller prejudice and discrimination, community	Yr1 Gypsy Roma unit Learning builds and develops each year on understanding and recognising own and others feelings and knowing how to accept others and their beliefs.	Gender quality and cultural differences run throughout many subjects – science, PE, history, geography.	Reflect on feelings and experiences.	vulva, vagina, breast, clitoris, penis, testicles, scrotum, anus, nipples, puberty, feelings, embarrassment	RSE unit annually – build on previous knowledge	Personal and social development /responsibility. Assemblies	Reflect on feelings and experiences.
<p>Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> Knowledge <i>The minimum all pupils should know</i></p>				<p>Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> Knowledge <i>The minimum all pupils should know</i></p>			
<p>Gender: Like A Child (B&H)</p>				<p>Gender: Like A Child (B&H)</p>			
<p>Gender: Like A Child (B&H)</p>				<p>RSE (B&H)</p>			

<p>I know what the terms gender stereotyping and prejudice means. I know and understand the effect stereotype and prejudice comments can have.</p> <p>Gypsy Roma traveller education (B&H)</p> <p>I know and understand the term Gypsy Roma traveller.</p> <p>I know we all have similarities and differences and understand that we all have the right to feel safe. I know we all have things in common.</p>	<p>I can express my feelings and views in a respectful way. I can safely challenge prejudice and stereotyping in a constructive way.</p> <p>Gypsy Roma traveller education (B&H)</p> <p>I can make others feel welcome in our school community. I can clarify the words prejudice and discrimination. I can explore Gypsy Roma Traveller art and artists and make some in a similar style.</p>	<p>I know some strategies to manage my feelings when feeling embarrassed I know what puberty is I know what puberty is for most boys and most girls I know what I need to do to take care of myself during puberty</p> <p>Changes (SEAL)</p> <p>I know that common responses to difficult changes are sometimes similar to our responses when experiencing loss I know that people respond differently to changes and challenges</p>	<p>I can explain what embarrassment is. I can explain how children grow into young adults I can build my confidence to talk about puberty and ask questions I can explain what hygiene means</p> <p>Changes (SEAL)</p> <p>I can try to understand why people might behave the way they do when they are facing a difficult change. I can recognise when I might over-react because someone has touched a 'sore spot'</p>
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Year Group: YR6

Autumn Term 1				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<p>Emotions, feelings, calm, Democracy, vote, relationships, friendships, conflict, peaceful, mental health, anxiety, anxious, well-being, gratitude</p>	<p>New Beginnings are revisited each year as part of SEAL. Awareness and understanding of feelings and how to deal with these.</p>	<p>Personal development and Social responsibility (assemblies) and RS.</p> <p>Pupils Parliament elections- understanding democracy (FBV)</p>	<p>Use a range of social skills in different contexts.</p> <p>Keeping themselves safe.</p>	<p>Bully, bullying, mean behaviour, unkind, healthy, choices, risks, influence, drugs, tobacco, safety,</p>	<p>Anti-Bullying Week takes place each year with a different focus – links made</p>	<p>Assemblies</p> <p>School values – respectful and responsible</p>	<p>Understanding right and wrong and consequences.</p>

<p>Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>		<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>		<p>Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>		<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>	
<p>New Beginnings: Citizenship (B&H) I know how mutual respect can help us build a safer, fairer and happier school community I know what the human or British value of individual liberty is</p>		<p>New Beginnings: Citizenship (B&H) I can say what the British or Human value of mutual respect means to me I can suggest ways to become a better school citizen and make a difference to our school community</p>		<p>Say no to Bullying Anti Bullying Week (B&H) (new theme and planning each year)</p>		<p>Say no to Bullying Anti Bullying Week (B&H) (new theme and planning each year)</p>	
<p>Democracy (School Council) I know what democracy means</p>		<p>Democracy (School Council) I can take part in a vote</p>		<p>Drugs & Alcohol Education (B&H) I know some healthy choices to try to make everyday I know the effects and risks of cannabis I know who influences my choices</p>		<p>Drugs & Alcohol Education (B&H) I can say what I know about drugs, alcohol and tobacco and the law I can say what I know about cannabis and the law I can say how to stand my ground and resist peer pressure safely</p>	
<p>Getting on and falling out (B&H) I know what compassion means I know some strategies to manage 'no' and feelings of rejection</p>		<p>Getting on and falling out (B&H) I can show compassion to others I can describe how it feels to be rejected by others</p>					
<p>Mental Health & Wellbeing (B&H) I know when to ask for help. I know helpful ways to grow my well-being. I know what anxiety means. I know what gratitude means and how it links to taking notice.</p>		<p>Mental Health & Wellbeing (B&H) I explain the difference between mental health and mental illness. I can discuss how someone might cope with the different feelings that are a normal part of mental health. I can grow skills to manage anxious feelings. I can grow an attitude of gratitude.</p>					
<p>Spring Term 1</p>				<p>Spring Term 2</p>			
<p>Key Vocabulary</p>	<p>Interleaving Opportunities (e.g. when past topics can be revisited)</p>	<p>Links to wider curriculum (e.g. different subjects or key stages)</p>	<p>SMSC</p>	<p>Key Vocabulary</p>	<p>Interleaving Opportunities (e.g. when past topics can be revisited)</p>	<p>Links to wider curriculum (e.g. different subjects or key stages)</p>	<p>SMSC</p>

<p>Identity, privacy, value, migration, heritage, family, assumption, stereotype, diversity, multi – culturalism, influence, culture, ethnic</p>	<p>Learning builds from KS1/LKS2 on exploring and identifying feelings and reasons for these feelings.</p>	<p>Equality and cultural differences run throughout many subjects – science, PE, history, geography.</p>	<p>Reflect on feelings and empathy for others. Awareness of diverse cultures.</p>	<p>Identity, stereotypes, risk on purpose, consent, vulva, vagina, breast, clitoris, penis, testicles, scrotum, anus, nipples</p>	<p>Protective Behaviours revisited each year</p>	<p>Assemblies</p>	<p>Keeping ourselves and each other safe.</p>
<p>Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>		<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>		<p>Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>		<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>	
<p>Good to be me (B&H) I know what makes me, me. I know how to value the person that I am. I know we all have similarities and differences.</p> <p>GARS (B&H) I know it is important not to make assumptions about where people are from because of the colour of their skin or the clothes they wear. I know and understand why are there so many different cultures, heritages and influences in our country. I know why stories and contributions of Britons with a migrant heritage not been fully celebrated and acknowledged in the past.</p>		<p>Good to be me (B&H) I can define and describe my identity /identities. I can explain what I like about being me. I can respect others privacy and identity.</p> <p>GARS (B&H) I can share where I am from and be respectfully curious towards others. I can explain and define the terms diversity and multi-culturalism. I can create a diversity tile showing different aspects of my ethnic and cultural heritage.</p>		<p>Protective Behaviours (B&H) I know respecting others identify can help make everyone feel safe. I know why sometimes we need to participate in risk on purpose activities. I know the difference between safe and unsafe touch. I know how to feel good and safe within my community.</p>		<p>Protective Behaviours (B&H) I can challenge stereotypes. I can identify my early warning signs and why I get them. I can say no safely. I can identify the people in my safety network.</p>	
<p>Summer Term 1</p>				<p>Summer Term 2</p>			
<p>Key Vocabulary</p>	<p>Interleaving Opportunities</p>	<p>Links to wider curriculum (e.g.</p>	<p>SMSC</p>	<p>Key Vocabulary</p>	<p>Interleaving Opportunities</p>	<p>Links to wider curriculum (e.g.</p>	<p>SMSC</p>

	<i>(e.g. when past topics can be revisited)</i>	<i>different subjects or key stages)</i>			<i>(e.g. when past topics can be revisited)</i>	<i>different subjects or key stages)</i>	
Gender Identity, Trans, Heterosexual Lesbian Gay Bisexual, Bi	Loss and Bereavement visited twice previously.		Understanding each other's needs and differences.	Puberty, changes, body image, relationships, online, friendships, feelings.	RSE visited annually.	KS1 to KS2 move – links made to how similar concerns were experienced four years ago	Empathising with others when experiencing worries/concerns about change (schools)
Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
LBGT equality education I know what the letters LBGT+ stands for. I know what gender and gender equality mean I know that there are different ways to be a boy and a girl Loss & Bereavement (B&H) I know how loss might feel I know some strategies to cope with loss		LBGT equality education I can explain the reason that Pride marches and celebrations happen I can recognise gender stereotypes I can suggest ways to challenge gender stereotypes Loss & Bereavement (B&H) I can explore the concept of loss I can think of ways to share happy memories		RSE (B&H) Optional puberty revision of year 5: I know about the changes at puberty to most boys and girls New year 6: I know what body image is I know that I have different kinds of relationship I know what is safe to share online I know the difference between grown up relationships and friendships Changes & Moving Forward (SEAL) I know that many children have mixed feelings about going to secondary school		RSE (B&H) Optional puberty revision of year 5: I can explain the changes at puberty to most boys and girls New year 6: I can explain how images in the media affect how we feel about ourselves I can explain when a friendship feels positive both face to face and online I can explain how to stay safe online I can say how babies start Changes & Moving Forward (SEAL) I can say some strategies for managing the feelings that I might experience when I change schools I can tell you about how people might feel and behave when they go to a new school.	

		I know why I behave the way I do sometimes when I feel uncomfortable.	
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