

Y1	Autumn 1 Topic: Space	Autumn 2 Topic: Traditional Tales/Christmas	Spring 1 Topic: Local Area	Spring 2 Topic: Lego	Summer 1 Topic: Animals	Summer 2 Topic: Seaside
	RELATIONSHIPS		LIVING IN THE WIDER WORLD		HEALTH AND WELLBEING	
Knowledge Curriculum coverage	Families and friendships <ul style="list-style-type: none"> - The roles of different people - To identify the people who love and care for them - Types of families - Common features of family life - Telling trusted adults if something about their family makes them unhappy or worried. 	Respecting ourselves and others <ul style="list-style-type: none"> - How behaviour affects others - Being polite and respectful - Kind and unkind behaviour. 	Shared responsibilities <ul style="list-style-type: none"> - What rules are - Caring for others' needs - Looking after the environment. 	Money and Work <ul style="list-style-type: none"> - We all have strengths - Different interests suit different jobs - People who help us in the community 	Physical health and mental wellbeing <ul style="list-style-type: none"> - Keeping healthy - Hygiene routines - Healthy and unhealthy foods. - Physical activity - Types of play e.g. outdoor and screen-based - The people who help us to stay healthy including doctors, parents, lunchtime supervisors. 	Growing and changing <ul style="list-style-type: none"> - I am special and unique - How I am the same and different to others - Managing when things go wrong - Different feelings - How feelings can affect behaviour - Growing and changing from young to old - Preparing to transition to a new Year Group.
	Safe relationships <ul style="list-style-type: none"> - Recognising privacy - Staying safe - Seeking permission - Vocabulary to use when asking for help. 	Managing hurtful behaviour and bullying <ul style="list-style-type: none"> - That bodies and feelings can be hurt by words and actions - Bullying. 	Belonging to a community <ul style="list-style-type: none"> - The different groups we belong to - Roles and responsibilities people have in the community - Similarities and differences to others. 	Media literacy and digital resilience <ul style="list-style-type: none"> - Using the internet and digital devices - Communicating safely online - Seeking permission to use the internet. 	Keeping safe <ul style="list-style-type: none"> - Sun safety - Age restrictions help us e.g. TV, games, play areas - Rules for staying safe online and recognising risk. - Who to talk to if they need help online. 	

Y2	Autumn 1 Topic: Tales With a Twist	Autumn 2 Topic: Castles and Christmas	Spring 1 Topic: Bostin' Birmingham	Spring 2 Topic: Bostin' Birmingham (George Cadbury)	Summer 1 Topic: Our Great World	Summer 2 Topic: Our Great World
	RELATIONSHIPS		LIVING IN THE WIDER WORLD		HEALTH AND WELLBEING	
Knowledge Curriculum coverage	Families and friendships <ul style="list-style-type: none"> - Making friends - How to be a good friend and strategies for positive play. - Arguments between friends and how we can resolve them. - Feeling lonely and how to ask for help. 	Respecting ourselves and others <ul style="list-style-type: none"> - The things they have in common with friends and other people. - That friends can have similarities and differences. - Working and playing cooperatively. - How to share ideas and listen to others. - Taking part in discussions. 	Shared responsibilities <ul style="list-style-type: none"> - The rights and responsibilities they have in school and the wider community - How people have different needs. 	Money and Work <ul style="list-style-type: none"> - What money is and its different forms - Ways to pay for things e.g. debit cards and electronic payments - Looking after money - Getting, keeping and spending money - People are paid money for the jobs they do. - Recognising needs and wants which affects spending choices 	Physical health and mental wellbeing <ul style="list-style-type: none"> - Routines for good physical/mental health - That sleep and rest are important - Medicines which help us to stay healthy - Routines for brushing teeth and visiting the dentist - Describing and sharing our feelings - Managing big feelings - Looking after mental health - When and how to ask for help. 	Growing and changing <ul style="list-style-type: none"> - The human life cycle - Growing old and changing from young to old. - Changes as people grow up including needs, opportunities and responsibilities - How our needs and bodies change as we grow up. - To identify and name the main parts of the body including external genitalia - Preparing to move to a new school and a new class. - Setting goals for the next year.
	Safe relationships <ul style="list-style-type: none"> - Recognising hurtful behaviour, including online. - What to do if you see or experience hurtful behaviour. - The difference between surprises and secrets which make them feel worried or uncomfortable. - How to ask for help and vocabulary to use. - Resisting pressure 	Managing hurtful behaviour and bullying <ul style="list-style-type: none"> - Different types of bullying. - How people may feel if they experience hurtful behaviour or bullying. - How to report bullying. - Talking to trusted adults. 	Belonging to a community <ul style="list-style-type: none"> - Belonging to a group - The role they play in different groups e.g. my class, sports teams, faith groups. - How a community can help people from different groups to feel included - Recognising that we are all equal but we can still be the same or different to others in our community. 	Media literacy and digital resilience <ul style="list-style-type: none"> - The ways in which people can access the internet - The purpose and value of the internet - The difference between factual and entertainment online - Information online can sometimes be false. 	Keeping safe <ul style="list-style-type: none"> - Recognising risk everyday including road, water, rail safety. - Keeping safe in familiar and unfamiliar environments 	




					<ul style="list-style-type: none"> - Identifying unsafe situations and removing themselves from danger. - Keeping safe at home including fire safety, household products, medicines. - How to respond in an accident if someone is hurt. - Dialling 999 and what to say. - Who keeps us safe 	
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Year 1

Knowledge 	Skills 	Vocabulary 
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<p>Autumn 1: Families and friendships AND Safe relationships Students learn:</p> <ul style="list-style-type: none"> about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children's lives and how they care for them what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone — and how to tell them — if they are worried about something in their family about what it means to keep something private, including parts of the body that are private to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) how to respond if being touched makes them feel uncomfortable or unsafe when it is important to ask for permission to touch others how to ask for and give/not give permission <p>Autumn 2: Respecting ourselves and others AND managing hurtful behaviour and bullying Students learn:</p> <ul style="list-style-type: none"> what kind and unkind behaviour mean in and out school how kind and unkind behaviour can make people feel about what respect means about class rules, being polite to others, sharing and taking turns <p>Spring 1: Shared responsibilities AND belonging to a community Students learn:</p> <ul style="list-style-type: none"> about examples of rules in different situations, e.g. class rules, rules at home, rules outside that different people have different needs how we care for people, animals and other living things in different ways how they can look after the environment, e.g. recycling <p>Spring 2: Money and Work AND Media literacy and digital resilience: Students learn:</p>	<p>PSHE makes a significant contribution to the development of a wide range of essential skills. These include intrapersonal skills (internal abilities and behaviours that help children manage emotions, cope with challenge and learn new information) AND interpersonal skills (the ability to communicate and interact well with other people). As a result, these are the skills which are continually built up over Year One and Two. This approach allows year groups to work on similar themes at the same time, building a spiral curriculum year on year which can be revisited according to the needs of the class.</p> <p><u>The intrapersonal skills required for self-management</u></p> <ul style="list-style-type: none"> Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour). Learning from experience to seek out and make use of constructive feedback. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them). Making decisions (including knowing when to be flexible). Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers). Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress). Self-regulation (including managing strong emotions e.g. negativity and impulse). Recognising and managing the need for peer approval. Self-organisation (including time management) <p><u>The interpersonal skills required for positive relationships in a wide variety of settings</u></p> <ul style="list-style-type: none"> Active listening Empathy 	<p>During Key Stage One, learners build on the skills, attitudes, values, knowledge and understanding they started to acquire in Reception.</p> <p>PSHE education offers learning opportunities which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. Throughout this, key vocabulary is stressed to learners, particularly around how they might seek help if they need it and the appropriate vocabulary to use. The PSHE Association offers a number of skills of enquiry which students should be given opportunity to access, through which the key vocabulary for each topic can be explained and practised.</p> <p><u>Skills of enquiry</u></p> <ul style="list-style-type: none"> Formulating questions Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources). Analysis (including separating fact from opinion). Planning and deciding Recalling and applying knowledge creatively and in novel situations Drawing and defending conclusions using evidence and not just assertion Identification, assessment (including prediction) and management of risk Evaluating social norms Reviewing progress against objectives
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<ul style="list-style-type: none"> • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online <p>Summer 1: Physical health and mental wellbeing AND keeping safe</p> <p>Students learn:</p> <ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared <p>Summer 2: Growing and Changing</p> <p>Students learn:</p> <ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave 	<ul style="list-style-type: none"> • Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively). • Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience). • Negotiation (including flexibility, self-advocacy and compromise). • Recognising and utilising strategies for managing pressure, persuasion and coercion. • Responding to the need for positive affirmation for self and others 	
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Year 2		
Knowledge 	Skills 	Vocabulary 

<p>Autumn 1: Families and friendships AND Safe relationships</p> <p>Students learn:</p> <ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use <p>Autumn 2: Respecting ourselves and others AND managing hurtful behaviour and bullying</p> <p>Students learn:</p> <ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views <p>Spring 1: Shared responsibilities AND belonging to a community</p> <p>Students learn:</p> <ul style="list-style-type: none"> • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups 	<p>PSHE makes a significant contribution to the development of a wide range of essential skills. These include intrapersonal skills (internal abilities and behaviours that help children manage emotions, cope with challenge and learn new information) AND interpersonal skills (the ability to communicate and interact well with other people). As a result, these are the skills which are continually built up over Year One and Two. This approach allows year groups to work on similar themes at the same time, building a spiral curriculum year on year which can be revisited according to the needs of the class.</p> <p><u>The intrapersonal skills required for self-management</u></p> <ul style="list-style-type: none"> • Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour). • Learning from experience to seek out and make use of constructive feedback. • Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them). • Making decisions (including knowing when to be flexible). • Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers). • Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress). • Self-regulation (including managing strong emotions e.g. negativity and impulse). • Recognising and managing the need for peer approval. • Self-organisation (including time management) <p><u>The interpersonal skills required for positive relationships in a wide variety of settings</u></p> <ul style="list-style-type: none"> • Active listening • Empathy • Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present 	<p>During Key Stage One, learners build on the skills, attitudes, values, knowledge and understanding they started to acquire in Reception. PSHE education offers learning opportunities which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. Throughout this, key vocabulary is stressed to learners, particularly around how they might seek help if they need it and the appropriate vocabulary to use. The PSHE Association offers a number of skills of enquiry which students should be given opportunity to access, through which the key vocabulary for each topic can be explained and practised.</p> <p><u>Skills of enquiry</u></p> <ul style="list-style-type: none"> • Formulating questions • Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources). • Analysis (including separating fact from opinion). • Planning and deciding • Recalling and applying knowledge creatively and in novel situations • Drawing and defending conclusions using evidence and not just assertion • Identification, assessment (including prediction) and management of risk • Evaluating social norms <p>Reviewing progress against objectives</p>
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<ul style="list-style-type: none"> • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community <p>Spring 2: Money and Work AND Media literacy and digital resilience:</p> <p>Students learn:</p> <ul style="list-style-type: none"> • about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants • the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true <p>Summer 1: Physical health and mental wellbeing AND keeping safe</p> <p>Students learn:</p> <ul style="list-style-type: none"> • about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy 	<p>and communicate ideas, arguments and thoughts effectively).</p> <ul style="list-style-type: none"> • Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience). • Negotiation (including flexibility, self-advocacy and compromise). • Recognising and utilising strategies for managing pressure, persuasion and coercion. • Responding to the need for positive affirmation for self and others 	
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- that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies
- the importance of, and routines for, brushing teeth and visiting the dentist
- about food and drink that affect dental health
- how to describe and share a range of feelings
- ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others
- how to manage big feelings including those associated with change, loss and bereavement
- when and how to ask for help, and how to help others, with their feelings
- how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines
- how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'
- to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger
- how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products
- about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel
- how to respond if there is an accident and someone is hurt
- about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say

Summer 2: Growing and Changing

Students learn:

<ul style="list-style-type: none">• about the human life cycle and how people grow from young to old• how our needs and bodies change as we grow up• to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)• about change as people grow up, including new opportunities and responsibilities• preparing to move to a new class and setting goals for next year		
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