

| Y1                                   | Autumn 1<br>Topic: Traditional Tales   | Autumn 2<br>Topic: Lego/Christmas   | Spring 1<br>Topic: Who Lives Here?   | Spring 2<br>Topic: Animal Kingdom  | Summer 1<br>Topic: Space   | Summer 2<br>Topic: The Seaside   |
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|                                      | <b>RELATIONSHIPS</b>   |   | <b>LIVING IN THE WIDER WORLD</b>   |  | <b>HEALTH AND WELLBEING</b>  |  |
| <b>Knowledge Curriculum coverage</b> | <p><b>Families and friendships;</b><br/> <b>Safe relationships</b><br/>                     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.<br/>                     Recognising privacy; staying safe; seeking permission; vocabulary to use when asking for help.</p> | <p><b>Respecting ourselves and others;</b><br/> <b>Managing hurtful behaviour and bullying</b><br/>                     How behaviour affects others; being polite and respectful; kind and unkind behaviour.<br/>                     That bodies and feelings can be hurt by words and actions; bullying.</p> | <p><b>Shared responsibilities;</b><br/> <b>Belonging to a community</b><br/>                     What rules are; caring for others' needs; looking after the environment.<br/>                     The different groups we belong to; roles and responsibilities people have in the community; similarities and differences to others.</p> | <p><b>Money and Work;</b><br/> <b>Media literacy and digital resilience</b><br/>                     Strengths and interests; jobs in the community<br/>                     Using the internet and digital devices;<br/>                     communicating online;<br/>                     staying safe; seeking permission.</p> | <p><b>Physical health and mental wellbeing;</b><br/> <b>Keeping safe</b><br/>                     Keeping healthy; food and exercise; hygiene routines; sun safety.<br/>                     How rules and age restrictions help us;<br/>                     recognising risk; keeping safe online.</p> | <p><b>Growing and changing:</b><br/>                     Recognising what makes them unique and special; feelings; managing when things go wrong; growing and changing from young to old; preparing to move to a new year group.</p> |

| Y2                                   | Autumn 1<br>Topic: Tales With a Twist  | Autumn 2<br>Topic: Castles and Christmas  | Spring 1<br>Topic: Bostin' Birmingham Landmarks  | Spring 2<br>Topic: Bostin' Birmingham Landmarks  | Summer 1<br>Topic: Our Great World  | Summer 2<br>Topic: Our Great World   |
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|                                      | <b>RELATIONSHIPS</b>   |   | <b>LIVING IN THE WIDER WORLD</b>   |  | <b>HEALTH AND WELLBEING</b>   |  |
| <b>Knowledge Curriculum coverage</b> | <p><b>Families and friendships;</b><br/><b>Safe relationships</b><br/>Making friends; feeling lonely and getting help; resolving arguments between friends; how to ask for help if a friendship is making them feel unhappy.<br/>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour; how to respond to adults they don't know; recognising that sometimes people may behave differently online; how to respond if physical contact makes them uncomfortable; vocabulary to use when asking for help.</p> | <p><b>Respecting ourselves and others;</b><br/><b>Managing hurtful behaviour and bullying</b><br/>Recognising things in common and differences; playing and working cooperatively; sharing opinions.<br/>How people may feel if they experience hurtful behaviour or bullying; how to report bullying; talking to trusted adults.</p> | <p><b>Shared responsibilities;</b><br/><b>Belonging to a community</b><br/>Belonging to a group; roles and responsibilities; how people and other living things have different needs; being the same and different in the community.</p> | <p><b>Money and Work;</b><br/><b>Media literacy and digital resilience</b><br/>What money is; needs and wants; looking after money.<br/>The internet in everyday life; online content and information.</p> | <p><b>Physical health and mental wellbeing;</b><br/><b>Keeping safe</b><br/>Why sleep is important; medicines and keeping healthy; about things that people can put into their body or skin; keeping teeth healthy; different ways to learn and play; knowing when to take a break from time online or TV; the people who help us to stay physically healthy; managing feelings and asking for help; to recognise that not everyone feels the same at the same time; to recognise when they need help with feelings; about change and loss including death.<br/>Safety in different environments; risk and safety at home; how to get help in an emergency.</p> | <p><b>Growing and changing:</b><br/>Growing older; naming body parts; growing and changing from young to old and how people's need change; moving to a new year group.</p> |

**Year 1**

**Knowledge**



**Skills**






**Vocabulary**



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| <p><b>Autumn 1: Families and friendships AND Safe relationships</b><br/>Students learn:</p> <ul style="list-style-type: none"> <li>• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>• the role these different people play in children's lives and how they care for them</li> <li>• what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>• about the importance of telling someone — and how to tell them — if they are worried about something in their family</li> <li>• about situations when someone's body or feelings might be hurt and whom to go to for help</li> <li>• about what it means to keep something private, including parts of the body that are private</li> <li>• to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>• how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>• when it is important to ask for permission to touch others</li> <li>• how to ask for and give/not give permission</li> </ul> <p><b>Autumn 2: Respecting ourselves and others AND managing hurtful behaviour and bullying</b><br/>Students learn:</p> <ul style="list-style-type: none"> <li>• what kind and unkind behaviour mean in and out school</li> <li>• how kind and unkind behaviour can make people feel</li> <li>• about what respect means</li> <li>• about class rules, being polite to others, sharing and taking turns</li> </ul> <p><b>Spring 1: Shared responsibilities AND belonging to a community</b><br/>Students learn:</p> <ul style="list-style-type: none"> <li>• about examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>• that different people have different needs</li> <li>• how we care for people, animals and other living things in different ways</li> <li>• how they can look after the environment, e.g. recycling</li> </ul> | <p>PSHE makes a significant contribution to the development of a wide range of essential skills. These include <b>intrapersonal skills</b> (internal abilities and behaviours that help children manage emotions, cope with challenge and learn new information) AND <b>interpersonal skills</b> (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><b><u>The intrapersonal skills required for self-management</u></b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Learning from experience to seek out and make use of constructive feedback.</li> <li>• Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them).</li> <li>• Making decisions (including knowing when to be flexible).</li> <li>• 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).</li> <li>• Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress).</li> <li>• Self-regulation (including managing strong emotions e.g. negativity and impulse).</li> <li>• Recognising and managing the need for peer approval.</li> <li>• Self-organisation (including time management)</li> </ul> <p><b><u>The interpersonal skills required for positive relationships in a wide variety of settings</u></b></p> <ul style="list-style-type: none"> <li>• Active listening</li> <li>• Empathy</li> </ul> | <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><b><u>Skills of enquiry</u></b></p> <ul style="list-style-type: none"> <li>• Formulating questions</li> <li>• Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources).</li> <li>• Analysis (including separating fact from opinion).</li> <li>• Planning and deciding</li> <li>• Recalling and applying knowledge creatively and in novel situations</li> <li>• Drawing and defending conclusions using evidence and not just assertion</li> <li>• Identification, assessment (including prediction) and management of risk</li> <li>• Evaluating social norms</li> <li>• Reviewing progress against objectives</li> </ul> |
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| <p><b>Spring 2: Money and Work AND Media literacy and digital resilience:</b><br/>Students learn:</p> <ul style="list-style-type: none"> <li>• that everyone has different strengths, in and out of school</li> <li>• about how different strengths and interests are needed to do different jobs</li> <li>• about people whose job it is to help us in the community</li> <li>• about different jobs and the work people do</li> <li>• how and why people use the internet</li> <li>• the benefits of using the internet and digital devices</li> <li>• how people find things out and communicate safely with others online</li> </ul> <p><b>Summer 1: Physical health and mental wellbeing AND keeping safe</b><br/>Students learn:</p> <ul style="list-style-type: none"> <li>• what it means to be healthy and why it is important</li> <li>• ways to take care of themselves on a daily basis</li> <li>• about basic hygiene routines, e.g. hand washing</li> <li>• about healthy and unhealthy foods, including sugar intake</li> <li>• about physical activity and how it keeps people healthy</li> <li>• about different types of play, including balancing indoor, outdoor and screen-based play</li> <li>• about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>• how to keep safe in the sun how rules can help to keep us safe</li> <li>• why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> <li>• basic rules for keeping safe online</li> <li>• whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul> <p><b>Summer 2: Growing and Changing</b><br/>Students learn:</p> <ul style="list-style-type: none"> <li>• to recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>• how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>• how they are the same and different to others</li> <li>• about different kinds of feelings</li> </ul> | <ul style="list-style-type: none"> <li>• 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).</li> <li>• 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).</li> <li>• Negotiation (including flexibility, self-advocacy and compromise).</li> <li>• Recognising and utilising strategies for managing pressure, persuasion and coercion.</li> <li>• Responding to the need for positive affirmation for self and others</li> </ul> |  |
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| <ul style="list-style-type: none"> <li>• how to recognise feelings in themselves and others</li> <li>• how feelings can affect how people behave</li> </ul> |  |  |
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| <b>Year 2</b>  |   |   |
| <b>Knowledge</b>  | <b>Skills</b>  | <b>Vocabulary</b>  |

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| <p><b>Autumn 1: Families and friendships AND Safe relationships</b></p> <p>Students learn:</p> <ul style="list-style-type: none"> <li>• how to be a good friend, e.g. kindness, listening, honesty</li> <li>• about different ways that people meet and make friends</li> <li>• strategies for positive play with friends, e.g. joining in, including others, etc</li> <li>• about what causes arguments between friends</li> <li>• how to positively resolve arguments between friends</li> <li>• how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> <li>• how to recognise hurtful behaviour, including online</li> <li>• what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>• about what bullying is and different types of bullying</li> <li>• how someone may feel if they are being bullied</li> <li>• about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>• how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul> <p><b>Autumn 2: Respecting ourselves and others AND managing hurtful behaviour and bullying</b></p> <p>Students learn:</p> <ul style="list-style-type: none"> <li>• about the things they have in common with their friends, classmates, and other people</li> <li>• how friends can have both similarities and differences</li> <li>• how to play and work cooperatively in different groups and situations</li> <li>• how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul> <p><b>Spring 1: Shared responsibilities AND belonging to a community</b></p> <p>Students learn:</p> <ul style="list-style-type: none"> <li>• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> </ul> | <p>PSHE makes a significant contribution to the development of a wide range of essential skills. These include <b>intrapersonal skills</b> (internal abilities and behaviours that help children manage emotions, cope with challenge and learn new information) AND <b>interpersonal skills</b> (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><b><u>The intrapersonal skills required for self-management</u></b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Learning from experience to seek out and make use of constructive feedback.</li> <li>• Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them).</li> <li>• Making decisions (including knowing when to be flexible).</li> <li>• 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).</li> <li>• Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress).</li> <li>• Self-regulation (including managing strong emotions e.g. negativity and impulse).</li> <li>• Recognising and managing the need for peer approval.</li> <li>• Self-organisation (including time management)</li> </ul> <p><b><u>The interpersonal skills required for positive relationships in a wide variety of settings</u></b></p> <ul style="list-style-type: none"> <li>• Active listening</li> <li>• Empathy</li> <li>• Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present</li> </ul> | <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><b><u>Skills of enquiry</u></b></p> <ul style="list-style-type: none"> <li>• Formulating questions</li> <li>• Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources).</li> <li>• Analysis (including separating fact from opinion).</li> <li>• Planning and deciding</li> <li>• Recalling and applying knowledge creatively and in novel situations</li> <li>• Drawing and defending conclusions using evidence and not just assertion</li> <li>• Identification, assessment (including prediction) and management of risk</li> <li>• Evaluating social norms</li> </ul> <p>Reviewing progress against objectives</p> |
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| <ul style="list-style-type: none"> <li>• about different rights and responsibilities that they have in school and the wider community</li> <li>• about how a community can help people from different groups to feel included</li> <li>• to recognise that they are all equal, and ways in which they are the same and different to others in their community</li> </ul> <p><b>Spring 2: Money and Work AND Media literacy and digital resilience:</b></p> <p>Students learn:</p> <ul style="list-style-type: none"> <li>• about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>• how money can be kept and looked after</li> <li>• about getting, keeping and spending money</li> <li>• that people are paid money for the job they do</li> <li>• how to recognise the difference between needs and wants</li> <li>• how people make choices about spending money, including thinking about needs and wants</li> <li>• the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>• to recognise the purpose and value of the internet in everyday life</li> <li>• to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>• that information online might not always be true</li> </ul> <p><b>Summer 1: Physical health and mental wellbeing AND keeping safe</b></p> <p>Students learn:</p> <ul style="list-style-type: none"> <li>• about routines and habits for maintaining good physical and mental health</li> <li>• why sleep and rest are important for growing and keeping healthy</li> </ul> | <p>and communicate ideas, arguments and thoughts effectively).</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Negotiation (including flexibility, self-advocacy and compromise).</li> <li>• Recognising and utilising strategies for managing pressure, persuasion and coercion.</li> <li>• Responding to the need for positive affirmation for self and others</li> </ul> |  |
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| <ul style="list-style-type: none"> <li>• that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>• the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• about food and drink that affect dental health</li> <li>• how to describe and share a range of feelings</li> <li>• ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>• how to manage big feelings including those associated with change, loss and bereavement</li> <li>• when and how to ask for help, and how to help others, with their feelings</li> <li>• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>• how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</li> <li>• 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</li> <li>• how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>• 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</li> <li>• how to respond if there is an accident and someone is hurt</li> <li>• 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</li> </ul> <p><b>Summer 2: Growing and Changing</b><br/>Students learn:</p> |  |  |
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| <ul style="list-style-type: none"> <li>• about the human life cycle and how people grow from young to old</li> <li>• how our needs and bodies change as we grow up</li> <li>• to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>• about change as people grow up, including new opportunities and responsibilities</li> <li>• preparing to move to a new class and setting goals for next year</li> </ul> |  |  |
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