



PSHE & RSE curriculum

Key Stage 2

During key stage 2, PSHE education offers both explicit and implicit learning opportunities and experiences that reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the key stage 1 stage to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Year 3/4

Cycle one

Pupils should know... (Core knowledge and concepts to be learned)	<u>Health & wellbeing</u> <u>Mental health</u>	<u>Living in the wider world</u> <u>Shared responsibilities</u>	<u>Health & wellbeing</u> <u>Drugs, alcohol and tobacco.</u>	<u>Health & wellbeing</u> <u>Healthy lifestyles</u>	<u>Health & wellbeing</u> <u>Keeping safe</u>	<u>Health & wellbeing</u> <u>Keeping safe</u>
	<p>To understand that mental health, just like physical health, is part of daily life</p> <p>To identify the importance of taking care of mental health</p> <p>To recognise that feelings can</p>	<p>To recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>To recognise that there are human rights; that are there to protect</p>	<p>To consider smoking and its effects</p> <p>To understand the impact of smoking and passive smoking</p> <p>To know some strategies to prevent starting smoking</p> <p><u>Relationships</u></p>	<p>To understand how to make informed decisions about health</p> <p>To identify the elements of a balanced, healthy lifestyle</p> <p>To recognise choices that support a healthy</p>	<p>To understand about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risk and keep safe.</p> <p>To understand</p>	<p>To recognise strategies for keeping safe in the local environment or unfamiliar places (rail, water road)</p> <p>To recognise strategies for keeping safe with fireworks</p> <p>To recognise how</p>

PSHE & RSE curriculum

	<p>change over time and range in intensity</p> <p>To learn about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p><u>Relationships</u> <u>Friendships</u></p>	<p>everyone</p> <p>To learn about the relationship between rights and responsibilities</p> <p>To understand the importance of having compassion towards others; shared responsibilities we all have or caring for other people and living things; how to show care and concern for others.</p> <p>To identify ways of carrying out shared responsibilities for protecting the environment in school and at home; how</p>	<p><u>Positive relationships and community</u></p> <p>To understand the term diversity and that we live in a diverse society</p> <p>To understand the term community</p> <p>To recognise how we can take care of people and things in our community and the wider world</p> <p>To recognise people in our community who can help us</p> <p>To consider how we can be kind to everyone in our community no matter our differences</p> <p><u>My Happy Mind</u> <u>Celebrate</u></p>	<p>lifestyle, and recognise what might influence these</p> <p>To recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p><u>Relationships</u> <u>Safe relationships</u></p> <p>To understand privacy and personal consent</p> <p>To recognise what is appropriate in friendships</p> <p>To recognise what is appropriate in wider relationships (including online)</p> <p>To understand the term permission</p>	<p>the importance of taking medicines correctly and using household products safely.</p> <p>To know about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>To know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say –</p> <p><u>emergency services day</u></p> <p><u>Relationships</u></p>	<p>to predict, assess and manage risk in different situations</p> <p><u>Living in the wider world</u> <u>One world</u></p> <p><i>* This unit is based on a case study of a fictional girl called Chiwa, who lives in Malawi – see Google drive</i></p> <p>To describe similarities and differences between people's lives</p> <p>To identify opinions that are different from their own</p> <p>To express their opinion about worldwide events</p> <p>To recognise that their actions impact</p>
--	---	--	--	---	--	--

PSHE & RSE curriculum

	<p>To understand the importance of friendships</p> <p>To identify the characteristics of friendships</p> <p>To develop strategies for building positive friendships</p> <p>To understand how positive friendships support wellbeing</p> <p>To recognise that healthy friendships make people feel included</p> <p>To recognise when others may feel lonely or excluded and strategies to include them</p>	<p>everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</p> <p><u>Relationships</u> <u>Families and close positive relationships</u></p> <p>To recognise that there are different types of relationships including friendships, family relationships, romantic relationships, online relationships</p> <p>To recognise that a feature of positive family life is caring relationships</p>	<p>To consider what the different strengths mean</p> <p>To recognise that using our character strengths helps us be the best person we can be</p> <p>To understand what neuroplasticity is</p> <p>To consider their own strengths and how they would like to grow these further</p>	<p>and its role in different situations</p> <p>To recognise when keeping secrets is appropriate</p> <p>To understand when it is right to break confidence or share a secret</p> <p><u>My Happy Mind</u> <u>Appreciate</u></p> <p>To develop an appreciation for gratitude</p> <p>To understand what the wheel of gratitude is</p> <p>To understand that showing gratitude links to making someone feel good</p>	<p><u>Managing hurtful behaviour and bullying</u></p> <p>To understand the impact of bullying and the consequences of hurtful behaviour</p> <p>To develop strategies to respond to hurtful behaviour, experienced or witnessed and how to report concerns and get support</p> <p>To understand the term discrimination</p> <p>To recognise ways to effectively challenge discrimination</p>	<p>on people in different countries</p> <p>To understand what climate change is</p> <p>To know that there are organisations working to help people in challenging situations in other communities</p> <p><u>My Happy Mind</u> <u>Engage</u></p> <p>To identify the link between feeling good and doing good</p> <p>To recognise that goal setting is a good way to help us achieve what we want</p> <p>To identify the steps needed to set goals</p>
--	---	--	---	--	--	---

PSHE & RSE curriculum

	<p>To recognise the importance of seeking support if feeling lonely or excluded</p>	<p>To identify the different ways in which people care for one another</p> <p><u>My Happy Mind</u> <u>Meet your brain</u></p> <p>To understand what the brain looks like</p> <p>To identify that our brain helps us make good decisions</p> <p>To identify that the amygdala causes them to fight, flight or freeze</p> <p>To reflect how team H-A-P can be used</p> <p>To recognise how happy breathing</p>		<p>To understand how being grateful for ourselves can be hard</p>	<p><u>My Happy Mind</u> <u>Relate</u></p> <p>To recognise that we relate to people in different ways</p> <p>To understand that their character strengths can help them get along with people</p> <p>To understand that because someone reacts differently to us, it isn't wrong</p> <p>To understand how to spot characteristics of a good friend</p> <p>To understand how to actively</p>	<p>To understand how happy breathing can help when goals are tricky</p> <p><i>To develop strategies to manage transitions between classes and key stages</i></p>
--	---	---	--	---	---	--

PSHE & RSE curriculum

		can help team H-A-P			listen and why this is important in getting along with others	
Pupils should be able to do... (Skills being developed)	<u>Health & wellbeing</u> <u>Mental health</u> <p>Communicates how they feel using appropriate language</p> <p>Explains the differences between feelings and describes reasons they would feel them</p> <p>Describes how and when they relax/enjoy themselves</p> <p>Identifies the purpose of the groups to which they belong</p>	<u>Living in the wider world</u> <u>Shared responsibilities</u> <p>Demonstrates an understanding of the need for rules</p> <p>Classifies something as a 'right' or a 'responsibility'</p> <p>Treats everyone in the group with equal consideration</p> <p>Suggests why responsibilities should be shared</p>	<u>Health and wellbeing</u> <u>Drugs, alcohol and tobacco</u> <p>Suggests how unhealthy choices might affect our body</p> <p>Explains why cigarettes are harmful</p> <p>Identifies what the term 'passive smoking means'</p> <p><u>Relationships</u> <u>Positive relationships and community</u></p> <p>Identifies what is special about belonging</p>	<u>Health & wellbeing</u> <u>Healthy lifestyles</u> <p>Assesses if their own meal is balanced</p> <p>Describes a meal that shows a balanced diet using the main food groups</p> <p>Explores what benefit each food group has to the human body</p> <p>Identifies that food and water are necessary for life</p> <p>Explains in simple terms why exercise</p>	<u>Health & wellbeing</u> <u>Keeping safe</u> <p>Identifies simple safety rules e.g. when crossing roads, online, fire safety</p> <p>Identifies shops where they could buy first aid equipment</p> <p>Puts on and takes off sterile gloves independently</p> <p>Knows who to seek medical attention from when they are</p>	<u>Health & wellbeing</u> <u>Keeping safe</u> <p>Identifies people in the community who care for them</p> <p>Describes how to keep their things safe when outside of the setting/during a journey</p> <p>Knows rules for and ways of keeping safe, including basic road safety and about people who can help them to keep safe</p> <p>Suggests ways they can keep themselves safe in</p>

PSHE & RSE curriculum

	<p><u>Relationships</u> <u>Friendships</u></p> <p>Explains why different friends are important to them</p> <p>Recognises what qualities make a good friendship</p> <p>Suggests ways to maintain friendships</p> <p>Suggests how people should care for each other</p> <p>Works constructively with others</p>	<p>Contributes to the life of the class and school</p> <p><u>Relationships</u> <u>Families and close positive relationships</u></p> <p>Knows that friend and family should care for each other</p> <p>Identifies their families and friends and the roles that they play</p> <p><u>My Happy Mind</u> <u>Meet your brain</u></p> <p>Understands what the brain looks like and how it can help us</p> <p>Understand the brain has three</p>	<p>Demonstrates sensitivity towards others</p> <p>Describes some of the needs of others and of living things</p> <p>Gives example of people who help them in the community</p> <p><u>My Happy Mind</u> <u>Celebrate</u></p> <p>Understands own strengths</p> <p>Understands why using character strengths is important</p> <p>Understands how own strengths can be developed</p>	<p>is a healthy activity</p> <p><u>Relationships</u> <u>Safe relationships</u></p> <p>Demonstrates skills to say 'no'</p> <p>Defines what they mean by the term 'personal space'</p> <p>Gives examples when to say 'no' e.g. online, in person, in different situations</p> <p>Recognises what qualities make a good friendship</p> <p>Draws conclusions between what is a good and bad secret</p> <p>Discusses when we should not keep</p>	<p>hurt or injured</p> <p>Suggests how familiar medicines affect the body</p> <p>Sticks a plaster on a wound with some accuracy</p> <p>Identifies how they would contact people in the community for help if needed, e.g. making an emergency 999 call</p> <p><u>Relationships</u> <u>Managing hurtful behaviour and bullying</u></p> <p>Knows that there are different</p>	<p>different places</p> <p><u>Living in the wider world</u> <u>One world</u></p> <p>Accepts that others may have different preferences</p> <p>Demonstrates awareness of the needs of others</p> <p>Accepts that everyone has a right to an opinion</p> <p>Identifies people in the community who may need help</p> <p>Discusses how they can help other members of the community</p> <p><u>My Happy Mind</u> <u>Engage</u></p>
--	---	---	--	---	---	--

PSHE & RSE curriculum

		<p>parts</p> <p>Understands how the brain grows</p> <p>Understands what neuroplasticity is</p> <p>Understands how happy breathing can help</p>		<p>secrets</p> <p><u>My Happy Mind</u> <u>Appreciate</u></p> <p>Understands what gratitude is</p> <p>Understands why showing gratitude is important</p> <p>Learns how to show gratitude</p>	<p>types of teasing and bullying, that bullying is wrong and how to get help with bullying</p> <p>Identifies emotional and physical bullying</p> <p>Recognises the ways they are similar and different to others</p> <p>Explains why it is wrong to treat people differently because of their differences e.g. colour, gender, religion</p> <p><u>My Happy Mind</u> <u>Relate</u></p> <p>Learns how to have good relationships with other people</p>	<p>Recalls skills learnt from previous modules throughout the year</p> <p>Links how everything they have learnt can help make them feel good and do good</p> <p>Understands the link between feeling good and doing good</p> <p>Learns how to set goals</p>
--	--	--	--	---	--	---

PSHE & RSE curriculum

					<p>Learns how differences can help us</p> <p>Learns how to use strengths to relate to others</p> <p>Learns how active listening can help us</p>	
Key Terminology	Mental health Feelings Mood Intensity Strategies Support Emotions Hobbies Friendship Lonely Excluded	Rule Law Consequence Right Responsibility Compassion Environment Recycling Family Romantic Relationship Positivity Friendship Care Brain Cells Team H-A-P	Smoking Vaping Passive Tobacco Impact Strategy Community Diverse Aid World wide Global Character strengths Love and kindness Bravery and honesty Exploring and learning Teamwork and	Informed Decision Health Balanced Lifestyle Healthy Influence Habits Elements Positive Negative Privacy Personal Consent Appropriate Friendship Permission	Hazard Fire Risk Safety Emergency Medicine Paracetamol Illness First aid Injury Bandage Threatening Police Ambulance Paramedic Fire brigade Bullying	Strategies Safety Environment Railway Coastal Road Firework Rocket Sparkler Bonfire Predict Assess Manage Risk Similarities Differences People

PSHE & RSE curriculum

		Hippocampus Amygdala Prefrontal Cortex Happy breathing Neuroplasticity Grow Fight, flight, freeze	friendship Unique Special	Secret Confidence Appreciate Grateful Thankful Wheel of gratitude Our self Others Experiences Team H-A-P Happy breathing	Bystander Consequence Behaviour Hurtful Witness Discrimination Concern Challenge Character strengths Relate Get along People Active listening Team H-A-P Happy breathing Friendship Relationships Differences	Countries Culture Opinions Worldwide Actions Climate change Temperature Organisations Community Planet Engage Activity Goal Perseverance Goal setting Feel good Do good Believe to achieve Happy breathing Transition
Cycle two						
Pupils should know... (Core knowledge and concepts to be learned)	<u>Health & wellbeing</u> <u>Mental health</u> To recognise everyday things that affect feelings and the	<u>Living in the wider world</u> <u>Economic wellbeing:</u> <u>aspirations, work & career and money</u>	<u>Health & wellbeing</u> <u>Drugs, alcohol and tobacco.</u> To understand the effect alcohol has on the body To understand the	<u>Health & wellbeing</u> <u>Ourselves, growing and changing</u> To recognise their individuality and personal qualities	<u>Health & wellbeing</u> <u>Healthy lifestyles</u> To understand what good physical health means; how to	<u>Living in the wider world</u> <u>Media literacy & digital well being</u> To recognise ways in which the internet and social

PSHE & RSE curriculum

	<p>importance of expressing feelings</p> <p>To develop a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>To understand change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p><u>Relationships</u> <u>Friendships</u></p> <p>To recognise what constitutes a positive healthy friendship</p>	<p>To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>To recognise that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>To recognise what might influence people's decisions about a job or career</p> <p>To identify the kind of job they might like to do</p>	<p>risks related to drinking alcohol</p> <p>To consider how society limits the drinking of alcohol</p> <p><u>Living in the wider world</u> <u>Democracy</u></p> <p>To understand the definition of the word democracy</p> <p>To recognise that we live in a democratic society</p> <p>To understand the terms minority and majority</p> <p>To recognise the main political parties of the UK</p> <p>To explore the role of the political parties</p>	<p>To recognise that for some people gender identity does not correspond with biological sex</p> <p>To understand personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>To identify how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>	<p>recognise early signs of physical illness</p> <p>To understand that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>To recognise how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of healthy lifestyle choices on dental care</p>	<p>media can be used both positively and negatively</p> <p>To understand that the internet is an integral part of life and has many benefits</p> <p>To understand the importance of keeping personal information private; strategies for keeping safe online.</p> <p>To recognise how to assess the reliability of sources of information boundaries; and how to make safe, reliable choices from search results</p> <p>To consider the effects of their online actions</p>
--	--	---	--	--	--	---

PSHE & RSE curriculum

	<p>To understand that the same principles apply to online friendships as to face-to-face relationships</p> <p>To understand how friendships can change over time and that you can make new friends</p> <p>To recognise the benefits of having different types of friends</p> <p>To understand that friendships have ups and downs</p> <p>To identify strategies to resolve disputes and reconcile differences</p>	<p>when they are older</p> <p>To recognise that some jobs are more paid than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work that is unpaid.</p> <p>To understand different ways to pay for things and the choices people have about this.</p> <p>To recognise different ways to keep track of money</p> <p>To understand the</p>	<p><u>My Happy Mind</u> <u>Celebrate</u></p> <p>To understand that scientists discovered that we all have 24 characters strengths but in different amounts</p> <p>To understand that half our character strengths are set by genetics and the other half experiences</p> <p>To recognise that our character can grow based on our experiences</p> <p>To understand that strengths can help us in different situations</p>	<p><u>Relationships</u> <u>Safe relationships</u></p> <p>To understand how to respond safely and appropriately to adults they may encounter whom they do not know</p> <p>To recognise different types of physical contact</p> <p>To understand the difference between acceptable and unacceptable physical contact</p> <p>To recognise strategies to respond to unwanted physical contact</p> <p><u>My Happy Mind</u> <u>Appreciate</u></p>	<p>(e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p><u>Relationships</u> <u>Respecting self and others</u></p> <p>To recognise the importance of self-respect</p> <p>To understand how self-respect can affect their thoughts and feelings about themselves</p> <p>To understand that everyone, including them, should be treated politely and with respect</p>	<p><u>Living in the wider world</u> <u>Diverse Britain</u></p> <p>To identify what it is like to live in Britain</p> <p>To describe the benefits of living in a diverse and multi-cultural society</p> <p>To understand the term liberty</p> <p>To describe a diverse society</p> <p>To describe what being British means to them</p> <p>To understand that not everyone lives in a democracy and consider how those people might feel</p>
--	---	---	---	---	---	--

PSHE & RSE curriculum

	<p>positively and safely</p>	<p>risks associated with money e.g. it can be lost/stolen and the ways of keeping it safe</p> <p><u>Relationships</u> <u>Families and close positive relationships</u> To understand about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>To recognise that forcing anyone to marry against their will is a crime; that help and support is available to</p>		<p>To recognise that happy breathing will help us to appreciate things we might have forgotten</p> <p>To understand that the more they show gratitude, the easier it is</p> <p>To develop an attitude of gratitude</p> <p>To understand that dopamine gets released in the brain when they give gratitude</p> <p>To understand how dopamine can help the amygdala stay calm</p> <p>To understand they can use character strengths to</p>	<p>(including in school and wider society)</p> <p>To identify strategies to improve or support courteous, respectful relationships</p> <p>To understand the importance of respecting the similarities and differences between people</p> <p>To recognise what they have in common with others (personality, appearance and background)</p> <p>To discuss and debate topical issues, respecting</p>	<p><u>My Happy Mind Engage</u></p> <p>To understand how their feelings affect their ability to do well in an activity</p> <p>To understand that they have to feel good to do good</p> <p>To recognise what Big Dream Goals are and how to set them</p> <p>To understand how to use perseverance and resilience to help not give up on something</p> <p><i>To develop strategies to manage transitions between classes</i></p>
--	------------------------------	---	--	--	--	--

PSHE & RSE curriculum

		<p>people who are worried about this for themselves or others.</p> <p>To understand that people who love and care for each other can be in a committed relationship, living together but may also live apart</p> <p><u>My Happy Mind</u> <u>Meet your brain</u></p> <p>To understand how to focus their mind to train their brain</p> <p>To develop their understanding of the roles of team H-A-P</p> <p>To understand how emotions</p>		<p>appreciate others</p>	<p>other people's view point</p> <p><u>My Happy Mind</u> <u>Relate</u></p> <p>To understand how their strengths can help their friendships</p> <p>That is can be hard to face differences in friendships</p> <p>To understand that it is a positive thing to see that everyone sees things differently</p> <p>To understand that seeing things from others' perspective gets easier</p>	<p>and key stages</p>
--	--	---	--	--------------------------	--	-----------------------

PSHE & RSE curriculum

		<p>impact team H-A-P</p> <p>To recognise why the Amygdala acts the way it does</p> <p>To recognise how happy breathing helps us during times of stress</p> <p>To understand how to look after our brains to help them be their best</p>			<p>To understand we normally choose friends based on their character</p> <p>To understand that friends can help us problem solve</p> <p>To recognise that when we listen to friends, they will know that we care for them</p>	
<p>Pupils should be able to do...(skills being developed)</p>	<p><u>Health & wellbeing</u> <u>Mental health</u></p> <p>Communicates how they feel to others</p>	<p><u>Living in the wider world</u> <u>Economic wellbeing: aspirations, work & career and money</u></p> <p>Identifies the</p>	<p><u>Health & wellbeing</u> <u>Drugs, alcohol and tobacco</u></p> <p>Recognises what alcohol is and what it can be found in</p> <p>Explain why alcohol</p>	<p><u>Health & wellbeing</u> <u>Ourselves, growing and changing</u></p> <p>Identifies personal qualities</p> <p>Recognises how they have</p>	<p><u>Health & wellbeing</u> <u>Healthy lifestyles</u></p> <p>Explains how to protect themselves from germs</p>	<p><u>Living in the wider world</u> <u>Media literacy & digital well being</u></p> <p>Identifies the devices or applications they use to</p>

PSHE & RSE curriculum

	<p>Articulates why they feel a certain way</p> <p>Identifies positive and negative emotions</p> <p><u>Relationships</u> <u>Friendships</u></p> <p>Knows that families and friends should care for each other</p> <p>Identifies ways to make others feel happier</p> <p>Identifies how and action or a comment can affect the emotions in others and suggests alternatives to avoid negative feelings</p>	<p>personal qualities in themselves</p> <p>Recognises what they are good at and what they want to develop</p> <p>Identifies the purpose of a career/job</p> <p>Identifies the reasons why people get jobs</p> <p>Lists the jobs they might like in the future and why they might like them</p> <p>Understands the reasons why a person gets a job e.g. money and that some jobs pay differently to other jobs</p>	<p>can be harmful</p> <p>Identifies the ages when it is legal to buy, use or sell alcohol</p> <p><u>Living in the wider world</u> <u>Democracy</u></p> <p>Defines the term democracy</p> <p>Explains the terms 'minority' and 'majority'</p> <p>Identifies the main political parties</p> <p>Identifies the key roles in Parliament</p> <p><u>My Happy Mind</u> <u>Celebrate</u></p> <p>Learns what character is and where our character</p>	<p>changed physically since they were born</p> <p>Describes how and when they relax/enjoy themselves</p> <p>Identifies their hobbies</p> <p>Identifies what they can do to achieve a target they have set themselves</p> <p>Recognises what they are good at and what they want to develop</p> <p>Thinks about themselves, learns from their experiences and recognises what they are good at</p> <p><u>Relationships</u></p>	<p>Identifies ways to stop the spread of germs and the effects of poor hygiene</p> <p>Lists ways teeth can be damaged</p> <p>Identifies why they brush their teeth</p> <p>Identifies how often they need to visit a dentist for check ups</p> <p>Identifies which routines will stop the spread of bacteria and viruses</p> <p><u>Relationships</u> <u>Respecting self and others</u></p>	<p>communicate with a range of people</p> <p>Keeps personal information private</p> <p>Joins in discussions about why they need to be careful online</p> <p>Recognises when sits or links are directing them to a specific site</p> <p><u>Living in the wider world</u> <u>Diverse Britain</u></p> <p>Identifies similarities and differences between people</p> <p>Makes statements of fact clearly</p> <p>Understands a short news narrative on a simple subject</p>
--	--	---	--	--	---	--

PSHE & RSE curriculum

	<p>Engages politely with others over the internet</p> <p>Gives examples of different ways to communicate online</p> <p>Recognises that not everyone will want to be their friend</p> <p>Identifies positive qualities and expectations for a range of relationships</p>	<p>Recognises how people pay for things and keep track of money</p> <p><u>Relationships</u> <u>Families and close positive relationships</u></p> <p>Suggests why their home life is special</p> <p>Explains what love means to them</p> <p>Suggests how people should care for each other</p> <p>Recognises safe and unsafe situation</p> <p>Identifies an appropriate person to ask for</p>	<p>comes from</p> <p>Learns what strengths are and what strengths they use the most</p> <p>Learns how we can use our strengths in difficult situations</p> <p>Learns how we can grow and adapt strengths</p>	<p><u>Safe relationships</u></p> <p>Identifies strategies to use if they feel threatened</p> <p>Explains who is a stranger</p> <p>Agrees rules on touching</p> <p>Recognise that their body belongs to them</p> <p>Specifies touches that they do and do not like</p> <p>Defines what they mean by the term 'personal space'</p> <p>Identifies ways to protect their personal space from inappropriate invasion</p> <p><u>My Happy Mind</u></p>	<p>Works constructively with others</p> <p>Communicates appropriately to others demonstrating good manners</p> <p>Identifies how people with different values or customs have different lives to them</p> <p>Explores which factors make people different or similar and how differences can cause problems or create relationships</p> <p><u>My Happy Mind</u> <u>Relate</u></p>	<p>Recognises what is meant by the term 'liberty'</p> <p>Describes what makes up a diverse society</p> <p><u>My Happy Mind</u> <u>Engage</u></p> <p>Recalls skills learnt from previous modules throughout the year</p> <p>Learns that they engage in activities which can help them to feel good</p> <p>Learns what Big Dream Goals are</p> <p>Learns how perseverance and resilience help us</p>
--	---	--	--	---	---	--

PSHE & RSE curriculum

		<p>help</p> <p><u>My Happy Mind</u> <u>Meet your brain</u></p> <p>Understands how the brain and mind work together</p> <p>Understands what neuroplasticity is</p> <p>Understands the role of the amygdala</p> <p>Learns how to 'train the brain'</p> <p>Understands how the brain is structured</p> <p>Understands what neurons and neural pathways are</p>		<p><u>Appreciate</u></p> <p>Learns how to develop an Attitude of Gratitude</p> <p>Learns what hormone is released when we give or receive gratitude</p> <p>Learns how to appreciate themselves</p>	<p>Learns how to understand and celebrate differences</p> <p>Learns what Stop, Understand and Consider means</p> <p>Learns how to better understand their differences</p> <p>Learns how seeing things from a different perspective gets easier</p> <p>Learns what makes a good friend</p> <p>Learns how friends help us solve problems</p>	<p>Learns how to stay focussed on goals</p> <p>Learns how positive habits help us to be our best</p>
Key terminology	Mental health	Positive	Alcohol	Personal	Physical	Internet

PSHE & RSE curriculum

	Feelings Emotions Death Loss Bereavement Tragic Grief Friendship Positive Strategies Relationship Online Face-to-face New Developed Benefits Disagreement Disputes Reconciliation	Achievement Goal Outcome Job Career Influence Salary Voluntary Money Marriage Civil partnership Commitment Legal Love Crime Arranged Forced Support Brain Cells Hippocampus Amygdala Prefrontal Cortex Mind Focus Neuroplasticity Neuron Neural pathway Happy breathing Fight, flight, freeze	Risks Society Limit Democracy Minority Majority Political United Kingdom Labour Conservative Prime Minister MP Character strengths Genetics Love and kindness Bravery and honesty Exploring and learning Teamwork and friendship Love of life and our world Unique Special Strength spotting	Qualities Gender Biological Strengths Skills Achievements Ethnicity Family Faith Culture Hobbies, Likes/dislikes Failure Safely Stranger Physical Contact Acceptable Unacceptable Help Appreciate Grateful Thankful Wheel of gratitude Our self Others Experience Dopamine Attitude of Gratitude	Illness Bacteria Virus Hygiene Routine Personal hygiene Dentist Oral hygiene Brushing Flossing Self-respect Feelings Society Wider-community Courteous Respectful Relationships Similarities Differences Personality Appearance Background Topic Debate Character Strength Relate Get along People Active listening	Social media Positive Negative Benefits Boundaries Privacy Sources Britain Diverse Multi-cultural Liberty Society Engage Activity Goal Feel good Do good Believe to Achieve Habits Perseverance Resilience Big Dream Goals Transition
--	---	--	--	---	--	---

PSHE & RSE curriculum

		Oxygen			Friendship Relationship Differences	
Year 5/6						
Cycle one						
Pupils should know... (Core knowledge and concepts to be learned)	<u>Health & wellbeing</u> <u>Mental health</u> To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. To develop a varied vocabulary to use when talking about feelings; about how to express	<u>Living in the wider world</u> <u>Communities</u> To understand the different groups that make up their community; what living in a community means To value the different contributions that people and groups make to the community To learn about diversity; what it means; the	<u>Health & wellbeing</u> <u>Drugs, alcohol and tobacco.</u> To explore a range of legal and illegal drugs, their risks and effects To have considered the children's attitudes and beliefs about drug use and drug users To have considered strategies to resist drug use To identify the mixed messages in the media about drugs,	<u>Health & wellbeing</u> <u>Healthy lifestyles</u> To understand what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. To recognise how regular (daily/weekly) exercise benefits	<u>Health & wellbeing</u> <u>Keeping safe</u> To understand the reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.	<u>Living in the wider world</u> <u>Media literacy & digital well being</u> To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images To understand that the internet can be a negative place where online abuse, trolling, bullying and harassment can

PSHE & RSE curriculum

	<p>feelings in different ways.</p> <p>To develop problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p> <p>To understand that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p><u>Relationships</u> <u>Friendships</u></p> <p>To recognise what it means to know someone online</p>	<p>benefits of living in a diverse community; about valuing diversity within communities</p> <p>To recognise stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>To understand prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>including alcohol and smoking/vaping</p> <p><u>Living in the wider world</u> <u>Rules and laws</u></p> <p>To understand the importance of rules</p> <p>To recognise why different rules are needed in different situations</p> <p>To understand how to take part in making and changing rules</p> <p>To understand some roles of the police</p> <p>To identify consequences of law breakers in the UK</p> <p><u>My Happy Mind</u> <u>Celebrate</u></p> <p>To understand that</p>	<p>mental and physical health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>To understand how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p><u>Relationships</u> <u>Safe relationships</u></p> <p>To recognise why someone may behave differently online</p> <p>To understand how</p>	<p>To recognise how to predict, assess and manage risk in different situations</p> <p>To understand safe use of digital devices when out and about</p> <p>To know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say –</p> <p><u>emergency services day</u></p> <p><u>Relationships</u> <u>Managing hurtful behaviour and bullying</u></p>	<p>take place</p> <p>To understand how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identity misinformation</p> <p>To understand how to manage requests for personal information or images of themselves or others.</p> <p><u>Living in the wider world</u> <u>One world</u></p> <p>To explain what a global citizen is</p> <p>To understand what</p>
--	--	---	---	---	---	---

PSHE & RSE curriculum

	<p>To understand the differences between online friendship and face-to-face friendship</p> <p>To recognise the risks of communicating with others online not known face to face</p> <p>To recognise the effect of online actions on others</p> <p>To recognise if a friendship online is making them feel unsafe, how they can manage this and ask for support if necessary</p>	<p><u>Relationships</u> <u>Families and close positive relationships</u></p> <p>To recognise that people may be attracted to someone emotionally, romantically and sexually</p> <p>To recognise that people may be attracted to someone of the same sex or different sex to them</p> <p>To recognise that gender identity and sexual orientation are different</p> <p><u>My Happy Mind</u> <u>Meet your brain</u></p>	<p>the 24 characteristics that were discovered are in different amounts</p> <p>To recognise why Strength Spotting is so powerful</p> <p>That spotting strengths repeatedly helps us build Neural pathways to create a habit</p> <p>To understand that strengths can help solve problems and everyone uses different strengths</p>	<p>to respond safely and appropriately to adults they may encounter online whom they do not know</p> <p>To identify strategies for recognising risks and harmful content and how to report concerns</p> <p>To recognise where to get advice and report concerns if worried about someone's safety online</p> <p><u>My Happy Mind</u> <u>Appreciate</u></p> <p>To understand how to create a Gratitude Domino Effect</p> <p>To recognise the</p>	<p>To recognise what is appropriate in online friendships and wider relationships</p> <p>To understand the impact of bullying, including online, and the consequences of hurtful behaviour</p> <p>To understand how to respond to hurtful behaviour experienced or witnessed including online; how to report concerns and get support</p> <p>To understand the term discrimination</p>	<p>global warming is</p> <p>To understand the human energy use can harm the environment</p> <p>To understand the importance of not wasting water</p> <p>To understand what biodiversity is</p> <p>To understand that their choices can have far reaching consequences</p> <p><u>My Happy Mind</u> <u>Engage</u></p> <p>To recognise that to engage means to pay full attention and put effort into something</p> <p>To understand how feelings affect</p>
--	---	---	---	---	--	---

PSHE & RSE curriculum

		<p>To understand how to train the mind to focus</p> <p>To recognise how people use each part of team H-A-P</p> <p>To understand how the Amygdala reacts to real and perceived danger</p> <p>To understand what triggers the Amygdala</p> <p>To recognise how neurons carry messages to create neural pathways</p>		<p>link between thinking about gratitude and developing stronger neural pathways</p> <p>To recognise that giving gratitude can help us get through tough times</p>	<p>To recognise ways to effectively challenge discrimination</p> <p><u>My Happy Mind</u> <u>Relate</u></p> <p>To understand that when we use Stop, Understand, Consider it gives time to pause and see where others are coming from</p> <p>To recognise that when we see things from other's perspective, it helps our brains to grow</p> <p>To recognise that talking to our friends about our problems helps</p>	<p>ability to do well in an activity</p> <p>To understand how to use perseverance and resilience to not give up on something</p> <p><i>To develop strategies to manage transitions between classes and key stages</i></p>
--	--	---	--	--	---	---

PSHE & RSE curriculum

					<p>To understand the importance of showing gratitude to friends when they help</p> <p>To identify the importance of talking to friends about feelings and opinions</p>	
<p>Pupils should be able to do...(skills being developed)</p>	<p><u>Health & wellbeing</u> <u>Mental health</u></p> <p>Identifies a range of strategies for coping with emotional difficulties</p> <p>Identifies if they are having difficulties with negative feelings or thoughts</p>	<p><u>Living in the wider world</u> <u>Communities</u></p> <p>Demonstrates respect for other people's viewpoints and beliefs</p> <p>Knows what a stereotype is and how stereotypes can be unfair and destructive</p>	<p><u>Health & wellbeing</u> <u>Drugs, alcohol and tobacco.</u></p> <p>Knows which commonly available substances and drugs are legal and illegal, their effects and risks</p> <p>Identifies some risks involved with substance use and misuse</p>	<p><u>Health & wellbeing</u> <u>Healthy lifestyles</u></p> <p>Details the importance of elements of a healthy diet</p> <p>Knows the importance of building regular exercise into daily and weekly routines and how to achieve this</p>	<p><u>Health & wellbeing</u> <u>Keeping safe</u></p> <p>Recognises that apps have age ratings and descriptions that should be checked</p> <p>Explores social media privacy settings</p>	<p><u>Living in the wider world</u> <u>Media literacy & digital well being</u></p> <p>Explains how to use social media with care</p> <p>Recognises that information and photos of themselves can be viewed by many people and be</p>

PSHE & RSE curriculum

	<p>Prepares for change e.g. transferring to secondary school etc.</p> <p>Identifies self-help strategies for managing strong emotions</p> <p>Identifies the impact bullying has on mental wellbeing</p> <p><u>Relationships</u> <u>Friendships</u></p> <p>Identifies a range of strategies to keep safe online</p> <p>Explains the term 'internet troll' and 'trolling'</p> <p>Knows how to critically consider online friendships</p>	<p>Knows the steps they can take to improve respectful relationships</p> <p>Knows that their actions affect themselves and others, and knows to care about other people's feelings and try to see things from their points of view.</p> <p>Appreciates the range of regional, religious and ethnic identities in the UK</p> <p>Suggests how conflict in a community could occur and can be resolved</p> <p><u>Relationships</u></p>	<p>Demonstrates simple techniques to resist pressure</p> <p>Identifies sources of information, support and advice for children and young people</p> <p><u>Living in the wider world</u> <u>Rules and laws</u></p> <p>Identifies how rights change with age</p> <p>Knows why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>Works with others to create a set of rules</p>	<p>Knows the risks associated with an inactive lifestyle (including obesity)</p> <p>Knows what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices</p> <p><u>Relationships</u> <u>Safe relationships</u></p> <p>Knows how to critically consider online friendships</p> <p>Identifies some of the dangers when communicating via the internet</p> <p>Knows the principles for</p>	<p>Demonstrates safe and appropriate behaviour when engaging with others</p> <p>Identifies that increased independence relates to increased self-responsibility</p> <p>Identifies ways they can keep themselves safe e.g. have means to contact, tell someone where they are going etc.</p> <p>Identifies situations that would warrant calling 999 or 101</p> <p><u>Relationships</u></p>	<p>available for many years</p> <p>Explains the terms internet troll and trolling</p> <p>Identifies a range of ways to report concerns about content and contact</p> <p>Describes ways in which to avoid unwanted contact</p> <p><u>Living in the wider world</u> <u>One world</u></p> <p>Understands the term global citizen</p> <p>Understands the term biodiversity</p> <p>Identifies the impact global</p>
--	--	--	---	--	---	--

PSHE & RSE curriculum

	<p>Knows that people online can pretend to be someone else</p> <p>Knows the principles of keeping safe online: noticing and reporting risk, content and contact</p>	<p><u>Families and close positive relationships</u></p> <p>Recognises why love and trust are important in relationships</p> <p>Identifies characteristics of relationships e.g. respect, trust, truth, loyalty etc.</p> <p>Identifies gender based stereotypes</p> <p>Understands that attraction can be to someone of the same or different sex to them</p>	<p>for different activities or places</p> <p>Recognises that the law is the same for everyone</p> <p>Researches penalties given by law regarding different convictions</p> <p><u>My Happy Mind Celebrate</u></p> <p>Recognises which strategies are used most</p> <p>Learns why it is important to use their strengths</p> <p>Learns what strength they use most and why they are important</p> <p>Learns the different ways that strengths</p>	<p>keeping safe online: noticing and reporting risk, content and contact</p> <p>Identifies a range of strategies for keeping safe online</p> <p>Identifies sources of information, support and advice for children and young people</p> <p><u>My Happy Mind Appreciate</u></p> <p>Learns what appreciation means</p> <p>Learns why gratitude is important</p> <p>Learns how to</p>	<p><u>Managing hurtful behaviour and bullying</u></p> <p>Knows how to critically consider online friendships</p> <p>Knows what sort of boundaries are appropriate in friendships with peers and others</p> <p>Explains why cyberbullying is unacceptable</p> <p>Recognise the need to save evidence of cyber bullying</p> <p>Knows steps they can take to improve respectful relationships</p>	<p>warming is having on the planet</p> <p>Understands the steps individuals can take to help the planet</p> <p>Recognise that it is everyone's responsibility to take care of the planet</p> <p><u>My Happy Mind Engage</u></p> <p>Recalls skills learnt from previous modules throughout the year</p> <p>Recognises and understands how helping ourselves can help us to feel good</p> <p>Learns why setting</p>
--	---	--	--	---	--	--

PSHE & RSE curriculum

		<p>Recognises that gender identity and sexual orientation are different</p> <p><u>My Happy Mind</u> <u>Meet your brain</u></p> <p>Learns how to train the mind</p> <p>Recognises the different part of the brain</p> <p>Recognises the difference between real and perceived danger</p> <p>Understands what triggers the amygdala</p> <p>Learns how to calm the amygdala</p>	<p>help</p>	<p>develop an Attitude of Gratitude</p> <p>Learns what the domino effect is</p> <p>Learns what hormone gets released when we give or receive gratitude</p> <p>Learns how to create a habit of giving gratitude</p> <p>Learns how to appreciate ourselves</p>	<p>Knows what a stereotype is and how stereotypes can be unfair and destructive</p> <p><u>My Happy Mind</u> <u>Relate</u></p> <p>Learns how to understand and celebrate differences</p> <p>Learns what stop, understand and consider means and how it can help</p> <p>Learns how to better understand differences</p> <p>Learns how to use strengths in different ways</p> <p>Learns what</p>	<p>goals helps us feel good</p> <p>Learns how perseverance and resilience helps us</p> <p>Learns how to stay focussed on goals</p>
--	--	---	-------------	--	--	--

PSHE & RSE curriculum

		<p>Understands what neurons and neural pathways are</p> <p>Builds on happy breathing habit</p>			<p>makes a good friend and how having good friends helps us problem solve</p> <p>Learns how Active Listening helps us relate to others</p>	
Key terminology	<p>Mental ill-health</p> <p>Difficulties</p> <p>Support</p> <p>Feelings</p> <p>Help</p> <p>Trusted</p> <p>Expression</p> <p>Problem solving</p> <p>Emotions</p> <p>Challenge</p> <p>Strategies</p> <p>Bullying</p> <p>Cyber bullying</p> <p>Mental wellbeing</p> <p>Online</p> <p>Friendship</p> <p>Face-to-face</p> <p>Communication</p> <p>Actions</p>	<p>Community</p> <p>Contributions</p> <p>Diversity</p> <p>Value</p> <p>Stereotype</p> <p>Attitude</p> <p>Challenge</p> <p>Prejudice</p> <p>Discriminate</p> <p>Attraction</p> <p>Emotionally</p> <p>Sexually</p> <p>Romantically</p> <p>Gender</p> <p>Sexual orientation</p> <p>Brain</p> <p>Cells</p> <p>Hippocampus</p> <p>Amygdala</p>	<p>Legal</p> <p>Illegal</p> <p>Drugs</p> <p>Risks</p> <p>Alcohol</p> <p>Smoking</p> <p>Vaping</p> <p>Rules</p> <p>Police</p> <p>Law</p> <p>Courts</p> <p>Prison</p> <p>Sentence</p> <p>Custody</p> <p>Remand</p> <p>Community service</p> <p>Probation</p> <p>Character strengths</p> <p>Love and kindness</p>	<p>Diet</p> <p>Nutrition</p> <p>Healthy food groups</p> <p>Tooth decay</p> <p>Plaque</p> <p>Exercise</p> <p>Mental health</p> <p>Physical health</p> <p>Sleep</p> <p>Benefits</p> <p>Active</p> <p>Inactive behaviour</p> <p>Online</p> <p>Safety</p> <p>Report</p> <p>Concern</p> <p>Pressure</p>	<p>Regulation</p> <p>Restriction</p> <p>Age</p> <p>Safety</p> <p>Well being</p> <p>Limit</p> <p>Television</p> <p>Gaming</p> <p>Film</p> <p>Social media</p> <p>Predict</p> <p>Assess</p> <p>Risk</p> <p>Manage</p> <p>Digital</p> <p>Emergency</p> <p>Online</p> <p>Bullying</p> <p>Impact</p>	<p>Appropriate</p> <p>Inappropriate</p> <p>Social media</p> <p>Sharing</p> <p>Permission</p> <p>Distribution</p> <p>Trolling</p> <p>Identity</p> <p>Negative</p> <p>Harassment</p> <p>Manipulated</p> <p>Invented</p> <p>Misinformation</p> <p>Global citizen</p> <p>Global warming</p> <p>Waste</p> <p>Energy</p> <p>Human</p> <p>Biodiversity</p>

PSHE & RSE curriculum

	Effect Unsafe	Prefrontal Cortex Mind Focus Neuroplasticity Neuron Neural pathway Happy breathing Fight, flight, freeze Oxygen Real danger Perceived danger Trigger	Bravery and honesty Exploring and learning Teamwork and friendship Love of life and our world Unique Special Strength spotting Neuroplasticity Dopamine Habits Neural pathways	Appreciate Grateful Thankful Wheel of gratitude Our self Others Experiences	Hurtful Witnessed Concern Discrimination Character Strength Relate Get along People Active listening Stop, Understand, Consider Friendship Relationship Differences Perspectives	Consequence Engage Activity Goal Perseverance Feel Good Do Good Believe to Achieve Resilience Habits Dopamine Transition
Cycle two						
Pupils should know... (Core knowledge and concepts to be learned)	<u>Health & wellbeing</u> <u>Mental health</u> To identify strategies to respond to feelings, including intense or conflicting feelings; how to manage and	<u>Living in the wider world</u> <u>Economic wellbeing:</u> <u>aspirations, work & career and money</u> To recognise some of the skills that will help	<u>Health & wellbeing</u> <u>Drugs, alcohol and tobacco</u> *preventing early use To understand the effects, risks and law relating to cannabis To understand the risk	<u>Health & wellbeing</u> <u>Ourselves, growing and changing</u> To identify the external genitalia and internal reproductive organs in males and females and how the process of	<u>Health & wellbeing</u> <u>Healthy lifestyles</u> To understand how medicines, when used responsibly, contribute to health; that some diseases can be	<u>Living in the wider world</u> <u>Media literacy & digital well being</u> To understand some of the different ways information and data is shared and

PSHE & RSE curriculum

	<p>respond to feelings appropriately and proportionately in different situations.</p> <p>To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>To develop problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p> <p><u>Relationships</u> <u>Friendships</u></p>	<p>them in their future careers e.g. teamwork, communication and negotiation.</p> <p>To understand stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>To recognise a variety of routes into careers e.g. college, apprenticeship, university</p> <p>To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what</p>	<p>of volatile substance abuse (VSA)</p> <p>To be aware of the options for getting help, advice and support</p> <p><u>Living in the wider world</u> <u>Democracy</u></p> <p>To understand the role of democracy in the UK including the institutions which support it both nationally and locally (schools, council, government)</p> <p>To understand the role of Parliament and its main functions</p> <p>To identify main political buildings and why they are key in the running of the democratic systems</p>	<p>puberty relates to human reproduction</p> <p>To recognise the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).</p> <p>To understand about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p>	<p>prevented by vaccinations and immunisations; how allergies can be managed</p> <p>To identify the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>To recognise the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>To recognise how</p>	<p>used online, including for commercial purposes</p> <p>To understand how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices share information.</p> <p>To identify what to do if frightened or worried by something seen or read online and how to report concerns.</p> <p><u>Living in the wider world</u> <u>Diverse Britain</u></p> <p>To understand the range of faiths and ethnicities in Britain</p>
--	--	---	---	---	--	--

PSHE & RSE curriculum

	<p>To recognise peer influence and knowing the difference between positive and negative peer influence</p> <p>To identify strategies for recognising and managing peer influence and a desire for peer approval in friendships</p> <p>To recognise if a friendship online is making them feel unsafe, how they can manage this and ask for support if necessary</p> <p>To understand that friendships have ups and downs</p>	<p>makes something good value for money</p> <p>To recognise that peoples spending decisions can affect others and the environment</p> <p>To recognise that people make spending decisions based on priorities, needs and wants</p> <p>To identify the ways that money can impact on people's feelings and emotions</p> <p><u>Relationships</u> <u>Families and close positive relationships</u></p> <p>To recognise that there are different</p>	<p>To understand the importance of debate; how to research and discuss key topics and events</p> <p><u>My Happy Mind</u> <u>Celebrate</u></p> <p>To understand how the 24 character strengths are organised into 6 key virtues</p> <p>To understand how Strength Spotting shows children how strengths can be used in different ways</p> <p>To recognise how they can move their strengths around and grow them</p> <p>To understand that</p>	<p>To recognise that female genital mutilation is against British law, what to do and whom to tell if they think or someone they know may be at risk</p> <p>To understand the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born and how babies are cared for</p> <p>To recognise how to get more information, help and advice about growing and changing, especially about puberty.</p>	<p>and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health.</p> <p><u>Relationships</u> <u>Respecting self and others</u></p> <p>To understand that personal behaviour can affect people</p> <p>To recognise and model respectful behaviour online</p> <p>To understand that everyone, including people online should be treated politely and with respect by others</p>	<p>To identify ways of showing respect to people of all faiths and ethnicities</p> <p>To identify and discuss the role of charities in the community</p> <p>To identify and discuss the role of voluntary groups in the community</p> <p>To recognise how charity and volunteer groups help meet the needs of all people in the community (<i>opportunity to visit/support/fundraise for local charity</i>)</p> <p><u>My Happy Mind</u> <u>Engage</u></p> <p>To understand how</p>
--	--	---	--	---	---	---

PSHE & RSE curriculum

	<p>To identify strategies to resolve disputes and reconcile differences positively and safely</p>	<p>types of family structure.</p> <p>To understand that families can give family members love, security and stability</p> <p>To recognise other shared characteristics of healthy family life and that families are there for each other in times of difficulty</p> <p>To understand how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice</p> <p><u>My Happy Mind</u></p>	<p>the Hippocampus stores strengths as memories</p>	<p><u>Relationships</u></p> <p><u>Safe relationships</u></p> <p>To understand how to recognise pressure from others</p> <p>To identify when someone (including adults) is making them do something that is unsafe or makes them feel uncomfortable</p> <p>To identify strategies for managing this</p> <p>To recognise where to get advice and report concerns if worried about someone's safety</p> <p><u>My Happy Mind</u></p> <p><u>Appreciate</u></p>	<p>To listen to and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p> <p>To discuss and debate topical issues, respect other people's view point and constructively challenge those they disagree with</p> <p><u>My Happy Mind</u></p> <p><u>Relate</u></p> <p>To identify top 5 strengths</p> <p>To explore the role of the prefrontal cortex</p>	<p>to set goals linked to transition</p> <p>To recognise their concerns and define strategies to overcome them</p> <p>To identify how they can use their strengths to leverage the opportunities that they are excited about</p> <p>To create goals around leveraging and practising the tools they have learned</p> <p><i>To develop strategies to manage transitions between classes and key stages</i></p>
--	---	--	---	---	--	---

PSHE & RSE curriculum

		<p><u>Meet your brain</u></p> <p>To recognise the difference between the brain and the mind</p> <p>To understand the benefits of happy breathing in times of stress</p> <p>To recognise that everyone has different triggers that cause fight, flight or freeze</p> <p>To understand the role of Dopamine and Cortisol in the brain</p>		<p>To understand what appreciation means and how we show appreciation to others</p> <p>To understand the importance and purpose of gratitude</p> <p>To recognise how it makes others feel when we create a Gratitude Domino Effect.</p> <p>To identify the link between gratitude and our neural pathways</p>	<p>in more detail</p> <p>To understand that they can train their brain to notice how people use their strengths differently</p> <p>To recognise that friends help solve problems and it is important to show gratitude towards them</p>	
Pupils should be	<u>Health & wellbeing</u>	<u>Living in the wider</u>	<u>Health & wellbeing</u>	<u>Health & wellbeing</u>	<u>Health &</u>	<u>Living in the wider</u>

PSHE & RSE curriculum

able to do... (skills being developed)	<u>Mental health</u>	<u>world</u> <u>Economic wellbeing:</u> <u>aspirations, work & career and money</u>	<u>Drugs, alcohol and tobacco</u>	<u>Ourselves, growing and changing</u>	<u>wellbeing</u> <u>Healthy lifestyles</u>	<u>world</u> <u>Media literacy & digital well being</u>
	Considers how to cope with anger		Identifies some risks involved with substance use and misuse	Identifies established vocabulary used in class to describe different parts of a male and female body	Explains a range of uses for non-prescriptions medicines	Knows how information and data is shared online
	Identifies a range of strategies for coping with emotional difficulties	Recognises the importance of teamwork and communication	Outlines factual information concerning legal and illegal substances, including alcohol and tobacco	Labels parts of a female and male body showing changes which begin to occur at the start of puberty	Identifies which routines will stop the spread of bacteria and viruses	Considers how balanced the information is, depending on the purpose of the website
	Identifies if they are having difficulties with negative feelings or thoughts	Understands that careers can take different forms; there is more than one way to establish a career e.g. college, apprenticeship etc.	Lists alternative methods of getting help or advice	Recognises that puberty may bring psychological and emotional changes and how they may affect relationships	Identifies the benefits of sun exposure and risks of over exposure	Identifies the purpose of the site
	Prepares for change e.g. transferring to secondary school etc.		<u>Living in the wider world</u> <u>Democracy</u>		Understands the link between sun damage and the risk of skin cancer	<u>Living in the wider world</u> <u>Diverse Britain</u>
	Identifies self-help strategies for managing strong emotions	To assess the benefits of saving vs spending To identify the emotional barriers and implications that come with money	Considers the statement that we are 'fortunate to be part of a democracy'	Knows that only females menstruate	Understands the benefits of the internet	Appreciates the range of regional, religious and ethnic identities in the UK
	<u>Relationships</u> <u>Friendships</u>					Demonstrates respect for other

PSHE & RSE curriculum

	<p>Recognises the pressure someone can be put under when 'dared'</p> <p>Knows that friendships may have hard times, but can be repaired</p> <p>Knows how to: recognise who to trust, judge when a friendship is making them unhappy, manage conflict and seek help</p> <p>Knows how to critically consider online friendships</p> <p>Identifies strategies to resist dares</p>	<p>Discusses how they can help other members of their community</p> <p><u>Relationships</u> <u>Families and close positive relationships</u></p> <p>Describes different family structures</p> <p>Knows that families are important for children growing up because they can give love, security and stability</p> <p>Knows the characteristics of healthy family life: commitment, protection, care and time</p>	<p>Explains the main functions of Parliament</p> <p>Identifies the difference between the House of Commons and the House of Lords</p> <p>Develops their ideas through discussion</p> <p><u>My Happy Mind</u> <u>Celebrate</u></p> <p>Learns why it is important to use our strengths</p> <p>Learns why it is important to use our strengths in more detail</p> <p>Learns how to use different strengths in different situations</p> <p>Understands how</p>	<p>Understands that wet dreams and erections are a natural part of growing up</p> <p>Recognises when menstruation can begin and how to manage it</p> <p>Understands that puberty starts at different ages for different people and is a gradual process</p> <p>Recognises that some cultural practises are against British law and universal human rights</p> <p><u>Relationships</u> <u>Safe relationships</u></p> <p>Identifies strategies to resist dares</p>	<p>Knows the importance of balancing time online with other activities</p> <p><u>Relationships</u> <u>Respecting self and others</u></p> <p>Deals politely with those who have an opposing view</p> <p>Identifies ways differences can be resolved</p> <p>Knows they should be respected and respect others including online</p> <p>Demonstrates respect for other people's viewpoints and beliefs</p>	<p>people's viewpoints and beliefs</p> <p>Recognises they have a responsibility towards their community</p> <p>Suggests reasons to become involved in a community project</p> <p>Explores the work of voluntary organisations</p> <p><u>My Happy Mind</u> <u>Engage</u></p> <p>Recalls skills learnt from previous modules throughout the year</p> <p>Understands how our feelings affect our engagement</p>
--	--	--	--	--	--	--

PSHE & RSE curriculum

	Identifies responsibilities of being a friend	<p>Knows how to recognise if family relationships are making them feel unhappy or safe, and how to seek help</p> <p><u>My Happy Mind</u> <u>Meet your brain</u></p> <p>Learns how you can train your mind</p> <p>Understand why the amygdala behaves the way it does</p> <p>Recognises what triggers the amygdala</p> <p>Learns how to calm the amygdala</p> <p>Learns what</p>	strengths help when we are worried about something	<p>Knows how to respond safely and appropriately to strangers they encounter</p> <p>Recognises the pressure of unwanted contact</p> <p>Describes ways in which to avoid unwanted contact</p> <p>Explains how to avoid to acceptable or unacceptable physical contact</p> <p>Identifies sources of information, support and advice for children and young people</p> <p>Knows where to get advice e.g. family, school</p>	<p><u>My Happy Mind</u> <u>Relate</u></p> <p>Learns how to understand and celebrate our differences</p> <p>Develops active listening to help them 'Stop, Understand and Consider'</p> <p>Learns how to better understand our differences</p> <p>Learns how we can use our strengths in different ways</p> <p>Understands the link between Active Listening and Stop, Understand and</p>	<p>levels</p> <p>Learns how perseverance and resilience helps us</p>
--	---	--	--	--	--	--

PSHE & RSE curriculum

		<p>neurons and neural pathways are</p> <p>Understands how happy breathing is really good for our brains</p> <p>Understands the role of cortisol and how we manage our cortisol levels</p>		<p><u>My Happy Mind</u> <u>Appreciate</u></p> <p>Learns how to develop a deeper sense of gratitude</p> <p>Understands what happens when we give or receive gratitude</p> <p>Understands what hormone is released when we give or receive gratitude</p> <p>Understands the link between character strengths and gratitude for ourselves</p>	Consider	
Key terminology	<p>Feelings</p> <p>Confliction</p> <p>Appropriate</p> <p>Proportionate</p> <p>Warning signs</p>	<p>Skills</p> <p>Workplace</p> <p>Career</p> <p>Teamwork</p> <p>Communication</p>	<p>Cannabis</p> <p>Volatile substance abuse</p> <p>Risks</p> <p>Law</p>	<p>Genitals</p> <p>Reproduction</p> <p>Conception</p> <p>Organs</p> <p>Sexual</p>	<p>Medicine</p> <p>Health</p> <p>Disease</p> <p>Vaccinations</p> <p>Immunisations</p>	<p>Information</p> <p>Sharing</p> <p>Online</p> <p>Data protection</p> <p>Commercial</p>

PSHE & RSE curriculum

	Triggers Mental health Support Emotions Transitions Peer influence Strategies Desire Approval Friendships Disputes Reconciliation	Negotiation Stereotypes Aspirations University Career Apprenticeship Saving Bank Credit Debt Gambling Mental wellbeing Family structure Stability Security Characteristics Healthy Unhealthy Difficulty Brain Cells Hippocampus Amygdala Prefrontal cortex Mind Focus Neuroplasticity Neuron Neural pathway Fight, flight, freeze	Legal Democracy Nationally Locally School Council Government Parliament Politics Democratic Debate Research Wisdom Courage Humanity Justice Temperance Transcendence Virtues Strength Spotting Top Strengths Neuroplasticity Team H-A-P Dopamine Habits Neural pathways Cortisol	Puberty Menstruation Erections Wet dreams Personal hygiene Female genital mutilation Pressure Unsafe Uncomfortable Consent Appreciate Grateful Thankful Wheel of gratitude Experiences Team H-A-P Happy breathing Dopamine Attitude of Gratitude Neuroplasticity Habit Domino effect	Allergies Sun exposure Sun stroke Sun damage Skin cancer Respect Behaviour Online Traditions Belief Lifestyle Character strengths Relate Get along People Active listening 'Stop, understand and consider' Friendships Relationships Differences Perspectives Team H-A-P Dopamine	Devices Concern Faith Ethnicities Community Britain Charity Voluntary Fundraise Engage Activity Goal Perseverance Feel good Do good Believe to achieve Happy breathing Habits Perseverance Resilience Dopamine Cortisol Team goals Transition
--	--	--	--	---	---	--

PSHE & RSE curriculum

		Read danger Perceived danger Trigger Oxygen Cortisol				
--	--	--	--	--	--	--