|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S:\School Office\newest carr mill logo.jpgS:\School Office\newest carr mill logo.jpgPSHE- knowledge and skills planner** | | | | | | | | | | | | | | | | | | | |
| **Please note: Blue Highlighting relates to objectives that cover the statutory Relationship education / Green relates to statutory Health Education** | | | | | | | | | | | | | | | | | | | |
| **KS1 Cycle A** | | | | | | | | | | | | | | | | | | | |
| **Autumn** | | | | | | | | | **Spring** | | | | | | **Summer** | | | |
| **Cycle A** | **Ready, respect, safe** | | **Friendship Week** | | | | | | **Being me and Keeping safe** | | | | | | **Healthy Lifestyles** | | | |
| **Knowledge** | **Basic rules to keep us safe online, including what is meant by personal information.**  About what rules are, why they are needed and why different rules are needed.  How people and other living things have needs: about the responsibilities for caring for them.  **About the different groups they belong to.**  About the different roles and responsibilities people have in their community. | | **About the roles different people (acquaintances, friends and relatives) play in our lives**  **To identify the people who love and care for them and what they do to help them feel cared for.**  **To identify common features of family life.**  **That it is important to tell someone if something about their family makes them unhappy or worried.**  **About how people make friends and what makes a good friendship.**  **About how to recognise when they or someone else feels lonely and what to do.**  **Simple strategies to resolve arguments between friends positively.**  **How to ask for help if a friendship is making them feel unhappy.**  **That bodies and feelings can be hurt by words and actions; that people can say hurtful things online.**  **About how people may feel if they experience hurtful behaviour or bullying.**  **That hurtful behaviour, including teasing, name calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.**  About what is kind and unkind behaviour and how this can affect others.  **About how to treat themselves and others with respect.; how to be polite and courteous.**  **To recognise the ways in which they are the same and different to others.**  **How to listen to other people and work cooperatively.**  How to talk about and share their opinions on things that matter to them. | | | | | | To recognise the ways, they are the same as, and different to, other people.  About rules and age restrictions that keep us safe.  To recognise risk in simple everyday situations and what actions to take to minimise harm.  About how to keep safe at home (including around electrical appliances) and fire safety.  That household products, including medicines, can be harmful if not used correctly.  Ways to keep safe in familiar and unfamiliar environments.  About what to do if there is an accident and someone is hurt.  How to get help in an emergency  How to keep safe in the sun and protect skin from damage  **What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use; the importance of keeping trying until they are heard.** | | | | | | About foods that support good health and the risks of eating too much sugar  About how physical activity helps us to stay healthy and ways to be physically active every day.  Simple hygiene routines that can stop germs from spreading.  That medicines can help people to stay healthy.  About dental care and visiting the dentist, how to brush teeth correctly: food and drink that support dental health. | | | |
| **KS1 Cycle B** | | | | | | | | | | | | | | | | | | | |
| **Autumn** | | | | | **Spring** | | | | | **Summer** | | | | | | | | | |
| **Cycle B** | **Ready, respect, safe** | | **Friendship Week** | | **Science Unit: My Incredible Body** | | | | | **Relationships** | | | | | | | | **Money and Jobs** | |
|  | As above | | As above | | About foods that support good health and the risks of eating too much sugar  About how physical activity helps us to stay healthy and ways to be physically active every day.  Simple hygiene routines that can stop germs from spreading.  That medicines can help people to stay healthy.  About dental care and visiting the dentist, how to brush teeth correctly: food and drink that support dental health.  To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis and testicles)  About growing and changing from young to old and how people’s needs change. | | | | | **About different types of families including those that may be different to their own.**  **To recognise that some things are private and the importance of respecting privacy; the parts of their body covered by underwear are private.**  **That sometimes people may behave differently online, including by pretending to be someone they are not.**  **How to respond safely to adults they do not know.**  **About knowing there are situations when they should ask for permission and their permission should be sought.**  **About the importance of not keeping adults’ secrets**  **Basic techniques for resisting pressure to do something they do not want to do, and which may make them unsafe.** | | | | | | | | What money is; forms that money comes in; that money comes in difference sources.  That people make different choices about how to save and spend money.  About the difference between needs and wants; that sometimes people might not always be able to have the things they want.  That money needs to be looked after; different ways of doing this.  That jobs help people to earn money to pay for things.  Different jobs that people they know or people who work in the community do.  About some of the strengths and interests someone might need to do different jobs. | |
| **LKS2 Cycle A** | | | | | | | | | | | | | | | | | | | |
| **Autumn** | | | | | | | | **Spring** | | | | | | | | **Summer** | | | |
| **Cycle A** | **Ready, respect, safe** | | **Friendship Week** | | | | | **Relationships** | | | | | | | | **Healthy lifestyles** | | | |
|  | To recognise reasons for rules and laws; consequences of not adhering to rules and laws.  To recognise there are human rights, that are there to protect everyone.  About the relationship between rights and responsibilities. | | **To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)**  **About the importance of friendships; strategies for building positive friendships; how positive friendships support well-being.**  **What constitutes a positive, healthy friendship; that the same principles apply to online friendships as face-to-face relationships.**  The importance of seeking support if feeling lonely or excluded.  **That healthy friendships make people feel include recognise when other people may feel lonely or excluded; strategies how to include them.**  **How friendships can change over time, about making new friends and the benefits of having different types of friends.**  **That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively.**  **To recognise if a friendship is making them feel unsafe or uncomfortable; how to manage and ask for support.**  **About the impact of bullying; including online and offline, and the consequences of hurtful behaviour.** | | | | | **About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other.**  **That forcing anyone to marry against their will is a crime.**  **That people who love and care for each other can be in a committed relationship but may also live apart.**  **That a feature of positive family life is caring relationships; about the different ways that people care for one another.**  **To recognise and respect that there are different types of family structure, that families of all types can give family members love, security and stability.**  **To recognise other shared characteristics of family life including commitment, care, spending time together and being there in times of difficulty.**  **To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone; including themselves should be treated politely and with respect by others.** | | | | | | | | About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich meals.  How regular exercise benefits mental and physical health. Recognise opportunities to be physically active and some of the risks of an inactive lifestyle.  About 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.  That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection.  How to maintain good oral hygiene; why regular visits to the dentists are essential; the impact of lifestyle choices on our teeth. | | | |
| **LKS2 Cycle B** | | | | | | | | | | | | | | | | | | | |
| **Autumn** | | | | | | | **Spring** | | | | | | **Summer** | | | | | | |
| **Cycle B** | **Ready, respect, safe** | | **Science Keeping my body strong and healthy** | | **Friendship Week** | **Keeping safe** | | | | | **Food chains and digestion** | | | **Aspirations and money** | | | | | |
|  | **As Above** | | About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich meals.  How regular exercise benefits mental and physical health.  Recognise opportunities to be physically active and some of the risks of an inactive lifestyle.  About 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.  Parts of the body-including genetalia | | **As above** | About the benefits of sun exposure and risks of over exposure.  About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.  About the new opportunities and responsibilities that increasing independence may bring.  About hazards that may cause harm, injury or risk in the home and what they can do to reduce risks.  About the importance of taking medicines correctly and using household products safely.  Strategies for keeping safe in the local environment or unfamiliar places and firework safety.  About what is meant by first aid; basic techniques for dealing with common injuries.  How to respond and react in an emergency | | | | | How to maintain good oral hygiene; why regular visits to the dentists are essential; the impact of lifestyle choices on our teeth  That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection. | | | About the different ways to pay for things and choices people have about this.  To recognise that people have different attitudes towards saving and spending money; what influences this; what makes something ‘good value for money’  That peoples spending decisions can affect others and the environment (e.g. Fairtrade, buying single use plastics or giving to charity)  To recognise that people make spending decisions based on priorities, needs and wants.  **To recognise positive things about themselves and their achievements; set goals to help achieve positive outcomes.**  About what might influence people’s decisions about a job or career.  That some jobs are paid more than others and money is one factor that might influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid.  About some of the skills that will help them in their future career | | | | | |
| **UKS2 Cycle A** | | | | | | | | | | | | | | | | | | | |
| **Autumn** | | | | | | | | | **Spring** | | | | | | | | **Summer** | |
| **Cycle A** | **Ready, respect, safe** | | | **Friendship Week** | | | | | **Relationships** | | | **Science: Life cycles** | | | | | **Y6 Optional Sex Education- see below** | |
| **Being a responsible Citizen** | |
|  | **About respecting the differences and similarities between people and recognising what they have in common with others.**  **To listen and respond respectfully to a wide range of people, including those who’s traditions, belief and lifestyle are different to their own.** About how to manage setbacks/ perceived failures, including how to reframe unhelpful thinking.  Strategies to manage transition between classes and key stages.  How to predict, assess and manage risk in different situations. | | | About privacy and personal boundaries, what is appropriate in friendships and winder relationships (including online)  About the importance of friendships; strategies for building positive friendships; how positive friendships support well-being.  What constitutes a positive, healthy friendship; that the same principles apply to online friendships as face-to-face relationships.  The importance of seeking support if feeling lonely or excluded.  That healthy friendships make people feel include recognise when other people may feel lonely or excluded; strategies how to include them.  How friendships can change over time, about making new friends and the benefits of having different types of friends.  That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively.  To recognise if a friendship is making them feel unsafe or uncomfortable; how to manage and ask for support.  About the impact of bullying; including online and offline, and the consequences of hurtful behav**iour.** | | | | | That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them.  How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice.  To recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face.  How to respond safely and appropriately to adults they may encounter whom they do not know.  Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted contact. About seeking and giving permission in different situations.  How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.  How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. | | | To identify the external genetailia and internal reproductive organs in males and females and how the process of puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing)  About how hygiene routines change during puberty, the importance of keeping clean and how to maintain personal hygiene. | | | | | **That FGM is against British law. What to do and whom to tell if they, or someone they might know is at risk.**  About the different groups that make up their community; what living in a community means.  Strategies to respond to hurtful behaviour experienced or witnessed; how to report concerns and get support.  **About discrimination, what it means and how to challenge it.**  About the importance of keeping personal information private; strategies for keeping safe online; including how to manage requests for personal information.  **About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.** | |
| **UKS2 Cycle B** | | | | | | | | | | | | | | | | | | | |
| **Autumn** | | | | | | | | | **Spring** | | | | | | **Summer** | | | |
| **Cycle B** | **Ready, respect, safe** | **Friendship Week** | | **The heart and how to keep it healthy**  Animals inc humans Y6 | | | | | **Mental wellbeing** | | | | | | **Y6 Optional Sex Education**  **Money and Careers** | | | |
|  | As above | | | About the risks and effects of legal drugs common to everyday life (e.g. cigarettes/e-cigarettes, alcohol and medicines)  To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.  About why people choose to use or not use drugs (including nicotine alcohol and medicines)  About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use.  How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed. | | | | | About strategies that support mental health  To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.  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.  About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.  That for some people gender identity does not correspond with their biological sex. | | | | | | Different ways to keep track of money.  About risks associated with money (e.g. money can be lost, won or stolen) and ways of keeping money safe.  About the risks involved in gambling.  Identify the ways that money can impact on people’s feelings and emotions.  That there are a broad range of different jobs and careers that people can have; that people often have more than one type of career/ type of job during their life.  **About stereotypes in the workplace and that a person’s career aspirations should not be limited by them.**  To recognise a variety of routes into careers (e.g. college, apprenticeship or university) | | | |
| **Y6 Optional Sex Education** | | | | | | | | About the processes of reproduction and birth as part of human life; how babies are conceived and born and that there are ways to prevent a baby being made and how babies need to be cared for. | | | | | |  | | | |