

PSHE / RSHE Curriculum Overview

The Outcome – Kind, safe, tolerant world citizens

What will our children be able to do when they leave us?

Our PSHE education helps our children to develop the knowledge, skills and attributes they need to manage life's challenges and make the most of life's opportunities. It is personalised to reflect the unique needs of our community. Our curriculum enables children to tackle barriers to their learning, raise aspirations, and improves the life chances of our most vulnerable and disadvantaged children. Our curriculum helps keep children safe, mentally and physically healthy and prepared for life and work. The curriculum focussing on three strands, **'Time to Be'** – knowing yourself; your emotions, reactions, mind and spirit. A **'Time for Me'** – knowing your body, how to be physically healthy and safe. And finally, a **'Time for Us'** – knowing how we impact on others, that our voice and actions can be a force for good, accepting and embracing difference, standing tall against any form of discrimination

Threads

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| One World Diversity & Mutual respect Democracy & Individual Liberty | Human Impact Sustainability & Ecology | Human Endeavour The spirit of adventure, innovation and inspiration |
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Starting Points – Area of Study

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| Time to Be | Time for Me | Time for Us |
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Curriculum Coverage – NC

The minimum requirements as detailed within the National Curriculum

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| EYFS See themselves as a valuable individual. Build constructive and respectful relationships. | Year 1 What helps us stay healthy? What can we do with money? | Year 2 What helps us to stay safe? What helps us grow and stay healthy? | Year 3 What keeps us safe? Why should we eat well and look after our teeth? | Year 4 What strengths, skills and interests do we have? How can we manage our feelings? | Year 5 What decisions can people make with money? | Year 6 How can we keep healthy as we grow? |
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| Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs with personal hygiene. Know and talk about the different factors that support their overall health and wellbeing. | What is the same and different about us? Who is special to us? Who helps to keep us safe? How can we look after each other and the world? | How do we recognise our feelings? What makes a good friend? What is bullying? What jobs do people do? | Why should we keep active and sleep well? How can we be a good friend? What are families like? What makes a community? | How will we grow and change? How can we manage risk in different places? | How can we help in an accident or emergency? How can friends communicate safely? How can drugs common to everyday life affect health? What makes up a person's identity? | What will change as we become more independent? How do friendships change as we grow? How can the media influence people? |
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Process Skills and Process Knowledge – Knowing How?

| | | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Time to Be | Breathing | Introduction to breathing | Basic breathing techniques | Basic breathing techniques | Use of breathing to re focus during activities and transitions | Use of breathing to re focus during activities and transitions | Use of breathing to re focus during activities and transitions | Children begin to understand when to use breathing techniques independently. |
| | Movement and Yoga | Introduction of simple poses | Continue to build on simple poses | Continue to build on simple poses | Children to link poses | Children to hold poses for longer and focus on posture | Children to hold poses for longer and focus on posture | Children to explore Tai chi and Buddhism |
| | Journaling | Whole class journal | Whole class journal | Whole class journal | Children to have individual journaling book | Children to have individual journaling book | Children to have individual journaling book | Children to have individual journaling book |
| | Growth mindset | Vocabulary of yet | Vocabulary of yet | Vocabulary of yet | The learning pit | The learning pit | The learning pit | The learning pit |
| | Managing negative thoughts | Chimp paradox – inner chimp | Chimp paradox – inner chimp | Chimp paradox – inner chimp | Chimp paradox – inner chimp | Chimp paradox – inner chimp | Chimp paradox – inner chimp | Quieting the chatty mind – pulling together skills |

Propositional Knowledge – Knowing What?

Why do we do these practices?

Where do these come from?
How do they help?
How can we use them?

| Where do these come from? How do they help? How can we use them? | | | | | | | |
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| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Rec | Time for Me | Health and Wellbeing / Living in the wider world <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. | | | | | |
| | Time for Us | Relationships <ul style="list-style-type: none"> • See themselves as a valuable individual. Build constructive and respectful relationships. | | | | | |
| Year 1 | Time for Me | | | Health and Wellbeing <ul style="list-style-type: none"> • What being healthy means and who helps help them to stay healthy (eg. Parent, dentists, doctor) • That things people put into or onto their bodies can affect how they feel • How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy. | Living in the wider world <ul style="list-style-type: none"> • What money is – that money comes in different forms • How money is obtained (eg. Earned, won, borrowed, presents) • How people make choices about what to do with money, including spending and saving. • The difference between needs and wants – that people may not always be able to have the things they want. • How to keep money safe and the different ways of doing this. | | |



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| | | | | <ul style="list-style-type: none"> • Why hygiene is important and how simple hygiene routines can stop germs from being passed on. • What they do to take care of themselves on a daily basis. Eg. Brushing teeth and hair, hand washing. | | | |
| | <p>Time for Us</p> | <p>Relationships</p> <ul style="list-style-type: none"> • What they like/dislike and are good at • What makes them special • Everyone has different strengths • How their personal features or qualities are unique to them. • How they are similar or different to others and what they have in common. • To use the correct names for the main parts of the body including external genitalia and that the parts of bodies covered with underwear are private. | <p>Relationships</p> <ul style="list-style-type: none"> • That family is one of the groups they belong to as well as for example school, friends and clubs • About the different people in their family / those that love and care for them. • What their family members, or people that are special to them do to make them feel loved and cared for. • How families are all different but share common features – what is the same and different about them • About different features of family life, including what families do / enjoy together | | | <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • That people have different roles in the community to help them (and others) keep safe -the jobs they do and how they help people. • Who can help them in different places and situations – how to attract someone’s attention and what to say. • How to respond safely to adults they don’t know. • What o do if they feel unsafe or worried for themselves or others – the importance of keeping asking for support until they are heard. • How to get help if there is an accident and someone is hurt – including how to dial 999in an emergency and what to say. | <p>Living in the wider world</p> <ul style="list-style-type: none"> • How kind and unkind behaviour can affect others. – How to be polite and courteous – how to play and work cooperatively. • The responsibilities they have in and out of the classroom. • How people and animals need to be looked after and cared for. • What can harm the local and global environment – how they and others can help care for it. • How people grow and change – how people’s needs change as they grow from young to old. • How to manage change when moving to a new class / year group. |

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| Year 2 | Time for Me | | | | <p>Health and wellbeing</p> <ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation of medicines/household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them. | <p>Health and wellbeing</p> <ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun. | <p>Health and wellbeing</p> <ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it. |
| | Time for Us | <p>Relationships</p> <ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what | <p>Relationships</p> <ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give | <p>Living in the wider world</p> <ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want | | | |



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| | | <p>they could do about it</p> <ul style="list-style-type: none"> • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy | <p>permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</p> <ul style="list-style-type: none"> • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so. | <ul style="list-style-type: none"> • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life. | | | |
| Year 3 | Time for Me | | <p>Health and wellbeing</p> <ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to | | | <p>Health and wellbeing</p> <ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or | <p>Health and wellbeing</p> <ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis – how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep |



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| | | | <p>pressure to do something that makes them feel unsafe or uncomfortable (including online)</p> <ul style="list-style-type: none"> • how everyday health and hygiene rules and routines help people stay safe and healthy (including managing the use of medicines, such as for allergies and asthma, and other household products responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency including calling for help and speaking to the emergency services. | | | <p>what influences these</p> <ul style="list-style-type: none"> • how, when and where to ask for advice and help about healthy eating and dental care. | <ul style="list-style-type: none"> • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried. |
| | <p>Time for Us</p> | <p>Relationships</p> <ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships | | <p>Living in the wider world</p> <ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. | <p>Living in the wider world</p> <ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different | | |



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| | | <ul style="list-style-type: none"> that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolved disputes and reconcile differences how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support. | | <p>celebrations, special days or holidays</p> <ul style="list-style-type: none"> how people within families should care for each other and the different ways they demonstrate this how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe. | <ul style="list-style-type: none"> contributions that people make how to be respectful towards people who may live differently to them. | | |
| Year 4 | Time for Me | <p>Health and wellbeing</p> <ul style="list-style-type: none"> how to recognise personal qualities and individuality to develop self-worth by identifying positive things about themselves and their achievements how their personal attributes, strengths, skills and interests contribute to their self-esteem how to set goals for themselves how to manage when there are setbacks, learn from mistakes and reframe unhelpful thinking. | | <p>Health and wellbeing</p> <ul style="list-style-type: none"> how everyday things can affect feelings how feelings change over time and can be experienced at different levels of intensity the importance of expressing feelings and how they can be expressed in different ways how to respond proportionately to, and manage, feelings in different circumstances ways of managing feelings at times of loss, grief and change how to access advice and support to help manage their own or other's feelings. | <p>Health and wellbeing</p> <ul style="list-style-type: none"> about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams how puberty can affect emotions and feelings how personal hygiene routines change during puberty how to ask for advice and support about growing and changing and puberty. | | <p>Health and wellbeing</p> <ul style="list-style-type: none"> how to recognise, predict, assess and manage risk in different situations how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road, fire/firework safety, sun safety and the safe use of digital devices when out and about how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence how people's online actions can impact on other people how to keep safe online, including managing requests for personal |



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| | | | | | | | <p>information and recognising what is appropriate to share or not share online</p> <ul style="list-style-type: none">• how to report concerns, including about inappropriate online content and contact• that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law. |
| | Time for Us | | Relationships <ul style="list-style-type: none">• how people's behaviour affects themselves and others, including online• how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return• about the relationship between rights and responsibilities• about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* | | | Living in the wider world <ul style="list-style-type: none">• how people have a shared responsibility to help protect the world around them• how everyday choices can affect the environment• how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)• the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues• how to show care and concern for others (people and animals)• how to carry out personal responsibilities in a | |



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| | | | <ul style="list-style-type: none"> the rights that children have and why it is important to protect these* that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns. | | | <p>caring compassionate way.</p> | |
| Year 5 | Time for Me | Health and wellbeing <ul style="list-style-type: none"> how to recognise and respect similarities and differences between people and what they have in common with others that there are a range of factors that contribute to a person's identity (e.g ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for | Living in the wider world <ul style="list-style-type: none"> how people make decisions about spending and saving money and what influences them how to keep track of money so people know how much they have to spend or save how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/credit cards; loans) how to recognise what makes something 'value for money' and what this means to them that there are risks associated with | | | Health and wellbeing <ul style="list-style-type: none"> how drugs common to everyday life (including smoking/vaping-nicotine, alcohol, caffeine and medicines) can affect health and wellbeing that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal how laws surrounding the use of drugs exist to protect them and others why people choose to use or not use different drugs how people can prevent or reduce | Living in the wider world <ul style="list-style-type: none"> that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime that some jobs are paid more than others and some maybe voluntary (unpaid) about skills, attributes, qualifications and training needed for different jobs that there are different ways into jobs and careers, including college, apprenticeships and university how people choose a career/job and |



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| | | <p>some people does not correspond with their biological sex)</p> <ul style="list-style-type: none"> • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others. | <p>money (it can be won, lost or stolen) and how money can affect people's feelings and emotions.</p> | | | <p>the risks associated with them</p> <ul style="list-style-type: none"> • that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs | <p>what influences their decision, including skills, interests and pay</p> <ul style="list-style-type: none"> • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions. |
| | <p>Time for Us</p> | | | <p>Health and wellbeing</p> <ul style="list-style-type: none"> • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help. | <p>Relationships</p> <ul style="list-style-type: none"> • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends and family | | |



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| | | | | | <ul style="list-style-type: none"> • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help and advice and respond to pressure • inappropriate contact or concerns about personal safety. | | |
| Year 6 | Time for Me | Health and wellbeing <ul style="list-style-type: none"> • how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy , balanced lifestyle including: <ul style="list-style-type: none"> • how to plan a healthy meal • how to stay physically active • how to maintain good dental health, including oral hygiene, food and drink choices • how to benefit from and stay safe in the sun • how and why to balance time spent online with other activities • how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep • how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support | Living in the wider world <ul style="list-style-type: none"> • how the media, including online experiences, can affect people’s wellbeing – their thoughts, feeling and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g, videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss the debate what influences people’s decisions, taking into consideration different viewpoints. | | | | |



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| | | <ul style="list-style-type: none"> that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else. | | | | |
| | Time for Us | | | | | Relationships <ul style="list-style-type: none"> that people have different kinds of relationships in their lives, including romantic or intimate relationships that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another that adults can choose to be part of a committed relationship or not, including marriage or civil partnership that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime how puberty relates to growing from childhood to adulthood about the reproductive organs and process – how babies are conceived and born and how they need to be cared for that there are ways to prevent a baby being made how growing up and becoming more independent comes with increased opportunities and responsibilities how friendships may change as they grow and how to manage this how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing. |

No Outsiders Texts

| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| You Choose Red Rockets and Rainbow Jelly Blue Chameleon The Family Book Mommy Mama and Me | Elmer My World Your World Going to the Volcano Want to Play Trucks? Hair it's a Family Affair Errol's Garden | The Great Big Book of Families All are Welcome Blown Away Can I Join Your Club? How To Be a Lion | This is Our House The Hueys in the New Jumper Beegu We're All Wonders | Dogs Don't Do Ballet Red : A Crayon's Story Along Came Different Aalfred and Aalbert When Sadness Comes to Call | Rose Blanche How to Heal a Broken Wing And Tango Makes Three Kenny Lives with Erica and Martina | The Island King of the Sky The Only Eat is Badger Leaf Introducing Teddy |

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| Hello Hello | | Amazing What the Jackdaw Saw | The Truth About Old People Planet Omar Accidental Trouble Magnet | Julian is a Mermaid | Mixed The Girls | A Day in the Life of Marlon Bundo |
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Key Subject Vocabulary

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Zones of regulation vocabulary Healthy, Dentist, Doctor, Nurse, Exercise, Rest. Kind, Unkind Family, Community Same, Different, Like, Dislike Breathing Yoga Journaling Vocabulary of yet – mistake, learn, improve, Hidden chimp | Same, Different, Like, Dislike, Special, Talents, Strength, Personal, Unique , family, belonging, Community, Care, Love, worried, unhappy, feelings. Penis Testicles Vagina Male Female Main Body Parts Zones of regulation vocabulary Healthy, Dentist, Doctor, Nurse, Exercise, Rest. Money, Bank account, Earn, Borrow, Presents, Spend, save, Needs, Wants Community, Safety, Accident, Harm, Hurt Behaviour, Kind, Unkind, Collaboration, Local, Global, Grow, Change, | Friend, Friendship, Friendly, Arguments, Behaviour, Actions, Resolve Zones of regulation vocabulary Bullying, bully, Words and actions, Respect, Permission, Hurtful, Online Work, Job, Money, Earn, Strengths, Internet, Digital, Spend and Save Rules, Safety, Medicines/Drugs, Unsafe, Risky, Familiar, Unfamiliar, Peer Pressure, Trust, Trustworthy Physical activity, Sleep an Rest, Dental, Decay, Sun Protection, Make changes Names of feelings, Loss, Change, Bereavement, Manage, Trust | Names of feelings – loss, grief, change, frustration Excluded, Lonely, Dispute, Resolve, Reconcile Zones of regulation vocabulary Hazard, Harm, Injury, Protective, Permission, Private, Emergency Diversity, Features, Celebrations, Adoption, Step parent, Similarities, Differences, Respect, Gay, Lesbian Community, Belonging, Similarities, Differences, Respect, Groups, Inclusion Diet, Nutrition, Oral health, Brushing and flossing, Balanced, Acidic, Sugar, Dental care | Qualities, Individual, Self-worth, Personal attributes, Self esteem, Goals Physical, Mental Health, Expressing yourself, manage feelings Responsibility, Rights, Protect, Choice, Respect, Alternatives, Fairtrade, Single use, Issues, Topical, concern Assess, Predict, Familiar, Unfamiliar, Influence, Peer pressure, Laws, Inappropriate, Anti-social, Online content Zones of regulation vocabulary Puberty, Lifecycle, Physical changes, menstruation, breasts, pubic hair, sweating Courteous, Respectful, Rights, Responsibilities, | Ethnicity, Identify, Gender, Stereotyping, Respect, Tolerance, Biological sex Decision, Influence, Spend / Save, Choice, Current account, Savings, Credit cards, Loans, Value of money, Lost, Stolen Burns, Scolds, Cuts, Bleeds, Choking, Asthma attacks, Allergic reactions Social media, Content, Images, Consent, Personal information, Share online, Inappropriate content, Peer pressure Change, life cycle, baby, toddler, child, adolescent, teenager, adult, middle-age, older person, growing up, feelings, emotions, independence Relationship, friendship, sex, sexual intercourse, fertilised, sperm, egg, | Drugs and Medicines Names for illegal drugs Alcohol Tabaco Legal Illegal Addiction Peer pressure Choice Caffeine Herbal Solvents Mushrooms Stimulant Depressant Mental Health Wellbeing Balance Benefits Positivity Goals Aspirations Responsibility Rights Protect Choice Respect Media Influence Strategies Distribution Advertising Enhanced images Manipulated Careers, Vocation Skills Attributes Training Apprenticeships |

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| | <p>Harm, Environment, Natural</p> <p>Breathing Yoga – pose, Journaling Vocabulary of yet – mistake, learn, improve, Hidden chimp</p> | <p>Breathing Yoga - pose Journaling Vocabulary of yet – mistake, learn, improve, Hidden chimp</p> | <p>Male, Female, Stereotype, Penis, Testicles, Vagina, Main body parts, Womb</p> <p>Breathing Yoga – pose, namaste Journaling Vocabulary of yet – mistake, learn, improve, Hidden chimp</p> | <p>Privacy, Confidence, Discrimination, Protect</p> <p>Breathing Yoga – pose, namaste Journaling Vocabulary of yet – mistake, learn, improve, Hidden chimp</p> | <p>ovum, penis, vagina, pregnancy, baby, foetus couple, love, positive, qualities, values, expectations, responsibility, responsibilities</p> <p>Love, respect, consent, commitment, female, male, human</p> <p>Relationship, Romantic, Intimate, Attraction, Love, Couples, Committed, Marriage, Civil partnership, Equal</p> <p>Zones of regulation vocabulary</p> <p>Breathing, Meditation, Yoga-pose, namaste Journaling Vocabulary of yet – mistake, learn, improve, Hidden chimp / Chatty mind</p> | <p>Keyworker University College Stereotypes</p> <p>Zones of regulation vocabulary</p> <p>Breathing, Tai Chi, Buddhism, Yoga - pose, namaste Meditation Journaling Vocabulary of yet – mistake, learn, improve, Chatty mind</p> |
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Experiences and Wider Purpose

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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Forest School- To work as a team to create a shelter</p> <p>A visit from a nurse, dentist or doctor</p> | <p>Visit from a dentist</p> <p>To create a class book celebrating our unique qualities and differences</p> | <p>Healthy food – to create and hold a healthy class picnic.</p> <p>No Outsiders -Create a play in a group and present it to others</p> | <p>Visit from an emergency service</p> <p>To hold a celebration of the class community with parents and carers</p> | <p>To have a yoga teacher visit</p> <p>To create a short no outsiders film and share it with the school community</p> | <p>A visit from the school nurse</p> <p>A visit to crucial crew – what to do in an emergency</p> | <p>Visit a Buddhist temple</p> <p>Visit from the community police officer – online safety</p> |
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