

Curriculum Overview: PSHE/RSE



Dorchester Primary School

A Hull Collaborative Academy Trust school.



Working together in a safe and inclusive environment to develop creative, disciplined and aspirational pupils.



The Dorchester Curriculum



The Vision

Our curriculum vision at Dorchester is to provide children with an ambitious, academic and personal curriculum which will open up future opportunities for success.

Curriculum Aims

Our curriculum aims to provide:

- A cumulative acquisition of concepts, knowledge and skills which enables all children to achieve their goals
- A creative, enquiry based curriculum which promotes inquisitive minds, independence and a love for learning.
- A sense of belonging, identity and community to succeed in the modern world

Values

These aims are underpinned by our school values:

- Our school values respect, so our curriculum provides plentiful opportunities for children to work collaboratively, practice active listening, turn taking and acts of service.
- Our school values tolerance therefore our curriculum promotes social awareness and represents diverse voices
- Our school values self-belief so our curriculum promotes a growth mindset and develops independence
- Our school values empathy therefore our curriculum provides opportunities for children to view the world from different perspectives
- Our school values resilience so our curriculum promotes goal setting and problem solving

Curriculum Concepts

Children will also develop their understanding of identified curriculum concepts throughout all subjects. These concepts branch across our whole curriculum, creating horizontal links across all subjects. They aim to develop flexible knowledge and skills that children can apply to multiple curriculum areas.

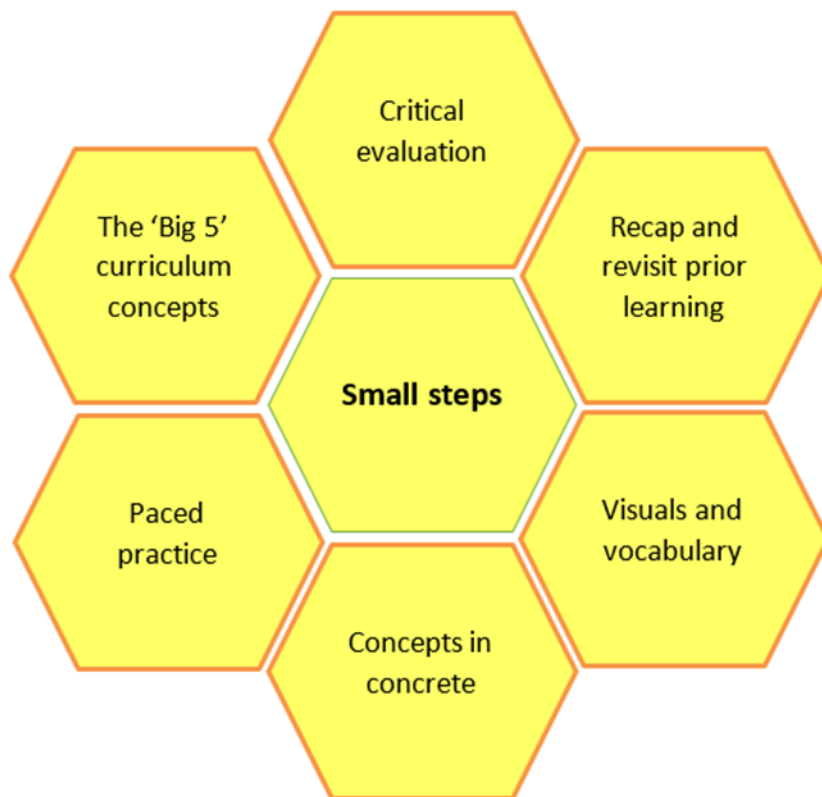
Compare and Contrast

Interpret and
Summarise

Written and Oral
Expression

Infer and Enquire

Predict and Connect



Dorchester Learning Framework

We have created a learning framework to support our teachers in planning, delivering and assessing the curriculum. This framework has been devised using research into knowledge acquisition and working memory to enable all children to learn and remember what we teach.

Progress at Dorchester means 'knowing more and remembering more'

Assessment

We have adopted a three-tier assessment model for wider curriculum subjects. Teachers will gather assessment information on what children have learnt (and retained): in the short term (e.g. within / after a lesson), the medium-term (e.g. after a unit of work), and long-term (e.g. at the end of their phase or key stage). Assessments will be used to inform the learning moving forward.

Curriculum Timetabling

At Dorchester, we want to ensure that we celebrate the talents of all pupils and provide everyone with opportunities to shine. Therefore, we have calculated the number of teaching hours available and have ensured that all pupils receive a broad and balanced curriculum based on the starting points of our children

Maths, Reading (including EARS for fluency and book talk KS1) and Writing (including spelling and handwriting are taught daily.

Science, RE, PE, Music, PSHE and MFL (KS2) are taught weekly except where blocking of other subjects is needed. Computing is built within the curriculum subject areas as well as some standalone knowledge

History and Geography along with Art and DT are taught in alternating blocks per half term.

Day	Am (Hours)	Pm (Hours)
Mon	2hrs 45min	2hr 25mins
Tue	2hrs 45min	2hr 25mins
Wed	2hrs 45min	2hr 25mins
Thur	2hrs 45min	2hr 25mins
Fri	2hrs 45min	2hr 25mins

Curriculum Area	Hours per day	Weekly (B = Blocked)	Hours Per Year
English			
Reading	1	5 hrs	185 hours
Reading-Fluency	15 mins	1hr 15 mins	46 hours
			231 hour
Writing	45 mins	4 hr 15 mins	157 hours
- <i>Handwriting</i>	10 mins	50 mins	30
- <i>Spelling</i>	10mins	50mins	30
			217 hours
Maths			
Maths	1	5	185 hours
Computer Sciences			
Science	-	1hr	35 hours
Computing	-	45 mins	26 hours
Creative			
Art	-	1hr 30mins (B)	24 hours
Design and Technology	-	1hr 30 mins (B)	24 hours
Music	-	20 mins	11 hours
Humanities			
History	-	1hr 30 mins (B)	24 hours
Geography	-	1hr 30 mins (B)	24 hours
RE	-	45 minutes	24 hours
Additional			
Physical Education	-	1 hour	35 hours
MFL	-	20 mins	11 hours
PSHE	-	20 mins	11 hours



The PSHE/RSE Curriculum



The PSHE/RSE Vision

At Dorchester our vision is that children will acquire the knowledge, attitude and skills needed to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make safe, responsible decisions.

PSHE/RSE Curriculum

Our PSHE/RSE curriculum aims to:

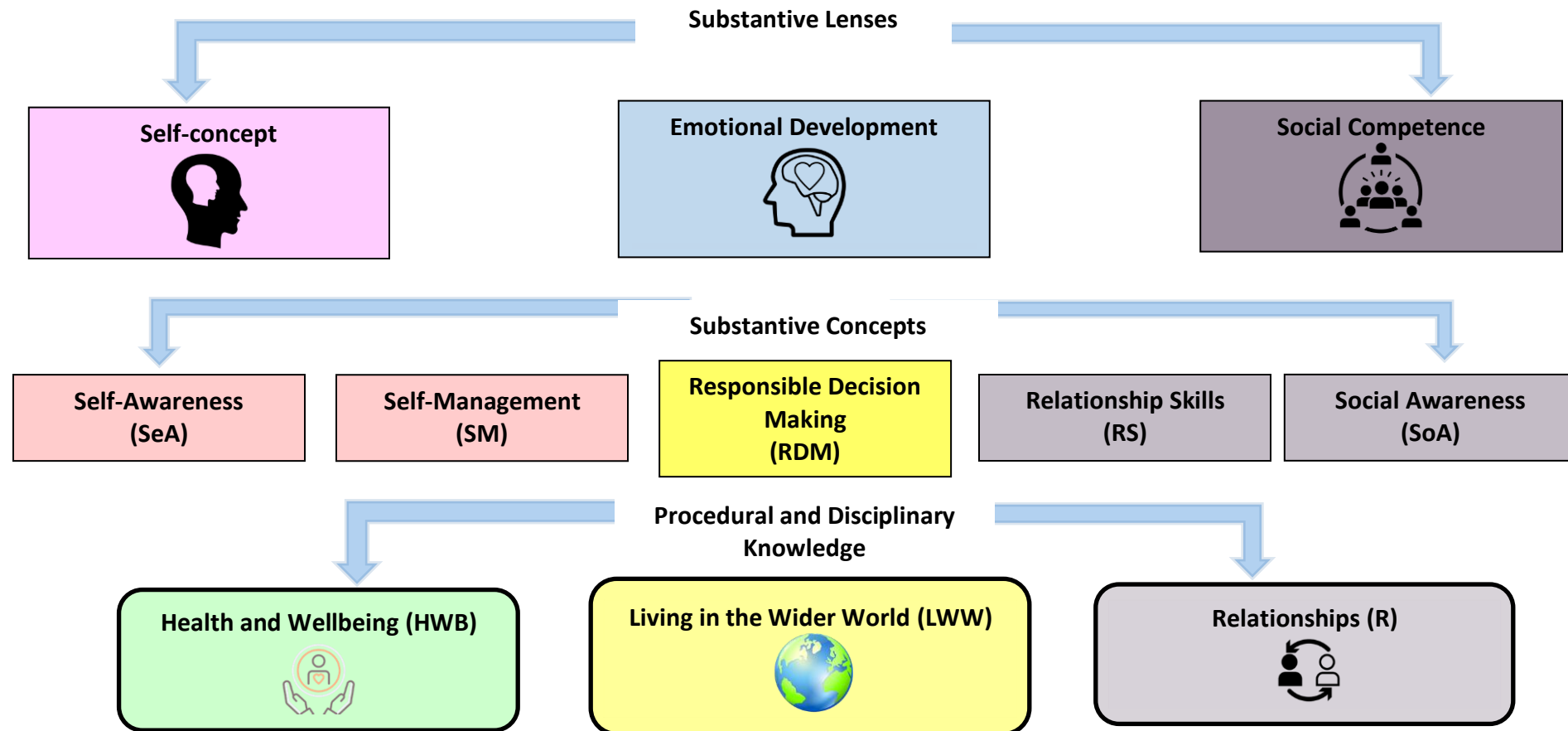
- Equip children with a sound understanding of risk and the knowledge and skills to make safe, informed decisions
- Allow teachers to use their knowledge of our school community to develop a curriculum which best meets the needs of our pupils
- Teach all content in an age appropriate and developmentally appropriate way, sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.
- Explicitly teach social and emotional skills and integrate this learning across academic curriculum areas so that children have opportunities to practice and apply in a variety of settings

Personal Development in the PSHE/RSE curriculum

Our Personal Development curriculum is built on the explicit teaching and integrated learning of the PSHE/RSE curriculum as well as carefully selected resources and strategies such as Picture News, community circles and our Pupil Leaders programme.

- Citizenship –
- Character –
- British Values –
- Inclusion and equal opportunities –
- Wider opportunities -

PSHE/RSE Knowledge overview



Curriculum Concepts in PSHE/RSE

Compare & Contrast- Children compare and contrast emotions, behaviours, beliefs and values.	Interpret & Summarise- Children interpret behaviour and emotions in themselves and others.	Infer & Enquire- Children have regular opportunities to consider the views of others and explain their own.	Predict & Connect- Children make connections between values common across communities, connect emotions with behaviours and choices with consequences.	Written & Oral Expression- Children have frequent opportunities to express their knowledge, explanations and responses.
---	--	---	---	---

Social and Emotional Competence Progression Map

	End of EYFS	End of KS1	End of Lower KS2	End of Upper KS2
Self-Awareness <i>Accurately recognize one's emotions and thoughts and their influence on behaviour. Including accurately assessing ones strengths and limitations and possessing a well-rounded sense of confidence and optimism.</i>	<p>Children will be able to demonstrate awareness of their emotions and how they may be the same or different from others</p> <p>Children will be able to exhibit positive self-concept and confidence in their abilities.</p> <p>Children will be able to, with adult guidance, recognize and share independent thoughts.</p>	<p>Children will be able to recognize and label a variety of their own basic emotions</p> <p>Children will be able to identify and describe skills and activities they do well and those for which they need help.</p> <p>Children will be able to identify and explore their own beliefs.</p>	<p>Children will be able to recognize and label a variety of complex emotions in self and others.</p> <p>Children will be able to use a "growth mind set" in order to recognize and build on their strengths.</p>	<p>Children will be able to recognize and label a variety of complex graded emotions in self and others</p> <p>Children will be able to reflect on similarities and differences between their personal beliefs and those of others.</p> <p>Children will be able to use optimism and a "growth mind set" to recognize strengths in self in order to describe and prioritize personal skills and interests they want to develop</p> <p>Children will be able to self-reflect on their values and beliefs and how their behaviors relate to those values and beliefs.</p>

<p>Self-management <i>Regulate one's emotions, thoughts and behaviours effectively in different situations. Including managing stress, controlling impulses, motivating oneself and setting and working toward achieving personal and academic goals.</i></p>	<p>Children will be able to, with adult guidance, use verbal and nonverbal language to demonstrate a variety of emotions.</p> <p>Children will be able to, with adult guidance, display age appropriate self-control.</p> <p>Children will be able to, with adult guidance and engaging activities, attend for longer periods of time and show preference for some activities.</p> <p>Children will be able to display curiosity, risk-taking, and willingness to engage in new experiences.</p> <p>Children will be able to engage in meaningful learning through attempting, repeating, and experimenting with a variety of experiences and activities.</p> <p>*See also ELG's for Self Regulation and Managing Self</p>	<p>Children will be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex emotions</p> <p>Children will be able to, with adult guidance, demonstrate a variety of strategies to manage strong emotions.</p> <p>Children will begin to be able to, with adult guidance, focus their attention by demonstrating a variety of strategies to tolerate distractions.</p> <p>Children will be able to identify simple goals for personal and academic success.</p> <p>Children will be able to, with encouragement, persist toward reaching a goal despite setbacks.</p>	<p>Children will be able to express their emotions to self and others in respectful ways.</p> <p>Children will be able to, with minimal adult guidance, manage emotions (e.g., stress, impulses) in a manner sensitive to self and others.</p> <p>Children will be able to, with adult guidance, use organizational skills and strategies to focus attention in order to work toward personal and academic goals.</p> <p>Children will be able to assess their level of engagement in their learning for the achievement of personal goals.</p> <p>Children will be able to identify strategies to persist and maintain motivation when working toward short- and long-term goals.</p>	<p>Children will be able to express their emotions in an appropriate and respectful manner using a variety of modalities (e.g., verbal and nonverbal).</p> <p>Children will be able to identify what triggers a strong emotion and apply an appropriate calming or coping strategy to defuse the trigger</p> <p>Children will be able to independently use organizational skills and strategies to focus attention in order to work toward short-term personal and academic goals.</p> <p>Children will be able to consistently set attainable, realistic goals, and persist until their goals are achieved.</p> <p>Children will be able to identify successes and challenges, and how they can learn from them.</p>
---	---	---	--	---

<p>Social Awareness <i>Take the perspective of and empathise with others from diverse backgrounds and cultures, to understand social and ethical norms for behaviour and to recognize family, school and community resources and supports.</i></p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> - recognize the feelings of another child & respond with basic comfort & empathy. -associate words & gestures with a variety of emotions expressed by others - show awareness of being part of a family & a larger community. - demonstrate awareness of self as a unique individual. - reflect their family, culture, & community when engaged in play & learning. - with adult guidance, begin to notice that other children & families do things differently - follow simple group rules - show awareness of being part of a family & a larger community. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> -with adult guidance, identify how others are feeling, based on their verbal & nonverbal cues, & respond with compassion. - predict how someone else may feel in a variety of situations. - define the role family & culture play in their identity and beliefs. - present their own point of view - identify commonalities they share with peers. - recognize & respect that individual differences are important to self and others - demonstrate positive behaviors as established in classroom & schoolwide expectations. - , with adult guidance, identify classroom, school, & community needs. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> -identify others' need for empathy & respond in respectful ways. - use perspective-taking to predict how their own behavior affects the emotions of others. - identify their role in their family & community & how those roles impact their identity. - appreciate diversity by recognizing multiple points of view & perspectives of others across cultural & social groups. - build relationships between diverse groups of people. - identify & respect social norms for behavior & safe interactions across different settings - identify actions that would positively impact change in a classroom, school, & community. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> -provide support & encouragement via perspective taking, empathy, & appreciation for diversity. - recognize expressions of empathy in society & communities. - identify how family & culture impact their thoughts & actions. - demonstrate respect for others by discussing how stereotypes affect self & others. - show respect for other people's perspectives. - reflect how cross-cultural experiences can influence ability to build positive relationships - identify discrimination of individuals & groups based upon perceived differences. - identify how social norms for behavior vary across different settings & within different cultures. - with adult guidance, create an action plan that addresses a need in the classroom, school, or community.
--	---	--	---	---

<p>Relationship Skills <i>Establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively and seeking and offering help when needed.</i></p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> -engage in healthy and rewarding social interactions and play with peers. - with adult guidance, initiate conversations, listen attentively, respond to conversation, and stay on topic for multiple exchanges (especially with adults). - adapt behavior based on adult directives. - participate in cooperative play with peers. - with adult guidance, identify and communicate needs in conflict situations. - attempt a new skill when encouraged and supported by a safe and secure environment. <p>*See also ELG's for Building Relationships</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> -identify the different relationships they have with others. - describe in simple terms how words, tone, and body language are used to communicate with others. - with adult guidance, adapt behavior based upon peer feedback and environment cues. - demonstrate listening skills, start and stop conversations, and take turns in conversations. - understand the perspective of others in a conflict situation. - identify how to get help from a trusted adult in a variety of situations. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - with adult guidance, recognize, establish, and maintain healthy and rewarding relationships. - effectively communicate clearly, listen well, and cooperate with others to build healthy relationships. - independently adapt behavior based upon peer feedback and environmental cues. -work cooperatively and productively in a group to accomplish a set goal. - identify cause and effect of a conflict. - identify when and how to offer help to others. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - recognize the emotional, physical, social, and other costs of negative relationships. - use active listening and assertive, clear communication when expressing thoughts and ideas. - recognize and respond appropriately to constructive feedback. - work cooperatively and productively in a group and overcome setbacks and disagreements. - apply negotiation skills and conflict resolution skills to resolve differences. - advocate for themselves.
---	--	--	---	---

<p>Responsible decision making <i>Make constructive and respectful choices about personal behaviour and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions and the wellbeing of self and others.</i></p>	<p>Children will be able to, with adult guidance, recognize that they have choices in how to respond to situations.</p> <p>Children will be able to demonstrate understanding of simple rules related primarily to personal health and safety.</p>	<p>Children will be able to, with adult guidance, generate possible choices and actions they could take in a given situation, including positive and negative options.</p> <p>Children will be able to describe ways to promote personal safety.</p>	<p>Children will be able to make constructive choices about personal behavior and social interaction in order to evaluate the consequences of various actions with consideration of well-being for oneself and others.</p> <p>Children will be able to honor social norms with respect to safety of oneself and others.</p>	<p>Children will be able to generate a variety of solutions and outcomes to a problem with consideration of wellbeing for oneself and others.</p> <p>Children will be able to identify the impact of their decisions on personal safety and relationships.</p>
---	--	--	---	--

PSHE/RSE Long Term Plan

	Autumn		Spring		Summer		Transition Units
EYFS	In EYFS pupils are taught PSHE through the strand Personal, Social and Emotional Development. Throughout the year pupils will learn to manage emotions, develop a positive sense of self, set simple goals, have confidence in their abilities, persist & wait for what they want & direct attention as necessary. Through adult modelling & guidance, they will learn how to look after their bodies, inc. healthy eating, & manage personal needs independently. Through supported interaction they learn how to make good friendships, co-operate & resolve conflicts peaceably.						
KS1 2024-25	Unit 2:1 R What is Bullying? (Y2)	Unit 1:2 HWB Who helps to keep us safe? (Y1)	Unit 1:3 LWW What can we do with money? (Y1)	Unit 1:4 R How can we look after each other and the world? (Y1)	Unit 2:5 HWB What helps us grow and stay healthy? (Y2)	HWB Growing and Changing	Unit 1:6 R What is the same and different about us? (Y1)
KS1 2023-24	Unit 1:1 R Who is special to us? (Y1)	Unit 2:2 LWW What jobs do people do? (Y2)	Unit 2:3 HWB What helps us to stay safe? (Y2)	Unit 2:4 HWB How do we recognize our feelings? (Y2)	Unit 1:5 HWB What helps us stay healthy? (Y1)	HWB Growing and Changing	Unit 2:6 R What makes a good friend? (Y2)
LKS2 2024-25	Unit 3:1 HWB What keeps us safe? (Y3)	Unit 3:2 R What are families like? (Y3)	Unit 4:2 HWB How can we manage our feelings? (Y4)	Unit 3:4 HWB Why should we eat well and look after our teeth? (Y3)	Unit 4:4 LWW How can our choices make a difference to others and the environment? Y4)	HWB Growing and Changing	Unit 3:6 R How can we be a good friend? (Y3)
LKS2 2023-24	Unit 4:1 R How do we treat each other with respect? (Y4)	Unit 3:3 LWW What makes a community? (Y3)	Unit 4:3 HWB How can we manage risk in different places? (Y4) Online, Water, road safety	Unit 3:5 HWB Why should we keep active and sleep well? (Y3)	Unit 4:5 HWB How can we manage risk in different places? (Y4) Rail & sun safety, Anti social behavior	HWB How will we grow and change? (Y4)	Unit 4:6 LWW What strengths, skills and interests do we have? (Y4)
Year 5	Unit 5:1 R How can friends communicate safely?	Unit 5:2 LWW What jobs would we like?	Unit 5: 3 LWW How can we help in an accident or emergency?	Unit 5:4 LWW What decisions can people make with money?	Unit 5:5 HWB How can drugs common to everyday life affect health?	HWB Growing and Changing	Unit 5:6 HWB What makes up a person’s identity?
Year 6	Unit 6: 1 HWB How can we keep healthy as we grow?		Unit 6:2 LWW How can the media influence people?		Unit 6:3 R What will change as we become more independent? How do friendships change as we grow?	HWB Growing and Changing	Unit 6:3 R What will change as we become more independent? How do friendships change as we grow?

EYFS Medium Term Plan

FS1	Key Substantive knowledge		Sticky Knowledge
Autumn	All About Me!	<p>Explore the environment indoors and out</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Class Rules and Routines Develop their sense of responsibility and membership of a community.</p> <p>Supporting children to build relationships and ask for help</p>	
	Sparkle and Shine	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p>	
Spring	Winter Wonderland	<p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p>	
	Once Upon a Time	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p> <p>Talk with others to solve conflicts.</p>	
Summer	Ready, Steady, Grow!	<p>Looking after others – express their feelings and consider the feelings of others</p> <p>Begins to show perseverance and resilience</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</p>	
	Where in the World?	<p>Taking part in sports day - Winning and losing</p> <p>Think about the perspectives of others</p> <p>Discuss why we take turns, wait politely, tidy up after ourselves</p> <p>Develop appropriate ways of being assertive.</p>	

FS2	Key substantive knowledge		Sticky Knowledge
Autumn	All About Me!	<p>See themselves as a valuable individual.</p> <p>Being me in my world</p> <p>Class Rules and routines</p> <p>Supporting children to build relationships</p> <p>Dreams and Goals</p>	
	Sparkle and Shine	<p>How to deal with different emotions</p> <p>Self – Confidence</p> <p>Begin to build constructive and respectful relationships.</p> <p>Learn about qualities and differences, Celebrate differences</p>	
Spring	Winter Wonderland	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others.</p> <p>Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p>	
	Once Upon a Time	<p>What makes a good friend? Random acts of Kindness</p> <p>Healthy me</p> <p>Looking after pets, Looking after our planet</p> <p>Give children strategies for staying calm in the face of frustration.</p> <p>Talk them through why we take turns, wait politely, tidy up after ourselves</p>	
Summer	Ready, Steady, Grow!	<p>Looking after others, friendships, Dreams and Goals</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Discuss why we take turns, wait politely, tidy up after ourselves</p> <p>Manage their own needs (Personal hygiene)</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</p>	
	Creatures Great and Small	<p>Taking part in sports day - winning and losing</p> <p>Changing me -look how far I've come!</p> <p>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour</p>	

KS1 Medium Term Plans

2024-25		Key substantive knowledge	Sticky Knowledge
Autumn	R What is Bullying? (Y2)	<ul style="list-style-type: none"> How words and actions can affect how people feel How to ask for, give/not give permission regarding physical contact; how to respond if physical contact makes them uncomfortable or unsafe 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, inc. online, to a trusted adult & the importance of doing so 	
	HWB Who helps to keep us safe? (Y1)	<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 & situations; how to attract someone's attention or ask for help; what to say How to respond safely to adults they don't know What to do if they feel unsafe or worried for themselves or others; the importance of keeping on asking for support until they are heard How to get help if there is an accident & someone is hurt, inc. how to dial 999 in an emergency & what to say 	
Spring	LWW What can we do with money? (Y1)	<ul style="list-style-type: none"> What money is - that money comes in different forms How money is obtained (e.g. 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 	
	R How can we look after each other and the world? (Y1)	<ul style="list-style-type: none"> How kind/unkind behaviour can affect others; how to be polite & courteous; to play & work co-operatively 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 	

Summer	HWB What helps us to grow and stay healthy? (Y2)	<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 	
	HWB Growing and Changing	Y1 <ul style="list-style-type: none"> • To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private • How people grow and change and how people's needs change as they grow from young to old • How to manage change when moving to a new class/year group 	
Transition Unit	R What is the same and different about us? (Y1)	<ul style="list-style-type: none"> • What they like/dislike and are good at • What makes them special and how 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 	

2023-24		Key substantive knowledge	Sticky Knowledge
Autumn	R Who is special to us? (Y1)	<ul style="list-style-type: none"> • That family is one of the groups they belong to, as well as, for example, school, friends, 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 • That it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	
	LWW What jobs can people do? (Y2)	<ul style="list-style-type: none"> • How jobs help people earn money to pay for things they need and want • About a range of different jobs, inc 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 	

Spring	HWB What helps us stay safe? (Y2)	<ul style="list-style-type: none"> • How rules & restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/household products and online) • How to identify risky & potentially unsafe situations (in familiar & unfamiliar environments, including online) & take steps to avoid or remove themselves from them • How to resist pressure to do something that makes them feel unsafe or uncomfortable, inc keeping secrets • How not everything they see online is true/trustworthy & 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 	
	HWB How do we recognize our feelings? (Y2)	<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 	
Summer	HWB What helps us stay healthy? (Y1)	<ul style="list-style-type: none"> • What being healthy means and who helps help them to stay healthy (e.g. parent, dentist, 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 • Why hygiene is important and how simple hygiene routines can stop germs from being passed on • What they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing 	
	HWB Growing and Changing	Y1 <ul style="list-style-type: none"> • To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private • How people grow and change and how people's needs change as they grow from young to old • How to manage change when moving to a new class/year group 	
Transition Unit	R What makes a good friend? (Y2)	<ul style="list-style-type: none"> • How to make friends with others • How to recognise when they feel lonely and what they could do about it • 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 	

Lower KS2 Medium Term Plans

2024-25	Enquiry Question	Key substantive knowledge	Sticky Knowledge
Autumn	HWB What keeps us safe? (Y3)	<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 pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage 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 	
	LWW What are families like? (Y3)	<ul style="list-style-type: none"> • How families differ from each other (inc that not every family has the same family structure) • How common features of positive family life often include shared experiences • How people within families should care for one another 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 	

Spring	HWB How can we manage our feelings? (Y4)	<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 that 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 others feelings 	
	HWB Why should we eat well and look after our teeth? (Y3)	<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 and the importance of regular visits to the dentist • How not eating a balanced diet can affect health inc the impact of too much sugar/acidic drinks on dental health • How people make choices about what to eat and drink inc who or what influences these • How, when and where to ask for advice and help about healthy eating and dental care 	
Summer	LWW How can our choices make a difference to others and the environment? Y4)	<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 can affect others or the environment • 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 caring and compassionate way 	
	HWB Growing and Changing	<p>Year 3</p> <p>Year 4</p> <ul style="list-style-type: none"> • About puberty and how bodies change during puberty including menstruation, 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 	

Transition Unit	R How can we be a good friend? (Y3)	<ul style="list-style-type: none"> • How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • How to recognize if others are feeling lonely and excluded and strategies to include them • How to build good friendships inc identifying qualities that contribute to positive friendships • That friendships sometimes have difficulties and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • How to recognise of a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 	
------------------------	--	--	--

2023-24	Enquiry Question	Key substantive knowledge	Sticky Knowledge
Autumn	Unit 4:1 R How do we treat each other with respect? (Y4)	<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 recognize the respectful behavior they should receive in return • About the relationship between rights and responsibilities • About the right to privacy and how to recognize when a confidence or secret should be kept or not agreed to and when to tell • The rights 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 behavior (inc online and unwanted physical contact) – how to report concerns 	
	Unit 3:3 LWW What makes a community? (Y3)	<ul style="list-style-type: none"> • How they belong to different groups and communities • 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 contributions that people make • How to be respectful towards people who may live differently to them 	

Spring	Unit 4:3 HWB How can we manage risk in different places? (Y4) Online, Water, road safety	<ul style="list-style-type: none"> • How to recognize, predict, assess and manage risk in different situations • How to keep safe in the local environment and less familiar locations (near water and roads, safe use of digital devices when out and about) • How people can be influenced by their peers behavior 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 inc managing requests for personal information and recognizing what is appropriate to share or not share online • 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 	
	Unit 3:5 HWB Why should we keep active and sleep well? (Y3)	<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 inc 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 • How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried 	
Summer	Unit 4:5 HWB How can we manage risk in different places? (Y4) Rail & sun safety, Anti social behavior	<ul style="list-style-type: none"> • How to recognize, predict, assess and manage risk in different situations • How to keep safe in the local environment and less familiar locations (near railways, in the sun, when out and about) • How people can be influenced by their peers behavior and by a desire for peer approval; how to manage this influence • 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 	

	HWB How will we grow and change?	Year 3 Year 4 <ul style="list-style-type: none"> • About puberty and how bodies change during puberty including menstruation, 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 	
Transition Unit	Unit 4:6 LWW What strengths, skills and interests do we have? (Y4)	<ul style="list-style-type: none"> • How to recognize personal qualities and individuality • To develop self worth by identifying positive things about themselves and their achievements • How personal attributes, strengths, skills and interests contribute to their self esteem • How to set goals for themselves • How to manage when there are set backs, learn from mistakes and reframe unhelpful thinking 	

Upper KS2 Medium Term Plans

Year 5	Unit	Key substantive knowledge	Sticky Knowledge
Autumn	Unit 5:1 R How can friends communicate safely?	<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 recognize risk in relation to friendships and keeping safe About the types of content (including images) that it is safe to share online; ways of seeking and giving consent before images or personal information is shared with family and friends How to respond if a friendship is making them feel worried, unsafe or uncomfortable How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	
	Unit 5:2 LWW What jobs would we like?	<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 About the 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 what influences their decision including skills, interests and pay 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 	
Spring	Unit 5: 3 LWW How can we help in an accident or emergency?	<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 The importance of remaining calm in an emergency and providing clear information about what 	

		has happened to an adult or the emergency services	
	Unit 5:4 LWW What decisions can people make with money?	<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 (credit cards; loans; store cards; current account; savings account) • How to recognize what makes something value for money and what this means to them • That there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions 	
Summer	Unit 5:5 HWB How can drugs common to everyday life affect health?	<ul style="list-style-type: none"> • How drugs common to everyday life (inc 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 • How people can prevent or reduce the risks associated with them • That for some people drug use can become a habit which is difficult to break • How organizations help people to stop smoking and the support available to help people if they have concerns about drug use • How to ask for help from a trusted adult if they have any worries or concerns about drugs 	
	HWB Growing and Changing		
Transition Unit	Unit 5:6 HWB What makes up a person's identity?	<ul style="list-style-type: none"> • How to recognize 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 (ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • How individuality and personal qualities make up someone's identity 	

		<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 	
Year 6	Unit	Key substantive knowledge	Sticky Knowledge
Autumn	Unit 6: 1 HWB How can we keep healthy as we grow?	<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, inc 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 sleep quality -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 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 of school • That health problems inc 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 • That FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else 	

Spring	Unit 6:2 LWW How can the media influence people?	<ul style="list-style-type: none"> • How the media, inc online experiences, can affect people's wellbeing, their thoughts feelings and actions • That not everything should be shared online or social media and that there are rules about this; inc distribution of images • That mixed messages in the media exist (inc 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 someone to gamble and the impact it might have • To discuss and debate what influences people's decisions, taking into consideration different viewpoints 	
Summer	Unit 6:3 R What will change as we become more independent? How do friendships change as we grow?	<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 	

	HWB Growing and Changing	<ul style="list-style-type: none"> • 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 conceived 	
Transition Unit	Unit 6:3 R What will change as we become more independent? How do friendships change as we grow?	<ul style="list-style-type: none"> • 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, inc moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing 	

*'What we see
changes what
we know.
What we
know changes
what we see.'*
Jean Piaget

