

PSHE Knowledge, Skills, Sequencing and Progression

Key Knowledge and Skills			
<p>Overarching Concepts.</p> <ul style="list-style-type: none"> • Identity (their personal qualities, attitudes, skills, attributes, and achievement and what influences these) • Relationships (including different types and in different settings) • A Healthy Lifestyle (including - physically, emotionally and socially as well as within relationships, work-life, exercise and rest, spending and saving and diet) • Risk (to be managed rather than simply avoided) and safety (including behaviour and strategies in different settings) • Diversity and Equality • Rights, responsibilities (including fairness and justice) and consent (in different contexts) • Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance) • Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes) • Career (including enterprise and economic understanding) <p>These are covered at all age groups in an age-appropriate way and should all be covered by the end of Key Stage 2.</p>			
	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Health and Wellbeing	<p>Pupils are taught:</p> <ol style="list-style-type: none"> 1. What is meant by a healthy lifestyle 2. How to maintain physical, mental and emotional health and wellbeing 3. How to manage risks to physical and emotional health and wellbeing 4. Ways of keeping physically and emotionally safe 5. About managing change, such as puberty, transition and loss 6. How to make informed choices about health and wellbeing and to recognise sources of help 7. How to respond in an emergency 8. To identify different influences on Health and Wellbeing 9. To understand the normal range of emotions(e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 10. The importance of self care techniques. 		
Living in the Wider World	<p>Pupils are taught:</p> <ol style="list-style-type: none"> 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect and understand the role they play as a member in a diverse community 5. about the importance of respecting and protecting the environment 6. about where money comes from, keeping it safe and the importance of managing it effectively 7. how money plays an important part in peoples' lives 8. a basic understanding of enterprise 		
Healthy Relationships	<p>Pupils are taught:</p> <ol style="list-style-type: none"> 1. How to develop and maintain a variety of healthy relationships, within a range of social / cultural contexts 		

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	<ol style="list-style-type: none"> How to recognise and manage emotions within a range of relationships How to recognise risky or negative relationships including all forms of bullying and abuse How to respect equality and diversity in relationships About internet safety and online relationships 		
Internet Safety	<p>Pupils are taught:</p> <ol style="list-style-type: none"> That for most people the internet is an integral part of life and has many benefits About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private Why social media, some computer games and online gaming, for example, are age restricted That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted Where and how to report concerns and get support with issues online 		
Healthy Eating	<p>Pupils are taught:</p> <ol style="list-style-type: none"> What constitutes a healthy diet (including understanding calories and other nutritional content) The principles of planning and preparing a range of healthy meals The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) 		
Drugs, Alcohol and Tobacco			<p>Pupils are taught:</p> <p>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p>
Health and Prevention	<p>Pupils are taught:</p> <ol style="list-style-type: none"> How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing The facts and science relating to allergies, immunisation and vaccination 		
Basic First Aid	<p>Pupils are taught:</p> <ol style="list-style-type: none"> How to make a clear and efficient call to emergency services if necessary Concepts of basic first aid, for example dealing with common injuries, including head injuries 		
Changing Adolescent Body		<p>Pupils are taught:</p> <ol style="list-style-type: none"> Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle 	

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Key Stage 1						
Year B						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lesson WALT (children will ...)	Vocabulary	Outcome / Composite
Autumn	Y1: Understanding the feelings of others; confident to speak about self Y2: Go Givers: Money: wants and needs / Who can help? / Healthy Eating	Help children understand what rules are and why we need them. -Pupils will research what is meant by the word 'community'. Pupils will think about who lives in their area and what services and facilities there are Pupils will learn that washing their hands can help to prevent the spread of germs which cause illnesses.	Go Givers: You Can't Do That Here Our Rules Exploring Our Community Why We Wash Our Hands	1. WALT: understand that rules keep us safe (children will consider ways that rules help to create a happy school community) 2. WALT: understand what rules are appropriate for our school and classroom (children will work together to create a class charter) 3. WALT: understand what makes a community (children will consider different types of community and those that they belong to) 4. WALT: understand the importance of healthy hand hygiene (children will learn proper routines for healthy hand hygiene)		Children will develop an understanding of how to keep our school community happy and healthy.
Spring	Y1 Go Givers: You Can't Do That Here Exploring Our Community Playground Why We Wash Our Hands	Pupils will read a tale adapted from Carib tradition which tells of how words can be used for good or bad. Pupils will think about kind and unkind behaviour. They will consider how they can help and support each other in order to create a happy class community.	Go Givers: Taking Responsibility The Power of Words Looking Out for Others Litter	1. WALT: understand what is meant by responsibility (children will describe some simple things that they and others have responsibility for; explore how it feels to take responsibility) 2. WALT: understand how words can be used for good and bad (children will think about how their words make others feel) 3. WALT: understand how to help and support each other to create a happy class community (children will learn how to look after and support their classmates) 4. WALT: understand the problems caused by littering (children will learn how to take responsibility for their own environment)		Children will develop an understanding of how to keep our school community and environment happy and healthy.
Summer	Go Givers: Taking Responsibility The Power of Words Looking Out for Others	Pupils will consider the difference between wants and needs and discuss how our wants and needs can influence how we spend money.	Go Givers: Money Who Can Help? Healthy Eating SRE (Christopher Winters)	1. WALT: to understand the difference between wants and needs 2. WALT: to think about where money comes from and why people save money 3. WALT: to learn about people in our community who can help and how to ask for help		Children will develop their understanding of finance, making healthy choices and relationships

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	Litter	<p>Pupils will learn about the importance of eating the right amounts of different food groups as part of a healthy lifestyle.</p> <p>Pupils will explore differences in our bodies.</p>		<p>4. WALT: to understand the importance of healthy eating and how to make healthy eating choices</p> <p>5. WALT: Y1: understand that people are different but we can all be friends Y2: understand the concept of gender stereotypes and identify differences between males and females</p> <p>6. WALT: Y1: discuss how children grow and change Y2: explore difference between males and females and understand life cycles</p> <p>7. WALT: Y1: explore different types of families Y2: explore differences between sexes and name body parts</p>		
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Lower Key Stage 2						
Year B						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lesson WALT (children will ...)	Vocabulary	Outcome / Composite
Autumn	In KS1: Children will have covered units on Health and Wellbeing, Living in the Wider World, Healthy Relationships, Internet Safety, Healthy Eating, Health and Prevention and Basic First Aid. Each year children will also have taken part in a Health and Wellbeing Day, as well as an SRE session.	Understand what is meant by the term conflict, look at appropriate reactions and reflect on how their responses could be improved.	Go Givers: Conflict	1. Introduction to conflict 2. Identifying school conflicts 3. Understanding reactions to conflict 4. Reflecting on reactions to conflict 5. Strategies for managing conflict.		Poster of positive and negative reactions to conflict.
		Understand what is meant by the term discrimination, identify examples of discrimination and their impact.	Go Givers: Discrimination	1. Introduction to discrimination 2. Understanding the Equality Act. 3. Understanding the Equality Act II 4. Challenging inequality 5. Challenging inequality II		Poster to promote equality, challenging inequality
Spring	Go Givers Y1 Healthy Eating	Understand that water is an essential resource and understand that clean water is important for human health.	Go Givers: Water	1. Introduction to water 2. Humans and clean water 3. Water usage 4. Taking action 5. Educate		Completion of Water Saving Pledge
	Go Givers Y1 Exploring Our Community	Reflect on the importance of having a home, consider causes of homelessness and identify ways in which homelessness can be tackled.	Go Givers: Homelessness	1. Introduction - What is home? 2. Home is where the heart is 3. Causes of homelessness 4. Homelessness in our communities 5. A game of snakes and ladders 6. Take Action		Poster on taking action against homelessness.
Summer	Go Givers Y1 Healthy Eating	Understand the importance of eating	Go Givers: Healthy Eating	1. Introduction to the human body and the food it requires 2. Understand the different food groups.		Children will demonstrate

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	Y3 D.T. - Food- super salads	the right mounts of different food groups as part of a healthy lifestyle.		<ol style="list-style-type: none"> 3. Design a healthy picnic. 4. Sort foods in to recommended consumption quantities. 5. Design a menu for packed lunches for a week. 		<p>understanding, planning a packed lunch menu for a week.</p>
	Go Givers Y1 You Can't Do That Here -Our Rules Exploring Our Community	Understand the different roles undertaken in parliament, government and the justice system.	Go Givers: Democracy 3	<ol style="list-style-type: none"> 1. Understand the different rules of Parliament, government and the justice system. 2. Understand what is meant by Rule of Law. 3. Understand how laws are made. 4. Understand how we can participate in our democracy. 5. Demonstrate our understanding of democracy. 		<p>Children will use ICT to present their learning and understanding of Democracy.</p>

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Upper Key Stage 2						
Year B						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lesson WALT (children will ...)	Vocabulary	Outcome / Composite
Autumn	Y4- Democracy 1 and SRE on challenging stereotypes, children's rights and responsibilities and identities.	Children will develop understanding of the term discrimination, consider what makes them unique and know about the Equality Act. To explore and understand what we mean by healthy lifestyle and some of the risks of an unhealthy lifestyle to our wellbeing.	Go Givers: Discrimination Martin Luther King	1. Understand the term 'discrimination'. 2. Be able to describe and identify examples of discrimination. 3. Explore the impact of discrimination on individuals and society. 4. Understand the Equality Act and its protections. Health and Wellbeing Day 1. What is meant by healthy lifestyle. 2. Recognise risks to wellbeing. 3. Understand what constitutes a healthy diet. 4. How to plan and prepare a range of healthy meals. 5. Understand importance of sleep.		To be able to confidently recognise discrimination and how it can be challenged and overcome. Follow a recipe to cook a healthy meal and try a range of healthy snacks.
Spring	Go Givers Y1 Exploring Our Community Go Givers Y4 Homelessness Y4 - Changes and Growing up unit; Y3 - Body differences; Y4 – SRE	Pupils will consider what we mean by community and think about groups they belong to and how it makes them feel. Children will learn about communication in healthy relationships, puberty, the reproduction system, families, conception and pregnancy and online relationships (Y6) and where to seek support.	Go Givers: My Community SRE (Christopher Winters)	1. Understand what we mean by community. 2. Recognise different types of communities. (link to WaterAid) 3. Explore different roles within a community and consider support a community provides. 4. Explore groups within their own community. 1. Recognise signs of puberty in girls and boys. 2. Understand the reproduction system. 3. Understand communication in relationships. 4. (Y6) Understand how about conception and pregnancy. 5. Understand where to seek support if needed. 6. Understand how to be safe online		Community challenge linked to Water Aid. Children know how to stay safe and build healthy relationships.
Summer	Knowledge of environmental issues - close to them and in the wider world.	Pupils will examine environmental issues. They will learn about the role trees play in supporting life on Earth and their importance in our lives. They will examine the effects of deforestation and learn how they can help to renew forests.	Go Givers: Value of Trees	1. Why do we need trees? 2. Why are forests being destroyed? 3. What can I do to help stop deforestation?		Letter to MP - what can we do/ should we be doing to be proactive.

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	<p>Go Givers Y1 Money Basic understanding of money - why it is important in their lives. How it is used and looked after.</p>	<p>Pupils will think about money in the wider world. They will discuss financial risk, why people take risks and consequences. They will learn about value of products and budgeting. They will consider the impact of money on emotional health and wellbeing.</p>	<p>Twinkl: Money</p>	<ol style="list-style-type: none"> 1. Look After It - explore attitudes, decisions, value and risk. 2. Critical Consumers - different payment methods, attitudes towards money. Decisions and priorities. 3. Value for Money and Ethical Spending - spending decisions. 4. Budgeting - how and why. 5. Money and Emotional Wellbeing - impact 6. Money in the Wider World. 		<p>Activities around planning real life budgets.</p>
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