Adlington Primary School

Personal, Social, Health and Economic Education (including Relationships and Sex Education and Health Education): Progression of Conceptual & Procedural Knowledge, Vocabulary and Concepts

CURRICULUM PILLARS	GLOBAL CITIZENS	CIVILISATIONS & NATIONS	LIFE ON EARTH	CULTURE & COMMUNITY

EYFS			
	Autumn term (Proposed topic: All about me, Where we live)	**Spring term (Proposed topic: Space, Farms)**	**Summer term (Proposed topic: Fairy tales, Exploration)**
Progression of content			
Key Vocabulary			
Concepts			

Year 1 & Year 2			
Cycle A	**Autumn term (Overarching topic: Animal Magic)**	**Spring term (Overarching topic: My Place in the World)**	**Summer term (Overarching topic: Roads & Routes)**
Progression of content Discrete PSHE Sessions *Any objectives will be moved and/or revisited in response to incidents within the class, school or wider community*	**Shared responsibilities and the wider world** • Recognise that different rules are needed for different situations. **Families and close positive relationships** • Identify people who love and care for us and what they do to help us feel cared. • Recognise different types of families including those different to our own. • Recognise the roles different people (family, friends, acquaintances) play in our lives. • Identify common features of family life. • Recognise that it important to tell someone they trust if something about their family makes them unhappy or worried **Respecting yourself and others** • Recognise what is kind and unkind behaviour and how this can affect others. • Identify how to treat yourself and others with respect. • Identify how to be polite and courteous. • Recognise the ways in which you are the same and different to others. • Listen to others and play and work co-operatively. • Talk about and share opinions on the things that matter to them and others **Managing hurtful behaviour and bullying**	**Safe relationships** • Identify how to respond safely to adults they don't know. • Recognise that some things are private, which must be respected, and that parts of the body covered by underwear are private. • Identify how to respond if physical contact makes them feel uncomfortable. • Identify what to do if you feel unsafe or worried for themselves or others including who to ask, vocabulary to use, and keeping trying until they heard. *This includes the importance of not keeping adults' secrets (only happy surprises that others will find out about)* **Being safe** • Identify risks in simple everyday situations and what actions to take to minimise harm. • Identify that rules and age restrictions can keep us safe. • Identify how to keep safe at home including basic electrical and fire safety. • Recognise that some household products can be harmful. • Recognise that other ways are needed to keep safe in other situations (park, swimming pool, street, online – see below) and how to cross the road safely. **Caring friendships** • Identify how people make friends and what makes a good friendship.	**Community** • Identify which different groups you belong to • Recognise that people have different roles and responsibilities in communities • Recognise the ways you are the same as and different to others, including others in different communities **Economic Wellbeing (Money)** • Recognise what money is, its different forms and sources. • Recognise that choices can be about how to spend and save money • Recognise the differences between needs and wants and that some people may have difficulty in accessing what they need **Economic Wellbeing (Work, career, aspirations)** • Recognise that jobs are the way that lots of people earn money to pay for things. • Identify different jobs locally and from the wider world • Recognise that different strengths and interests are needed for different jobs but training may also be needed **Growing and changing** • Prepare to move year groups and classes.

	• Recognise that bodies and feelings can be hurt by actions and words. • Identify how people may feel if they experience hurtful behaviour or bullying. • Recognise that hurtful behaviour including teasing, name-calling, deliberately excluding other and bullying is not acceptable and how to report these to a trusted adult.	• Identify how to recognise if we, or someone else, feels lonely and what to do. **Mental Wellbeing** •Identify what keeping healthy means in mental wellbeing. •Describe different ways to stay healthy. •Experience different ways to rest and relax. •Identify different ways to learn and play and the importance of taking breaks from screen activities.	
Progression of content Embedded PSHE Sessions *Any objectives will be moved and/or revisited in response to incidents within the class, school or wider community*	**Physical health and fitness** • Identify how physical activity helps us stay healthy. • Describe ways to be physically active every day. **Internet safety and harms** • Identify how the internet and digital services can be used safely to find things out and communicate. • Recognise that not all information seen online is true. • Identify importance of taking breaks from screen activities. • Recognise basic rules to keep safe online including what is personal information and what should be kept private. • Recognise the need to tell an adult they trust if they come across anything that worries or scares them. **Shared responsibilities and the wider world.** • Recognise that people and other living things have different needs.	**Physical health and fitness** • Identify how physical activity helps us stay healthy. • Describe ways to be physically active every day. **Internet safety and harms** • Recognise basic rules to keep safe online including what is personal information and what should be kept private. • Recognise the need to tell an adult they trust if they come across anything that worries or scares them. **Online relationships** • Recognise that some people say hurtful things online and this behaviour is not acceptable.	**Physical health and fitness** • Identify how physical activity helps us stay healthy. • Describe ways to be physically active every day. **Internet safety and harms** • Recognise basic rules to keep safe online including what is personal information and what should be kept private. • Recognise the need to tell an adult they trust if they come across anything that worries or scares them. **Online relationships** • Recognise that sometimes people may behave differently online including pretending to be someone they are not.

	• Recognise our responsibility for caring for different people and other living things • Identify things we can do to look after the environment.		
Key Vocabulary	Behaviour, rule, care, emotions, family, feelings, friend, friendly, problem, stereotype, friendship, love, manners Hurtful, bullying, Responsibility, environment,	Risk, hazards, medicine, pedestrian, private Lonely, emotions, feelings, goal, growth mindset, relax, relaxation.	Banks and building societies, cash, earn, save, skills, spend, value, coins, need, notes, priority, want, career, job, identity Community, different, similar, unique,
Secrets of Success Term Focus	1. To try new things 2. To understand others	1. To work hand & To concentrate 2. To imagine	1. To push yourself 2. To not give up & To improve
Compass for Life	• Introduction to the four cardinals • Ethos • North Star	• Strategist • Warrior	• Warrior • Toolkit, backpack and compass for a successful journey
Concepts			

Year 1 & Year 2			
Cycle B	**Autumn term (Overarching topic: Global Explorers)**	**Spring term (Overarching topic: Spotting Spring)**	**Summer term (Overarching topic: Funny Bones)**
Progression of content Discrete PSHE Sessions *Any objectives will be moved and/or revisited in response to incidents within the class, school or wider community*	**Shared responsibilities and the wider world** • Recognise that different rules are needed for different situations. **Families and close positive relationships** • Identify people who love and care for us and what they do to help us feel cared. • Recognise different types of families including those different to our own. • Recognise the roles different people (family, friends, acquaintances) play in our lives.	**Safe relationships** • Identify how to respond safely to adults they don't know. • Recognise that some things are private, which must be respected, and that parts of the body covered by underwear are private. • Identify how to respond if physical contact makes them feel uncomfortable. • Identify what to do if you feel unsafe or worried for themselves or others including who to ask, vocabulary to use, and keeping trying until they heard. *This includes the importance of not keeping*	**Safe relationships** • Recognise that there are situations when you should ask for permission and also when your permission should be sought. • Identify basic techniques for resisting pressures to do things you don't want to do and which may make you feel unsafe. **Being safe** • Identify people whose job it is to keep us safe.

	• Identify common features of family life. • Recognise that it important to tell someone they trust if something about their family makes them unhappy or worried **Respecting yourself and others** • Recognise what is kind and unkind behaviour and how this can affect others. • Identify how to treat yourself and others with respect. • Identify how to be polite and courteous. • Recognise the ways in which you are the same and different to others. • Listen to others and play and work co-operatively. • Talk about and share opinions on the things that matter to them and others **Managing hurtful behaviour and bullying** • Recognise that bodies and feelings can be hurt by actions and words. • Identify how people may feel if they experience hurtful behaviour or bullying. • Recognise that hurtful behaviour including teasing, name-calling, deliberately excluding other and bullying is not acceptable and how to report these to a trusted adult.	*adults' secrets (only happy surprises that others will find out about)* **Caring friendships** • Identify simple ways to resolve arguments positively. • Identify how to ask for help is a friendship is making us feel unhappy. **Being safe** •Identify risks in simple everyday situations and what actions to take to minimise harm. • Identify that rules and age restrictions can keep us safe. •Identify how to keep safe at home including basic electrical and fire safety. •Recognise that other ways are needed to keep safe in other situations (park, swimming pool, street, online – see below) and how to cross the road safely. **Mental Wellbeing** •Identify what keeping healthy means in mental wellbeing. •Describe different ways to stay healthy. •Experience different ways to rest and relax. •Identify different ways to learn and play and the importance of taking breaks from screen activities.	• Identify what to do if there is an accident and someone is hurt. • Identify how to get help in an emergency (dialling 999 and what to say) **Health and Prevention** • Identify that sleep is important. • Identify that medicines (including vaccinations and immunisations) help people stay healthy. • Design and apply simple hygiene routines to stop germs from spreading • Describe how to keep safe in the sun and the dangers of sun damage to the skin. • Identify different people who help us stay physically healthy. • Describe dental care including correct brushing and visiting the dentist. **Transition** • Prepare to move year groups and classes.
Progression of content Embedded PSHE Sessions *Any objectives will be moved and/or revisited in response to*	**Physical health and fitness** • Identify how physical activity helps us stay healthy. • Describe ways to be physically active every day.	**Physical health and fitness** • Identify how physical activity helps us stay healthy. • Describe ways to be physically active every day.	**Physical health and fitness** • Identify how physical activity helps us stay healthy. • Describe ways to be physically active every day.

incidents within the class, school or wider community	**Internet safety and harms** • Identify how the internet and digital services can be used safely to find things out and communicate. • Recognise that not all information seen online is true. • Identify importance of taking breaks from screen activities. • Recognise basic rules to keep safe online including what is personal information and what should be kept private. • Recognise the need to tell an adult they trust if they come across anything that worries or scares them. **Healthy Eating** • Identify what keeping healthy means in terms of food. • Identify foods that support good health. • Identify the risks of having too much sugar. • Identify which foods and drinks support dental health.	**Internet safety and harms** • Recognise basic rules to keep safe online including what is personal information and what should be kept private. • Recognise the need to tell an adult they trust if they come across anything that worries or scares them. **Online relationships** • Recognise that some people say hurtful things online and this behaviour is not acceptable.	**Internet safety and harms** • Recognise basic rules to keep safe online including what is personal information and what should be kept private. • Recognise the need to tell an adult they trust if they come across anything that worries or scares them. **Online relationships** • Recognise that sometimes people may behave differently online including pretending to be someone they are not. **Growing and changing** • Recognise what makes us special. • Recognise the ways in which we are unique. • Identify what we are good at, and what we like and dislike. • Name the main parts of the body including external genitalia • Identify growing and changing from young to old and how people's needs change. **Drugs, alcohol and tobacco** • Recognise that there are things that people can put into or onto their body that can affect how they behave and feel.
Key Vocabulary	Behaviour, rule, care, emotions, family, feelings, friend, friendly, problem, stereotype, friendship, love, manners, problem, Hurtful, bullying,	Risk, hazards, medicine, pedestrian, private, physical contact, polite, respect, role, trust Lonely, emotions, feelings, goal, growth mindset, relax, relaxation,	Accident, emergency, allergy, germs, ill, qualities, skill, strengths, diet, exercise, healthy, physical activity Different, rule, similar, unique, job, identity, secret, surprise, penis, testicles, vulva, vagina, drug,

Secrets of Success Term Focus	1. To try new things 2. To understand others	1. To work hand & To concentrate 2. To imagine	1. To push yourself 2. To not give up & To improve
Compass for Life	• Introduction to the four cardinals • Ethos • North Star	• Strategist • Warrior	• Warrior • Toolkit, backpack and compass for a successful journey
Concepts			

Year 3 & Year 4			
Cycle A	**Autumn term (Overarching topic: Flash! Bang!)**	**Spring term (Overarching topic: Shang Dynasty)**	**Summer term (Overarching topic: Rainforests)**
Progression of content Discrete PSHE Sessions *Any objectives will be moved and/or revisited in response to incidents within the class, school or wider community*	**Shared responsibilities and the wider world** • Identify the reasons for rules and why consequences may be necessary • Recognise that there are human rights that they are there to protect everyone. • Recognise that being part of a community brings both rights and responsibilities. **Respecting yourself and others** • Identify ways that personal behaviour can affect other people. • Recognise and apply respectful behaviour in all contexts including online. • Identify the importance of respecting yourself and how this can affect how you think and feel about yourself. • Identify that everyone, including yourself, should expect to be treated with respect and politely by others in all contexts. • Recognise ways to improve your, or support others', respectful and courteous behaviour and approach to relationships. • Recognise that there are differences and similarities between people. • Identify what you have in common with other people.	**Being safe** • Recognise the reasons for following and complying with regulations and age restrictions as they are part of our personal safety. • Identify ways to predict, assess and manage risks in different situations. • Recognise hazards in the home and what can be done to reduce risks. • Identify the importance of using medicines and household products safely. • Identify ways to keep safe in both the local environment and unfamiliar places and online (see below) including specific hazards (fireworks). **Caring friendships** • Recognise the importance of friendships and different ways to build them. • Identify what makes a positive, healthy friendship (respect, trust, honesty, loyalty, kindness, generosity, shared interests and experiences, support with problems and difficulties). • The importance of seeking support if feeling lonely or excluded.	**Community** • Identify what living in a community means and how different groups make up and contribute to communities. • Identify what diversity means and the benefits of living in diverse communities. • Recognise what a stereotype is and how they can negatively influence attitudes and behaviours towards individuals and groups • Recognise prejudice and actions or behaviours which discriminate against others. **Economic Wellbeing (Money)** • Recognise that there are different attitudes to spending and saving money and different people will have different experiences of money and its uses. • Recognise that decisions on spending can affect other people and the environment. • Recognise that different people have different spending priorities based on needs and wants, and some people may have limited or no choices for their spending.

	• Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to your own. • Discuss issues, listening with respect to other people's views and constructively challenging opposing opinions. **Managing hurtful behaviour and bullying** • Recognise the impact of bullying and the consequences of hurtful behaviour. • Identify appropriate ways to respond to hurtful behaviour experienced or witnessed, how to report concerns and get support. • Recognise what discrimination means in words and actions and ways to respond to it appropriately.	• Recognise that healthy friendships make people feel included and ways to include those who may feel excluded. • Identify the role of peer influence in friendships and friendship groups and that this can be both positive and negative. • Recognise that friendships change over time. • Recognise that friendships have ups and downs and that there are ways to resolve issues positively. • Recognise if a friendship is making them unhappy or uncomfortable and ways to manage this including seeking support. **Mental Wellbeing** • Identify and discuss choices that can be made to support positive mental health. • Describe the attributes of good mental health and how to maintain them. • Identify how rest, relaxation and sleep contribute to personal wellbeing. • Recognise the benefits of the internet along with the importance of balancing time online with other activities.	• Recognise some risks associated with money and the impact it can have on people's feelings and emotions. **Economic Wellbeing (Work, career, aspirations)** • Explain that jobs are the way that lots of people earn money to pay for things. • Recognise that some people do voluntary work and this is unpaid. • Identify that there is a wide range of different jobs/careers. • Recognise stereotypes in relation to work and how they can limit aspirations and achievements. • Identify what might influence someone's decision about their job or career. • Recognise that wages are different for different jobs. • Recognise that some jobs require specific skills but some skills can help in many workplaces (teamwork, co-operation, problem-solving). • Recognise that there are different routes into careers. • Identify what kinds of job you may like in the future. **Growing and changing** • Identify what contributes to our personal identify (ethnicity, family, gender, faith, culture, interests, dislikes). • Recognise our individuality and personal qualities. • Describe strengths, skills, achievements and interests and their impact on us. • Identify ways to deal with setbacks including how to change our views of them.

			• Use the correct terms for external genitalia in appropriate contexts. • Describe new responsibilities and opportunities that growing can bring. • Describe different ways to manage the move between year groups and classes. • Year 4 - explain puberty.
Progression of content Embedded PSHE Sessions *Any objectives will be moved and/or revisited in response to incidents within the class, school or wider community*	**Being safe** • Recognise the reasons for following and complying with regulations and age restrictions as they are part of our personal safety. **Physical health and fitness** • Identify and discuss choices that can be made to support a healthy lifestyle. **Internet safety and harms** • Recognise that the internet and social media can be used safely and positively. • Recognise the importance of balancing time online with other activities. • Recognise that information online can be unreliable, manipulated or invented for different purposes. • Identify ways to stay safe online and the importance of keeping personal information private. • Identify ways to access help and report concerns caused by online content and/or requests for information or images. • Identify ways to respond to hurtful behaviour or bullying online experienced or witnessed, how to report it and get support.	**Being safe** • Recognise the reasons for following and complying with regulations and age restrictions as they are part of our personal safety. **Physical health and fitness** • Identify and discuss choices that can be made to support a healthy lifestyle. **Online relationships** • Recognise what it means to know someone online and how this differs from knowing someone face-to face including the potential risks of communicating with someone not known face-to-face. • Recognise if an online friendship is making them unhappy or uncomfortable and ways to manage this including seeking support. • Recognise why sometimes people may behave differently online including pretending to be someone they are not and how to report concerns.	**Being safe** • Recognise the reasons for following and complying with regulations and age restrictions as they are part of our personal safety. **Physical health and fitness** • Identify and discuss choices that can be made to support a healthy lifestyle. **Shared responsibilities and the wider world.** • Recognise the importance of compassion towards others and the ideal of shared responsibility for people and living things. • Identify and implement ways of carrying out shared responsibilities for protecting the environment. **Transition** • Prepare to move year groups and classes.

Key Vocabulary	Bullying, bystander, law, human rights, community	Mental health, Lonely, positive emotions, negative emotions, act of kindness Age restriction,	Diversity, career, Balance, budget, bank balance, bank statement, debit card, Reuse, recycle, Year 4 - Male, female, puberty, private parts, genitals, penis, testicles, breasts, vagina, vulva, uterus, pubic hair, lifecycle, reproduction, breast, sperm, egg
Secrets of Success Term Focus	1. To try new things 2. To understand others	1. To work hand & To concentrate 2. To imagine	1. To push yourself 2. To not give up & To improve
Compass for Life	• Introduction to the four cardinals • Ethos • North Star	• Strategist • Warrior	• Warrior • Toolkit, backpack and compass for a successful journey
Concepts			

Year 3 & Year 4			
Cycle B	**Autumn term (Overarching topic: Blood, Bones & Body Bits)**	**Spring term (Overarching topic: Stone Age to Romans**	**Summer term (Crossing Continents)**
Progression of content Discrete PSHE Sessions *Any objectives will be moved and/or revisited in response to incidents within the class, school or wider community*	**Shared responsibilities and the wider world** • Identify the reasons for rules and why consequences may be necessary • Recognise that there are human rights that they are there to protect everyone. • Recognise that being part of a community brings both rights and responsibilities. **Families and close positive relationships** • Identify that there are many different types of relationship (family, friend, acquaintance, romantic, online)	**Safe relationships** • Identify how to respond safely and appropriately to adults they may encounter whom they do not know. • Identify what personal boundaries are including what is appropriate in friendships and wider relationships. • Recognise different types of physical contact; what is acceptable and unacceptable and how to respond to unwanted physical contact. • Recognise that seeking and giving permission is essential in different situations.	**Health and Prevention** • Describe the habits that can have both positive and negative effects on a healthy lifestyle. • Identify how regular exercise benefits both physical and mental health. • Identify how sleep contributes to a healthy lifestyle and describe routines to support good quality sleep. • Describe how everyday hygiene routines can limit the spread of infection. • Identify the wider importance of personal hygiene and routines to maintain. • Identify the role of medicines (including vaccinations and immunisations) in

	• Recognise that people form relationships with different people and for different reasons. • Recognise that marriage and civil partnership as a legal relationship which is intended to be lifelong. • Recognise that people we love and care for each other can be in a relationship living together but may also live apart. • Recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster families). • Recognise shared characteristics of a positive, healthy family life including commitment, care, respect, and support. • Recognise if family relationships are making us feel unhappy or unsafe and how to seek help and advice.	• Recognise if you are under pressure from others to do something unsafe or makes you feel uncomfortable and what to do about this. • Recognise that there are times when you should not agree to keep something secret and times when it is right to break a confidence or share a secret. • Identify appropriate places to get advice and report concerns if worried about your own or someone else' personal safety. **Mental Wellbeing** • Identify and discuss choices that can be made to support positive mental health. • Describe the attributes of good mental health and how to maintain them. • Identify how rest, relaxation and sleep contribute to personal wellbeing. • Recognise the benefits of the internet along with the importance of balancing time online with other activities.	preventing diseases and controlling allergies. • Describe how to maintain good oral hygiene including making dietary choices. • Identify different individuals who can offer advice and support on all aspects of our health and ways to access this. • Identify how to respond in an emergency situation and how to contact the emergency services. **Basic First Aid** • Recognise what is meant be first aid. **Drugs, alcohol and tobacco** • Recognise that there are things that people can put into or onto their body that can affect how they behave and feel. **Growing and Changing (Year 4)** • Explain puberty
Progression of content Embedded PSHE Sessions *Any objectives will be moved and/or revisited in response to incidents within the class, school or wider community*	**Being safe** • Recognise the reasons for following and complying with regulations and age restrictions as they are part of our personal safety. **Physical health and fitness** • Identify different decisions that can be made about physical health and fitness.	**Being safe** • Recognise the reasons for following and complying with regulations and age restrictions as they are part of our personal safety. **Physical health and fitness**	**Being safe** • Recognise the reasons for following and complying with regulations and age restrictions as they are part of our personal safety. **Physical health and fitness**

	• Identify and discuss choices that can be made to support a healthy lifestyle. • Describe the attributes of good physical fitness and how to maintain them. **Internet safety and harms** • Recognise that the internet and social media can be used safely and positively. • Recognise the importance of balancing time online with other activities. • Recognise that information online can be unreliable, manipulated or invented for different purposes. • Identify ways to stay safe online and the importance of keeping personal information private. • Identify ways to access help and report concerns caused by online content and/or requests for information or images. • Identify ways to respond to hurtful behaviour or bullying online experienced or witnessed, how to report it and get support. **Healthy Eating** • Identify the different components of a balanced diet and their impact on healthy eating. • Describe the specific risks of not eating a healthy diet including obesity and tooth decay	• Identify and discuss choices that can be made to support a healthy lifestyle. **Online relationships** • Recognise what it means to know someone online and how this differs from knowing someone face-to face including the potential risks of communicating with someone not known face-to-face. • Recognise if an online friendship is making them unhappy or uncomfortable and ways to manage this including seeking support. • Recognise why sometimes people may behave differently online including pretending to be someone they are not and how to report concerns.	• Identify and discuss choices that can be made to support a healthy lifestyle. **Transition** • Prepare to move year groups and classes.
Key Vocabulary	Similar, different, stereotypes, gender roles, fostering, adoption, belonging, empathy	Mental health, Private parts, permission, protect, boundaries, trust,	First aid, CPR Tobacco, legal and illegal drugs, alcohol Year 4 - Male, female, puberty, genitals, private parts, penis, testicles, vagina, vulva,

			uterus, breasts, pubic hair, lifecycle, reproduction, breast, sperm, egg
Secrets of Success Term Focus	1. To try new things 2. To understand others	1. To work hand & To concentrate 2. To imagine	1. To push yourself 2. To not give up & To improve
Compass for Life	• Introduction to the four cardinals • Ethos • North Star	• Strategist • Warrior	• Warrior • Toolkit, backpack and compass for a successful journey
Concepts			

Year 5 & Year 6			
Cycle A	**Autumn term (Overarching topic: Ancient Greece)**	**Spring term (Overarching topic: Extreme Earth)**	**Summer term (Overarching topic: Conflict & Resolution – World War 11)**
Progression of content Discrete PSHE Sessions (Including Secrets of Success and Compass for Life) *Any objectives will be moved and/or revisited in response to incidents within the class, school or wider community*	**Mental wellbeing** • Describe why different choices can be made that affect a healthy lifestyle and recognise what might influence these choices. **Respecting yourself and others** • Identify ways that personal behaviour can affect other people. • Recognise and apply respectful behaviour in all contexts including online. • Identify the importance of respecting yourself and how this can affect how you think and feel about yourself. • Identify that everyone, including yourself, should expect to be treated with respect and politely by others in all contexts. • Recognise ways to improve your, or support others', respectful and courteous behaviour and approach to relationships. • Recognise that there are differences and similarities between people. • Identify what you have in common with other people. • Listen and respond respectfully to a wide range of people, including those whose	**Mental wellbeing** • Describe further approaches to achieving a good state of mental health and identify negative influences on mental health and signs of illness. **Families and close positive relationships** • Explain that there are many different types of relationship (family, friend, acquaintance, romantic, online) which will have different effects on our lives. • Recognise that people may be attracted to someone of the same or different sex (and that gender identity and sexual orientation are different. • Identify marriage and civil partnership as a legal declaration of commitment by two adults who love and care for each other, which is intended to be lifelong. • Recognise that forcing a marriage on someone is a crime and help and support is available. • Identify that people in relationships may also live in different circumstances and without a legal declaration.	**Mental wellbeing** • Recognise different approaches to achieve good quality rest, relaxation and sleep to ensure a positive impact on overall mental health and wellbeing. **Growing and Changing (Year 6)** • Use the correct terms for external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. • Identifying and discuss the physical and emotional changes that happen when approaching and during puberty including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • Recognise how hygiene routines change during the time of puberty and the personal and social importance of keeping clean. • Identify how to maintain personal hygiene during the time of puberty. • Identify the process of reproduction and birth as part of the human life cycle

	traditions, beliefs and lifestyle are different to your own. • Discuss issues, listening with respect to other people's views and constructively challenging opposing opinions. **Managing hurtful behaviour and bullying.** • Identify and explain the significant impact of hurtful behaviour (including discrimination) and bullying and difference between them. • Identify and discuss strategies to prevent, respond and report hurtful behaviour and bullying.	• Explain and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster families) and that all types can give members love, security and stability. • Explain shared characteristics of a positive, healthy family life including commitment, care, respect, and support. • Recognise if family relationships are making us feel unhappy or unsafe and how to seek help and advice. **Safe relationships** • Explain how seeking and giving permission is essential and differs in different situations. • Identify why pressure from others can lead to doing things that may be unsafe or make you feel uncomfortable and consider strategies for managing this. • Recognise that there are times when you should not agree to keep something secret and times when it is right to break a confidence or share a secret. • Identify appropriate places to get advice and report concerns if worried about your own or someone else' personal safety.	including conception (and that there are ways to prevent it) and how babies need to be cared for. • Identify ways to access information, help and advice about growing and changing, especially about puberty. • Evaluate the new responsibilities and opportunities that come with growing and increased independence. • Evaluate and apply strategies to manage transitions between schools. **Safe relationships** • Identify how to respond safely and appropriately to adults they may encounter whom they do not know. • Explain what privacy and personal boundaries are and that they may differ in different friendship contexts and wider relationships. • Recognise different types of physical contact; what is acceptable and unacceptable and strategies to respond to unwanted physical contact.
Progression of content Embedded PSHE Sessions *Any objectives will be moved and/or revisited in response to incidents within the class, school or wider community*	**Being Safe** • For any appropriate context (classroom, school community, household, public space and online), identify and explain ways to predict, assess, manage and reduce risks **Physical Health & Fitness** • Identify, describe and discuss strategies for making informed decisions about	**Being Safe** • For any appropriate context (classroom, school community, household, public space and online), identify and explain ways to predict, assess, manage and reduce risks **Physical Health & Fitness** • Identify, describe and discuss strategies for making informed decisions about	**Being Safe** • For any appropriate context (classroom, school community, household, public space and online), identify and explain ways to predict, assess, manage and reduce risks **Physical Health & Fitness** • Identify, describe and discuss strategies for making informed decisions about

	physical health and fitness including the different influences and effects of choices **Internet safety and harms** • Describe the ways that the internet and social media can be used safely and positively. • Identify strategies to manage both the time spent on screens and influence of them. • Identify the ways that information online can be misleading, manipulated or invented for different purposes and to provoke reactions. • Explain ways to stay safe online and the importance of keeping personal information private and how to manage any requests for personal information or images • Identify ways to access help and report concerns caused by any form of inappropriate online content or contact. • Identify ways to respond to hurtful behaviour or bullying online experienced or witnessed, how to report it and get support. **Online relationships** • Explain what it means to know someone online and how this differs from knowing someone face-to face including the potential risks of communicating with someone not known face-to-face. • Recognise if an online friendship is making them unhappy or uncomfortable and ways to manage this including seeking support. • Recognise why sometimes people may behave differently online including pretending to be someone they are not;	physical health and fitness including the different influences and effects of choices	physical health and fitness including the different influences and effects of choices **Healthy Eating** • Explore our understanding of nutrition and its effects, including development of scientific understanding. Compare the nutritional value of commonly available foods their role within a nutritious, balanced diet. **Drugs, alcohol and tobacco** • Explore and discuss the use and effects of legal (including medicines) and illegal drugs including laws, choices, media profile and support. **Health and Prevention** • Explore and discuss the role of the above aspects in keeping physically and mentally fit and healthy. **Growing and Changing** • Identify the process of reproduction and birth as part of the human life cycle including conception. • Use the correct terms for external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. • Identifying and discuss the physical and emotional changes that happen when approaching and during puberty including menstruation. • Identify ways to access information, help and advice about growing and changing, especially about puberty.

	strategies for recognising risks and harmful content and how to report concerns.		
Key Vocabulary	attributes, responsibility, commitment, attraction, cyberbullying, trolling. Bullying, hurtful behaviour, abuse,	Relationship, marriage, same-sex, civil partnership, responsibility, commitment, authority Permission, uncomfortable, pressure, peer/peer group	Nutrition, vitamins, minerals, Alcohol, prescription drugs, vaccination, immunisation, illegal drugs, tobacco (including different forms), nicotine, vaping, Puberty, breasts, nipples, penis, testicles/testes, scrotum, vagina, vulva, pubic hair, menstruation/period, bladder, urethra, cervix, egg/ova, ovary/ovaries, fallopian tube, uterus, womb, fertilisation, conception, intercourse, pregnant, voice breaking, Year 6 - wet-dreams, ejaculation, erection, clitoris, contraception, prevention
Secrets of Success Term Focus	1. To try new things 2. To understand others	1. To work hand & To concentrate 2. To imagine	1. To push yourself 2. To not give up & To improve
Compass for Life	• Introduction to the four cardinals • Ethos • North Star	• Strategist • Warrior	• Warrior • Toolkit, backpack and compass for a successful journey
Concepts			

Year 5 & YEAR 6			
Cycle B	**Autumn term (Overarching topic: Ways of Seeing, Ways of Being)**	**Spring term (Overarching topic: Global Citizens)**	**Summer term (Overarching topic: Building a Nation)**
Progression of content Discrete PSHE Sessions (Including Secrets of Success and Compass for Life)	**Mental wellbeing** • Describe why different choices can be made that affect a healthy lifestyle and recognise what might influence these choices.	**Mental wellbeing** • Describe further approaches to achieving a good state of mental health and identify negative influences on mental health and signs of illness.	**Mental wellbeing** • Recognise different approaches to achieve good quality rest, relaxation and sleep to ensure a positive impact on overall mental health and wellbeing.

Any objectives will be moved and/or revisited in response to incidents within the class, school or wider community	**Caring friendships** • Explain the importance of friendships, strategies to build them and their role in supporting wellbeing. • Explain what makes a positive, healthy friendship and that the same principles apply to online friendships as to face-to-face friendships. • Identify strategies if feeling lonely or excluded and seeking support if necessary. • Explain that healthy friendships make people feel included and what strategies can be used to avoid people feeling or being excluded. • Explain strategies for recognising and managing the effects (positive and negative) of peer influence and seeking peer approval in friendships and friendship groups. • Identify that friendships change over time and that there are benefits of making new friends and having different kinds of friends. • Explain how friendships have ups and downs and what strategies can be used to both avoid issues and reconcile differences. • Recognise if a friendship is making them unhappy or uncomfortable and ways to manage this including seeking support. **Managing hurtful behaviour and bullying.** • Identify and explain the significant impact of hurtful behaviour (including discrimination) and bullying and difference between them. • Identify and discuss strategies to prevent, respond and report hurtful behaviour and bullying.	**Economic Wellbeing** • Discuss the way that lots of people earn money to pay for things and to contribute to the nation's economy (including through taxation). • Identify that some people do voluntary work and discuss why they might chose to do this and how they and others can benefit. • Discuss why wages are different for different jobs and what impression this creates about different jobs. • Identify that people are increasingly having more than one job/career during their working life. • Identify how stereotypes in relation can limit aspirations and achievements. • Identify how someone might plan and prepare long term for their job or career. • Identify that some jobs/careers require long term training and qualifications but some skills can help in many workplaces (teamwork, co-operation, problem-solving) • Identify the different routes into careers. • Identify what kinds of job you may like in the future.	**Growing and Changing (Year 6)** • Use the correct terms for external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. • Identifying and discuss the physical and emotional changes that happen when approaching and during puberty including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams. • Recognise how hygiene routines change during the time of puberty and the personal and social importance of keeping clean. • Identify how to maintain personal hygiene during the time of puberty. • Identify the process of reproduction and birth as part of the human life cycle including conception (and that there are ways to prevent it) and how babies need to be cared for. • Identify ways to access information, help and advice about growing and changing, especially about puberty. • Evaluate the new responsibilities and opportunities that come with growing and increased independence. • Evaluate and apply strategies to manage transitions between schools. **Safe relationships** • Identify how to respond safely and appropriately to adults they may encounter whom they do not know. • Explain what privacy and personal boundaries are and that they may differ in different friendship contexts and wider relationships.

	Basic First Aid • Explain what is meant by first aid. • Identify some basic techniques (including recovery position, CPR, defibrillator use) for dealing with incidents and common injuries. • Apply these basic techniques (including recovery position, CPR, defibrillator use) in a professionally supervised training context.		• Recognise different types of physical contact; what is acceptable and unacceptable and strategies to respond to unwanted physical contact.
Progression of content Embedded PSHE Sessions *Any objectives will be moved and/or revisited in response to incidents within the class, school or wider community*	**Being Safe** • For any appropriate context (classroom, school community, household, public space and online), identify and explain ways to predict, assess, manage and reduce risk. **Physical Health & Fitness** • Identify, describe and discuss strategies for making informed decisions about physical health and fitness including the different influences and effects of choices **Internet safety and harms** • Describe the ways that the internet and social media can be used safely and positively. • Identify strategies to manage both the time spent on screens and influence of them. • Identify the ways that information online can be misleading, manipulated or invented for different purposes and to provoke reactions. • Explain ways to stay safe online and the importance of keeping personal information private and how to manage any requests for personal information or images	**Being Safe** • For any appropriate context (classroom, school community, household, public space and online), identify and explain ways to predict, assess, manage and reduce risks **Physical Health & Fitness** • Identify, describe and discuss strategies for making informed decisions about physical health and fitness including the different influences and effects of choices **Economic Wellbeing** • Identify and discuss how decisions on spending can affect other people locally and globally and affect the environment. • Recognise that there are different attitudes to spending and saving money and different people will make different decisions and have different opinions on 'value for money' **Community** • Identify what living in a community means for the individual and the whole, and how different groups make up and contribute to communities. • Explain prejudice and how actions or behaviours can discriminate against	**Being Safe** • For any appropriate context (classroom, school community, household, public space and online), identify and explain ways to predict, assess, manage and reduce risks **Physical Health & Fitness** • Identify, describe and discuss strategies for making informed decisions about physical health and fitness including the different influences and effects of choices **Community** • Identify what living in a community means for the individual and the whole, and how different groups make up and contribute to communities. • Explain prejudice and how actions or behaviours can discriminate against others and identify ways of responding to these if witnessed or experienced. • Explain what diversity means and the benefits of living in diverse communities and of valuing diversity in all contexts. • Explain how stereotypes can negatively influence attitudes and behaviours towards individuals and groups and identify strategies to challenge them. **Growing and Changing**

	• Identify ways to access help and report concerns caused by any form of inappropriate online content or contact. • Identify ways to respond to hurtful behaviour or bullying online experienced or witnessed, how to report it and get support. **Community** • Explain prejudice and how actions or behaviours can discriminate against others and identify ways of responding to these if witnessed or experienced. • Explain what diversity means and the benefits of living in diverse communities and of valuing diversity in all contexts. • Explain how stereotypes can negatively influence attitudes and behaviours towards individuals and groups and identify strategies to challenge them.	others and identify ways of responding to these if witnessed or experienced. **Shared responsibilities in the wider world** • Recognise that being part of a community brings both rights and responsibilities. • Recognise the importance of compassion towards others and the ideal of shared responsibility for people and living things. • Identify and implement ways of carrying out shared responsibilities for protecting the environment.	• Identify the process of reproduction and birth as part of the human life cycle including conception. • Use the correct terms for external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.
Key Vocabulary	attributes, responsibility, commitment, attraction, cyberbullying, trolling. Bullying, hurtful behaviour, abuse, Diversity, prejudice, discrimination, refugee, asylum seeker, migrant, First aid, recovery position, CPR, defibrillator	Employment, self-employed, unemployment, voluntary/volunteer, wages, taxation, national insurance, council tax, utilities, services, government, Immigration, emigration, trade, fair trade, economy, taxation, benefit system, charity, aid organisation, relief, crisis Compassion, rights, human rights,	Government, parliament (including MP), house of commons, prime minister, discrimination, immigration, economy, NHS, National Insurance, Puberty, breasts, nipples, penis, testicles/testes, scrotum, vagina, vulva, pubic hair, menstruation/period, bladder, urethra, cervix, egg/ova, ovary/ovaries, fallopian tube, uterus, womb, fertilisation, conception, intercourse, pregnant, voice breaking, Year 6 - wet dreams, ejaculation, erection, clitoris, contraception, prevention
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