



The PSHE Curriculum at Barrow CE Primary

PSHE Intent

At Barrow CE Primary, we intend to prepare children to reach their full potential in a world of challenge and change. Personal, Social and Health Education (PSHE) enables our children to become healthy, resilient and responsible members of a society. We intend to provide every pupil with opportunities to develop and help them understand their mental, social and physical wellbeing and to discuss and tackle current social, cultural and moral issues in the world around them. Our children learn about core British Values, their rights and responsibilities and appreciate what it means to be a member of a diverse society through our 'No Outsiders' ethos. All pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to our school and the wider community. Ultimately, our intent is that our curriculum empowers each of our pupils to let their light shine and to make a positive difference whenever, and wherever, they can. "Let your light shine" Matthew 5:16

PSHE Implementation

Our staff plan a PSHE curriculum which suits the current needs and interest of our pupils. Our curriculum is supported by the objectives set out by The PSHE Association and the 'No Outsiders' programme. All pupils from Reception to Year 6 work within this curriculum, which covers topics including citizenship, personal safety, drug education, financial education, relationships and sex education (RSE) and the importance of a healthy lifestyle. Our 'No Outsiders' policy ensures that pupils are taught about the nine protected characteristics as outlined in The Equality Act 2010 and promotes our ethos that everyone is welcome in our school. We provide a safe and nurturing environment in which pupils can openly discuss topics and develop and share their opinions. Our teachers also discuss and tackle issues and topics which are personal to their own class to ensure that our provision meets the needs of all pupils. Furthermore, we promote core British values through whole school assemblies and lessons, linked where possible to other curriculum subjects such as History, ensuring that all pupils know they have a voice, learn the importance of respect and understand how our school and country are run. As part of our British Values teaching, our pupils are encouraged to help develop our school and their learning. Each class is represented on our School Council who hold fortnightly meetings to share concerns, successes and enact changes across our school. Upper Key Stage 2 pupils are encouraged to take an active role in supporting their fellow pupils and can apply for additional responsibilities, including Sports Ambassadors, Playtime Pals and Junior Safety Officers. Weekly achievement assemblies celebrate positive examples of learning and citizenship taking place throughout our school. This emphasis on positive mindset and behaviour is also reflected in our school behaviour policy, where we celebrate our pupils' positive behaviour choices and provide support for pupils with additional needs. Pupils also have access to themed weeks, days and assemblies throughout the year, Anti-bullying Week, Black History Month, Internet Safety Day and Health Week to provide more varied and valuable experiences. Through links with our community, including St Bartholomew's Church, other schools, charities, local hospices, homes for the elderly and the police service, our children apply their PSHE learning in wider contexts.

PSHE Impact

Work produced in 'No Outsiders' and PSHE lessons is shared through our Key Stage Big Books with a piece of reflective pupil voice, demonstrating the impact of learning. Pupil Voice is integral to PSHE so our staff use pupil voice feedback to assess individual learning, target topics where pupils need more support and to share positive practice with each other. PSHE delivery is monitored through observations, pupil voice reviews and feedback from our community. Our PSHE curriculum supports our pupils to become thoughtful, aspirational, resilient and responsible citizens in order to fully prepare for life in modern Britain and the wider world.

PSHE Curriculum Overview

Class	Autumn	Spring	Summer
Acorn (Rec. Y1 & Y2) Cycle A	<p>Living in the Wider World Rules in my school and home Using the internet My strengths Jobs in my community (Twinkl KS1 – Aiming High/Safety First)</p>	<p>Relationships Friends and families Privacy and permission Respecting myself and others (Twinkl KS1 – Digital Wellbeing/TEAM)</p>	<p>Health and Wellbeing Keeping safe and healthy What makes me unique? Managing my feelings (Twinkl KS1 – Think positive/Diverse Britain)</p>
Acorn (Rec. Y1 & Y2) Cycle B	<p>Relationships Making friends Managing secrets and asking for help Playing and working together (Twinkl KS1 – VIPs/Be yourself)</p>	<p>Living in the Wider World Belonging to a group Online content Looking after money (Twinkl KS1 – It's my body/One World)</p>	<p>Health and Wellbeing Keeping healthy Growing older Safety at home and new places (Twinkl KS1 – Money Matters/Growing Up)</p>
Willow (Y3, 4, 5 & 6) Cycle A	<p>Living in the Wider World Rules, laws, rights and freedoms Accessing information Different jobs and their skills (Twinkl – LKS2 One World/Aiming High)</p>	<p>Relationships Family life Responding to others Respectful behavior (Twinkl – LKS2 Be Yourself/Digital Matters)</p>	<p>Health and Wellbeing Healthy choices and habits Personal achievements and finding strength Puberty (Yr 5&6) Risks and hazards (Twinkl – LKS2 Think Positive/Growing Up)</p>
Willow (Y3, 4, 5 & 6) Cycle B	<p>Relationships Positive friendships Responding to hurtful behaviours and risks Respecting similarities and differences (Twinkl - LKS2 – VIPs/TEAM)</p>	<p>Living in the Wider World Living in a community Use and storage of data Keeping money safe (Twinkl LKS2 – Diverse Britain/Money Matters)</p>	<p>Health and Wellbeing Maintaining a balanced lifestyle Puberty (Yr 5&6) Drugs in everyday life Managing transitions and independence (Twinkl LKS2 – It's my Body/Safety First)</p>
Willow (Y3, 4, 5 & 6) Cycle C	<p>Living in the Wider World Protecting the environment The media Finding a career (Twinkl - UKS2 One World/Aiming High)</p>	<p>Relationships Managing peer influence and friendship Physical contact and feeling safe Discrimination (Twinkl UKS2 Be Yourself/ Digital Matters)</p>	<p>Health and Wellbeing Healthy habits Personal identity Puberty (Yr 5&6) Keeping safe (Twinkl UKS2 - Think Positive/Growing Up)</p>
Willow (Y3, 4, 5 & 6) Cycle D	<p>Relationships Attraction to others Recognising and managing pressure Expressing and respecting opinions (Twinkl UKS2 VIPs/TEAM)</p>	<p>Living in the Wider World Valuing diversity Sharing safely online Money and financial risks (Twinkl UKS2 – Diverse Britain/Money Matters)</p>	<p>Health and Wellbeing Taking care of my mental health Puberty (Yr 5&6) Managing transitions and independence Drugs (Twinkl UKS2 – It's my Body/Safety First)</p>

Cycle	Term	Question	Topics	Knowledge	Skills	Vocabulary
Acom Cycle A	Autumn	Living in the Wider World Twinkl KS1 – Aiming High Safety First	<ul style="list-style-type: none"> Rules in my school and home Using the internet My strengths Jobs in my community 	<ul style="list-style-type: none"> I know how to contribute to the life of the classroom and school. I know good manners (including eating with a knife and fork, saying please and thank you, sitting at a table). I know that different people have different needs. I know how we care for people, animals and other living things in different ways. I know how to look after the environment, e.g. recycling. I know how and why people use the internet and reasons why it is good. I know basic rules for keeping safe online, what information to keep to myself and how to communicate safely online. I know who to tell if I see something online that makes me feel worried, unhappy or scared. I know that everyone had different strength, in and out of school. I know that different strengths and interests are needed for different jobs. I know about different jobs in my community. 	<ul style="list-style-type: none"> Make and agree group and class rules and to understand how these rules help them. Make rules for keeping safe online. Use cutlery when eating and sit at a table. Identify benefits of the internet and digital devices. Identify their own strengths in and out of school. Identify different jobs, including which ones help their community and why they are important. 	Internet Manners Please Thank you Needs Job
	Spring	Relationships Twinkl KS1 – Digital wellbeing TEAM	<ul style="list-style-type: none"> Friends and families Privacy and permission Respecting ourselves and others 	<ul style="list-style-type: none"> I know who cares for me (e.g. my family, friends, teachers,) and how they care for me. I know what a family is and how some families can be different, e.g. single parents, same-sex parents. I know that it's important to tell someone if I'm worried. I know that somebody's feeling and bodies can be hurt and who to ask for help. I know what it means to keep something private, including parts of my body. I know different types of touch, to ask permission before I touch other and how people feel may feel when touched (e.g. hugs, punches, tickling). I know how to ask for and give/not give my permission. I know examples of kind and unkind behaviour and how they make people feel. I know what respect means. I know to follow class rules, be polite to others, share and take turns. 	<ul style="list-style-type: none"> Identify the people who love them and ways they show they care. Communicate clearly when they are worried and what is worrying them. Communicate clearly if being touched makes them feel uncomfortable or unsafe. Judge what kind of physical contact is acceptable/unacceptable, or comfortable/ uncomfortable Make, agree and follow class rules. Share with others. Take turns in different situations (e.g. speaking, playing). 	Share Take turns Private Respect Permission Family
	Summer	Health and Wellbeing Twinkl KS1 – Think Positive Diverse Britain	<ul style="list-style-type: none"> Keeping healthy and safe What make me unique? Managing my feelings 	<ul style="list-style-type: none"> I know what healthy means and why being healthy is important. I know ways that I can look after myself everyday I know about basic hygiene routines, e.g. hand washing. I know which foods are healthy and unhealthy. I know about physical activity and why it keeps us healthy. I know how to keep safe in the sun. I know different types of play (indoor, outdoor, online) and why it's important to take breaks. I know what makes me unique, including my likes and dislikes, what I am good at, and why there will never be another me. I know how I am the same and different to others. I know what to do when I find things difficult and whom to tell. I know about different kinds of good and not so good feelings and how this can affect how they behave. I know how rules keep us safe and why some things have age restrictions. 	<ul style="list-style-type: none"> Identify key people who can help them stay healthy, e.g. parents, doctors, nurses, dentists, lunch supervisors. Follow routines for washing their hands thoroughly. Recognise different feelings in themselves and others using facial cues and behaviour. Begin to manage emotions when faced with difficulty. Safely apply sun cream. 	Healthy Unhealthy Feelings Hygiene Likes/dislikes Safe

Acorn Cycle B	Autumn	Relationships Twinkl KS1 – VIPs/ Be Yourself	<ul style="list-style-type: none"> Making friends Managing secrets and asking for help Playing and working together 	<ul style="list-style-type: none"> I know what makes a good friend, e.g. kindness, listening. I know different ways to meet and make new friends. I know what can cause arguments between friends. I know when I or someone else is feeling lonely or unhappy. I know examples of hurtful behaviour and what to do if I see or experience hurtful behaviour, including online. I know the difference between teasing and bullying, different types of bullying and what to do if I or someone else is being bullied. I know how someone may feel if they are being bullied. I know the difference between happy surprises and secrets that make me feel uncomfortable/worried and how to get help. I know things that I have in common with other people. I know that my friends can have both similarities and differences. 	<ul style="list-style-type: none"> Demonstrate positive play with friends, e.g. joining in and including others. Resolve arguments positively. Ask for help when they or someone else is feeling lonely or unhappy. Develop strategies to recognise and resist pressure to do something they don't want to do. Use appropriate vocabulary to ask for help if they feel unsafe or worried. Play and work cooperatively in different groups and situations. Share ideas and listen to others, taking part in discussion and giving reasoning for their answers. 	Friendship Lonely Bullying Secrets Surprise Similarities/differences
	Spring	Living in the Wider World Twinkl KS1 – It's my body/One World	<ul style="list-style-type: none"> Belonging to a group Online content Looking after money 	<ul style="list-style-type: none"> I know about being a part of different groups and my role in these groups, e.g. class, teams, faith groups. I know the different rights and responsibilities I and others have in school and in my community. I know how a community can help people from different groups to feel included. I know that we are all equal. I know different ways in which I can access the internet. I know the purpose and value of the internet and that some of the information is factual and some is for entertainment. I know that information online might not always be true. I know what money, its different forms and ways of paying. I know how money can be kept, looked after and spent. I know that people are paid money for their job. 	<ul style="list-style-type: none"> Name different groups they are a part of in their community. Recognise how they are the same and different to others in their community. Recognise the difference between needs and wants and identify examples of each. Begin making choices about how to spend money, thinking about needs and wants. 	Rights Responsibility Community Equal Factual Money
	Summer	Health and Wellbeing Twinkl KS1 – Money Matters/Growing Up	<ul style="list-style-type: none"> Keeping healthy Growing older Safety at home and in new places 	<ul style="list-style-type: none"> I know routines and habits for maintaining good physical and mental health. I know sleep and rest are important for growing and keeping healthy. I know that medicines, including vaccinations, can help people stay healthy. I know the importance of brushing teeth and visiting dentists. I know ways to feel good, calm down and change my mood, e.g. listening to music. I know when to ask for help with my feelings and to help others with their feelings and that asking for help is okay. I know about the human life cycle and how people grow from young to old, including how our needs and bodies change as we grow. I know the names of the main parts of the body, including my private parts. I know about changes as I grow, e.g. moving to a new class, setting goals and new opportunities and responsibilities. I know how to keep safe in familiar and new situations, e.g. in school, online, 'out and about'. I know how to keep safe at home, e.g. electronics, fire safety and medicine/household products. I know about things that people can put on their skin or into their bodies, e.g. medicines or creams, and how they can affect people. I know how to respond if there is an accident and someone is hurt. I know whose job it is to keep me safe and how to get help in an emergency. 	<ul style="list-style-type: none"> Demonstrate routines for good dental hygiene. Describe and share a range of feelings. Manage big feelings including those associated with change, loss and bereavement. Support themselves and others with their feelings. Identify and name the main parts of the body including external genitalia, e.g. vulva, vagina, penis, testicles. Recognise risks in everyday situations, e.g. road, water, rail and medicines. Identify potential unsafe situations, who can keep them safe in these situations and steps they can take to avoid or remove themselves from danger. Make an emergency call to 999 and what to say if there is an accident. 	Mental health Vaccination Risk Emergency (999) Vagina Penis

Willow Cycle A	Autumn	<p>Living in the Wider world</p> <p>Twinkl – LKS2 One World/Aiming High</p>	<ul style="list-style-type: none"> Rules, laws, rights and freedoms Accessing information Different jobs and skills 	<ul style="list-style-type: none"> I know why we have rules and laws in wider society. I know why it is important to follow the law and what may happen if rules and laws are broken. I know what human rights are and how they protect people. I know that I have rights and also responsibilities as a child. I know that with every right, there is also a responsibility, e.g. the right to an education and the responsibility to learn. I know how the internet can be used positively for leisure, school and work. I know how images and information online can be changed and why this happens. I know about jobs in different sectors, e.g. education, business, charity. I know that people can have more than one job at once or over their lifetime. I know common myths and gender stereotypes related to work. I know some of the skills needed to do a job, such as teamwork and decision making. I know what my interests, skills and achievements are and how these might link to my future job. 	<ul style="list-style-type: none"> Identify basic examples of human rights, including the rights of children. Recognise online images and information that have been alerted or adapted. Use strategies to recognise whether something online is true or accurate. Evaluate whether a website or game is suitable and appropriate for their age-group. Make safe, reliable choices from search results. How to report something online that concerns them, e.g. images, content or communication. Challenge work stereotypes through examples of roles models, e.g. women in STEM. Set goals they would like to achieve this year, e.g. learn a new home. 	<p>Law Society</p> <p>Human rights</p> <p>Stereotype</p> <p>Job sectors</p> <p>Goals</p>
	Spring	<p>Relationships</p> <p>Twinkl – LKS2 Be Yourself Digital Wellbeing</p>	<ul style="list-style-type: none"> Features of family life Responding to others Respectful behaviour 	<ul style="list-style-type: none"> I know about and respect different types of families and parents, including single, same-sex, step, blended, foster and adoptive. I know that a family provides support, stability and love. I know different ways that people can care for each other, e.g. support and encouragement. I know what to do and who to tell if a family relationship makes me feel unhappy or unsafe. I know what is okay to share with friends, my class, family and wider social groups, including online. I know what privacy and personal boundaries are, including online. I know basic strategies to keep me safe online, e.g. trusted websites, passwords and adult supervision. I know that bullying and hurtful behaviour is always unacceptable, the effects and consequences of bullying and what to do if I see or experience bullying. I know about cyberbullying and its similarities and difference to face-to-face bullying I know what self-respect is and my right to be treated with respect by others. I know what it means to be treated and to treat others politely. I know ways in which people show respect and courtesy in different cultures and in wider society. 	<ul style="list-style-type: none"> Name positive aspects of being part of a family, e.g. spending time together and caring for each other. Identify when something in a family might make someone upset or worried. Recognise respectful behaviours, e.g. helping, including others, being responsible. Model respectful behaviour in different situations, e.g. at home, in school, online. 	<p>Stepmother/father</p> <p>Blended family</p> <p>Foster</p> <p>Adoptive</p> <p>Boundaries</p> <p>Self-respect</p>
	Summer	<p>Health and Wellbeing</p> <p>Twinkl – LKS2 Think Positive Growing Up</p>	<ul style="list-style-type: none"> Healthy choices and habits Personal achievements and finding strength Risks and hazards Puberty (Yr 5&6) 	<ul style="list-style-type: none"> I know choices that people make in daily life could affect their health, what can help people to make healthy choices and what might negatively influence them. I know about habits and how they can be maintained, changed or stopped. I know the positive and negative effects of habits on a healthy lifestyle, e.g. too much sugar and regular exercise. I know what a healthy, balanced diet is, including what foods should be eaten regularly or just occasionally and the risks associated with an unhealthy diet. I know that exercise is good for my mental and physical health. I know things that affect feelings positively and negatively. I know some of the different ways people express feelings, e.g. words, actions, body language. I know that feelings can change overtime and become more or less powerful. I know that everyone is an individual and has unique and valuable contributions to make. I know common challenges to self-worth, e.g. finding work difficult, friendship issues. 	<ul style="list-style-type: none"> Identify healthy and unhealthy choices, in relation to food, sleep, exercise. Use strategies to identify and talk about their feelings. Plan a healthy diet and changes they can make in school and at home. Identify how they are active in and out of school and plan changes they can make. Recognise how strengths and interests form part of a person's identity. Identify their own personal strengths and interests and what they are proud of in and out of school. Use basic strategies to manage and reframe setbacks, e.g. ask for help, try again, remember their strengths. Identify typical hazards at home and school. 	<p>Habit</p> <p>Individuality</p> <p>Self-worth</p> <p>Identity</p> <p>Setbacks</p> <p>Hazards</p> <p>Puberty</p> <p>Personal Hygiene</p> <p>Reproductive organs</p>

				<ul style="list-style-type: none"> I know about fire safety at home, including the need for smoke alarms. I know the importance of following safety rules from parents and other adults. I know how to help keep myself safe in the local environment or unfamiliar places, e.g. rail, road, water and firework safety. I know about the physical and emotional changes during puberty. I know the importance of personal hygiene routines during puberty including washing regularly and using deodorant. I know how to discuss the challenges of puberty with a trusted adult and how to get information, help and advice. 	<ul style="list-style-type: none"> Predict, assess and manage risk in everyday situations, e.g. roads, in kitchens. 	
Willow Cycle B	Autumn	Relationships Twinkl – LKS2 VIPs/TEAM	<ul style="list-style-type: none"> Positive friendships Responding to hurtful behaviour and risk Respecting similarities and differences 	<ul style="list-style-type: none"> I know the features of a positive healthy friendship, such as mutual respect, trust and shared interests I know how to seek support with friendships if I feel lonely or excluded. I know that knowing someone online is different to knowing someone face to face and the risks in communicating with someone I don't know. I know what to do and whom to tell if I am worried about any contact online. I know how to respond if I witness or experience hurtful behaviour or bullying. I know the difference between playful dares and dares which put someone under pressure, at risk or make them uncomfortable. I know how to manage pressure associated with dares. I know when it is right to keep or break confidence or share a secret. I know how people may behave differently online, including pretending to be someone they are not. I know how to report concerns about someone's behaviour, including online. I know the importance of respecting the differences and similarities between people. I know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). 	<ul style="list-style-type: none"> Use strategies to build friendships. Communicate respectfully with friends using digital devices. Differentiate between playful teasing, hurtful behaviour and bullying. Recognise risks online such as harmful content or contact. Recognise differences between people, such as race, gender and faith. Recognise what they have in common with other, e.g. shared values, likes/dislikes, aspirations. Use appropriate vocabulary to sensitively discuss difference and include everyone. 	Dare Pressure Aspirations Gender Race Faith
	Spring	Living in the Wider World Twinkl – LKS2 Diverse Britain MoneyMatters	<ul style="list-style-type: none"> Living in a community Use and storage of data Keeping money safe 	<ul style="list-style-type: none"> I know the meaning and benefits of living in a community. I know about the different groups that make up and contribute to a community. I know about the individuals and groups that help the local community, including through volunteering and work. I know that everything shared online has a digital footprint. I know that organisations can use personal information to encourage people to buy things. I know why people might choose to buy or not buy something online, e.g. seeing an advert. I know that search engines are ordered based on the popularity of the website and that this can affect what information people access. I know how people make different spending decisions based on their budget, values and needs. I know how to keep track of money and why it is important to know how much is being spent. I know about different ways to pay for things and the reasons for using them. I know that how people spend money can have positive and negative effects on others, e.g. charity, single use plastic. 	<ul style="list-style-type: none"> Recognise the different communities they belong to as well as school. Show compassion towards others in need and the recognise the shared responsibilities of caring for them. Recognise what online adverts look like. Compare content shared for factual purposes and for advertising. 	Community Digital footprint Search engine Compassion Budget

	Summer	<p>Health and Wellbeing</p> <p>Twinkl – LKS2 It's my Body Safety First</p>	<ul style="list-style-type: none"> Maintaining a balanced lifestyle Puberty 	<ul style="list-style-type: none"> I know what good physical health means and how to recognise early signs of physical illness. I know that common illnesses can be quickly and easily treated with the right care, e.g. visiting the doctor. I know how to maintain oral and dental health. I know it is important to regularly visit the dentist and the effects of different food, drink and substances on dental health. 	<ul style="list-style-type: none"> Identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally Demonstrate routines for good oral/dental hygiene, such as brushing and flossing. 	<p>Drug Addict/addiction Puberty Personal hygiene Reproductive organs</p>
			<ul style="list-style-type: none"> Drugs in everyday life 	<ul style="list-style-type: none"> I know the importance of taking medicines correctly and using household products safely. I know what is meant by a 'drug' and that common drugs, e.g. cigarettes, alcohol and medicines, can affect health and wellbeing. I know that for some people using drugs can become a habit which is difficult to break. I know about the physical and emotional changes during puberty. I know the importance of personal hygiene routines during puberty including washing regularly and using deodorant. I know how to discuss the challenges of puberty with a trusted adult and how to get information, help and advice. 	<ul style="list-style-type: none"> Identify some of the effects related to different drugs and that all drugs may have side effects. Identify some of the risks associated with drugs common to everyday life. Identify external genitalia and reproductive organs. 	
Willow Cycle C	Autumn	<p>Living in the Wider World</p> <p>Twinkl – UKS2 One World Aiming High</p>	<ul style="list-style-type: none"> Protecting the environment The media Finding a career 	<ul style="list-style-type: none"> I know how resources are allocated and the effect this has on individuals, communities and the environment. I know the importance of protecting the environment and how everyday actions can either support or damage it. I know about the way money is spent and how it affects the environment. I know that some media and online content promotes stereotypes. I know how to assess which search results are more reliable. I know how devices store and share information. I know the role ambition can play in achieving a future career. I know how or why someone might choose a certain career and what might influence people's decision about a job or career, including pay, working conditions, personal interests, family, values. I know about the importance of diversity and inclusion to promote people's career opportunities. I know about stereotyping in the workplace, its impact and how to challenge it. I know that there are a variety of routes into work, e.g. college, apprenticeships, university, training. 	<ul style="list-style-type: none"> Show compassion for the environment, animals and other living things. Express their own opinions about their responsibility towards the environment. Identify different types of media and their different purposes, e.g. to entertain, inform, persuade or advertise. Use basic strategies to assess whether content online is based on fact, opinion or is biased. Recognise unsafe or suspicious content online. Identify jobs that they might like to do in the future. 	<p>Media Career Ambition Diversity Inclusion Biased</p>

	<p>Spring</p>	<p>Relationships</p> <p>Twinkl – UKS2 Be Yourself Digital Wellbeing</p>	<ul style="list-style-type: none"> Managing peer influence and friendships Physical contact and feeling safe Discrimination 	<ul style="list-style-type: none"> I know what makes a healthy friendship and how to make people feel included. I know about peer influence and how it can make people feel or behave. I know the impact of the need for peer approval in different situations, including online. I know that it is common for friendships to experience challenges. I know that friendships can change over time and the benefits of having new and different types of friends. I know when and how to seek support in relation to friendship. I know how to ask for, give and not give permission for physical contact, how to respond to unwanted or unacceptable contact and whom to tell if I am concerned. I know how it feels in a person's mind and body when they are uncomfortable. I know that it's never someone's fault if they have experienced unacceptable contact. I know that no one should ask me to keep a secret that makes me feel uncomfortable or try to persuade me to keep a secret I am worried about. I know what discrimination means, different types of discrimination, e.g. racism, sexism, homophobia and the impact of discrimination on individuals, groups and wider society. I know ways to safely challenge discrimination and how to report discrimination online. 	<ul style="list-style-type: none"> Use strategies to help someone feel included. Use strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication. Use strategies to positively resolve disputes and reconcile differences in friendships. Recognise if a friendship is making them feel unsafe, worried or uncomfortable. Identify what physical touch is acceptable/unacceptable, wanted/unwanted in different situations. Recognise that everyone should be treated equally. Identify online bullying and discrimination of groups or individuals, e.g. trolling and harassment. Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. 	<p>Peer influence Discrimination (racism, sexism, homophobia) Trolling Harassment Permission</p>
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	<p>Summer</p>	<p>Health and Wellbeing</p> <p>Twinkl – UKS2 Think Positive Growing Up</p>	<ul style="list-style-type: none"> Healthy habits Personal identity Puberty (Y5&6) Keeping safe 	<ul style="list-style-type: none"> I know how sleep contributes to a healthy lifestyle and how to maintain healthy sleep strategies. I know about the benefits of being outdoors for physical and mental health. I know how to manage risk of sun exposure, including skin damage and heat stroke. I know how medicines can contribute to health and how allergies can be managed. I know that some diseases can be prevented by vaccinations and immunisations. I know that viruses and bacteria can affect health and that the spread of these can be prevented with everyday hygiene. I know about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies. I know that for some people their gender identity does not correspond with their biological sex. I know ways to boost my mood and improve my emotional wellbeing. I know about the link between participating in interests, hobbies and community groups and wellbeing. I know how to respond in an emergency, including when and how to contact different emergency services. I know key facts about the menstrual cycle and menstrual wellbeing, erections, wet dreams. I know strategies to manage the changes during puberty including menstruation. 	<ul style="list-style-type: none"> Recognise the shared responsibility of keeping a clean environment, including making rules for their local environment. Recognise, respect and express their individuality and personal qualities. Identify when situations are becoming risky, unsafe or an emergency. Identify occasions where they can take responsibility for their own safety. Differentiate between positive risk taking, e.g. trying a new challenging sport, and dangerous behaviour. Use basic first aid for common injuries. 	<p>Immunisation Gender identity Menstrual cycle Erection Wet dream</p>
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Willow Cycle D	Autumn	Relationships Twinkl – UKS2 VIPs/TEAM	<ul style="list-style-type: none"> Attraction to others Recognising and managing pressure Expressing and respecting opinions 	<ul style="list-style-type: none"> I know what it means to be attracted to someone and different kinds of loving relationships. I know ways in which a relationship can be unhealthy and whom to talk to if I need support. I know that people who love each other can be of any gender, ethnicity or faith. I know the difference between gender identity and sexual orientation and everyone's right to be loved. I know about the qualities of healthy relationship that help individuals flourish. I know ways in which couples show their love and commitment to one another, including those who are not married or live apart. I know what marriage and civil partnership mean. I know people have the right to choose whom they marry, whether to get married and that being forced to marry is illegal. I know how and when to report forced marriage or ask for help. I know about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong. I know how to get advice and report concerns about personal safety. I know what consent means and how to seek and give/not give permission in different situations. I know about the link between values and behaviour and how to be a positive role model. 	<ul style="list-style-type: none"> Compare the features of healthy and unhealthy friendship. Use strategies to respond to pressure from friends. Assess the risk of different online 'challenges' and 'dares'. Recognise and respond to pressure from other to do something unsafe or that makes them feel uncomfortable. Discuss issues respectfully Listen to and respect other points of view. Constructively challenge points of view with which they disagree. Participate effectively in discussion online and manage conflict or disagreements. 	Sexual orientation Forced marriage Consent
	Spring	Living in the Wider World	<ul style="list-style-type: none"> Valuing diversity Sharing safely online Money and financial risks 	<ul style="list-style-type: none"> I know what prejudice means. I know strategies to safely respond to and challenge discrimination. I know how stereotypes are perpetuated and how to challenge this. I know about the benefits of safe internet use, e.g. learning, connecting and communicating. I know how and why images online might be manipulated, altered or faked. 	<ul style="list-style-type: none"> Differentiate between prejudice and discrimination. Recognise acts of discrimination. Recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups. Recognise when images have been altered. 	Prejudice Critical consumer Debt Fraud Gambling Scam

		Twinkl – UKS2 Diverse Britain Money Matters		<ul style="list-style-type: none"> • I know that images and texts can be quickly shared with others, even when only sent to one person, and what the impact of this might be. • I know how to protect personal information online. • I know how to report the misuse of personal information or sharing of upsetting content/images online. • I know why people choose to communicate through social media and some of the risks and challenges of doing so. • I know that social media sites have age restrictions and regulations for use and the reasons why some media and online content is not appropriate for children. • I know how online content can be designed to manipulate people's emotions and encourages them to read and share things. • I know about sharing online, including rules and laws, and what to do if I take, share or come across an image which may upset, hurt or embarrass me or others. • I know how to report inappropriate online content or contact. • I know about the role that money plays in people's lives, attitudes towards it and influences decisions about money. • I know about value for money and how to judge if something is value for money. • I know how companies encourage customers to buy things and why it is important to be a critical consumer. • I know how having or not having money can impact a person's emotions, health and wellbeing. • I know about common risks associated with money, including debt, fraud and gambling. • I know how money can be gained or lost e.g. stole, through scams or gambling, and how these put people at financial risk. • I know how to get help if I am concerned about gambling or financial risk. 	<ul style="list-style-type: none"> • Recognise what is appropriate to share online. • Identify potential risks of personal information being misused. • Develop strategies for dealing with requests for personal information or images. • Identify types of images that are appropriate to share with others and those which are not. 	
Summer	Health and Wellbeing Twinkl – UKS2 It's my Body Safety First	<ul style="list-style-type: none"> • Taking care of my mental health • Puberty (Y5&6) • Managing transitions and independence • Keeping safe 	<ul style="list-style-type: none"> • I know that mental health is just as important as physical health and that I need to care for both. • I know that anyone can be affected by mental ill-health and difficulties can be resolved with support. • I know how negative experiences, such as bullying or loneliness, can affect mental health. • I know that there are situations when someone may experience mixed or conflicting feeling. • I know how feelings can often be helpful whilst recognising that they sometimes need to be overcome. • I know the importance of asking for support from a trusted adult. • I know about the physical and emotional changes during puberty. • I know the importance of personal hygiene routines during puberty including washing regularly and using deodorant. • I know how to discuss the challenges of puberty with a trusted adult and how to get information, help and advice. • I know about the changes that may occur in life, including death, and how these can cause conflicting feelings. • I know that changes can mean people experience loss or grief and how these feelings may be expressed. • I know strategies that can help someone cope with change or loss, including how and who to ask for help. • I know to balance time online with other activities to support my health and wellbeing. • I know what being more independent might be like and how it may feel. • I know about the transition to secondary school, how this might affect me, how relationships may change and how I can manage the transition. • I know about the different age rating systems and why they are important to help make safe decisions. • I know about the risks and effects of different drugs. 	<ul style="list-style-type: none"> • Use positive strategies for managing feelings and their mental health. • Recognise when they and others may need to ask for help and support with mental health in and out of school. • Devise strategies to manage time spent online and foster positive habits, e.g. switching phones off at night. • Recognise changes as they grow, e.g. increasing independence. • Recognise reasons why people choose to use or not use drugs, including everyday drugs as well as illegal drugs. 	Mental ill-health Transition	

				<ul style="list-style-type: none">• I know about the laws relating to everyday drugs and illegal drugs.• I know organisation where people can get help and support for drug use and how to ask for help if I'm concerned.• I know about mixed messages in the media about drug use and how they might influence opinions and decisions.		
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