

CYCLE A

Year 1 PSHE Key Skills	Health and Well-being	Living in the wider world	Relationships
Autumn 1 Feelings, emotions, opinions Key Concepts: Resilience, response	<ul style="list-style-type: none"> Identify and name some feelings. With support, they can express and manage their feelings and are able to express some of their positive qualities Understand people have different likes and dislikes. Share their likes and dislikes. With support they can set themselves simple, short term goals. <p>Greater Depth:</p> <ul style="list-style-type: none"> Express and manage their feelings effectively, talk about their positive qualities and explain why these are positive. 	<ul style="list-style-type: none"> Children are beginning to be confident in themselves within the wider world. 	<ul style="list-style-type: none"> To understand how to respond to others emotions appropriately. <p>Greater depth:</p> <ul style="list-style-type: none"> Children can express their positive qualities to others and can start to identify them in other people.
Autumn 2 Anti-bullying Key Concept: Relationships: unkindness, resolutions	<ul style="list-style-type: none"> Children can identify who will take care of them within families/safe spaces (helping hands). 	<ul style="list-style-type: none"> Children begin to understand the impact of bullying on peers. 	<ul style="list-style-type: none"> Begin to understand what bullying is and to recognise that it is wrong. They are able to list some ways to get help if it is happening. With adult support, have some understanding of the effect of their behaviour on other people and cooperate in some less demanding situations. Describe simple similarities and differences between people and explain, with support, some ways family and friends should care for one another. Know how to listen appropriately. Take turns to speak with one other person or in a small group, and answer simple questions relation to topical issues. <p>Greater Depth:</p> <ul style="list-style-type: none"> To be able to independently have some understanding of the effect of their behaviour on other people and cooperate in some less demanding situations.
Spring 1 Healthy living Key concepts: Health and wellbeing: hygiene, diet	<ul style="list-style-type: none"> List and describe some things that keep them healthy, and with support make simple choices about aspects of their health. Know the basic ways of keeping clean, name the main parts of the body and show a basic understand of how people grow from young to old. <p>Greater Depth:</p> <ul style="list-style-type: none"> Independently be able to list the features of a healthy lifestyle and how to maintain it. 	<ul style="list-style-type: none"> To know who can help us with improving our healthy living (dentists, personal trainers, doctors) 	
Spring 2 Ways of keeping physically and emotionally safe Key concepts: Health and Wellbeing: emergency services, citizenship, boundaries	<ul style="list-style-type: none"> To understand the meaning of ‘safe’ and begin to use real life examples to describe it. Be able to list some harmful household products and medicines, and, with support, understand some of their harmful aspects and how to keep safe in familiar situations <p>Greater Depth:</p> <ul style="list-style-type: none"> Independently able to explain and demonstrate how to keep safe. 	<ul style="list-style-type: none"> Children are able to identify harmful items in their environment. To know who can help us outside of our helping hands (999) 	<ul style="list-style-type: none"> Children will be able to list their helping hands to go to if they feel unsafe.
Summer 1 Rights and responsibilities Key concept	<ul style="list-style-type: none"> To begin to understand the effects of a wrong choice on their mental health. 	<ul style="list-style-type: none"> With support, recognise simple choices they can make, and usually recognise the difference between right and wrong. Understand the rules for their group and classroom, and follow them, sometimes needing support or reminders. 	<ul style="list-style-type: none"> Children will be exposed to the impact on peers when making wrong choices.

<p>LWW: responsibilities human rights, citizenship</p>		<p>Greater Depth:</p> <ul style="list-style-type: none"> • Recognise the difference between right and wrong and give some explanations why the scenario/choice is right or wrong. • Understand and obey classroom and school rules and adapt their behaviour to different situations without needing reminders. 	
<p>Summer 2 Money and enterprise. Key concepts LWW: money savings aspiration/ innovation</p>	<ul style="list-style-type: none"> • To begin to understand the consequences of not saving money on people's mental health. 	<ul style="list-style-type: none"> • Explain in simple terms where money comes from and some different ways in which it can be used. <p>Greater depth:</p> <ul style="list-style-type: none"> • Have their own ideas about how they could contribute to the life of the class and the school. 	

Year 2 PSHE Key Skills	Health and Well-being	Living in the wider world	Relationships
Autumn 1 Feelings, emotions, opinions Key Concepts: Resilience, response	<ul style="list-style-type: none"> Express some of their positive qualities and identify, name and demonstrate that they can manage some of their feelings Understand the purpose of goal setting. Share their views and opinions and set themselves simple goals. Some children will be able to set short term and long term goals. Make choices about wider aspects of their health and well-being. Greater Depth: <ul style="list-style-type: none"> Express and manage their feelings effectively, talk about their positive qualities and explain why these are positive but also how these can have an impact on other people around them. 	Greater depth: <ul style="list-style-type: none"> Children are able to appropriately voice their positive qualities without being boastful. 	<ul style="list-style-type: none"> Children able to express their opinions to others. Children beginning to be respectful towards the opinions of others.
Autumn 2 Anti-bullying Key Concept: Relationships: unkindness, resolutions	<ul style="list-style-type: none"> To be confident in listing the helping hands that are personal to them. Greater depth: <ul style="list-style-type: none"> Understand the importance of healthy relationships. Demonstrate how to build healthy relationships with their peers. 	<ul style="list-style-type: none"> Children to understand the impact of bullying on peers. 	<ul style="list-style-type: none"> Understand simple definitions of bullying, describe why bullying is wrong and simple strategies for dealing with it and how to help victims. Know their behaviour affects others. Recognise the effect of their behaviour on others, and be able to cooperate with others and support those with difficulties. Greater Depth: <ul style="list-style-type: none"> State a clear definition of what bullying is. Know that bullying is wrong and give strategies to help victims. Be able to talk about what effect bullying may have on the victim and show empathy towards them. If conflicts arise they are able to resolve these effectively and show compassion to others.
Spring 1 Healthy living Key concepts: Health and wellbeing: hygiene, diet	<ul style="list-style-type: none"> Can confidently make choices about wider aspects of their health and well-being, and know what keeps them healthy. Explain ways of keeping clean, name the parts of the body and describe some of the changes as people grow from young to old. Some children will be able to explain the implications of changing bodies as people get older. 	Greater Depth: <ul style="list-style-type: none"> Explain how to keep yourself and others safe in a variety of environments and give scenarios to support this. 	
Spring 2 Ways of keeping physically and emotionally safe Key concepts: Health and Wellbeing: emergency services, citizenship, boundaries	<ul style="list-style-type: none"> Describe confidently their knowledge of the harmful aspects of some household products and medicines. To explain the meaning of 'safe' and can use real life examples to describe it. Greater Depth: <ul style="list-style-type: none"> Explain how to keep yourself and others safe and give scenarios to support this. 	<ul style="list-style-type: none"> Can explain who outside of the helping hands can help us. Can remember the number of 999 and what to do if they need them. 	<ul style="list-style-type: none"> Understanding ways of keeping safe and ensuring the physical safety of others in familiar situations.

<p>Summer 1 Rights and responsibilities</p> <p>Key concept LWW: responsibilities human rights, citizenship</p>		<ul style="list-style-type: none"> Recognise and be able to describe more confidently choices they can make and the difference between right and wrong. Know why rules help them and refer to the rules in the context of their and others' behaviour. <p>Greater Depth:</p> <ul style="list-style-type: none"> Explain why something may be right or wrong and follow the right choices in school. Describe how the wrong choices may have an impact on yourself and others. 	<ul style="list-style-type: none"> Contribute more ideas for rules for the group and classroom.
<p>Summer 2 Money and enterprise.</p> <p>Key concepts LWW: money savings aspiration/innovation</p>		<ul style="list-style-type: none"> Understand and describe more confidently different groups and communities they belong to, including family and school, and contribute actively to the life of the class and school. Realise and be able to describe that money comes from different sources and that it can be used for different purposes. Independently explain what can happen if people didn't save their money. <p>Greater Depth:</p> <ul style="list-style-type: none"> To independently discuss solutions for improving their local environment/community in terms of money and money management. 	
<p>Year 3 PSHE Key Skills</p>	<p>Health and Well-being</p>	<p>Living in the wider world</p>	<p>Relationships</p>
<p>Autumn 1 Managing risks to physical and emotional health and wellbeing</p> <p>Key concepts: Health and wellbeing: consequences, hygiene</p>	<ul style="list-style-type: none"> Recognise their own worth, but with support need help in demonstrating and expressing it. They are also beginning to identify ways to face new challenges They are beginning to understand some of the bodily and emotional changes in their life, and with support, how to begin to deal with these. Begin to express simple ideas, with support, about how to develop healthy lifestyles. <p>Greater Depth:</p> <ul style="list-style-type: none"> Be able to explain how to support healthy lifestyles including good hygiene and how to stop the spread of infection. 		<ul style="list-style-type: none"> To begin to identify when another is affecting our own emotions and ask for support.
<p>Autumn 2 Positive and healthy relationships</p> <p>Key concepts: Relationships: positive relationships, maintenance</p>	<ul style="list-style-type: none"> Begin to identify, with support, some factors that affect how people think and feel. 		<ul style="list-style-type: none"> To begin to express their view, and listen to those of others, sometimes needing reminders about how to show respect for others (discussion on the protected characteristics). To begin to identify different types of relationships and how to maintain good relationships. <p>Greater Depth:</p> <ul style="list-style-type: none"> Understand and explain the risks of negative peer pressure and give simple suggestions as to how to deal with it.
<p>Spring 1 Respect diversity and equality</p> <p>Key concepts: LWW: support child's rights</p>		<ul style="list-style-type: none"> To understand that everyone has rights. With support begin to, research, discuss and debate topical issues, problems and events. To begin to understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules. 	<ul style="list-style-type: none"> Children are able to listen to others points of view and respond appropriately when they are not the same as their own.

		<ul style="list-style-type: none"> To begin to understand some of the range of national, regional, religious and ethnic identities in the UK and describe, with support, some of the different beliefs and values in society. <p>Greater Depth:</p> <ul style="list-style-type: none"> To begin to see similarities between different national, regional, religious and ethnic identities. 	
<p>Spring 2</p> <p>Risky or negative relationships</p> <p>Key concepts: Relationships: privacy boundaries</p>	<p>Greater depth</p> <ul style="list-style-type: none"> Be able to empathise with victims of bullying and explain how bullying might make them feel. 		<ul style="list-style-type: none"> Understand what bullying is and its' consequences. Begin to understand, with support, the nature and consequences of bullying, and ways of responding to it. Begin to recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of aggressive behaviours such as bullying on individuals. With support, begin to demonstrate respect and tolerance towards others. <p>Greater Depth:</p> <ul style="list-style-type: none"> Start to distinguish between falling out and bullying. Be able to empathise with victims of bullying and explain how bullying might make them feel.
<p>Summer 1</p> <p>Achievements, strengths and aspirations</p> <p>Key concepts: Health and wellbeing: innovation/ aspiration excellence</p>	<ul style="list-style-type: none"> To know that everyone experiences both success and failure and discuss their own strengths and areas for development. With support, discuss their own aspirations and goals. <p>Greater depth:</p> <ul style="list-style-type: none"> To independently reflect on their own goals for future growth 		<ul style="list-style-type: none"> Children are able to accept defeat graciously and congratulate others.
<p>Summer 2</p> <p>Respecting and protecting the environment</p> <p>Key concepts: LWW: citizenship sustainability</p>	<ul style="list-style-type: none"> Children able to understand what a healthy environment is and how to keep it healthy. 	<ul style="list-style-type: none"> To begin to understand that resources can be allocated in different ways and that these economic choices affect individuals. With support, to recognise the impact that this can have on the environment. <p>Greater Depth:</p> <ul style="list-style-type: none"> Why do you think some people have access to more resources than others? What is the impact of this? Are there any solutions we can provide for this? 	<p>Greater depth:</p> <ul style="list-style-type: none"> Children are able to consider why others may have more resources/access to resources than others, and discuss this with respect.
<p>Year 4 PSHE Key Skills</p>	<p>Health and Well-being</p>	<p>Living in the wider world</p>	<p>Relationships</p>
<p>Autumn 1</p> <p>Managing risks to physical and emotional health and wellbeing</p> <p>Key concepts: Health and</p>	<ul style="list-style-type: none"> Recognise their own worth and begin to be able to identify. They also can identify ways to face new challenges. Understand some of the bodily and emotional changes at puberty, and, with support, how to deal with these in a positive way. Express simple ideas about how to develop healthy lifestyles. <p>Greater Depth:</p>		<ul style="list-style-type: none"> Children are able to express the worth of others. To be able to identify when another is affecting our own emotions and access support.

<p>wellbeing: consequences, hygiene</p>	<ul style="list-style-type: none"> • Be able to explain confidently how to support healthy lifestyles including good hygiene and how to stop the spread of infection. 		
<p>Autumn 2 Positive and healthy relationships Key concepts: Relationships: positive relationships, maintenance</p>	<ul style="list-style-type: none"> • Children can identify how others feel and how their actions can affect others. 	<ul style="list-style-type: none"> • Children able to understand the cause of others emotions (why are feeling that way?) 	<ul style="list-style-type: none"> • Express their views, and listen to those of others. • Identify, with support, some factors that affect how people think and feel. • Identify different types of relationships, and with support, show ways to maintain good relationships. <p>Greater Depth:</p> <ul style="list-style-type: none"> • Distinguish between falling out and an unhealthy relationship. • Be able to empathise with others when they are feeling a strong emotion.
<p>Spring 1 Respect diversity and equality Key concepts: LWW: support child's rights</p>	<ul style="list-style-type: none"> • To understand and explain how everyone is different (discussion about protected characteristics). 	<ul style="list-style-type: none"> • To list the 5 basic human rights. • With support, research, discuss and debate topical issues, problems and events. • Understand why and how rules are made and enforces, why different rules are needed in different situations and take part in making and changing rules. • Understand some of the range of national, regional, religious and ethnic identities in the UK and describe, some of the different beliefs and values in society. <p>Greater Depth:</p> <ul style="list-style-type: none"> • To begin to see similarities between different national, regional, religious and ethnic identities and understand that despite differences, there may be shared values and beliefs. 	<ul style="list-style-type: none"> • Children able to debate with others, valuing their opinions and views which may be different to their own.
<p>Spring 2 Risky or negative relationships Key concepts: Relationships: privacy boundaries</p>	<ul style="list-style-type: none"> • Know what negative peer pressure is. Make judgements and decision and list, some ways of resisting negative peer pressures around issues affecting their health and well-being. 		<ul style="list-style-type: none"> • Understand the nature and consequences of bullying, and ways of responding to it. • Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities. • Demonstrate respect and tolerance towards others, sometimes needing reminders to do so, and with support, resolve difference by looking at alternatives, making decisions and explaining choices. <p>Greater Depth:</p> <ul style="list-style-type: none"> • Independently, demonstrate respect and tolerance towards others.
<p>Summer 1 Achievements , strengths and aspirations Key concepts: Health and wellbeing: innovation/ aspiration excellence</p>	<ul style="list-style-type: none"> • To understand that everyone experiences both success and failure • To discuss their own strengths and areas for development. • Explain their own aspirations and goals. <p>Greater depth:</p> <ul style="list-style-type: none"> • To independently reflect on their own goals for future growth 		<ul style="list-style-type: none"> • Children to be able to confidently share their aspirations or goals with others. • Children to be able to be respectful towards others aspirations or goals even if they are different from their own.

<p>Summer 2 Respecting and protecting the environment Key concepts: LWW: citizenship sustainability</p>	<ul style="list-style-type: none"> Children to know that a healthy environment benefits their mental well-being. 	<ul style="list-style-type: none"> Understand, with support, that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. <p>Greater Depth</p> <ul style="list-style-type: none"> To understand that there are different stakeholders when resources are allocated and start to empathise with more than one point of view. 	<ul style="list-style-type: none"> Children are able to discuss with others suitable ways in which we can protect our environment and make positive choices to act upon within our environment.
<p>Year 5</p>	<p>Health and Well-being</p>	<p>Living in the wider world</p>	<p>Relationships</p>
<p>Autumn 1 Keeping safe (e-safety) Key concepts: Health and wellbeing: online safety, citizenship</p>	<ul style="list-style-type: none"> Make choices about healthy lifestyles (appropriate amount of time online, making good choices, etc.). Make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and well-being. <p>Greater Depth:</p> <ul style="list-style-type: none"> Understand and explain what is appropriate to share with others online. 		<ul style="list-style-type: none"> To understand that it is unsafe to talk to strangers online. To explain who they can talk to if they feel uncomfortable online.
<p>Autumn 2 Working together Key concepts: Relationships: resolution, respect</p>	<ul style="list-style-type: none"> To identify how conflict can have a negative impact on mental well-being. 	<ul style="list-style-type: none"> Understanding of the impact that poor behaviour and lack of teamwork can have on the wider world around us. Understanding of the impact that good behaviour and teamwork can have on the wider world around us. 	<ul style="list-style-type: none"> Express their view confidently and listen to and show respect for the views of others. Identify some factors that affect emotional health and wellbeing. Identify different types of relationships and show ways to maintain good relationships. Describe the nature and consequences of bullying, and express ways of responding to it. Respond to, or challenge, negative behaviours such as stereotyping and aggression, and realise the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities. <p>Greater Depth:</p> <ul style="list-style-type: none"> Give strategies for solving disputes between friends.
<p>Spring 1 Discrimination Key concepts: LWW: Consequences, citizenship</p>		<ul style="list-style-type: none"> Appreciate the range of national, regional, religious and ethnic identities in the UK and describe some of the different beliefs and values in society. Research, discuss and debate topical issues, problems and events. Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules. <p>Greater Depth:</p> <ul style="list-style-type: none"> To independently explain the protected characteristics. 	<ul style="list-style-type: none"> Demonstrate respect and tolerance towards others, resolve differences by looking at alternatives, making decisions and explaining choices.
<p>Spring 2 Communities and identities Key concepts:</p>		<ul style="list-style-type: none"> Appreciate the range of national, regional, religious and ethnic identities in the UK and describe some of the different beliefs and values in society. Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. <p>Greater Depth:</p>	<ul style="list-style-type: none"> Children will have an understanding of different lifestyles Will understand how they can appropriately react to peers who have different lifestyles to themselves in a tolerant and respectful way.

<p>LWW: diversity democracy</p>		<ul style="list-style-type: none"> • Be able to identify the skills and traits that they will need for jobs in the future and understand that different jobs require different skills. • Start to identify jobs that they may be suitable for based on their skills as opposed to just being jobs they would like to do. 	
<p>Summer 1 Relationships and boundaries Key concepts: Relationships: marriage boundaries privacy</p>	<ul style="list-style-type: none"> • Children will understand that positive relationships can improve mental wellbeing. • Children will understand that negative relations can weaken mental wellbeing. 		<ul style="list-style-type: none"> • Express their view confidently and listen to and show respect for the views of others. • Identify some factors that affect emotional health and wellbeing. • Identify different types of relationships and show ways to maintain good relationships. <p>Greater Depth:</p> <ul style="list-style-type: none"> • Independently, demonstrate respect and tolerance towards others and explain why tolerance is part of British values.
<p>Summer 2 Managing change including puberty, transition and loss. Key concepts: Health and wellbeing: change, resilience</p>	<ul style="list-style-type: none"> • Understand that changes occur at different times for different people and bodies change throughout puberty. • Understand how we feel when changes occur in school and at home, as well as how we can respond to these changes. • Understand how to respond loss and separation. <p>Greater Depth:</p> <ul style="list-style-type: none"> • To provide suggestions on how we can respond in an effective way to changes in our lives. 	<ul style="list-style-type: none"> • Understand the impact that loss and separation can have on families, relationships and well-being. 	<ul style="list-style-type: none"> • Children will learn how to approach conversations that they find difficult.

Year 6	Health and Well-being	Living in the wider world	Relationships
Autumn 1 Keeping safe (e-safety) Key concepts: Health and wellbeing; online safety, citizenship	<ul style="list-style-type: none"> Make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and well-being. To know how to respond when faced with something unfamiliar or upsetting online. <p>Greater Depth:</p> <ul style="list-style-type: none"> Know the importance of a healthy lifestyle. Be able to explain confidently how to support healthy lifestyles including; a healthy balance of using online tools, things that may be safe or unsafe on the internet, age-restrictions across different platforms. 		<ul style="list-style-type: none"> Make judgements and decisions and list and describe some ways, for themselves and for others, of resisting negative peer pressure around issues affecting their health and wellbeing.
Autumn 2 Working together Key concepts: Relationships: resolution, respect	<ul style="list-style-type: none"> To identify how conflict can have a negative impact on mental well-being and explain how to manage this. 	<ul style="list-style-type: none"> Explaining the impact that poor behaviour and lack of teamwork can have on the wider world around us. Understanding of the impact that good behaviour and teamwork can have on the wider world around us and giving examples on this. 	<ul style="list-style-type: none"> Know about growth and fixed mind-set. Express their views confidently, and show how their views can develop in the light of listening to others. Identify different types of relationships for themselves and others, and show ways to maintain good relationships and to support others with their relationships. <p>Greater Depth:</p> <ul style="list-style-type: none"> Give strategies for solving disputes between friends and explain how these might be different to strategies for solving disputes between children who are not friends.
Spring 1 Discrimination Key concepts: LWW: Consequences, citizenship		<ul style="list-style-type: none"> Understand why and how rules are made and enforced (in different contexts), why different rules are needed in different situations, and take a lead role in making and changing rules. Appreciate and explain the range of national, regional, religious and ethnic identities in the UK and describe some of the different beliefs and values in society. 	<p>Greater Depth:</p> <ul style="list-style-type: none"> Independently, demonstrate respect and tolerance towards others; explain why tolerance is part of British values and have an awareness of other countries where tolerance is not practised.
Spring 2 Communities and identities Key concepts: LWW: diversity democracy		<ul style="list-style-type: none"> Understand that and describe how resources can be allocated in different ways and how these economic choices affect individuals, communities and the sustainability of the environment. Explore and comment on how the media present information. <p>Greater Depth:</p> <ul style="list-style-type: none"> Know the importance of rules and laws. Be able to recognise the need to adhere to laws and rules that they don't agree with for the greater good of the community or society as a whole. 	
Summer 1 Relationships and boundaries Key concepts: Relationships: marriage boundaries privacy	<ul style="list-style-type: none"> Make judgements and decisions and list and describe some ways, for themselves and for others, of resisting negative peer pressure around issues affecting their health and well-being. 	<ul style="list-style-type: none"> Be able to explain the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities. 	<ul style="list-style-type: none"> Make judgements and decisions and list and describe some ways, for themselves and for others, of resisting negative peer pressure around issues affecting their health and well-being. Know, respond to, or challenge negative behaviours such as stereotyping and aggression, and realise and be able to explain the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities. Demonstrate respect and tolerance towards others, resolve differences, and support others to resolve differences, by looking at alternatives, making decisions and explain choices. <p>Greater Depth:</p>

			<ul style="list-style-type: none"> Independently, explain the importance of tolerance and what should/should not be tolerated.
<p>Summer 2 Managing change including puberty, transition and loss.</p> <p>Key concepts: Health and wellbeing, change, resilience</p>	<ul style="list-style-type: none"> Discuss some of the bodily and emotional changes at puberty and understand how they might affect them and demonstrate some ways of dealing with these in a positive way. <p>Greater Depth:</p> <ul style="list-style-type: none"> Children to explain how to deal with emotional changes during puberty. 		

CYCLE B

Year 1 PSHE Key Skills	Health and Well-being	Living in the wider world	Relationships
<p>Autumn 1 Managing change and transition</p> <p>Key Concepts: Changes, Aspirations</p>	<p>With adult support, have some understanding of the effect of their behaviour on other people and cooperate in some less demanding situations.</p> <p>Understand the rules for their group and classroom, and follow them, sometimes needing support or reminders.</p> <p>Greater Depth: To explain what they can do when facing/struggling with a change or transition.</p>		
<p>Autumn 2 Behaviour (fair and unfair, kind and unkind, what is right and wrong)</p> <p>Key Concepts: Consequences, Resolution and Respect</p>	<ul style="list-style-type: none"> 	<p>With support, recognise simple choices they can make, and usually recognise the difference between right and wrong.</p> <p>Understand the rules for their group and classroom, and follow them, sometimes needing support or reminders.</p> <p>Greater Depth Recognise the difference between right and wrong and give some explanations why the scenario/choice is right or wrong.</p>	
<p>Spring 1 Respectful self and others</p> <p>Key Concepts: Positive relationships,</p>	<ul style="list-style-type: none"> 		<p>Begin to understand what bullying is and to recognise that it is wrong. They are able to list some ways to get help if it is happening.</p> <p>With adult support, have some understanding of the effect of their behaviour on other people and cooperate in some less demanding situations.</p>

<p>Privacy and Boundaries</p>			<p>Describe simple similarities and differences between people and explain, with support, some ways family and friends should care for one another.</p> <p>Know how to listen appropriately. Take turns to speak with one other person or in a small group, and answer simple questions relation to topical issues</p> <p>Greater Depth Have a good understanding of the consequences of their own behaviour and others. Be able to hold a conversation effectively, showing very good listening and be confident answering questions about various topics.</p>
<p>Spring 2 Belonging to different groups and communities Key Concepts: Consequences, Aspirations and Emergency services</p>		<p>Understand the rules for their group and classroom, and follow them, sometimes needing support or reminders.</p> <p>With support, understand some aspects of what improves and what harms their local environments, and be supported in contributing to looking after them through simple tasks.</p> <p>To explain simple ideas of different communities, such as family and school. With adult direction and support, begin to contribute to the life of the class and school.</p> <p>Greater Depth Have their own ideas about how they could contribute to the life of the class and the school.</p>	<ul style="list-style-type: none"> •
<p>Summer 1 Influences on health and wellbeing Key Concepts: Maintenance, Hygiene and response.</p>	<p>Identify and name some feelings. With support, they can express and manage their feelings and are able to express some of their positive qualities</p> <p>Understand people have different likes and dislikes. Share their likes and dislikes. With support they can set themselves simple, short term goals.</p> <p>List and describe some things that keep them healthy, and with support make simple choices about aspects of their health.</p> <p>Know the basic ways of keeping clean, name the main parts of the body and show a basic understand of how people grow from young to old.</p> <p>Greater Depth They are able to make healthy choices in regards to eating, exercise and keeping clean and explain why these are good choices in life. Express and manage their feelings effectively, talk about their positive qualities and explain why these are positive.</p>		
<p>Summer 2 Respecting and protecting the environment Key Concepts: Respect, Sustainability and Citizenship</p>	<p>With support, understand some aspects of what improves and what harms their local environments, and be supported in contributing to looking after them through simple tasks.</p> <p>Greater Depth: To be able to explain the importance of their actions in relation to harming the environment.</p>		

Year 2 PSHE Key Skills	Health and Well-being	Living in the wider world	Relationships
Autumn 1 Managing change and transition Key Concepts: Changes, Aspirations	<p>Express some of their positive qualities and identify, name and demonstrate that they can manage some of their feelings</p> <p>Understand the purpose of goal setting. Share their views and opinions and set themselves simple goals. Some children will be able to set short term and long term goals.</p> <p>Greater Depth: Express and manage their feelings effectively, talk about their positive qualities and explain why these are positive but also how these can have an impact on other people around them.</p>		<ul style="list-style-type: none"> •
Autumn 2 Behaviour (fair and unfair, kind and unkind, what is right and wrong) Key Concepts: Consequences, Resolution and Respect	<ul style="list-style-type: none"> • 	<p>Recognise and be able to describe more confidently choices they can make and the difference between right and wrong.</p> <p>Contribute more ideas for rules for the group and classroom. Know why rules help them and refer to the rules in the context of their and others' behaviour.</p> <p>Greater Depth: Explain why something may be right or wrong and follow the right choices in school. Describe how the wrong choices may have an impact on yourself and others.</p>	<p>Understand simple definitions of bullying, describe why bullying is wrong and simple strategies for dealing with it and how to help victims.</p> <p>Know their behaviour affects others. Recognise the effect of their behaviour on others, and be able to cooperate with others and support those with difficulties.</p>
Spring 1 Respectful self and others Key Concepts: Positive relationships, Privacy and Boundaries	<ul style="list-style-type: none"> • 		<p>Identify, describe with confidence and respect differences and similarities between people and explain a wider range of ways that family and friends should care for one another.</p> <p>Know how to respond appropriately within a conversation. Take part in discussions with one other person, in small groups and with the whole class, and contribute more confidently to simple debates.</p> <p>Greater Depth: State a clear definition of what bullying is. Know that bullying is wrong and give strategies to help victims. Be able to talk about what effect bullying may have on the victim and show empathy towards them. Understand the importance of healthy relationships. Demonstrate how to build good relationships with their peers. If conflicts arise they are able to resolve these effectively and show compassion to others.</p>
Spring 2 Belonging to different groups and communities Key Concepts: Consequences,		<p>Describe what improves and what harms their local, natural and built environments, what can be done and take more responsibility for looking after them.</p> <p>Understand and describe more confidently different groups and communities they belong to, including family and school, and contribute actively to the life of the class and school.</p> <p>Greater Depth: Describe confidently different groups and communities they belong to and begin to recognise some groups their peers belong to. E.g. religious, ethnic identity.</p>	<ul style="list-style-type: none"> •

Aspirations and Emergency services			
Summer 1 Influences on health and wellbeing Key Concepts: Maintenance, Hygiene and response.	<p>Express some of their positive qualities and identify, name and demonstrate that they can manage some of their feelings</p> <p>Understand the purpose of goal setting. Share their views and opinions and set themselves simple goals. Some children will be able to set short term and long term goals.</p> <p>Make choices about wider aspects of their health and well-being, and know what keeps them healthy.</p> <p>Explain ways of keeping clean, name the parts of the body and describe some of the changes as people grow from young to old. Some children will be able to explain the implications of changing bodies as people get older.</p> <p>Describe confidently their knowledge of the harmful aspects of some household products and medicines, and ways of keeping safe and ensuring the safety of others in familiar situations.</p> <p>Greater Depth Explain how to keep yourself and others safe and give scenarios to support this. Understand the importance of healthy relationships. Demonstrate how to build good relationships with their peers. If conflicts arise they are able to resolve these effectively and show compassion to others.</p>		
Summer 2 Respecting and protecting the environment Key Concepts: Respect, Sustainability and Citizenship		<p>Describe what improves and what harms their local, natural and built environments, what can be done and take more responsibility for looking after them.</p> <p>Greater Depth: To explain the impact of their given solutions on wider society.</p>	
Year 3 PSHE Key Skills	Health and Well-being	Living in the wider world	Relationships
Autumn 1 Healthy lifestyle Key Concepts: Changes, diet, hygiene, emergency services.	<p>Recognise their own worth, but with support need help in demonstrating and expressing it. They are also beginning to identify ways to face new challenges</p> <p>They are beginning to understand some of the bodily and emotional changes in their life, and with support, how to begin to deal with these.</p> <p>Begin to express simple ideas, with support, about how to develop healthy lifestyles.</p> <p>Greater Depth: Be able to explain how to support healthy lifestyles including healthy eating, exercise, drinking water and getting enough rest.</p>		<ul style="list-style-type: none"> •
Autumn 2 Money management	<ul style="list-style-type: none"> • 	<p>To begin to understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules.</p>	

<p>Key Concepts: citizenship, money and aspirations.</p>		<p>Name jobs, begin to understand that they will need to develop skills to work in the future, and, with support demonstrate how to look after and save money.</p> <p>With support begin to, research, discuss and debate topical issues, problems and events.</p> <p>Greater Depth: To understand that there are different stakeholders when resources are allocated and start to empathise with more than one point of view.</p>	
<p>Spring 1 Respect and relationships Key Concepts: citizenship, marriage, human rights.</p>	<ul style="list-style-type: none"> 		<p>To begin to express their view, and listen to those of others, sometimes needing reminders about how to show respect for others.</p> <p>Begin to identify, with support, some factors that affect how people think and feel.</p> <p>To begin to identify different types of relationships and how to maintain good relationships.</p> <p>Greater Depth:</p>
<p>Spring 2 Substances Key Concepts: Human rights, response, diet, maintenance, excellence.</p>	<p>Know what negative peer pressure is. Beginning to make judgements and decisions and list, with support, some ways of resisting negative peer pressure around issues affecting their health and well being.</p> <p>With support, they can list some commonly available substances and drugs that are legal and illegal. They are beginning to be able to describe some of their effects and risks.</p> <p>Greater Depth: Be able to empathise with victims of bullying and explain how bullying might make them feel.</p> <p>Independently, begin to demonstrate respect and tolerance towards others.</p>		
<p>Summer 1 Topical debates, problems and events Key Concepts: sustainability, consequences, citizenship, response.</p>		<p>With support begin to, research, discuss and debate topical issues, problems and events.</p> <p>Greater Depth: To independently debate by being able to justify their thoughts and opinions, by linking to known facts.</p>	
<p>Summer 2 Keeping physically and emotionally safe Key Concepts: Response, online safety, citizenship, emergency services.</p>	<ul style="list-style-type: none"> With support, they can list some commonly available substances and drugs that are legal and illegal. They are beginning to be able to describe some of their effects and risks. Greater Depth: Understand and explain the risks of negative peer pressure and give simple suggestions as to how to deal with it. 		<p>Begin to recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of aggressive behaviours such as bullying on individuals.</p> <p>With support, begin to demonstrate respect and tolerance towards others.</p> <p>Greater Depth: Start to distinguish between falling out and bullying.</p>

Year 4 PSHE Key Skills	Health and Well-being	Living in the wider world	Relationships
Autumn 1 Healthy lifestyle Key Concepts: Changes diet, hygiene, emergency services	<p>Express simple ideas about how to develop healthy lifestyles.</p> <p>Know what negative peer pressure is. Make judgements and decision and list, some ways of resisting negative peer pressures around issues affecting their health and well being.</p> <p>With support, they can list commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and understand how to manage the risks in different familiar situations.</p> <p>Greater Depth: Be able to explain confidently how to support healthy lifestyles including healthy eating, exercise, drinking water and getting enough rest.</p>		<ul style="list-style-type: none">
Autumn 2 Money management Key Concepts: Citizenship, money and aspirations	<ul style="list-style-type: none"> 	<p>Name a range of jobs, understand that they will need to develop skills to work in the future, and demonstrate how to look after and save money.</p> <p>Understand, with support, that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>Greater Depth: To understand that there are different stakeholders when resources are allocated and start to empathise with more than one point of view.</p>	
Spring 1 Respect and relationships Key Concepts: Citizenship, marriage, human rights			<p>Express their views, and listen to those of others. Identify, with support, some factors that affect how people think and feel.</p> <p>Identify different types of relationships, and with support, show ways to maintain good relationships.</p> <p>Understand the nature and consequences of bullying, and ways of responding to it.</p> <p>Greater Depth: Distinguish between falling out and bullying. Be able to empathise with victims of bullying and explain how bullying might make them feel.</p>
Spring 2 Substances Key Concepts: Human rights, response, diet, maintenance, excellence	<p>Know what negative peer pressure is. Make judgements and decision and list, some ways of resisting negative peer pressures around issues affecting their health and well being.</p> <p>With support, they can list commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and understand how to manage the risks in different familiar situations.</p> <p>Greater Depth: To independently list the commonly available substances and know what they can do to seek help or support someone with an addiction.</p>	<ul style="list-style-type: none"> 	
Summer 1 Topical debates, problems and events Key	<ul style="list-style-type: none"> 	<p>With support, research, discuss and debate topical issues, problems and events.</p> <p>Greater Depth: To independently debate by being able to justify their thoughts and opinions, by linking to known facts and taking into account others viewpoints.</p>	

<p>Concepts: sustainability, consequences citizenship response</p>			
<p>Summer 2 Keeping physically and emotionally safe Key Concepts: Response, online safety, citizenship, emergency services</p>	<p>Know what negative peer pressure is. Make judgements and decision and list, some ways of resisting negative peer pressures around issues affecting their health and well being.</p> <p>With support, they can list commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and understand how to manage the risks in different familiar situations.</p> <p>Greater Depth: Be able to explain confidently how to support healthy lifestyles including healthy eating, exercise, drinking water and getting enough rest. To understand what to do when in an unsafe situation or when being peer-pressured.</p>		<p>Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.</p> <p>Demonstrate respect and tolerance towards others, sometimes needing reminders to do so, and with support, resolve difference by looking at alternatives, making decisions and explaining choices.</p>
<p>Year 5</p>	<p>Health and Well-being</p>	<p>Living in the wider world</p>	<p>Relationships</p>
<p>Autumn 1 Keeping safe Key Concepts: Hygiene, changes, boundaries, emergency services, diet child's rights</p>	<p>Make choices about healthy lifestyles.</p> <p>Make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and well being.</p> <p>List commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and explain how to manage the risks in different familiar situations.</p> <p>Greater Depth: Be able to explain confidently how to support healthy lifestyles including healthy eating (eating a balanced diet – not just eating fruit and vegetables), exercise, drinking water, getting enough rest and, as an adult, avoiding smoking or too much alcohol.</p>		
<p>Autumn 2 Consequences of; discrimination, teasing, bullying, and aggressive behaviours Key Concepts: Response, respect, unkindness, online safety</p>	<ul style="list-style-type: none"> 		<p>Describe the nature and consequences of bullying, and express ways of responding to it.</p> <p>Respond to, or challenge, negative behaviours such as stereotyping and aggression, and realise the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.</p> <p>Demonstrate respect and tolerance towards others, resolve differences by looking at alternatives, making decisions and explaining choices.</p> <p>Greater Depth: To identify circumstances where covert discrimination may take place.</p>
<p>Spring 1 Respect, diversity and equality/laws</p>	<ul style="list-style-type: none"> 	<p>Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules.</p>	<ul style="list-style-type: none"> Respond to, or challenge, negative behaviours such as stereotyping and aggression, and realise the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.

<p>and cultural rights</p> <p>Key Concepts: Respect, child's rights, response, boundaries, emergency services</p>		<p>Appreciate the range of national, regional, religious and ethnic identities in the UK and describe some of the different beliefs and values in society.</p> <p>Greater Depth: To be able to research and identify the differences of laws in different countries and the impact it has on their culture.</p>	
<p>Spring 2 Enterprise</p> <p>Social media</p> <p>Key Concepts: online safety, excellence, boundaries, aspirations</p>		<p>Talk about a range of jobs, explain how they will develop skills to work in the future, and demonstrate how to look after and save money.</p> <p>Research, discuss and debate topical issues, problems and events.</p> <p>Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>Greater Depth: Be able to identify the skills and traits that they will need for jobs in the future and understand that different jobs require different skills. Start to identify jobs that they may be suitable for based on their skills as opposed to just being jobs they would like to do.</p>	
<p>Summer 1 Equality and diversity in relationships</p> <p>Key Concepts: Marriage, citizenship, respect</p>	<ul style="list-style-type: none"> • 		<p>Identify different types of relationships and show ways to maintain good relationships.</p> <p>Express their view confidently, and listen to and show respect for the views of others.</p> <p>Greater Depth: To understand how relationships can have a positive impact on wellbeing.</p>
<p>Summer 2 Managing change including puberty, transition and loss.</p> <p>Key Concepts: Citizenship, child's rights, unkindness, consequences, resolution</p>	<p>Understand that changes occur at different times for different people and bodies change throughout puberty.</p> <p>Understand how we feel when changes occur in school and at home, as well as how we can respond to these changes.</p> <p>Understand how to respond loss and separation.</p> <p>Greater Depth: To provide suggestions on how we can respond in an effective way to changes in our lives.</p>		<p>Identify some factors that affect emotional health and wellbeing.</p>

Year 6	Health and Well-being	Living in the wider world	Relationships
Autumn 1 Keeping safe Key Concepts: Hygiene, changes, boundaries, emergency services, diet, child's rights	<p>Make and explain choices, with more confidence and independence, about how to develop healthy lifestyles.</p> <p>Make judgements and decisions and list and describe some ways, for themselves and for others, of resisting negative peer pressure around issues affecting their health and well being.</p> <p>List a range of substances and drugs that are legal and illegal , including those which are commonly available, describe some of their effects and risks, and explain how to manage the risks in different familiar situations</p> <p>Greater Depth:</p>		
Autumn 2 Consequences of; discrimination, teasing, bullying, and aggressive behaviours Key Concepts: Response, respect, unkindness, online safety.	<ul style="list-style-type: none"> 		<p>Recognise and describe the natures and consequences of bullying, express ways of responding to it, and support others to do so.</p> <p>Know, respond to, or challenge negative behaviours such as stereotyping and aggression, and realise and be able to explain the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.</p> <p>Demonstrate respect and tolerance towards others, resolve differences, and support others to resolve differences, by looking at alternatives, making decisions and explain choices.</p> <p>Greater Depth:</p>
Spring 1 Respect, diversity and equality/laws and cultural rights Key Concepts: Respect, child's rights, response, boundaries, emergency services	<ul style="list-style-type: none"> 	<p>Understand that issues and events have an effect on us. Take a lead role in researching, discussing and debating topical issues, problems and events.</p> <p>Understand why and how rules are made and enforced (in different contexts), why different rules are needed in different situations, and take a lead role in making and changing rules.</p> <p>Appreciate and explain the range of national, regional, religious and ethnic identities in the UK and describe some of the different beliefs and values in society.</p> <p>Greater Depth:</p>	
Spring 2 Enterprise Social media Key Concepts: online safety, excellence.		<p>Talk about a wider range of jobs, explain their interests and how they will develop skills to work in the future, and demonstrate how to look after and save money.</p> <p>Understand that and describe how resources can be allocated in different ways and how these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>Explore and comment on how the media present information.</p>	

boundaries aspirations		Greater Depth:	
Summer 1 Equality and diversity in relationships Key Concepts: Marriage, citizenship, respect	<ul style="list-style-type: none"> 		<p>Know about growth and fixed mind-set. Express their views confidently, and show how their views can develop in the light of listening to others.</p> <p>Identify and explain some factors that affect emotional health and well being, and strategies for dealing with them.</p> <p>Identify different types of relationships for themselves and others, and show ways to maintain good relationships and to support others with their relationships.</p> <p>Greater Depth:</p>
Summer 2 Managing change including puberty, transition and loss. Key Concepts: Citizenship, child's rights, unkindness, consequences, resolution.	<p>Discuss some of the bodily and emotional changes at puberty and understand how they might affect them, and demonstrate some ways of dealing with these in a positive way.</p> <p>Greater Depth: Children to explain how to deal with emotional changes during puberty.</p>		