CYCLE A

Year 1 PSHE Key Skills	Health and Well-being	Living in the wider world	
Autumn 1 Feelings, emotions, opinions Key Concepts: Resilience, response	 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. Greater Depth: Express and manage their feelings effectively, talk about their positive qualities and explain why these are positive. 	Children are beginning to be confident in themselves within the wider world.	 To understand how Greater depth: Children can expreidentify them in ot
Autumn 2 Anti-bullying Key Concept: Relationships: unkindness, resolutions	Children can identify who will take care of them within families/safe spaces (helping hands).	Children begin to understand the impact of bullying on peers.	 Begin to understan are able to list som With adult support on other people an Describe simple sin support, some way Know how to listen or in a small group, Greater Depth: To be able to inde behaviour on othe
Spring 1 Healthy living Key concepts: Health and wellbeing: hygiene, diet Spring 2 Ways of keeping physically and emotionally safe Key concepts: Health and Wellbeing: emergency services, citizenship,	 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. Greater Depth: Independently be able to list the features of a healthy lifestyle and how to maintain it. 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 Greater Depth: Independently able to explain and demonstrate how to keep safe. 	 To know who can help us with improving our healthy living (dentists, personal trainers, doctors) Children are able to identify harmful items in their environment. To know who can help us outside of our helping hands (999) 	Situations. Children will be able
boundaries Summer 1 Rights and responsibilities Key concept	• To begin to understand the effects of a wrong choice on their mental health.	 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. 	Children will be exp

Relationships

ow to respond to others emotions appropriately.

press their positive qualities to others and can start to other people.

and what bullying is and to recognise that it is wrong. They one ways to get help if it is happening.

ort, have some understanding of the effect of their behaviour and cooperate in some less demanding situations.

similarities and differences between people and explain, with vays family and friends should care for one another.

ten appropriately. Take turns to speak with one other person up, and answer simple questions relation to topical issues.

dependently have some understanding of the effect of their her people and cooperate in some less demanding

able to list their helping hands to go to if they feel unsafe.

exposed to the impact on peers when making wrong choices.

LWW: responsibilities human rights, citizenship		 Greater Depth: 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. 	
Summer 2 Money and enterprise. Key concepts LWW: money savings aspiration/ innovation	 To begin to understand the consequences of not saving money on people's mental health. 	 Explain in simple terms where money comes from and some different ways in which it can be used. Greater depth: 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	
Autumn 1 Feelings, emotions, opinions Key Concepts: Resilience, response	 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: 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: Children are able to appropriately voice their positive qualities without being boastful. 	 Children able to ex Children beginning
Autumn 2 Anti-bullying Key Concept: Relationships: unkindness, resolutions	 To be confident in listing the helping hands that are personal to them. Greater depth: Understand the importance of healthy relationships. Demonstrate how to build healthy relationships with their peers. 	Children to understand the impact of bullying on peers.	 Understand simple simple strategies f Know their behavi on others, and be difficulties. Greater Depth: State a clear defin give strategies to may have on the v If conflicts arise th compassion to oth
Spring 1 Healthy living Key concepts: Health and wellbeing: hygiene, diet	 Can confidently make choices about wider aspects of their health and wellbeing, 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: 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	 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: Explain how to keep yourself and others safe and give scenarios to support this. 	 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. 	Understanding wa others in familiar s

express their opinions to others.

ing to be respectful towards the opinions of others.

ple definitions of bullying, describe why bullying is wrong and s for dealing with it and how to help victims.

aviour affects others. Recognise the effect of their behaviour be able to cooperate with others and support those with

finition of what bullying is. Know that bullying is wrong and to help victims. Be able to talk about what effect bullying ne victim and show empathy towards them. It they are able to resolve these effectively and show others.

ways of keeping safe and ensuring the physical safety of ar situations.

	Summer 1 Rights and responsibilitie S Key concept LWW: responsibilitie s human rights, citizenship Summer 2 Money and enterprise. Key concepts LWW: money savings aspiration/ innovation		 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. 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. 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. Greater Depth: To independently discuss solutions for improving their local environment/community in terms of money and money management. 	Contribute more id
	Year 3 PSHE	Health and Well-being	Living in the wider world	
-	Key Skills	Recognise their own worth, but with support need help in demonstrating and		• To bogin to ide
	Autumn 1 Managing	expressing it. They are also beginning to identify ways to face new challenges		 To begin to ide for support.
	risks to	• They are beginning to understand some of the bodily and emotional changes		
	physical and emotional	in their life, and with support, how to begin to deal with these.		
	health and	• Begin to express simple ideas, with support, about how to develop healthy		
	wellbeing	lifestyles.		
	Key concepts: Health and	Greater Depth:		
	wellbeing:	Be able to explain how to support healthy lifestyles including good hygiene		
	consequences,	and how to stop the spread of infection.		
-	hygiene	• Begin to identify, with support, some factors that affect how people think and		To begin to express
	Autumn 2 Positive and	feel.		needing reminders
	healthy			protected characte
	relationships Key concepts:			 To begin to identify relationships.
	Relationships:			
	positive			Greater Depth: • Understand and ex
	relationships, maintenance			suggestions as to h
-	Spring 1		To understand that everyone has rights.	Children are able to
	Respect		• With support begin to, research, discuss and debate topical issues, problems	when they are not
	diversity and equality		 with support begin to, research, discuss and debate topical issues, problems and events. 	
	Key concepts: LWW: support child's rights		 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. 	
			L	

e ideas for rules for the group and classroom.

Relationships

identify when another is affecting our own emotions and ask

ess their view, and listen to those of others, sometimes ers about how to show respect for others (discussion on the cteristics).

tify different types of relationships and how to maintain good

explain the risks of negative peer pressure and give simple o how to deal with it.

e to listen to others points of view and respond appropriately ot the same as their own.

		 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. Greater Depth: To begin to see similarities between different national, regional, religious and ethnic identities. 	
Spring 2 Risky or negative relationships Key concepts: Relationships: privacy boundaries	 Greater depth Be able to empathise with victims of bullying and explain how bullying might make them feel. 		 Understand what be Begin to understand and ways of resported and understand so bullying on individuted. With support, begin Greater Depth: Start to distinguishes Be able to empath might make them
Summer 1 Achievements , strengths and aspirations Key concepts: Health and wellbeing: innovation/ aspiration excellence	 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. Greater depth: To independently reflect on their own goals for future growth 		Children are able to
Summer 2 Respecting and protecting the environment Key concepts: LWW: citizenship sustainability	Children able to understand what a healthy environment is and how to keep it healthy.	 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. Greater Depth: 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? 	Greater depth: • Children are able t to resources than a
Year 4 PSHE Key Skills	Health and Well-being	Living in the wider world	
Autumn 1 Managing risks to physical and emotional health and wellbeing Key concepts: Health and	 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. Greater Depth: 		 Children are able to To be able to ident support.

t bullying is and its' consequences.

and, with support, the nature and consequences of bullying, bonding to it.

se negative behaviours such as stereotyping and aggression, some of the consequences of aggressive behaviours such as iduals.

egin to demonstrate respect and tolerance towards others.

ish between falling out and bullying. Ithise with victims of bullying and explain how bullying m feel.

e to accept defeat graciously and congratulate others.

e to consider why others may have more resources/access in others, and discuss this with respect.

Relationships

e to express the worth of others. Entify when another is affecting our own emotions and access

wellbeing: consequences, hygiene	•	Be able to explain confidently how to support healthy lifestyles including good hygiene and how to stop the spread of infection.		
Autumn 2 Positive and healthy relationships Key concepts: Relationships: positive relationships, maintenance	•	Children can identify how others feel and how their actions can affect others.	 Children able to understand the cause of others emotions (why are feeling that way?) 	 Express their view Identify, with supp Identify different t maintain good relation Greater Depth: Distinguish betwee Be able to empath
Spring 1 Respect diversity and equality Key concepts: LWW: support child's rights	•	To understand and explain how everyone is different (discussion about protected characteristics).	 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. Greater Depth: 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. 	Children able to da may be different t
Spring 2 Risky or negative relationships Key concepts: Relationships: privacy boundaries	•	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.		 Understand the nation to it. Recognise negative understand some behaviours such at behaviours such at behaviours such at behaviours to do se alternatives, making Greater Depth: Independently, dependently, dependen
Summer 1 Achievements , strengths and aspirations Key concepts: Health and wellbeing: innovation/ aspiration excellence	• • Gru	To understand that everyone experiences both success and failure To discuss their own strengths and areas for development. Explain their own aspirations and goals. eater depth: To independently reflect on their own goals for future growth		 Children to be able Children to be able if they are differer

ews, and listen to those of others. upport, some factors that affect how people think and feel.

nt types of relationships, and with support, show ways to relationships.

ween falling out and an unhealthy relationship. athise with others when they are feeling a strong emotion.

b debate with others, valuing their opinions and views which at to their own.

e nature and consequences of bullying, and ways of responding

tive behaviours such as stereotyping and aggression, and ne of the consequences of anti-social and aggressive n as bullying and racism on individuals and communities.

espect and tolerance towards others, sometimes needing o so, and with support, resolve difference by looking at aking decisions and explaining choices.

demonstrate respect and tolerance towards others.

able to confidently share their aspirations or goals with others.

able to be respectful towards others aspirations or goals even rent from their own.

Summer 2 Respecting and protecting the environment Key concepts: LWW: citizenship sustainability	Children to know that a healthy environment benefits their mental well-being.	 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. Greater Depth To understand that there are different stakeholders when resources are allocated and start to empathise with more than one point of view. 	 Children are able t our environment a environment.
Year 5	Health and Well-being	Living in the wider world	
Autumn 1 Keeping safe (e-safety) Key concepts: Health and wellbeing: online safety, citizenship	 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. Greater Depth: Understand and explain what is appropriate to share with others online. 		 To understand To explain wh
citizenship	• To identify how conflict can have a negative impact on mental well-being.	 Understanding of the impact that poor behaviour and lack of teamwork can have on the wider world around us. 	Express their view others.
Autumn 2 Working together Key concepts: Relationships:		 Understanding of the impact that good behaviour and teamwork can have on the wider world around us. 	 Identify some factories Identify different trelationships. Describe the natur responding to it.
resolution, respect			 Respond to, or charaggression, and rebehaviours such as Greater Depth: Give strategies for
Spring 1 Discriminatio n Key concepts: LWW: Consequences, citizenship		 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. Greater Depth: To independently explain the protected characteristics. 	Demonstrate response looking at alternat
Spring 2 Communities and identities Key concepts:		 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. Greater Depth: 	 Children will have Will understand he different lifestyles

le to discuss with others suitable ways in which we can protect at and make positive choices to act upon within our

Relationships

and that it is unsafe to talk to strangers online. who they can talk to if they feel uncomfortable online.

ew confidently and listen to and show respect for the views of

actors that affect emotional health and wellbeing.

t types of relationships and show ways to maintain good

ture and consequences of bullying, and express ways of

challenge, negative behaviours such as stereotyping and realise the consequences of anti-social and aggressive as bullying and racism on individuals and communities.

for solving disputes between friends.

spect and tolerance towards others, resolve differences by natives, making decisions and explaining choices.

ve an understanding of different lifestyles

I how they can appropriately react to peers who have les to themselves in a tolerant and respectful way.

LWW: diversity democracy		 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. 	
Summer 1 Relationships and boundaries Key concepts: Relationships: marriage boundaries privacy	 Children will understand that positive relationships can improve mental wellbeing. Children will understand that negative relations can weaken mental wellbeing. 		 Express their view others. Identify some fact Identify different relationships. Greater Depth: Independently, de explain why toler
 Summer 2 Managing change including puberty, transition and loss. Key concepts: Health and wellbeing: change, resilience	 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. Greater Depth: To provide suggestions on how we can respond in an effective way to changes in our lives. 	 Understand the impact that loss and separation can have on families, relationships and well-being. 	• Children will learn

ew confidently and listen to and show respect for the views of

actors that affect emotional health and wellbeing.

nt types of relationships and show ways to maintain good

demonstrate respect and tolerance towards others and lerance is part of British values.

arn how to approach conversations that they find difficult.

Year 6	Health and Well-being	Living in the wider world	
Autumn 1 Keeping safe (e-safety) Key concepts: Health and wellbeing: online safety, citizenship	 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. Greater Depth: 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. 		Make judgements themselves and for affecting their hea
Autumn 2 Working together Key concepts: Relationships: resolution, respect	To identify how conflict can have a negative impact on mental well-being and explain how to manage this.	 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. 	 Know about grow show how their vi Identify different ways to maintain relationships. Greater Depth: Give strategies for might be differen are not friends.
Spring 1 Discriminatio n Key concepts: LWW: Consequences, citizenship		 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. 	Greater Depth: Independently, d why tolerance is countries where the second seco
Spring 2 Communities and identities Key concepts: LWW: diversity democracy		 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. Greater Depth: 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	 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. 	 Be able to explain the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities. 	 Make judgements themselves and for affecting their heat Know, respond to aggression, and re and aggressive be communities. Demonstrate resp support others to decisions and exp Greater Depth:

nts and decisions and list and describe some ways, for I for others, of resisting negative peer pressure around issues nealth and wellbeing.

with and fixed mind-set. Express their views confidently, and views can develop in the light of listening to others.

nt types of relationships for themselves and others, and show in good relationships and to support others with their

for solving disputes between friends and explain how these ent to strategies for solving disputes between children who

demonstrate respect and tolerance towards others; explain is part of British values and have an awareness of other e tolerance is not practised.

nts and decisions and list and describe some ways, for I for others, of resisting negative peer pressure around issues nealth and well-being.

to, or challenge negative behaviours such as stereotyping and realise and be able to explain the consequences of anti-social behaviours such as bullying and racism on individuals and

espect and tolerance towards others, resolve differences, and to resolve differences, by looking at alternatives, making xplain choices.

		Independently, ex should/should not
Summer 2 Managing change including puberty, transition and loss. Key concepts: Health and wellbeing: change, resilience	 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. Greater Depth: 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	
Autumn 1 Managing change and transition	With adult support, have some understanding of the effect of their behaviour on other people and cooperate in some less demanding situations.		
Key Concepts Changes, Aspirations	Understand the rules for their group and classroom, and follow them, sometimes needing support or reminders.		
	Greater Depth: To explain what they can do when facing/struggling with a change or transition.		
Autumn 2 Behaviour (fair and unfair, kind and unkind, what is right and wrong) Key Conceptor Consequences, Resolution and Respect	•	 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. Greater Depth Recognise the difference between right and wrong and give some explanations why the scenario/choice is right or wrong. 	
Spring 1 Respectful self and others Key Concepts Positive relationships,	•		Begin to understand w able to list some ways With adult support, ha other people and coop

Relationships

d what bullying is and to recognise that it is wrong. They are ays to get help if it is happening.

, have some understanding of the effect of their behaviour on poperate in some less demanding situations.

	Understand the rules for their group and classroom, and follow them, sometimes needing support or reminders. 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. 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 esheel	support, some ways Know how to listen a small group, and a Greater Depth Have a good unders others. Be able to hold a co confident answerin
	 needing support or reminders. 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. 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 	a small group, and a Greater Depth Have a good under others. Be able to hold a co confident answerin
	 needing support or reminders. 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. 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 	Have a good under others. Be able to hold a co confident answerin
	 needing support or reminders. 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. 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 	•
	local environments, and be supported in contributing to looking after them through simple tasks. 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	
	adult direction and support, begin to contribute to the life of the class and	
	school.	
	Greater Depth Have their own ideas about how they could contribute to the life of the class and the school.	
tify and name some feelings. With support, they can express and manage feelings and are able to express some of their positive qualities		
erstand people have different likes and dislikes. Share their likes and dislikes. support they can set themselves simple, short term goals.		
and describe some things that keep them healthy, and with support make le choices about aspects of their health.		
v the basic ways of keeping clean, name the main parts of the body and show sic understand of how people grow from young to old.		
ter Depth are able to make healthy choices in regards to eating, exercise and ing clean and explain why these are good choices in life. ess and manage their feelings effectively, talk about their positive qualities		
explain why these are positive. support, understand some aspects of what improves and what harms their environments, and be supported in contributing to looking after them ugh simple tasks.		
ter Depth: e able to explain the importance of their actions in relation to ning the environment.		
ife since is and is and is and is and is and is and is is and isa	eelings and are able to express some of their positive qualities stand people have different likes and dislikes. Share their likes and dislikes. upport they can set themselves simple, short term goals. d describe some things that keep them healthy, and with support make choices about aspects of their health. the basic ways of keeping clean, name the main parts of the body and show understand of how people grow from young to old. For Depth re able to make healthy choices in regards to eating, exercise and g clean and explain why these are good choices in life. s and manage their feelings effectively, talk about their positive qualities plain why these are positive. upport, understand some aspects of what improves and what harms their nvironments, and be supported in contributing to looking after them h simple tasks.	Have their own ideas about how they could contribute to the life of the class and the school. y and name some feelings. With support, they can express and manage sellings and are able to express some of their positive qualities stand people have different likes and dislikes. Share their likes and dislikes. upport they can set themselves simple, short term goals. d describe some things that keep them healthy, and with support make choices about aspects of their health. the basic ways of keeping clean, name the main parts of the body and show understand of how people grow from young to old. rr Depth re able to make healthy choices in regards to eating, exercise and ge clean and explain why these are good choices in life. s and manage their feelings effectively, talk about their positive qualities plain why these are positive. upport, understand some aspects of what improves and what harms their nvironments, and be supported in contributing to looking after them healter and be to explain the importance of their actions in relation to

imilarities and differences between people and explain, with ays family and friends should care for one another.

en appropriately. Take turns to speak with one other person or in d answer simple questions relation to topical issues

erstanding of the consequences of their own behaviour and

conversation effectively, showing very good listening and be ring questions about various topics.

Year 2 PSHE Key Skills	Health and Well-being	Living in the wider world	
Autumn 1 Managing change and transition	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.		•
Concepts Changes, Aspirations	Share their views and opinions and set themselves simple goals. Some children will be able to set short term and long term goals. 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.		
Autumn 2 Behaviour (fair	•	Recognise and be able to describe more confidently choices they can make and the difference between right and wrong.	Understand simple de simple strategies for d
and unfair, kind and unkind, what		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.	Know their behaviour others, and be able to
is right and wrong) Key Concepts		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.	
Consequence s, Resolution and Respect			
Spring 1 Respectful self and	•		Identify, describe with between people and e care for one another.
others Key Concepts:			Know how to respond discussions with one c contribute more confi
Positive relationships , Privacy and Boundaries			Greater Depth: State a clear definition strategies to help vict on the victim and sho Understand the impo good relationships wi these effectively and
Spring 2 Belonging to different		Describe what improves and what harms their local, natural and built environments, what can be done and take more responsibility for looking after them.	•
groups and communities Key Concepts:		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.	
Consequence s,		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.	

definitions of bullying, describe why bullying is wrong and r dealing with it and how to help victims.

ur affects others. Recognise the effect of their behaviour on to cooperate with others and support those with difficulties.

ith confidence and respect differences and similarities d explain a wider range of ways that family and friends should r.

nd appropriately within a conversation. Take part in e other person, in small groups and with the whole class, and nfidently to simple debates.

ion of what bullying is. Know that bullying is wrong and give ictims. Be able to talk about what effect bullying may have how empathy towards them.

portance of healthy relationships. Demonstrate how to build with their peers. If conflicts arise they are able to resolve d show compassion to others.

Aspirations			
and Emergency			
services			
	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.		
Summer 1	Share their views and opinions and set themselves simple goals. Some children will be able to set short term and long term goals.		
Influences on			
health and wellbeing	Make choices about wider aspects of their health and well-being, and know what keeps them healthy.		
Key	Explain ways of keeping clean, name the parts of the body and describe some of		
Concepts:	the changes as people grow from young to old. Some children will be able to		
Maintenance , Hygiene	explain the implications of changing bodies as people get older.		
and	Describe confidently their knowledge of the harmful aspects of some household products and medicines, and ways of keeping safe and ensuring the safety of		
response.	others in familiar situations.		
	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.		
Summer 2	these enectively and show compassion to others.		
Respecting and protecting		Describe what improves and what harms their local, natural and built environments, what can be done and take more responsibility for looking after	
the		them.	
environment Key		Greater Depth:	
Concepts		To explain the impact of their given solutions on wider society.	
Respect, Sustainabilit			
y and			
<mark>Citizenship</mark>			
Year 3 PSHE Key Skills	Health and Well-being	Living in the wider world	
Autumn 1	Recognise their own worth, but with support need help in demonstrating and		•
Healthy	expressing it. They are also beginning to identify ways to face new challenges		
lifestyle <mark>Key</mark>	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.		
Concepts:			
Changes <u>, diet,</u> hygiene,	Begin to express simple ideas, with support, about how to develop healthy lifestyles.		
emergency	Greater Depth:		
services.	Be able to explain how to support healthy lifestyles including healthy eating, exercise, drinking water and getting enough rest.		
Autumn 2	•	To begin to understand why and how rules are made and enforced, why different	
Manay		I wulaa aya waadad in diffayayt situatiana ayal talya yayt in walying ayal ahayaiya	
Money management		rules are needed in different situations and take part in making and changing rules.	

Key Concepts:		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.	
Citizenship,		With support begin to, research, discuss and debate topical issues, problems and	
money and aspirations,		events.	
		Greater Depth: To understand that there are different stakeholders when resources are	
		allocated and start to empathise with more than one point of view.	
Spring 1 Respect and	•		To begin to express their reminders about how to
relationships			Begin to identify, with s
Key Concepts:			feel.
Citizenship, marriage,			To begin to identify different relationships.
human rights.			Greater Depth:
	Know what negative peer pressure is. Beginning to make judgements and decisions		
Spring 2 Substances	and list, with support, some ways of resisting negative peer pressure around issues affecting their health and well being.		
Key	With support, they can list some commonly available substances and drugs that		
Concepts: Human rights,	are legal and illegal. They are beginning to be able to describe some of their effects and risks.		
response, diet,	Greater Depth:		
maintenance, excellence,	Be able to empathise with victims of bullying and explain how bullying might make them feel.		
<u>oxcentrates</u>	Independently, begin to demonstrate respect and tolerance towards others.		
Summer 1 Topical		With support begin to, research, discuss and debate topical issues, problems and events.	
debates, problems and		Greater Depth:	
events Key		To independently debate by being able to justify their thoughts and opinions, by linking to known facts.	
Concepts:			
sustainability, consequences,			
citizenship, response,			
Summer 2 Keeping	• 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		Begin to recognise nega understand some of the
physically	their effects and risks.		on individuals. With support, begin to o
and emotionally	• Greater Depth:		
safe Key	Understand and explain the risks of negative peer pressure and give simple suggestions as to how to deal with it.		Greater Depth: Start to distinguish betw
Concepts:			
Response, online safety,			
citizenship,			
emergency services.			

heir view, and listen to those of others, sometimes needing v to show respect for others.

h support, some factors that affect how people think and

different types of relationships and how to maintain good

egative behaviours such as stereotyping and aggression, and the consequences of aggressive behaviours such as bullying

to demonstrate respect and tolerance towards others.

between falling out and bullying.

Year 4 PSHE Key Skills	Health and Well-being	Living in the wider world	
Key Skills	Express simple ideas about how to develop healthy lifestyles.		•
Autumn 1	Know what negative peer pressure is. Make judgements and decision and list,		
Healthy lifestyle	some ways of resisting negative peer pressure is make judgements and decision and list,		
Key	and well being.		
Concepts:	With support, they can list commonly available substances and drugs that are legal		
Changes, diet, hugiene	and illegal, describe some of their effects and risks, and understand how to		
hygiene, emergency	manage the risks in different familiar situations.		
services.	Greater Depth:		
	Be able to explain confidently how to support healthy lifestyles including healthy eating, exercise, drinking water and getting enough rest.		
Autumon 2	•	Name a range of jobs, understand that they will need to develop skills to work in	
Autumn 2 Money		the future, and demonstrate how to look after and save money.	
management		Understand, with support, that resources can be allocated in different ways and	
Key		that these economic choices affect individuals, communities and the sustainability	
Concepts: Citizenship,		of the environment.	
money and		Greater Depth:	
aspirations.		To understand that there are different stakeholders when resources are allocated and start to empathise with more than one point of view.	
			Express their views, an
			Identify, with support,
Spring 1 Respect and			Identify different types
relationships			good relationships.
Key			Understand the nature
Concepts: Citizenship,			it.
marriage,			Greater Depth:
human rights.			Distinguish between fa
			Be able to empathise with the make them feel.
			make them reen
Spring 2	Know what negative peer pressure is. Make judgements and decision and list, some ways of resisting negative peer pressures around issues affecting their health	•	
Substances Key	and well being.		
Concepts:	With support, they can list commonly available substances and drugs that are legal		
Human rights,	and illegal, describe some of their effects and risks, and understand how to		
response, diet	manage the risks in different familiar situations.		
maintenance,	Greater Depth:		
excellence.	To independently list the commonly available substances and know what		
Company 1	they can do to seek help or support someone with an addiction.		
Summer 1 Topical	•	With support, research, discuss and debate topical issues, problems and events.	
debates,		Greater Depth:	
problems and		To independently debate by being able to justify their thoughts and opinions, by linking to known facts and taking into account others viewpoints.	
events			

and listen to those of others. ort, some factors that affect how people think and feel.

pes of relationships, and with support, show ways to maintain

ure and consequences of bullying, and ways of responding to

n falling out and bullying. se with victims of bullying and explain how bullying might

Concepts:			
sustainabilit conseguence			
citizenship			
response.			
Summer 2	Know what negative peer pressure is. Make judgements and decision and list,		Recognise negative beh
Keeping	some ways of resisting negative peer pressures around issues affecting their health		understand some of the
physically	and well being.		such as bullying and rac
and	With support, they can list commonly available substances and drugs that are legal		Demonstrate respect a
emotionally safe	and megal, describe some of their effects and fisks, and understand how to		reminders to do so, and
Key	manage the risks in different familiar situations.		alternatives, making de
Concepts	Greater Depth:		
, Response,	Be able to explain confidently how to support healthy lifestyles including healthy		
online safety	eating, exercise, drinking water and getting enough rest.		
citizenship,	To understand what to do when in an unsafe situation or when being peer-		
emergency	pressured.		
services.			
Voor F	Liceth and Mall hoing	Living in the wider world	
Year 5	Health and Well-being	Living in the wider world	
Autumn 1	Make choices about healthy lifestyles.		
Keeping saf	e Make judgements and decisions and list some ways of resisting negative peer		
Key	pressure around issues affecting their health and well being.		
Concepts:	List commonly available substances and drugs that are legal and illegal, describe		
Hygiene, changes,	some of their effects and risks, and explain how to manage the risks in different		
boundaries,	familiar situations.		
emergency	Greater Depth:		
services, die			
child's rights	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		
Autumn 2	much alcohol.		
Consequence			
of;			Describe the nature and
discriminatio	<mark>n,</mark>		responding to it.
teasing,			Respond to, or challeng
bullying, and aggressive			aggression, and realise
behaviours			such as bullying and rac
Key			Demonstrate respect a
Concepts:			at alternatives, making
Response,			
respect,			Greater Depth:
unkindness,			To identify circumsta
online safety.			
Spring 1	•		Respond to, or cha
		Understand why and how rules are made and enforced, why different rules are	aggression, and rea
Respect,			
Respect, diversity and equality/law		needed in different situations and take part in making and changing rules.	behaviours such as

behaviours such as stereotyping and aggression, and the consequences of anti-social and aggressive behaviours racism on individuals and communities.

t and tolerance towards others, sometimes needing and with support, resolve difference by looking at decisions and explaining choices.

Relationships

and consequences of bullying, and express ways of

enge, negative behaviours such as stereotyping and ise the consequences of anti-social and aggressive behaviours racism on individuals and communities.

t and tolerance towards others, resolve differences by looking ing decisions and explaining choices.

stances where covert discrimination may take place.

challenge, negative behaviours such as stereotyping and realise the consequences of anti-social and aggressive as bullying and racism on individuals and communities.

and cultural rights Key Concepts: Respect, child's rights,		Appreciate the range of national, regional, religious and ethnic identities in the UK and describe some of the different beliefs and values in society. Greater Depth: To be able to research and identify the differences of laws in different countries and the impact it has on their culture.	
response, boundaries, emergency services,		Talk about a range of jobs, explain how they will develop skills to work in the	
Spring 2 Enterprise		future, and demonstrate how to look after and save money.	
Social media		Research, discuss and debate topical issues, problems and events. Understand that resources can be allocated in different ways and that these	
Key Concepts:		economic choices affect individuals, communities and the sustainability of the environment.	
online safety, excellence,		Greater Depth: Be able to identify the skills and traits that they will need for jobs in the future	
boundaries, aspirations.		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.	
Summer 1 Equality and	•		Identify different type relationships.
diversity in relationships			Express their view con
Key Concepts: Marriage,			others. Greater Depth: To understand how
citizenship, respect			wellbeing.
Summer 2	Understand that changes occur at different times for different people and bodies		Identify some factors
Managing change including	change throughout puberty. Understand how we feel when changes occur in school and at home, as well as how		
puberty, transition and	we can respond to these changes. Understand how to respond loss and separation.		
loss. Key	Greater Depth:		
Concepts: Citizenship,	To provide suggestions on how we can respond in an effective way to changes in our lives.		
child's rights, unkindness,			
consequences, resolution.			

pes of relationships and show ways to maintain good

confidently, and listen to and show respect for the views of

ow relationships can have a positive impact on

ors that affect emotional health and wellbeing.

	Year 6	Health and Well-being	Living in the wider world	
	Autumn 1 Keeping safe	Make and explain choices, with more confidence and independence, about how to develop healthy lifestyles. Make judgements and decisions and list and describe some ways, for themselves		
	Concepts: Hygiene, changes, boundaries,	and for others, of resisting negative peer pressure around issues affecting their health and well being. List a range of substances and drugs that are legal and illegal, including those		
	emergency services, diet, child's rights,	which are commonly available, describe some of their effects and risks, and explain how to manage the risks in different familiar situations		
	Autumn 2	Greater Depth:		
	Consequences	•		
	of; discrimination,			Recognise and describe of responding to it, and
	teasing, bullying, and aggressive behaviours			Know, respond to, or c aggression, and realise aggressive behaviours communities.
	Concepts: Concepts: Response, respect, unkindness,			Demonstrate respect a support others to reso and explain choices.
	online safety:			Greater Depth:
ľ	Spring 1	•		
	Respect, diversity and		Understand that issues and events have an effect on us. Take a lead role in researching, discussing and debating topical issues, problems and events.	
	equality/laws and cultural rights		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.	
	Concepts: Respect, child's rights,		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.	
	response, boundaries, emergency		Greater Depth:	
	services.			
	Spring 2 Enterprise		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.	
	Social media		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.	
	Key Concepts: online safety, excellence,		Explore and comment on how the media present information.	

ribe the natures and consequences of bullying, express ways and support others to do so.

or challenge negative behaviours such as stereotyping and lise and be able to explain the consequences of anti-social and urs such as bullying and racism on individuals and

ct and tolerance towards others, resolve differences, and esolve differences, by looking at alternatives, making decisions

boundaries,		Greater Depth:	
<mark>aspirations.</mark> Summer 1 Equality and	•		Know about growth an how their views can de
Equality and diversity in			Identify and explain so
relationships Kev			strategies for dealing w
Concepts: Marriage, citizenship,			Identify different types to maintain good relati
respect			Greater Depth:
Summer 2 Managing	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		
change	positive way.		
including puberty, transition and	Greater Depth: Children to explain how to deal with emotional changes during puberty.		
loss. Key			
Concepts: Citizenship,			
child's rights, unkindness,			
consequences, resolution.			

and fixed mind-set. Express their views confidently, and show develop in the light of listening to others.

some factors that affect emotional health and well being, and g with them.

pes of relationships for themselves and others, and show ways lationships and to support others with their relationships.