

## Hook Junior School Whole School - PSHE Curriculum Overview

### Aims

- To develop intra-personal skills for self-management including of emotions, motivations, health and lifestyle
- To develop inter-personal skills to create and maintain respectful, positive relationships with others
- To assess and manage risk positively
- To respect and celebrate diversity and equality
- To develop strategies to deal positively with change
- To develop critical thinking and enquiry skills
- To understand and be able to take personal responsibility for actions
- To understand how to contribute to a positive society, including how to care for the world

Areas of study shown in *italics* below are statutory from the Government guidance on RSE – statutory in 2020. Those not in bold are suggested areas of study, linked with the overall topic for that term, and may be able to be changed or adjusted. Those **highlighted in yellow** are also covered within Happy Minds.

<b>PSHE - AUTUMN TERM</b>					
<b>Year 3</b>		<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	
<b>Concepts</b>	Identity Relationships Risk	Identity Relationships Risk	Identity Relationships Risk	Identity Relationships Risk	
<b>Prior Knowledge</b>	KS1 – contributing to a classroom, playing and sharing, qualities of a friend, healthy lifestyle, rules, consequences and rewards	<b>Y3 curriculum and Happy Minds class time</b>	<b>Y4 curriculum and Happy Minds class time-</b> Recap - To know how bystanders can contribute to bullying or can help -To recognise and manage 'dares' /peer pressure -To respect differences between families	<b>Y5 curriculum and Happy Minds class time</b> In particular to recap Y4/5 work on families	

**AUTUMN 1**  
**Growth Mindset:**  
**-To understand what a growth mind-set and a fixed mind-set are.**  
 - To identify how someone feels when they fail.  
 - To identify what happens in your brain when you learn.  
 - To identify the characteristics of fixed and growth mind-sets.  
 - To identify the importance of making mistakes as part of learning.  
 - To overcome barriers to learning.  
**Physical and mental wellbeing (link to World Mental Health Day)**  
**To understand how to keep myself well.**  
 - To know what positively and negatively affects their physical, mental and emotional health (including the media)  
 - To identify the normal range of emotions  
 - To know simple self-care techniques like physical exercise, the importance of good sleep, relaxation and good friendships.

**AUTUMN 1**  
**Growth Mindset**  
**To understand and apply a growth mind-set in my learning.**  
 -To identify failure as part of the learning process.  
 - To identify strategies for when you make a mistake.  
 - To describe our own words in the learning process.  
 - To identify the characteristics of an effective learner.  
 - To identify the characteristics of growth mind-sets for learning.  
**Physical and mental wellbeing (link to World Mental Health Day)**  
**To understand how to keep myself well.**  
 - To know what positively and negatively affects their physical, mental and emotional health (including the media)  
 - To identify the normal range of emotions and identify when emotions are appropriate and proportionate  
 - To identify self-care techniques in more detail – exercise, community involvement, friendships  
 - To know when and where to seek help if they need it

**AUTUMN 1**  
**Growth Mindset**  
**To understand how a growth mind-set can be helpful in different contexts.**  
 -To identify the strengths and areas for development in learning.  
 -To suggest ways to help people learn.  
 -To identify the characteristics of an effective teacher.  
 -To explain how the brain works.  
 -To explain what happens when you are learning.  
**Physical and mental wellbeing (link to World Mental Health Day)**  
**To understand how to keep myself well.**  
 - To know what positively and negatively affects their physical, mental and emotional health (including the media)  
 - To identify different types of mental health issue triggers and possible support mechanisms  
 - To identify that it is common to experience mental ill health and that early support is vital  
 - To use self-care techniques in more detail – exercise, community involvement, friendships  
 -To know the impact for children of feeling lonely or isolated and self-help strategies  
 - To know when and where to seek help if they need it

**AUTUMN 1**  
**Growth Mindset:**  
**To extend a growth mind-set to manage change.**  
 -To discuss the effect different types of feedback can have.  
 -To identify barriers to your learning.  
 -To explore whether a calculator is better than a brain.  
 -To describe how mistakes help us learn.  
 -To give opinions about what learning means.  
**Physical and mental wellbeing (link to World Mental Health Day)**  
**To understand how to keep myself well.**  
 - To identify different types of mental health issue triggers and possible support mechanisms – especially online relationships or events  
 - To identify that it is common to experience mental ill health and that early support is vital  
 -To appreciate the consequences of unsupported mental ill health  
 - To know when and where to seek help if they need it

**AUTUMN 2**

**Personal and Online Safety:** (taught through Computing)

**- To understand how to stay safe on and offline.**

- To understand why being safe off and online is important
- To know the concept of 'keeping something confidential or secret' e.g. passwords
- To know when it is right to 'break a confidence'
- To identify the risks and benefits of gaming (basic level), inc messaging strangers and time spent online

**Anti-bullying week:**

**- To understand what bullying is and the consequences.**

- To define what bullying is and is not
- To know how bystanders can contribute to bullying or can help
- To recognise and manage 'dares'
- To know the consequences of anti-social and aggressive behaviours such as bullying on individuals and communities

**Relationships:**

**- To know what a healthy relationship is.**  
**-To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships**

- To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.

**Families:**

- To know that families are important for love, security and stability.
- To know that families can look very different from each other but still represent love and care.

**AUTUMN 2**

**Personal and Online Safety:** (taught through Computing)

**To understand how to stay safe on and offline.**

- To understand how to stay safe online and the potential dangers and have a variety of strategies for keeping physically and emotionally safe.
- To be aware of social media and safe use of ICT and mobile phones
- To understand the importance of protecting personal information, including passwords, addresses, names and images (including in gaming).
- To begin to understand why gaming can lead to an unbalanced lifestyle (pros and cons of online)

**Anti-bullying week:**

**To understand what bullying is and the consequences.**

- To define what bullying is and is not
- To know how bystanders can contribute to bullying or can help
- To recognise and manage 'peer pressure'
- To know the consequences of anti-social and aggressive behaviours such as bullying on individuals and communities

**Relationships:**

**To know how to maintain healthy relationships.**

- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.

**Families:**

- To know the characteristics of a healthy family life including protection, care and commitment
- To know that families can look very different from each other but still represent love and care.
- To recognise if family relationships are making you feel unsafe and where to seek help

**AUTUMN 2**

**Personal and Online Safety:** **To understand how to keep myself and others safe on and offline.**

(see Computing)

- To use strategies to block unsolicited messaging.
- To discuss pros and cons of online chat and social media networks.

- To understand why people may present themselves differently online

**Anti-bullying week:**

**To understand how to manage peer pressure and bullying.**

- To define what bullying is and is not in different contexts including in and out of school
- To understand cyberbullying and explain what to do if see unkind content

**- To know the consequences of anti-social and aggressive behaviours such as bullying on individuals and communities**

**Relationships and families:**

**To explore different relationships and acceptable relationships.**

- To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage
- To know that marriage and civil partnerships form a legal commitment to two people which is intended to be lifelong

**-To understand their actions affect themselves and others**

- To judge what kind of physical contact is acceptable or unacceptable and how to respond
- To recognise if family relationships are making you feel unsafe and where to seek help

**AUTUMN 2**

**Personal and Online Safety:** **To understand and manage the risks and dangers on and offline.**

(see Computing)

-Understand that adults may use the internet maliciously and know what to do if they feel threatened.

- To identify negative relationships online and have strategies to support them
- To discuss current issues surrounding technology and digital footprints.

- To have a variety of strategies for keeping physically and emotionally safe including road safety, safety in the environment and awareness of strangers.

**Anti-bullying week:**

**To understand the consequences of discrimination and bullying on and offline.**

- To define what bullying is and is not in different contexts including in and out of school
- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)

**Relationships:**

**To negotiate and work collaboratively with others.**

- To work collaboratively towards shared goals to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
- To identify situations where permission seeking is appropriate

<b>Protected Characteristics</b>				
<b>Safeguarding</b>	<p>resist negative pressure from peers  manage friendships including how to manage social situations like playtime, conflict, difference of opinion  develop respect and trust through their behaviour and responses  know how to keep themselves safe online and in the real world  regulate their own behaviour and emotional responses</p>	<p>resist negative pressure from peers  manage friendships including how to manage social situations like playtime, conflict, difference of opinion  develop respect and trust through their behaviour and responses  know how to keep themselves safe online and in the real world  regulate their own behaviour and emotional responses</p>	<p>resist negative pressure from peers  manage friendships including how to manage social situations like playtime, conflict, difference of opinion  develop respect and trust through their behaviour and responses  know how to keep themselves safe online and in the real world  regulate their own behaviour and emotional responses</p>	<p>resist negative pressure from peers  manage friendships including how to manage social situations like playtime, conflict, difference of opinion  develop respect and trust through their behaviour and responses  know how to keep themselves safe online and in the real world  regulate their own behaviour and emotional responses</p>

Key Vocabulary – all year groups

**LOWER KS2**

**Growth Mind-set**

growth mind-set  
fixed mind-set  
neurons  
connections  
mistakes  
resilience  
nature versus nurture  
learned behaviour  
talent or practice  
barriers to learning  
development

**Relationships**

relationship  
healthy and unhealthy  
maintain  
support  
caring

**Family**

nuclear  
traditional  
family roles  
diverse/diversity  
purpose  
security

**Anti-bullying**

bystander  
victim  
bully  
strategy  
anti-social  
passive behaviour  
respect  
dare  
peer pressure

**Physical and mental well-being**

media  
self-esteem

**UPPER KS2 (and LKS2)**

**Growth Mind-set**

growth mind-set  
fixed mind-set  
neurons  
connections  
mistakes  
resilience  
nature versus nurture  
learned behaviour  
talent or practice  
barriers to learning  
development

**Relationships**

abusive  
inappropriate  
power  
commitment  
negotiation  
compromise  
permission seeking  
stability  
self-harm

**Family**

civil partnership  
marriage  
legal  
lifelong

**Anti-bullying**

cyberbullying  
teasing/mock  
racism

**Physical and mental well-being**

anxiety, depression  
self-care  
mentally well and mentally ill

	self-perception characteristics choices range of emotions coping strategies well being support network			
<b>Key texts</b>	The girl who never made mistakes It's not fair My secret bully	Mistakes that have worked Miranda Willy the wimp The Bully Blockers Club	#Goldilocks  Goldfish boy	Two to Tango The day I was erased

PSHE - SPRING TERM				
	Year 3	Year 4	Year 5	Year 6
<b>Concepts</b>	Community Responsibility Respect	Community Responsibility Respect	Community Responsibility Respect	Community Responsibility Respect
<b>Prior Knowledge</b>	KS1 – contributing to a classroom, playing and sharing, qualities of a friend, healthy lifestyle, rules, consequences and rewards	Y3 curriculum and Happy Minds class time	Y4 curriculum and Happy Minds class time	Y5 curriculum and Happy Minds class time

<b>Knowledge, Skills, Understanding</b>	<p><b>SPRING 1</b>  <b>Community:</b>  <u><b>- To identify and work within communities.</b></u>          -To identify the communities we all live in and communities around the world          - To work together to achieve goals          -To understand what a democracy is and how it helps a community.</p> <p><b>Responsibilities:</b>  <u><b>- To understand responsibility and act responsibly.</b></u>          - To know that there are different kinds of responsibilities and duties at home, at school and in the community          - To know that there are responsibilities towards the environment</p>	<p><b>SPRING 1</b>  <b>Community:</b>  <u><b>To identify and compare effective communities.</b></u>          -To identify the communities we all live in and communities around the world          what being part of a community means          - To think about the lives of people living in other places, and people with different values and customs</p> <p><b>Responsibilities:</b>  <u><b>To act responsibly towards others and the environment</b></u>          - To recognise their increasing independence brings increased responsibility to keep themselves and others safe          - To actively undertake responsibilities towards the environment</p>	<p><b>SPRING 1</b>  <b>Community:</b>  <u><b>To know how to contribute positively to my community.</b></u>          - To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing          - To think about the lives of people living in other places, and people with different values and customs          -To understand how democratic principles are used in our own community.</p> <p><b>Responsibilities:</b>  <u><b>To act responsibly towards others and the environment.</b></u>          - To understand the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer          -To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)          -To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment          -To know about enterprise and the skills that make someone 'enterprising'</p>	<p><b>SPRING 1</b>  <b>Community:</b>  <u><b>To know how to contribute positively to my communities.</b></u>          - To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom          - To think about the lives of people living in other places          - To explore how different values can lead to terrorism and war.</p>
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<b>Knowledge, Skills, Understanding</b>	<p><b>SPRING 2</b>  <b>Respect:</b>  <u>- To show respect to ourselves and others</u>          -To know what respect means          -To know what ‘good manners’ are          - To identify people we should respect and behaviours which are and are not respectful          - To recognise and respond appropriately to a wider range of feelings in others</p> <p><b>Rights and responsibilities:</b>  <u>- To know how to respect our own and other’s rights.</u>          -To understand what the UNCRC means for children.          - To be able to identify some rights of children across the world          -To know how to respect others’ rights.          - To know that responsibilities come with having rights.</p>	<p><b>SPRING 2</b>  <b>Respect: (for self)</b>  <u>To show respect for ourselves through a healthy lifestyle.</u>  <i>- To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences)</i>  <i>- To begin to understand the concept of a ‘healthy balanced lifestyle’</i>  <i>- To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</i>  <i>-To understand the negative consequences of poor lifestyle choices</i>  <i>- To begin to understand how drugs and alcohol can affect the body</i></p> <p><b>Rights and responsibilities:</b>  <u>To know how to respect our own and other’s rights.</u>          - To be able to identify where the rights of children are not being met across the world          -To know how to respect others’ rights.          - To know that responsibilities which come with having rights.          - To think about the lives of people living in other places, and people with different values and customs</p>	<p><b>SPRING 2</b>  <b>Respect: (for self)</b>  <u>To understand how my choices affect my health.</u>  <i>-How to find information to make informed choices</i>  <i>-To recognise the impact of a healthy lifestyle and an unhealthy lifestyle</i>  <i>-To understand the benefits of good dental hygiene and dentist visits</i>  <i>-To know that bacteria and viruses can affect health and personal hygiene can help with this</i></p> <p><b>Drug Education:</b>  <u>To explain the impact of drugs on health.</u>  <i>-Resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</i>  <i>- To know what is meant by the term ‘habit’ and why habits can be hard to change</i>  <i>- To know which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</i></p>	<p><b>SPRING 2</b>  <b>Respect: (for self)</b>  <u>To know where to seek help to support my health and development.</u>  <i>-To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.</i>  <i>- To know about people who are responsible for helping them stay healthy and safe and ways that they can help these people</i></p>
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<b>Protected Characteristics</b>				<b>Race</b>
<b>Safeguarding</b>	recognise who are trusted adults in times of need develop respect and trust through their behaviour and responses	recognise who are trusted adults in times of need develop respect and trust through their behaviour and responses	recognise who are trusted adults in times of need develop respect and trust through their behaviour and responses	recognise who are trusted adults in times of need develop respect and trust through their behaviour and responses

<b>Key Vocabulary – all year groups</b>	<p><b>LOWER KS2</b></p> <p><b>Community</b>  global, local, national  democracy  voting  purpose  goal  security  stability  support  shared interests  voluntary</p> <p><b>Rights and responsibilities</b>  right  responsibility  UNCRC (United Nations Convention on the Rights of a Child)  articles  environment  stewardship  recycling  upcycling  climate change</p> <p><b>Respect</b>  authority  response  feelings and emotions  good manners  consequences  choice  informed choice  negative  positive  balanced lifestyle</p>	<p><b>UPPER KS2 (and LKS2)</b></p> <p><b>Community</b>  pressure group  protest  values  customs  terrorism  war</p> <p><b>Rights and responsibilities</b>  consumer  finances  interest  debt  loan  tax  sustainability  enterprise/enterprising</p> <p><b>Drug Education</b>  lifestyle  tobacco  medicine  alcohol  nicotine  legal  illegal  substances  control  habit</p>
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<b>Key texts</b>	We are all born free	Dreams of freedom Henry's freedom box		
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**PSHE - SUMMER TERM**

<b>PSHE - SUMMER TERM</b>				
<b>Year 3</b>		<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Concepts</b>	Diversity Resilience Change	Diversity Resilience Change	Diversity Resilience Change	Diversity Resilience Change
<b>Prior Knowledge</b>	KS1 – contributing to a classroom, playing and sharing, qualities of a friend, healthy lifestyle, rules, consequences and rewards	Y3 curriculum and Happy Minds class time	Y4 curriculum and Happy Minds class time	Y5 curriculum and Happy Minds class time

**SUMMER 1**  
**Inclusion:**  
**- To understand why people are different and similar.**  
 -To understand that differences and similarities between people are due to number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)  
 -To recognise and challenge stereotypes

**Social skills and play:**  
**- To be able to be a friend and play well.**  
 -To know what a good friend is  
 -To know the characteristics of good friendships (mutual respect, trust, truth, loyalty, shared interests and support)  
 - To know how to solve friendship problems  
 - To be able to play a range of games  
 - To be able to include others in play.

**SUMMER 1**  
**Inclusion:**  
**To explain stereotypes and their consequences.**  
 -To understand that differences and similarities between people are due to number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)  
 -To promote ways to recognise and challenge stereotypes

**Social skills and play:**  
**To explore my emotions and to resolve conflict.**  
 - To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others: deciding how to manage them responsibly  
 - To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices  
 - To be able to create and play a range of group games.  
 - To be able to include others in play.

**Individual freedom:**  
**To understand the importance of rules and freedom.**  
 -To know why and how rules and laws that protect themselves and others are made and enforced.  
 - To explain why different rules are needed in different situations  
 - To take part in making and changing rules

**SUMMER 1**  
**Inclusion:**  
**To debate topical issues which affect people in different ways.**  
 - to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people  
 -To understand that differences and similarities between people are due to number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)

**Social skills and play:**  
**To respect different views and resolve conflict.**  
 - To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices  
 - To be able to create and play a range of group games – teaching these to younger children and resolving issues.  
 - To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.

**Individual freedom:**  
**To understand the importance of rules and freedom.**  
 -To know why and how rules and laws that protect themselves and others are made and enforced.

**SUMMER 1**  
**Inclusion:**  
**To promote ways to recognise and challenge stereotypes**  
 - To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people  
 -To understand that differences and similarities between people are due to number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)

**Social skills and play:**  
**To support younger children in developing play, finding resolutions and recognising who to trust**  
**Individual freedom:**  
 -To know why and how rules and laws that protect themselves and others are made and enforced.  
 - To explain why different rules are needed in different situations  
 - To take part in making and changing rules

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|--|--|--|---|--|
|  |  |  | <ul style="list-style-type: none"><li>- To explain why different rules are needed in different situations</li><li>- To take part in making and changing rules</li></ul> |  |
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<p>SUMMER 2 Individual freedom: <u>- To understand the importance of rules and freedom.</u> -To know why and how rules and laws that protect themselves and others are made and enforced - To explain why different rules are needed in different situations - To take part in making and changing rules -To know how different societies form rules - To know what our personal freedoms are and how they are protected.</p> <p>Resilience and change: <u>-To know strategies for dealing with change</u> - To make positive choices for yourself and for others</p>	<p>SUMMER 2 Resilience and change: <u>To reflect on my resilience when dealing with change.</u> -To know strategies for dealing with change - To make positive choices for yourself and for others -To reflect on your year at school and identify changes you wish to make to improve your learning.</p> <p><i>Health prevention and first aid</i> <u>To be able to keep yourself and others safe</u> -To begin to recognise early signs of physical illness -To understand the consequences of unsafe sun exposure -To understand the benefits of good quality sleep and the impact of lack of sleep -To know how to make an <u>appropriate</u> call to the emergency services</p>	<p>SUMMER 2 Resilience and change: <u>To understand how to deal with pressure from different sources.</u> -To know strategies for dealing with change - To explore and critique how the media present information -To know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media -To reflect on your year at school and identify changes you wish to make to improve your learning.</p> <p><i>Health prevention and first aid</i> <u>To be able to keep yourself and others safe</u> -To begin to recognise early signs of physical or mental illness -To understand the consequences of unsafe sun exposure -To know how to make an <u>appropriate</u> call to the emergency services -To know very basic first aid – dealing with nosebleeds, bruises and bumps and head injuries.</p> <p><i>Sex Education:</i> <u>To understand changes as I grow older.</u> -To identify how their body and emotions will change as they approach and move through puberty -To identify ways for personal hygiene to keep you healthy -To know where to seek help if needed</p>	<p>SUMMER 2 Resilience and change: <u>To understand how to deal with pressure from different sources.</u> - To explore and critique how the media present information - To know about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement - To know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media <u>To reflect on and plan for your own learning.</u> -To reflect on your years at primary school and identify changes you wish to make to improve your health, wellbeing and learning as you move to secondary school. <i>Health prevention and first aid</i> <u>To be able to keep yourself and others safe</u> -To identify strategies to treat the early signs of physical or mental illness -To know how to make an <u>appropriate</u> call to the emergency services - To understand how to be safe around water. -To understand the role of immunisations</p> <p><i>Sex Education:</i> <u>To understand changes as I grow older.</u> -To recap how their body will change as they approach and move through puberty -To identify ways for personal hygiene to keep you healthy -To recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p>
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				<ul style="list-style-type: none"> <li>-To know that people's bodies are their own and identify appropriate and inappropriate contact</li> <li>-To know how to seek help if they feel threatened, intimidated or harassed</li> <li>- To understand the process of human reproduction</li> <li>-To know where to seek help if needed</li> <li>-To know what is and isn't appropriate for this age.</li> </ul>
<b>Protected Characteristics</b>	<b>marriage and civil partnership.</b>	<b>marriage and civil partnership. sexual orientation</b>	<b>marriage and civil partnership. sexual orientation</b>	<b>marriage and civil partnership. pregnancy and maternity. Sex</b>
<b>Safeguarding</b>			<p>know how to call the emergency services and the importance of doing so wisely and safely</p> <p>recognise who are trusted adults in times of need</p> <p>how to maintain positive emotional and physical health and hygiene</p> <p>understand how certain drugs can be dangerous and the difference with those that are prescribed but always acting with safety in this area</p>	<p>know how to call the emergency services and the importance of doing so wisely and safely</p> <p>recognise who are trusted adults in times of need</p> <p>how to maintain positive emotional and physical health and hygiene</p> <p>understand that sex is an activity which takes place between consenting adults which may lead to reproduction</p>

<b>Key Vocabulary – all year groups</b>	<p><b>LOWER KS2</b></p> <p><b>Social skills and play</b></p> <p>friend mutual respect characteristics trust empathy loyalty fairness equality support conflict resolution compromise solution viewpoint perspective honesty</p> <p><b>Individual freedom</b></p> <p>rules laws protection freedom society community parliament government law abiding</p> <p><b>Health prevention and first aid</b></p> <p>early signs symptoms illness sun safety sun exposure SPF (sun protection factor) skin cancer barrier sleep nocturnal sleep cycle emergency services dentist dental hygiene</p>	<p><b>UPPER KS2 (and LKS2)</b></p> <p><b>Resilience and change</b></p> <p>strategies resilience changes transition loss separation bereavement divorce</p> <p><b>Puberty</b></p> <p>personal hygiene puberty hormones development menstruation, period, cycle sanitary products acne aggression, mood swings anger, sadness sweat, sweat glands body hair physical change, emotional change ovary, fallopian tube, egg, sperm reproduction conception body image</p>
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	balanced lifestyle bacteria viruses personal hygiene nosebleed bruise head injury immunisations		
<b>Key texts</b>		Malala Yousafzai's story The boy who grew into a chicken	Rachel's story The Lost thing King of the sky
			King to King My princess boy The Island