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Intent

Our school vision '*Let your light shine*' is at the core of our PSHE curriculum. At Deddington we offer a robust, progressive and coherent PSHE curriculum taught discreetly using the program of study SCARF. However, due to our school values of '*Inspire, Believe, Achieve*', PSHE development is at the heart of everything we do from the interactions we have with the children daily, to the way in which we thoughtfully organise our wider curriculum opportunities. Through additional whole school opportunities such as school council, fairtrade group, play leaders and more, we encourage children to be a part of a democratic community where everyone's voice is valued and heard. All children are members of a mixed age pastoral family group with whom they stay throughout their time at Deddington. We meet in these pastoral groups regularly to reflect, collaborate and celebrate together.

The intent of our PSHE curriculum and whole school offer is for our children to:

- Develop in a full and rounded way intellectually, morally, socially and spiritually.
- Acquire the knowledge, skills and attributes they need to keep themselves physically, emotionally and mentally healthy and safe.
- Flourish regardless of background, ability or additional needs, to become the very best version of themselves they can possibly be.
- Possess a strong understanding of the diverse world around them and be supported in playing a positive role in contributing to an ever-changing society.
- Acquire the curiosity and confidence to question, challenge and reflect.
- Be prepared for the next stages of their education and life in modern Britain.

Implementation

At Deddington we use the PSHE curriculum framework SCARF from Coram Life to support us in achieving our intentions.

We implement our curriculum and vision in the following ways:

- Deeply embedded vision, values and our 6 principles of success.
- A supportive and nurturing environment encouraging pupil achievement in all areas of PSHE and the wider curriculum.
- A broad and balanced curriculum through all aspects of PSHE.
- Strong, supportive but ambitious and determined leadership.
- Openness, empathy and care from our staff so all pupils feel valued, heard and supported.
- Clear progressive skills forming the foundation of the delivery of PSHE.
- Pupils are given time regularly to reflect upon their personal development individually, in class groups and pastoral groups.
- High quality teaching through passion, praise, subject knowledge and enthusiasm.
- A commitment to constantly improving our practice and CPD where areas of need are identified.
- Regular opportunities for PSHE development outside of the classroom for example through assemblies and celebration days.

- Numerous opportunities for children to develop and nurture their confidence and personal skills through having positions of responsibility.

Impact

- Pupils are happy at school and feel safe, nurtured and cared for. They are proud of the school and demonstrate the ‘Deddington Way’ in everything they do and achieve.
- Staff are proud of our school and all that we achieve together as a team.
- Our children leave our school developed in a full and rounded way intellectually, morally, socially and spiritually.
- Observations of learning indicate pupils consistently demonstrate impeccable behaviour and positive growth mindset learning attitudes.
- Observations of the children and when questioned, children are able to verbalise how they keep themselves physically, emotionally and mentally healthy and safe.
- Attitudes towards mental well-being and health are positive and high priority for both children and staff.
- Children are able to exercise the ability to question, challenge and reflect.
- Visitors and prospective parents consistently comment on the lovely atmosphere, ethos and environment the school team have created.
- Children are ready to move on to the next phase of their education and become active, positive contributors in a constantly changing society and modern Britain.

1. Statutory Guidance

Dfe Statutory Guidance for Relationships Education and Relationships and Sex Education and Health Education 2020

By the end of Primary School:

Families and people who care for me:	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring Friendships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

	<ul style="list-style-type: none"> • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful Relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online Relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being Safe	<p>Pupils should know:</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

<p>Mental Wellbeing</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
<p>Internet safety and harms</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • why social media, some computer games and online gaming, for example, are age restricted • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online
<p>Physical health and fitness</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health

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Healthy Eating	<p>Pupils should know:</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, alcohol and tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle

2. Subject strands

Me and My Relationships, Valuing Differences, Keeping Safe, Rights and Respect, Being my Best, Growing and Changing

Units of Work By Term

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Year 1	Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Year 2	Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Year 3	Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Year 4	Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Year 5	Growing and Changing	Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being my Best

Year 6	Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
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3. Year Group Overviews

		TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	Topic	Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
F1	'I Know' The knowledge to be learnt	<p>I know things that make me different and the same as others.</p> <p>I know how to talk about myself positively.</p> <p>I know how to listen to others.</p> <p>I know who special people in my life are.</p> <p>I know others may have different special people.</p> <p>I know there are people outside of my family who care for me.</p> <p>I know a range of different emotions and how these feel to me.</p> <p>I know certain events can make people feel sad.</p> <p>I know a range of strategies to help myself and others when feeling sadness.</p>	<p>I know I have positive attributes.</p> <p>I know others may have different likes/dislikes to myself.</p> <p>I know differences should be celebrated.</p> <p>I know different families may have different traditions and customs.</p> <p>I know people live in different types of home.</p> <p>I know what makes my home feel safe.</p> <p>I know different ways to show kindness.</p> <p>I know different ways to be cooperative.</p> <p>I know how to show friendly behaviour towards a peer.</p>	<p>I know things that keep my body safe, clean and protected.</p> <p>I know how to recognise things that are not safe.</p> <p>I know that some things I don't recognise may carry risk.</p> <p>I know what our bodies need to stay well.</p> <p>I know how to correctly store medicines.</p> <p>I know some adults who will help me and keep me safe.</p> <p>I know how I feel when I am unsafe.</p> <p>I know there are many things I can do on online devices.</p> <p>I know people in my life and community who help keep me safe.</p>	<p>I know some people who are special in my life and others may have different special people.</p> <p>I know friends are important and can help me and I can care for them.</p> <p>I know there are ways I can help at home.</p> <p>I know it is important to take responsibility for taking care of a shared environment.</p> <p>I know what may happen to living things if we don't take care of our world.</p> <p>I know some of the uses of money and how to keep it safe.</p> <p>I know there are ways to save money.</p>	<p>I know that sometimes I may not achieve my goal.</p> <p>I know some strategies to overcome hurdles.</p> <p>I know some healthy foods and drinks.</p> <p>I know the jobs of the different food groups.</p> <p>I know the '5 ways to wellbeing'.</p> <p>I know some activities to promote positive mental health.</p> <p>I know my body changes during exercise.</p> <p>I know how exercise can keep my mind and body healthy.</p> <p>I know why our bodies need sleep.</p> <p>I know some ways to have a calm bedtime routine.</p>	<p>I know the differences between the seasons.</p> <p>I know how the seasons change.</p> <p>I know that animals and humans change in appearance over time.</p> <p>I know the life stages of humans.</p> <p>I know a baby is made by a woman and a man and grows in a mother's tummy.</p> <p>I know all families are different.</p> <p>I know the differences between babies, children and adults.</p> <p>I know we are all unique.</p> <p>I know the anatomical names for parts of the body, including the reproductive parts eg. penis, vulva. (NSPCC recommended age for this is 3/4)</p> <p>I know which parts of my body are private.</p>

Key Vocabulary	Special, practice, effort, same, different, family, help, feelings, happy, sad, kind, helpful	Special, likes, dislikes, favourite, kind, unkind, family, friendship	Clean, safe, sleep, water, food, fresh air, medicine, chemist, doctor, grown up, safe, unsafe, uncomfortable, worried, trust, tell, address	Family, look after, help, alone, friends, responsibility, working together, helpful, caring, environment, litter, pollution, electricity, recycling, cost, pay, buy, save	Bounce back, encourage, try again, food, energy, grow, healthy, fruit, vegetables, dairy, exercise, sleep, wash, heart, muscles, calm, routine, sleep	Seasons, cycle, growing, egg, seed, baby, grow, change, old, young, child, teenager, adult, old age, family, love, womb, pregnancy, egg, sperm, same-sex parents, beliefs, private parts, penis, vulva, vagina, testicles, privacy
'I can' The skills to be developed	<p>I can talk about my own interests, family and qualities.</p> <p>I can talk about myself positively.</p> <p>I can listen and respond to others.</p> <p>I can share about special people in my life and listen to others talk about their special people.</p> <p>I can name key people outside of my family who care for me.</p> <p>I can name a range of different emotions.</p> <p>I can explain how different emotions make me feel.</p> <p>I can describe some strategies to use when I or others feel sad.</p>	<p>I can describe some of my positive attributes.</p> <p>I can share my likes/dislikes and listen to those of others.</p> <p>I can celebrate the differences between myself and others.</p> <p>I can talk about traditions and customs in my family.</p> <p>I can talk about the home I live in.</p> <p>I can be sensitive when listening to others.</p> <p>I can share and demonstrate ways to be kind.</p> <p>I can share and demonstrate ways to be cooperative.</p> <p>I can show friendly behaviour towards peers.</p> <p>I can build relationships with others.</p>	<p>I can name things that keep my body safe, clean and protected.</p> <p>I can begin to recognise things that are unsafe.</p> <p>I can explain what our bodies need to stay well.</p> <p>I can explain how medicines should be stored.</p> <p>I can name hazards both inside and outside.</p> <p>I can show how to care for the safety of others.</p> <p>I can name adults who will help me and keep me safe.</p> <p>I can recognise feelings when I am unsafe.</p> <p>I can explain what I would do if I felt unsafe online.</p> <p>I can name people in my life and community who help keep me safe.</p>	<p>I can talk about people who are special in my life.</p> <p>I can listen to others talk about their special people.</p> <p>I can explain why friends are important.</p> <p>I can talk about how to care for a friend in need.</p> <p>I can share ways I help at home.</p> <p>I can share how I take care of shared environments.</p> <p>I can identify some different coins and notes.</p> <p>I can share some of the ways we spend money.</p> <p>I can talk about why we should keep money safe.</p> <p>I can talk about different ways to save money.</p>	<p>I can talk about a time when I didn't achieve my goal.</p> <p>I can share some strategies for overcoming hurdles.</p> <p>I can recognise that some skills take time to learn.</p> <p>I can celebrate my peers successes.</p> <p>I can name some healthy foods and drinks.</p> <p>I can understand that some things are for 'just sometimes'.</p> <p>I can explain what the different food groups do.</p> <p>I can explain the '5 ways to wellbeing'.</p> <p>I can name some activities to promote positive mental health.</p> <p>I can describe how my body changes during exercise.</p>	<p>I can explain the differences and changes between the seasons.</p> <p>I can explain how I have grown in resilience.</p> <p>I can explain how humans and animals change in appearance as they grow.</p> <p>I can use vocabulary relevant to growing up.</p> <p>I can use the language of the life stages of humans.</p> <p>I can talk about my own experience of growing up.</p> <p>I can explain a man and a woman make a baby and it grows in a mother's tummy.</p> <p>I can understand that all families are different.</p> <p>I can explain how babies, children and adults are different.</p>

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				I can talk about how I keep myself safe in my environment.		I can explain how exercise helps me stay health mentally and physically. I can explain why my body needs sleep. I can share my bedtime routine.	I can name many parts of my body, including the reproductive parts. I can explain which parts of my body I should keep safe and private. I can identify adults who I should tell if I ever feel unsafe.
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		TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	Topic	Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Year 1	'I Know' The knowledge to be learnt	I know why we have classroom rules. I know how to show attentive listening skills. I know a range of different feelings. I know our feelings can make us behave in a certain way. I know feelings can be shown through body language and facial expression.	I know we all have similarities and differences. I know the difference between being unkind, teasing and bullying. I know the school rules and how they keep me safe. I know sometimes things will seem unfair. I know who people special to me are.	I know that sleep is important to my health. I know who can help me if I am feeling unsafe. I know the difference between appropriate and inappropriate touch (NSPCC PANTS rule). I know that sometimes we need medicine when we are ill. I know how and why these medicines should be safely stored.	I know that our behaviour has an impact on others. I know about the different areas of our school environment and how it is cared for. I know how to take responsibility for my personal hygiene. I know how to take responsibility for looking after something (eg.plant/pet/job role).	I know the importance of fruit and veg in our diet. I know what would make up a healthy packed lunch. I know how to keep germs from spreading. I know the learning behaviours involved in learning a new skill. I know how to give and receive praise and feedback.	I know some of the ways to keep myself healthy (sleep, hygiene, exercise, food). I know how I have changed since I was a baby (in reference to both body and skills). I know how to care for a baby. I know what to do if bullying is taking place. I know that some secrets should not be kept.

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	I know that bodies and feelings can be hurt. I know how to be a good friend.	I know I belong to various groups and communities such as my family.	I know that sometimes we will experience loss. I know how I can talk to if I am feeling big feelings.	I know where money comes from and what it might be spent on. I know money should be looked after.	I know what's inside my body.	I know who to talk to if I feel uncomfortable about a secret I've been told. I know which parts of my body should be kept private (relating to toileting).
Key Vocabulary	Rules, safe, responsibility, work together, team, listening, feelings, body language, support, emotions, behaviour, hurt, help, heal, friendship, making up	Same, different, respect, unkind, tease, bullying, rules, safe, fair, unfair, special, qualities, feelings, family,	Sleep, rest, grow, tired, feelings, worried, nervous, scared, support, unsafe, private, trust, privates, penis, vagina, vulva, nipples, buttocks, bottom, testicle, consent, risk, harm, medicine, responsibility, emotion, loss	Behaviour, consequences, special person, promise, environment, responsibility, needs, rules, money, cost, bills, spending, afford, money, bank, coin, note, worth, saving, safe	Starchy, dairy, protein, fruit, vegetables, vitamins, portion, healthy, balanced, meat, sugar, hygiene, routine, germs, disease, spread, learning, confidence, patience, resilience, achievement, praise, support, feedback, encourage	Energy, food, water, air, oxygen, exercise, sleep, healthy, change, growing, size, height, needs, help, caring, love, attention, unkind, teasing, bullying, witness, experience, surprise, secret, uncomfortable, privates, private, penis, vulva, hygiene, help, change, sore, doctor,
'I can' The skills to be developed	I can explain our classroom rules and how they keep us happy and safe. I can demonstrate attentive listening, suggest strategies to resolve conflict and give and receive positive feedback. I can name a range of different feelings. I can recognise how others are feeling from their body language or facial expression. I can recognise that bodies and feelings can be hurt. I can suggest ways of dealing with different kinds of hurt.	I can identify similarities and differences between myself and others. I can empathise and appreciate the differences between myself and others. I can explain the difference between being unkind, teasing and bullying, I can explain our school rules and how they keep me safe. I can recognise and explain what is fair and unfair. I can suggest ways I could show kindness to others. I can share who is special to me and why.	I can explain why sleep is important and identify bedtime routines to encourage healthy sleep. I can recognise emotions and feelings when I feel unsafe. I can identify who can help me if I feel unsafe. I can explain the PANTS rule. I can name and know which parts of myself should be private. I can explain the difference between appropriate and inappropriate touch. I can identify who I would go to for help. I can explain why I might need medicine and	I can explain how someone else's behaviour impacts others around them. I can share my likes/dislikes about different parts of our school environment. I can explain how to keep myself clean and sequence personal hygiene routines into a logical order. I can demonstrate responsibility in looking after something (eg plant/pet/job role). I can explain how money is earned. I can explain some of the things my family spend money on.	I can explain why fruit and vegetables are important in my diet. I can recognise that we all like different foods. I can select foods from the Eatwell Guide to make a healthy packed lunch. I can explain how disease and germs spread. I can explain how to prevent germs and disease spreading. I can explain how learning a new skill requires patience, resilience and sometimes I might fail to begin with. I can share my experiences and how I	I can talk about lots of ways to keep myself healthy (food, sleep, hygiene, exercise). I can talk about how my body has changed since I was a baby. I can talk about the things I could do as a baby, toddler and now. I can explain the difference between being unkind, teasing and bullying. I can identify who to talk to if bullying is taking place. I can explain the difference between a surprise and a secret and I understand some

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		I can identify qualities of a positive friendship.	I can recognise and name some of the qualities that makes that person special. I can share members of my family/community who are special to me.	how to be safe and responsible with it. I can recognise the feelings that are associated with loss.	I can recognise the value of money and explain why it should be kept safe. I can suggest safe places to keep money.	have felt when I have been learning a new skill. I can share the names of some major organs and what they do eg.heart, lungs. I can name and identify lots of my body parts.	secrets are not good ones. I can identify who to talk to if I feel uncomfortable about a secret. I can explain how my toileting needs have changed since I was a baby. I can explain which parts of my body are private and who I can talk to about these parts of my body. I can use the proper terminology for my private parts.
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		TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
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	Topic	Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Year 2	<p>'I Know' The knowledge to be learnt</p>	<p>I know what rules would make an ideal classroom. I know about a range of feelings. I know how to manage uncomfortable feelings (anger, sadness, loneliness). I know how to be a good friend. I know the meaning of bullying. I know strategies for dealing with bullying.</p>	<p>I know we are all unique. I know who is special to me. I know my behaviour can affect others. I know how it feels to be left out. I know how to show acts of kindness to others and why. I know how to solve a range of common friendship problems.</p>	<p>I know medicines are sometimes used when people are poorly and must be used safely. I know that some situations may make you feel safe or unsafe. I know what to say in order to keep safe. I know that some types of touch are inappropriate (NSPCC PANTS rule). I know the difference between safe and unsafe secrets. I know some secrets should never be kept (relating to unsafe touch). I know who my trusted adults are who I can speak to if needed.</p>	<p>I know strategies for getting along with others. I know strategies to handle explosive/impulsive behaviour and emotions. I know who in school can help me feel safe. I know some benefits and risks of the internet. I know that talking to strangers online is a risk. I know what information I shouldn't share online. I know that money can be saved and why. I know that money can be spent on things that are essential and non essential. I know how to look after and improve the school environment.</p>	<p>I know how the process of learning something new works. I know how to make healthy choices. I know how vaccinations keep us safer from some illnesses. I know the importance of good dental hygiene. I know what some major parts of my body do. I know the things my body needs to function and remain healthy.</p>	<p>I know how to give positive feedback to others. I know how it feels when someone moves away (relating to loss/reuniting). I know the different stages of growth. I know which parts of the body are private. I know the anatomical names for parts of the body, including the reproductive parts eg. penis, vulva. (NSPCC recommended age for this is 3/4) I know the functions of some of these parts of the body. I know how to respect people's privacy. I know you are not allowed to touch someone's private belongings or share their information without consent.</p>
	Key Vocabulary	Happy, safe, caring, friendly, rules, feelings, help, friendly, friendship, bullying, repeated, help, teasing, regular	Unique, respect, special, help, feelings, behaviour, calm, aggressive, solve, cooperate, kind, unkind, listening, problem	Sleep, medicines, safety, safe, unsafe, worried, help, touch, uncomfortable, surprise, secret, tell, trust	Responsibility, help, share, take turns, listen, feelings, erupt, safe, unsafe, uniform, help, gamer, personal information, internet, risk, money, spending, saving, environment, responsibility	Practise, encourage, goal, achieve, challenge, choose, choices, healthy, unhealthy, vaccination, teeth, injection, disease, hygiene, germs, brain, heart, lungs, stomach, intestines, food, water, oxygen, exercise, rest, first aid, risk, accident,	Help, support, change, loss, frightened, nervous, growing, food, rest, sleep, care, learning, change, forward looking, planning, permission, unique, special, penis, vulva, vagina, testicles, nipples, private parts, sperm, eggs, ovaries,

						danger, hazard, kettle, safe, burn, scald, accident, emergency	womb, pregnancy, genitals, consent, secret, uncomfortable, tell, trust
'I can' The skills to be developed	<p>I can share my ideas for an ideal classroom to keep us happy and safe.</p> <p>I can recognise people have different ways of expressing their feelings.</p> <p>I can recognise a range of uncomfortable feelings such as anger, loneliness and sadness.</p> <p>I can identify who to talk to if I am feeling an uncomfortable feeling.</p> <p>I can identify ways in which to be a good friend.</p> <p>I can recognise that both bullying and unkind behaviour are unacceptable.</p> <p>I can explain some strategies for if bullying happens.</p>	<p>I can identify some physical and non physical similarities and differences between us.</p> <p>I can use words and phrases that show respect for other people.</p> <p>I can share people who are special to me and explain why.</p> <p>I can explain how my behaviour has an impact on those around me.</p> <p>I can suggest strategies for helping someone who feels left out.</p> <p>I can describe acts of kindness and their impact on others.</p> <p>I can demonstrate active listening.</p> <p>I can suggest strategies for friendship problem solving such as negotiation, compromise, listening, moving away, being flexible.</p>	<p>I can explain that medicine is sometimes needed when people are poorly.</p> <p>I can explain how medicines must be handled safely and responsibly.</p> <p>I can identify situations that make me feel safe/unsafe.</p> <p>I can identify situations where I might say 'Yes', 'No', 'I'll ask' or 'I'll tell'.</p> <p>I can explain that some types of touch are appropriate/inappropriate.</p> <p>I can explain the PANTS rule.</p> <p>I can recognise that some touches can be fun and some can hurt and be upsetting.</p> <p>I can explain who I would talk to if I felt I had been asked to keep an unsafe secret or a secret made me feel uncomfortable.</p>	<p>I can describe and record strategies for getting along with others at school.</p> <p>I can explain and be able to use strategies when I feel explosive or impulsive (big feelings).</p> <p>I can identify special adults in school who make me feel safe.</p> <p>I can explain people have choices about what to do with their money.</p> <p>I can explain how people by might save their money.</p> <p>I can explain what I shouldn't share when online.</p> <p>I can explain my likes/dislikes about the school environment.</p> <p>I can identify where improvements can be made.</p> <p>I can explain how I have a shared responsibility to the school environment.</p>	<p>I can explain the stages of the learning line.</p> <p>I can help myself and others develop a positive attitude towards learning.</p> <p>I can explain that some choices are healthy for me and some are not.</p> <p>I can explain how germs are spread and how to prevent this.</p> <p>I can explain how vaccinations can be used to prevent certain illnesses.</p> <p>I can describe simple dental hygiene routines and explain why they are important.</p> <p>I can explain the function of some of my organs.</p> <p>I can explain how the body gets energy from food, water and oxygen.</p> <p>I can explain that sleep and exercise are important to health.</p>	<p>I can demonstrate simple ways to give positive feedback.</p> <p>I can work as part of a pair/team.</p> <p>I can share my feelings around someone special moving away and being reunited with them.</p> <p>I can explain the stages of growth in a human.</p> <p>I can explain what a human can do at these different stages.</p> <p>I can identify which parts of the body are private.</p> <p>I can explain what privacy means.</p> <p>I can give examples of private information.</p>	

		TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	Topic	Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Year 3	'I Know' The knowledge to be learnt	<p>I know why we have rules and why we have different rules for different ages/settings (linking to internet safety).</p> <p>I know how to maintain a positive relationship with those who are special to us.</p> <p>I know strategies to solve simple conflicts.</p> <p>I know how to work as part of a team.</p> <p>I know that working together can help achieve success.</p> <p>I know the qualities of positive friendship and have strategies for in the case of fall outs.</p>	<p>I know the importance of respecting others.</p> <p>I know there are many different types of family including foster, adoptive and same sex couple families.</p> <p>I know I am part of a community and that participating in it can help improve my mental wellbeing.</p> <p>I know our friends and neighbours may have similarities and differences to us (relating to national, regional, ethnic and religious diversity).</p>	<p>I know some situations are safe and some are unsafe.</p> <p>I know who to ask for help if I feel unsafe.</p> <p>I know the difference between danger and risk.</p> <p>I know to keep personal information private when online.</p> <p>I know how to get help if something feels unsafe online.</p> <p>I know the risks associated with online browsing.</p> <p>I know that medicines can be helpful when used responsibly.</p> <p>I know that when medicines are not used</p>	<p>I know where to get help/advice.</p> <p>I know the difference between fact and opinion.</p> <p>I know that events can be perceived differently.</p> <p>I know what voluntary work is and suggest some examples and benefits of it.</p> <p>I know that money needs to be earned and should be spent considerately.</p> <p>I know the meaning of the terms income, saving and spending.</p> <p>I know that the amount people earn differs according to a range of factors.</p>	<p>I know what makes up a healthy, balanced diet.</p> <p>I know how germs are spread, how to prevent this and how illnesses can be treated.</p> <p>I know what some of the body's major organs are and do.</p> <p>I know how to empathise about different viewpoints (relating to health and wellbeing).</p> <p>I know how to celebrate my own achievements.</p> <p>I know how to identify areas for development.</p> <p>I know some groups are less well represented by the media.</p>	<p>I know there are different types of relationships (friendships, families, pets, leaders...).</p> <p>I know how to help look after relationships.</p> <p>I know what personal space is (linking to NSPCC PANTS rule).</p> <p>I know the terms secret or surprise and know there can be safe and unsafe secrets.</p> <p>I know who I could talk to if a secret made me feel uncomfortable or unsafe.</p> <p>I know how to make a clear emergency services call.</p>

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	<p>I know not everyone will have the same opinion/point of view. I know what boundaries are appropriate in friendships and with my peers.</p>	<p>I know repeated name calling is bullying and how to handle this. I know there are different types of bullying. I know what prejudice means.</p>	<p>responsibly, they can be harmful. I know the risks of alcohol and cigarettes.</p>	<p>I know how to look after our school environment. I know we have a shared responsibility for looking after our school environment.</p>	<p>I know that different people develop different skills and talents. I know my own skills and talents.</p>	<p>I know some common and basic first aid. I know some simple actions that can make a difference. I know people have different skills that they can bring to a task.</p>
Key Vocabulary	<p>Rules, safety, falling out, friends, compromise, making up, point of view, cooperate, collaborate, strategies, calm, apologise, listen, continuum, opinions, respectful, courteous, challenging, dare, persuade, responsibility, care, loss</p>	<p>Respect, cooperation, listening, politeness, courtesy, manners, family, adoption, fostering, same-sex couple, blended family, community, belonging, similarities, differences, identity, name calling, bullying, prejudice, disability, gender, race, colour</p>	<p>Trust, safe, unsafe, danger, risk, feelings, strategies, consequence, risk, safer, browsing, phishing, search engine, fake news, internet safety, medicines, drugs, harmful, helpful, instructions, cigarettes, nicotine, alcohol, decisions</p>	<p>Helper, responsible, safe, healthy, fact, opinion, volunteer, wellbeing, income, saving, spending, earning, income, environment, waste, responsibility</p>	<p>Balanced diet, protein, muscles, dairy, teeth, bones, carbohydrates, energy, fruit/veg, health, infection, cleanliness, hygiene, rest, sleep, water, medicine, drug, dose, safety, instructions, vessels, veins, arteries, intestine, lungs, liver, debate, discussion, continuum, courteous, respectful, justify, goals, ambitions, improve, achieve, goal setting, talents, skills, intelligence, collaboration, cooperation, teamwork</p>	<p>Relationships, positive, healthy, trust caring, personal space, body space, invade, uncomfortable, stop, respect, touch, internet safety, private, public, profile, personal information, secret, surprise, angry, upset, jealous, worried, excited, scared, talk, first aid, risk, hazard, accident, danger, kettle, safe, burn, emergency, scald</p>
'I can' The skills to be developed	<p>I can share some rules I know for different ages/settings. I can share some rules around internet safety. I can identify special people in my life. I can suggest ways to resolve simple conflicts. I can work in a small group to role play scenarios.</p>	<p>I can listen respectfully and give examples of respectful language. I can explain some of the different types of family including foster, adoptive and same sex couple families. I can share the different people/groups in my community. I can identify and share similarities and</p>	<p>I can identify and explain why some situations are safe and unsafe. I can suggest strategies for keeping safe and can explain who to ask for help. I can define risk and danger. I can identify risk in a situation and can suggest ways to lower the risk to keep myself safe.</p>	<p>I can identify key people who keep me safe in different locations. I can explain the difference between fact and opinion. I can sort statements into facts and opinions. I can suggest examples of voluntary work. I can share some reasons why voluntary work is</p>	<p>I can give examples of a healthy, balanced meal. I can explain how different food groups benefit the body. I can explain how germs are spread and how to prevent this. I can suggest medical and non medical ways of treating illnesses. I can identify some major organs in the body and</p>	<p>I can give examples of people I have relationships with and suggest ways I can keep these relationships healthy and positive. I can explain what personal space means (linking to PANTS rule). I can identify when is it and isn't appropriate for someone to be in my personal space.</p>

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	<p>I can explain the qualities of a positive friendship.</p> <p>I can suggest reasons why friends fall out.</p> <p>I can explain my reasoning for my opinions and points of view.</p> <p>I can suggest strategies to use if someone is asking me to do something I am uncomfortable with.</p>	<p>differences between me and my friends and neighbours (relating to national, regional, ethnic and religious backgrounds).</p> <p>I can explain similarities and differences between me and my peers.</p> <p>I can suggest ways to handle repeated name calling and bullying.</p> <p>I can explain some of the different types of bullying, including cyberbullying.</p> <p>I can explore the meaning of prejudice.</p>	<p>I can recognise and describe appropriate and inappropriate behaviour when online.</p> <p>I can explain who I can go to for help if I feel unsafe online.</p> <p>I can explain what information is private and should not be shared online.</p> <p>I can explain the risks associated with online browsing.</p> <p>I can explain that medicines must be used safely and responsibly to be helpful and can be harmful if not used in this way.</p> <p>I can explain some of the risks and dangers of alcohol and cigarettes.</p>	<p>good for my mental health and wellbeing.</p> <p>I can explain the terms income, saving and spending.</p> <p>I can recognise that sometimes I can afford to buy things and sometimes I must save.</p> <p>I can explain that people earn an income through the job they do and can discuss the training and skills required to do different jobs.</p> <p>I can explain the meaning of environment and suggest some ways of looking after our school environment.</p>	<p>explain what they do to keep me alive.</p> <p>I can empathise with other's viewpoints.</p> <p>I can identify and share my achievements and areas for development.</p> <p>I can suggest some groups who are less well represented by the media.</p> <p>I can suggest different skills and talents my peers and I have.</p> <p>I can suggest ways in which to grow a talent (link to growth mindset).</p>	<p>I can rehearse strategies for if someone is in my personal space.</p> <p>I can explain the difference between a secret and surprise.</p> <p>I can explain that some secrets are not safe and what I should do if I think I am being asked to keep an unsafe secret.</p> <p>I can make a clear emergency call.</p> <p>I can demonstrate some basic first aid skills.</p> <p>I can understand that different people have different skills.</p>
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		TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	Topic	Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Year 4	<p>'I Know' The knowledge to be learnt</p>	<p>I know how to work as part of a team to complete a task. I know what a positive healthy relationship is and how to maintain this. I know when and how to be assertive if I need to say no to a friend.. I know it is normal to experience a range of feelings and some feel 'good' and some 'not so good'. I know people can experience different feelings in response to things. I know that pressure can be put on me from a range of sources to behave in a certain way. I know how to stop myself from being at risk of being influenced by pressure to behave negatively.</p>	<p>I know different ways to manage conflict through negotiation and compromise. I know there are many ways we can be different to each other (incl race, gender, religion). I know the impact of aggressive behaviour on others. I know some of the people who share my world will have different cultural and religious beliefs to me. I know what a stereotype is. I know the difference between a friend and an acquaintance. I know how to protect my personal space. I know how to recognise other's non-verbal signals about personal space.</p>	<p>I know that dangers, risks and hazards can be present in many situations including online. I know how to keep myself safe in different situations. I know how to manage risk and identify people who can help. I know what influence means both online and offline. I know that photos shared online can be edited, altered and share with others without our consent. I know that medicines are a type of drug and must be handled safely and responsibly. I know the facts and risks of harmful substances including tobacco and alcohol. I know what information is and isn't safe to share online.</p>	<p>I know how different people help to keep us healthy and safe. I know that countries have rules and laws. I know that humans have rights and responsibilities. I know how we can make a difference. I know what a democratic process is. I know how the media can influence a consumer. I know about the role of a bystander in the context of bullying. I know the meaning of the terms 'income tax', 'National Insurance' and 'VAT'. I know how a payslip is laid out the deductions made from income.</p>	<p>I know why I am unique and special. I know sometimes I will make the same choices as my friends and sometimes I will choose differently. I know sometimes I can make choices and at other times the choice will be made for me. I know some of the ways that I can keep my body healthy (sleep, food, exercise, balancing screen time, water...). I know the seven R's (relating to looking after the environment). I know what is meant by community. I know how different people support the community and what qualities and attributes they have. I know what a volunteer is and why they might do this.</p>	<p>I know that changes happen to people during their lives and feeling emotion about these changes is normal. I know how the learning line can help be a tool for managing change. I know that puberty and hormones can affect mood and feelings. I know strategies to resolve conflict with our families. I know what kinds of touch are acceptable and unacceptable. I know strategies for how I would manage a situation that involved unacceptable touch. I know some secrets can be safe/unsafe. I know that sometimes confidence needs to be broken to protect safety. I know that marriage is a legal commitment between two people. I know some of the reasons why people get married.</p>

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<p>Key Vocabulary</p>	<p>Collaborate, teamwork, positive, healthy, respect, responsibility, qualities, excluded, assertive, aggressive, negotiate, friendly, rude, consequences, compromise, feelings, physical effects, sad, unhappy, devastated, miserable, distressed, lonely, alone, ignored, isolated, abandoned, apologetic, regretful, remorseful, aching, sore, agonising, painful, delighted, ecstatic, joyful, calm, untroubled, assured, confident, peaceful, facial expressions, body language, unkind, tease, pressure, independent</p>	<p>Negotiation, compromise, aggressive, apologise, similarities, differences, respect, stereotype, sharing, acquaintances, body space, invade</p>	<p>Danger, risk, hazard, dare, assertive, persevere, influence, consequence, privacy, security, medicine, drug, choices, social norm, personal information, online, safety</p>	<p>Responsible, reliable, trustworthy, safe, unhealthy, rules, laws, rights, United Nations, democracy, influence, opinion, courteous, anti-social behaviour, witness, income, expenditure, essential, income tax, VAT, deductions, public services, environment, conservation</p>	<p>Individual, unique, choices, wellbeing, mental health, refuse, reduce, re-use, rot, recycle, repair, rethink, community, first aid, injury, minor, accident, emergency, blood, nose bleed, choking, breathing, airway, unresponsive, casualty, burn, wound, recovery, scald, volunteer, wellbeing, connect, active, mindful, creative, give to others</p>	<p>Learning line, practise, resolve, conflict, compromise, hormones, puberty, feelings, intense, changes, acceptable, unacceptable, consent, secret, surprise, marriage, live together, civil partnership, forced marriage</p>
<p>'I can' The skills to be developed</p>	<p>I can demonstrate strategies for working collaboratively on a task. I can explain what a positive healthy relationship is and suggest ways I can maintain these. I can recognise there are times I might need to say no to a friend. I can rehearse appropriate strategies for saying no assertively. I can explain how different feelings affect</p>	<p>I can explain the terms negotiation and compromise. I can suggest ways to resolve conflicts that involve negotiation and compromise. I can list many ways people are different to each other (incl race, gender, religion). I can explain the consequences of aggressive behaviour. I can identify differences and similarities between people who have different cultural and</p>	<p>I can explain what is meant by a risk, hazard and danger and identify situations that might be one of these. I can explain the term dare identify dares from given scenarios. I can suggest and rehearse ways I might say no to a dare. I can suggest people I would go to for help in different situations. I can explain the term influence and suggest ways I might be</p>	<p>I can explain how people in different places help to keep my healthy and safe. I can explain why we have rules and can engage in creating them for my school. I can explain how everyone makes a difference in a democratic process. I can analyse a report and consider how it may influence the reader. I can form my own opinion based on information and express</p>	<p>I can share things I am interested in, hobbies, talents and things that make me special and unique. I can appreciate the uniqueness of my peers. I can share ways in which to keep myself healthy eg. restful sleep, a balance of activities incl screen time, healthy diet, drinking enough water... I can consider how I might make my lifestyle a little healthier.</p>	<p>I can identify changes that happen during people's lives and how they might feel. I can use the learning line to help me manage changes. I can explain how puberty and hormones can affect my feelings. I can explain what kinds of touch are acceptable an unacceptable. I can explain how I would manage a situation that involved unacceptable touch.</p>

		<p>my physical and emotional state. I can identify a range of different feelings people may have in response to the same stimuli. I can talk about my emotions. I can demonstrate a range of feelings through body language and facial expression. I can recognise that my feelings may change when I have further information.</p>	<p>religious beliefs to my own. I can explain the term stereotype. I can identify different stereotypes and challenge them. I can explain how I might behave differently with a friend and acquaintance. I can explain the meaning of personal space and express when I feel someone is within mine. I can recognise when someone is giving me non verbal clues that I am in their personal space and I can react.</p>	<p>influenced online and offline. I can explain what could happen to a photo that I have shared online. I can suggest the consequences if I share someone else's photo without consent. I can explain why medicines are used and why they need to be handled safely and responsibly. I can explain the risks and effects of alcohol and tobacco and why most young people choose to avoid them (social norms theory). I can suggest strategies for keeping personal information safe online.</p>	<p>this in a polite and courteous manner. I can explain the role of a bystander and the influence they have on antisocial or bullying behaviour. I can rehearse how I might behave if I am witness to bullying. I can explain the terms 'income tax', 'National Insurance' and 'VAT'. I can explain how a payslip is laid out and what deductions are made.</p>	<p>I can explain the seven R's and can suggest how I might apply them at school and home. I can explain the meaning of community and identify people who support it. I can explain what qualities and attributes they have. I can explain what a volunteer is and suggest ways in which people volunteer. I can explain how volunteering can be good for mental wellbeing.</p>	<p>I can suggest reasons why young people fall out with their parents. I can role play strategies to compromise in these situations. I can explain the marriage is a legal commitment between two consenting people. I can suggest reasons why I might want to get married in the future.</p>
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		TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	Topic	Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Year 5	'I Know' The knowledge to be learnt	<p>I know a range of feelings and can distinguish between those that are good and not so good.</p> <p>I know some strategies to build resilience.</p> <p>I know that babies come from the joining of an egg and sperm.</p> <p>I know what happens when an egg doesn't meet a sperm.</p> <p>I know that for girls, periods are a normal part of puberty.</p> <p>I know the key facts of the menstrual cycle.</p> <p>I know the correct terminology for genitalia.</p> <p>I know and can explain why puberty happens.</p> <p>I know some products I may need during puberty.</p> <p>I know about some myths associated with puberty.</p>	<p>I know what collaboration means.</p> <p>I know what negotiation and compromise are.</p> <p>I know some of the key qualities of friendship.</p> <p>I know how I and others may respond to different feelings.</p> <p>I know what might make a relationship unhealthy.</p> <p>I know who to talk to if I feel a relationship is unhealthy.</p> <p>I know that people have changing emotional needs.</p> <p>I know the meaning of passive, aggressive and assertive behaviour.</p>	<p>I know the qualities of friendship that sometimes these don't last.</p> <p>I know the requirements of active listening and respectful responding.</p> <p>I know the meaning of discrimination, prejudice and injustice.</p> <p>I know that people have been and still are subjected to injustice, including racism.</p> <p>I know that school/our community/the world is made up of a range of different groups of people.</p> <p>I know we need to show mutual respect to others.</p> <p>I know that not all online information is true/accurate.</p> <p>I know the meaning of stereotype.</p> <p>I know the difference between sex, gender expression and sexual orientation.</p> <p>I know that bullying is never acceptable.</p>	<p>I know the difference between online and face to face bullying.</p> <p>I know some strategies to deal with bullying.</p> <p>I know what information is safe/unsafe to share online.</p> <p>I know how to protect personal information online and the impact of not doing so.</p> <p>I know what to do in a risky situation.</p> <p>I know what a dare is, why someone might give one and suggest ways of standing up to a dare.</p> <p>I know some of the health risks of vaping and that some are not yet known.</p> <p>I know what a habit is and why it can be hard to change.</p> <p>I know that classifying drugs can be complex, that all medicines are drugs but not all drugs are medicines.</p>	<p>I know about some current health issues in the media.</p> <p>I know the difference between a fact and an opinion.</p> <p>I know reporting can be biased.</p> <p>I know what the terms voluntary, community and action groups mean.</p> <p>I know the kind of work voluntary groups do and why.</p> <p>I know the difference between responsibilities, rights and duties and why they may be difficult to follow.</p> <p>I know there are costs involved when producing items.</p> <p>I know what information is important to find out before buying a product.</p> <p>I know the meaning of the terms loan, credit, debt and interest.</p>	<p>I know the basic functions of the body's four main systems.</p> <p>I know why food, water, oxygen, sleep and exercise are important to my health.</p> <p>I know some of the talents and strengths that are personal to me.</p> <p>I know some of the areas I could improve on.</p> <p>I know what a community is and ways we could improve our school community.</p> <p>I know who is responsible for helping me stay healthy and safe and I know how they can help me.</p> <p>I know that the way people are portrayed in the media isn't always accurate.</p> <p>I know how to make a clear and efficient 999 call.</p> <p>I know some basic first aid in how to deal with common injuries.</p>

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				I know that medicines should be handled safely and responsibly.		
Key Vocabulary	Feelings, resilience, building, puberty, conflict, pubic hair, egg, sperm, penis, testicles, breasts, ovaries, womb, vagina, vulva, semen, legal age of consent, marriage, facial hair, sweat, body odour, growth spurts, acne, reproduction, mood swings, privacy, hips, endometrium, foetus, headache, stomach ache, cramp, menstrual cycle, periods, tampons, cup, genitals, voice deepens, pregnant, normal, natural	Collaborate, negotiation, compromise, conflict, resolution, non-verbal, body language, tone, insensitive, sensitive, unhealthy relationship, abuse, uncomfortable touch, unsafe, emotions, passive, aggressive, assertive	Friendship, talking, listening, respect, excluded, discrimination, prejudice, metaphor, diverse, multicultural society, sex, gender, abuse, embarrassed, reactions, consequences, racism, injustice, accurate, mutual respect, stereotype, bullying	Bullying, cyberbullying, personal information, privacy settings, assessing risk, pressure, influence, risk taking, dare, pressure, resist pressure, substance, stimulant, assertive, habit, addiction, drugs, cigarettes, alcohol, norms, perception,	responsibility, fact, opinion, biased, unbiased, voluntary group, community group, pressure group, costs, wages, salaries, rent, Fair Trade, borrow, loan, credit, debit, interest, public services, council, vote, elections, councillors	Organs, body systems, perseverance, commitment, resilience, determination, patience, interpersonal skills, community, independence, responsibility, personal qualities, celebrities, life skill, sepsis
'I can' The skills to be developed	I can explain a range of feelings that are good and bad. I can explain some strategies that will build resilience. I can explain that both girls and boys will go through physical and emotional changes during puberty. I can explain what happens during the female menstrual cycle.	I can work with others and explain the skills needed for successful teamwork. I can explain the meaning of negotiation and compromise and can describe strategies for resolving conflict. I can demonstrate how I might respond to a particular feeling. I can reflect on my own friendship qualities.	I can explain how to make friendships last and why sometimes they don't. I can demonstrate active listening and respectful responding. I can empathise with those who have experienced injustice. I can consider how discriminatory behaviour can be challenged. I can identify and explain the range of groups that	I can explain what face to face and online bullying is. I can demonstrate some strategies that I could use to deal with bullying. I can reflect on the consequences of sharing personal information online. I can understand that people may not be who they say they are when online.	I can express my opinions about health and wellbeing. I can make recommendations about health and wellbeing based on fact. I can identify facts and opinions. I can think critically about what I read and how factual it is. I can identify some voluntary, community	I can explain the body's four main systems and the function of at least one major organ. I can explain why we need food, water, sleep, oxygen and exercise to remain healthy. I can share my strengths and weaknesses. I can share what it means to be a part of our school community and how we could improve it.

		<p>I can explain some of the changes that will occur for boys during puberty. I can name the male and female body parts including the genitalia and explain which males and females have in common. I can explain what happens when an egg and sperm don't meet. I can explain the key facts of the menstrual cycle. I can explain some of the products girls can use when having a period.</p>	<p>I can explain what an unhealthy relationship might look like and identify who I would talk to about this. I can explain what needs are/are not being met in different scenarios I might find myself in. I can identify the characteristics of assertive, passive and aggressive behaviour. I can rehearse assertiveness skills.</p>	<p>make up our school/community the world. I can explain the importance of mutual respect. I can explain why some people will present a certain image on social media and why this may not reflect reality. I can understand that we all have the right to express ourselves in the way that we choose. I can explain what a stereotype is. I can explain why bullying someone for their gender expression (or any other reason) is wrong.</p>	<p>I can explain how to protect myself online and respond to disrespectful behaviour. I can explain why vaping is risky to my health and some of the possible outcomes of this. I can explain the risk factors associated with smoking/vaping. I can contribute to discussions about the pros and cons of doing something risky. I can reflect on my own habits and whether I might like to change any of them. I can explain the concept that all medicines are drugs but not all drugs are medicines. I can explain how medicines should be handled to be safe and helpful. I can understand that smoking statistics show it is on the decline in young people.</p>	<p>and action groups in my area. I can explain why people may volunteer. I can explain the impact of communities and individuals if people do not follow their responsibilities, rights and duties. I can suggest questions a consumer might ask before buying a product. I can suggest advice for a range of situations involving personal finance.</p>	<p>I can identify people who can help me stay healthy and safe and explain how they can help. I can identify the 'star qualities' of some celebrities as portrayed by the media. I can identify the 'star qualities' of ordinary people. I can make a clear and efficient 999 call. I can role play some simple first aid for some common injuries.</p>
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		TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	Topic	Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Year 6	'I Know' The knowledge to be learnt	<p>I know the skills needed to complete a collaborative task.</p> <p>I know some strategies for resolving conflict with a respectful and assertive approach.</p> <p>I know strategies for dealing with peer pressure.</p> <p>I know what assertive behaviours are and can demonstrate them to resist peer pressure and influence.</p> <p>I know the different ways people show their commitment to each other.</p> <p>I know the ages people can legally marry in different circumstances.</p> <p>I know everyone has the right to be free and marry who they choose.</p>	<p>I know that bullying is discriminatory.</p> <p>I know strategies to manage bullying if I am a bystander.</p> <p>I know that all people are unique but have some things in common.</p> <p>I know how to respond to bullying/rude behaviour if I am a bystander.</p> <p>I know the meaning of prejudice.</p> <p>I know the different groups that make up our school/community.</p> <p>I know why living in a diverse society is beneficial.</p> <p>I know why mutual respect is important.</p> <p>I know the qualities of a strong positive friendship.</p>	<p>I know that reporting in the media can be biased.</p> <p>I know that respectful and responsible behaviour is important when face to face and online.</p> <p>I know that things posted online can be spread easily.</p> <p>I know the risks of sharing photos and films of myself online and that explicit images and videos are illegal in under 18s.</p> <p>I know how to keep my information private.</p> <p>I know addiction is a behaviour and what addiction means.</p> <p>I know drugs can have medicinal and non-medicinal uses.</p>	<p>I know the meaning of the terms, fact, opinion, biased and unbiased.</p> <p>I know the legal age for social media accounts and why these are in place.</p> <p>I know that posts tend to only show the positive.</p> <p>I know that people's real lives are usually more balanced with positive and negative.</p> <p>I know the benefits of saving money and ways to do this.</p> <p>I know what it means to live in an environmentally stable way.</p> <p>I know ways to live more environmentally stably.</p> <p>I know the reasons for rules and laws.</p>	<p>I know how to set myself aspirational goals.</p> <p>I know how I might achieve these.</p> <p>I know ways in which to look after my health and wellbeing.</p> <p>I know how to present my findings.</p> <p>I know what risk factors are in a given situation.</p> <p>I know the outcomes of risk taking behaviour.</p> <p>I know how risk can be reduced.</p> <p>I know how to assess risk to keep myself safe.</p> <p>I know how to make a clear and efficient 999 call.</p> <p>I know some basic first aid.</p> <p>I know the five ways to wellbeing and how they</p>	<p>I know that fame can be short lived and photos can be edited.</p> <p>I know the meaning of the term stereotype and how the media can reinforce gender stereotypes.</p> <p>I know the risks of sharing images online.</p> <p>I know the effect of peer pressure.</p> <p>I know some positive strategies for dealing with change and can identify people who can help me.</p> <p>I know the meaning of the word puberty and some of the physical and emotional changes associated with it.</p> <p>I know what FGM is and that it is illegal in this country.</p>

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		<p>I know that some types of physical contact can produce negative emotions and some inappropriate touch is illegal.</p>	<p>I know the meaning of stereotypes. I know how the media can reinforce stereotypes. I know there is a wide range of normal.</p>	<p>I know some of the laws to control drugs in this country. I know some of the risks and effects of drinking alcohol.</p>	<p>I know how to participate in a mock election. I know the process of how most laws are made.</p>	<p>contribute to a healthy life style. I know how the five ways to wellbeing can be implemented in people's lives.</p>	<p>I know where to get support if I were concerned about my own or another person's safety. I know the changes that happen through puberty that allow sexual reproduction to occur. I know a variety of ways a sperm can fertilise and egg to create a baby. I know the legal age of consent and what it means.</p>
	<p>Key Vocabulary</p>	<p>Collaboration, teamwork, compromise, negotiation, balanced friendships, respectful, assertive, sensitive, thoughtful, response, assertive, resolution, peer pressure, marriage, civil partnership, forced marriage, illegal, appropriate, inappropriate</p>	<p>Witness, bystander, unique, positive feedback, confidence, self esteem, unique, diversity, biological sex, sexual orientation, gender identity, social norms, gender expression, stereotype, point of view, cultural norms, respect, disrespect, body language, empathy, identity, prejudice, tolerance, relationships, friend, acquaintance, media influence, assumption</p>	<p>Social media, parental consent, trolling, online safety, sharing, privacy settings, theft, secure, permission, explicit images, habit, addiction, emotional needs, drug, illegal, medical, non-medical, drug laws, age restrictions, possess, supply, produce, penalties, alcohol, effects, risks, norms, physical/emotional needs, independence, responsibility, conflicting emotions</p>	<p>Biased, unbiased, fact, opinion, stereotype, social media, profile, images, online safety, sharing, saving, bank, junior ISA, interest, debit card, cash, value, tax, income tax, PAYE, VAT, public services, environmentally unsustainable, composting, recycling, energy, materials, waste, transport, food miles, Fair Trade, reuse, voluntary/community/action group, mission statement, beneficiary, campaign bid, pitch, grant, democracy, election, manifesto, candidate, voting, ballot, constituencies, House of Commons, MP, proposal, debate, amendments, penalties, enforcement,</p>	<p>Community, valued, aspirations, goal setting, perseverance, health, wellbeing, accurate, reliable, sources, assess risk, dilemma, choices, influence, first aid, Red Cross, emergency, 999, ambulance, operator, information, serious, adult, scenario, script, role, feelings, panic, calm, responsive, unresponsive, wellbeing, connect, active, take notice, learning, give</p>	<p>Body image, self esteem, manipulation, stereotype, gender stereotype, peer pressure, right to privacy, online safety, sharing online, change, support, conversation, discuss, puberty, physical/emotional changes, rights, FGM, periods, mood swings, spots, voice deepening, period products, vulva, identity, manage emotions, hormones, physical changes, feeling sexual relations, independence, egg, sperm, ovaries, testicles, puberty, vagina, penis, sexual intercourse, consensual, condom, pregnancy, birth, caesarean, labour, menstrual cycle, ripen, ovulation, fallopian tube,</p>

				majority, House of Lords, Royal Assent		pelvis, midwife, cervical opening, birth canal, umbilical cord, placenta, breastfeeding, queer couple, LGBTQ+, adoption, step children, foster parents, blended family, donate, infection, immune system, virus, transmission, cancer, antibodies
<p>'I can'</p> <p>The skills to be developed</p>	<p>I can use collaborative skills to complete a task with others.</p> <p>I can recognise challenges friendships face and suggest ways of resolving them.</p> <p>I can recognise and empathise with peer group dynamics and know this may affect people's emotional states.</p> <p>I can suggest strategies for dealing with peer pressure.</p> <p>I can explain what assertive behaviours are and can demonstrate them to resist peer pressure and influence.</p> <p>I can explain that some people show their commitment by marriage and can explain the legal age of marrying in different circumstances.</p> <p>I can explain what types of touch might produce</p>	<p>I can explain how bullying is discriminatory.</p> <p>I can share strategies to manage bullying if I am a bystander.</p> <p>I can explain how we are all unique but have things in common.</p> <p>I can demonstrate ways to offer support to someone who is being bullied.</p> <p>I can demonstrate how to verbally/non verbally show respect to others.</p> <p>I can explain the meaning of prejudice.</p> <p>I can identify the different groups that make up our school/community.</p> <p>I can identify ways it is beneficial to live in a diverse society and why mutual respect is important.</p> <p>I can explain the difference between a</p>	<p>I can explain how to be respectful and responsible online.</p> <p>I can explain how something posted online can spread easily.</p> <p>I can explain that it is illegal to create and share explicit images of children under 18.</p> <p>I can explore the risks of sharing photos and films of myself online.</p> <p>I can explain how to keep my information private.</p> <p>I can explain what addiction is and how it presents.</p> <p>I can suggest ways to meet human's basic emotional needs.</p> <p>I can sort drugs according to their medicinal and legal context.</p> <p>I can explain some of the laws around drugs control in the UK.</p>	<p>I can analyse a report and extract facts from it.</p> <p>I can explain the legal ages and reasons behind these ages for social media accounts.</p> <p>I can identify how some posts only portray the positive and people's real lives are more balanced than this.</p> <p>I can explain the benefits of saving money and how to do this.</p> <p>I can explain some of the costs involved in producing items and can suggest sale prices taking this into account.</p> <p>I can explain the meaning of interest.</p> <p>I can explain what is meant to live in an environmentally stable way and can suggest ways to do this.</p> <p>I can explain why as a country we have rules and laws.</p>	<p>I can set myself aspirational goals and explain how I might achieve them.</p> <p>I can identify ways to look after my health and wellbeing and can present my recommendations.</p> <p>I can identify risk factors in a given situation and can explain the outcome of risk taking behaviour.</p> <p>I can assess scenarios for risk levels and explain how I might reduce the risk.</p> <p>I can demonstrate making a clear and efficient 999 call.</p> <p>I can role play some simple first aid.</p> <p>I can explain the five ways to wellbeing and how they can be implemented to people's lives.</p>	<p>I can explain how people may edit photos and why.</p> <p>I can challenge some gender stereotypes.</p> <p>I can explain the risks of sharing images online and how peer pressure can cause people to behave differently.</p> <p>I can explain some of the changes that have occurred in my life and how I responded to them.</p> <p>I can explain some strategies for dealing with change and can identify people who can help me with this.</p> <p>I can explain some of the physical and emotional changes associated with puberty.</p> <p>I can explain what FGM is and that it is illegal in this country.</p> <p>I can identify what I would do if I were</p>

		negative emotions and which are illegal.	friend and an acquaintance. I can explain what a strong positive friendship is like and the benefits of other relationships. I can explain the meaning of stereotype. I can explain how the media reinforces some stereotypes and challenge them.	I can explain some of the actual norms, risks and effects of drinking alcohol.	I can participate in a mock election. I can explain how most laws are made.		concerned for my own or another person's safety. I can identify the changes that occur through puberty to allow sexual reproduction to occur. I can explain the ways a sperm can fertilise an egg to create a baby. I can share the legal age of consent and know what this means.
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- Year 6: The statements in Y6 highlighted in yellow contain non-statutory objectives about how babies are conceived through sexual intercourse. Parents have a right to withdraw their child from these lessons if they wish using the form supplied in the RSE Policy Appendix.

5. Progressive knowledge overview by strand.

Strand	F1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me and My Relationships	I know things that make me different and the same as others. I know how to talk about myself positively. I know how to listen to others. I know who special people in my life are. I know others may have different special people.	I know why we have classroom rules. I know how to show attentive listening skills. I know a range of different feelings. I know our feelings can make us behave in a certain way. I know feelings can be shown through body	I know what rules would make an ideal classroom. I know about a range of feelings. I know how to manage uncomfortable feelings (anger, sadness, loneliness). I know how to be a good friend. I know the meaning of bullying.	I know why we have rules and why we have different rules for different ages/settings (linking to internet safety). I know how to maintain a positive relationship with those who are special to us. I know strategies to solve simple conflicts.	I know how to work as part of a team to complete a task. I know what a positive healthy relationship is and how to maintain this. I know when and how to be assertive if I need to say no to a friend.. I know it is normal to experience a range of	I know what collaboration means. I know what negotiation and compromise are. I know some of the key qualities of friendship. I know how I and others may respond to different feelings. I know what might make a relationship unhealthy.	I know the skills needed to complete a collaborative task. I know some strategies for resolving conflict with a respectful and assertive approach. I know strategies for dealing with peer pressure. I know what assertive behaviours are and

	<p>I know there are people outside of my family who care for me.</p> <p>I know a range of different emotions and how these feel to me.</p> <p>I know certain events can make people feel sad.</p> <p>I know a range of strategies to help myself and others when feeling sadness.</p>	<p>language and facial expression.</p> <p>I know that bodies and feelings can be hurt.</p> <p>I know how to be a good friend.</p>	<p>I know strategies for dealing with bullying.</p>	<p>I know how to work as part of a team.</p> <p>I know that working together can help achieve success.</p> <p>I know the qualities of positive friendship and have strategies for in the case of fall outs.</p> <p>I know not everyone will have the same opinion/point of view.</p> <p>I know what boundaries are appropriate in friendships and with my peers.</p>	<p>feelings and some feel 'good' and some 'not so good'.</p> <p>I know people can experience different feelings in response to things.</p> <p>I know that pressure can be put on me from a range of sources to behave in a certain way.</p> <p>I know how to stop myself from being at risk of being influenced by pressure to behave negatively.</p>	<p>I know who to talk to if I feel a relationship is unhealthy.</p> <p>I know that people have changing emotional needs.</p> <p>I know the meaning of passive, aggressive and assertive behaviour.</p>	<p>can demonstrate them to resist peer pressure and influence.</p> <p>I know the different ways people show their commitment to each other.</p> <p>I know the ages people can legally marry in different circumstances.</p> <p>I know everyone has the right to be free and marry who they choose.</p> <p>I know that some types of physical contact can produce negative emotions and some inappropriate touch is illegal.</p>
<p>Valuing Differences</p>	<p>I know I have positive attributes.</p> <p>I know others may have different likes/dislikes to myself.</p> <p>I know differences should be celebrated.</p> <p>I know different families may have different traditions and customs.</p> <p>I know people live in different types of home.</p> <p>I know what makes my home feel safe.</p> <p>I know different ways to show kindness.</p>	<p>I know we all have similarities and differences.</p> <p>I know the difference between being unkind, teasing and bullying.</p> <p>I know the school rules and how they keep me safe.</p> <p>I know sometimes things will seem unfair.</p> <p>I know who people special to me are.</p> <p>I know I belong to various groups and communities such as my family.</p>	<p>I know we are all unique.</p> <p>I know who is special to me.</p> <p>I know my behaviour can affect others.</p> <p>I know how it feels to be left out.</p> <p>I know how to show acts of kindness to others and why.</p> <p>I know how to solve a range of common friendship problems.</p>	<p>I know the importance of respecting others.</p> <p>I know there are many different types of family including foster, adoptive and same sex couple families.</p> <p>I know I am part of a community and that participating in it can help improve my mental wellbeing.</p> <p>I know our friends and neighbours may have similarities and differences to us</p>	<p>I know different ways to manage conflict through negotiation and compromise.</p> <p>I know there are many ways we can be different to each other (incl race, gender, religion).</p> <p>I know the impact of aggressive behaviour on others.</p> <p>I know some of the people who share my world will have different cultural and religious beliefs to me.</p>	<p>I know the qualities of friendship that sometimes these don't last.</p> <p>I know the requirements of active listening and respectful responding.</p> <p>I know the meaning of discrimination, prejudice and injustice.</p> <p>I know that people have been and still are subjected to injustice, including racism.</p> <p>I know that school/our community/the world is made up of a range of different groups of people.</p>	<p>I know that bullying is discriminatory.</p> <p>I know strategies to manage bullying if I am a bystander.</p> <p>I know that all people are unique but have some things in common.</p> <p>I know how to respond to bullying/rude behaviour if I am a bystander.</p> <p>I know the meaning of prejudice.</p> <p>I know the different groups that make up</p>

	<p>I know different ways to be cooperative. I know how to show friendly behaviour towards a peer.</p>			<p>(relating to national, regional, ethnic and religious diversity). I know repeated name calling is bullying and how to handle this. I know there are different types of bullying. I know what prejudice means.</p>	<p>I know what a stereotype is. I know the difference between a friend and an acquaintance. I know how to protect my personal space. I know how to recognise other's non-verbal signals about personal space.</p>	<p>I know we need to show mutual respect to others. I know that not all online information is true/accurate. I know the meaning of stereotype. I know the difference between sex, gender expression and sexual orientation. I know that bullying is never acceptable.</p>	<p>our school/community. I know why living in a diverse society is beneficial. I know why mutual respect is important. I know the qualities of a strong positive friendship. I know the meaning of stereotypes. I know how the media can reinforce stereotypes. I know there is a wide range of normal.</p>
Keeping Safe	<p>I know things that keep my body safe, clean and protected. I know how to recognise things that are not safe. I know that some things I don't recognise may carry risk. I know what our bodies need to stay well. I know how to correctly store medicines. I know some adults who will help me and keep me safe. I know how I feel when I am unsafe. I know there are many things I can do on online devices.</p>	<p>I know that sleep is important to my health. I know who can help me if I am feeling unsafe. I know the difference between appropriate and inappropriate touch (NSPCC PANTS rule). I know that sometimes we need medicine when we are ill. I know how and why these medicines should be safely stored. I know that sometimes we will experience loss. I know how I can talk to if I am feeling big feelings.</p>	<p>I know medicines are sometimes used when people are poorly and must be used safely. I know that some situations may make you feel safe or unsafe. I know what to say in order to keep safe. I know that some types of touch are inappropriate (NSPCC PANTS rule). I know the difference between safe and unsafe secrets. I know some secrets should never be kept (relating to unsafe touch). I know who my trusted adults are who I can speak to if needed.</p>	<p>I know some situations are safe and some are unsafe. I know who to ask for help if I feel unsafe. I know the difference between danger and risk. I know to keep personal information private when online. I know how to get help if something feels unsafe online. I know the risks associated with online browsing. I know that medicines can be helpful when used responsibly. I know that when medicines are not used responsibly, they can be harmful.</p>	<p>I know that dangers, risks and hazards can be present in many situations including online. I know how to keep myself safe in different situations. I know how to manage risk and identify people who can help. I know what influence means both online and offline. I know that photos shared online can be edited, altered and share with others without our consent. I know that medicines are a type of drug and must be handled</p>	<p>I know the difference between online and face to face bullying. I know some strategies to deal with bullying. I know what information is safe/unsafe to share online. I know how to protect personal information online and the impact of not doing so. I know what to do in a risky situation. I know what a dare is, why someone might give one and suggest ways of standing up to a dare. I know some of the health risks of vaping and that some are not yet known. I know what a habit is and why it can be hard to change.</p>	

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	I know people in my life and community who help keep me safe.			I know the risks of alcohol and cigarettes.	safely and responsibly. I know the facts and risks of harmful substances including tobacco and alcohol. I know what information is and isn't safe to share online.	I know that classifying drugs can be complex, that all medicines are drugs but not all drugs are medicines. I know that medicines should be handled safely and responsibly.	
Rights and Respect	I know some people who are special in my life and others may have different special people. I know friends are important and can help me and I can care for them. I know there are ways I can help at home. I know it is important to take responsibility for taking care of a shared environment. I know what may happen to living things if we don't take care of our world. I know some of the uses of money and how to keep it safe. I know there are ways to save money.	I know that our behaviour has an impact on others. I know about the different areas of our school environment and how it is cared for. I know how to take responsibility for my personal hygiene. I know how to take responsibility for looking after something (eg.plant/pet/job role). I know where money comes from and what it might be spent on. I know money should be looked after.	I know strategies for getting along with others. I know strategies to handle explosive/impulsive behaviour and emotions. I know who in school can help me feel safe. I know some benefits and risks of the internet. I know that talking to strangers online is a risk. I know what information I shouldn't share online. I know that money can be saved and why. I know that money can be spent on things that are essential and non essential. I know how to look after and improve the school environment.	I know where to get help/advice. I know the difference between fact and opinion. I know that events can be perceived differently. I know what voluntary work is and suggest some examples and benefits of it. I know that money needs to be earned and should be spent considerately. I know the meaning of the terms income, saving and spending. I know that the amount people earn differs according to a range of factors. I know how to look after our school environment. I know we have a shared responsibility for looking after our school environment.	I know how different people help to keep us healthy and safe. I know that countries have rules and laws. I know that humans have rights and responsibilities. I know how we can make a difference. I know what a democratic process is. I know how the media can influence a consumer. I know about the role of a bystander in the context of bullying. I know the meaning of the terms 'income tax', 'National Insurance' and 'VAT'. I know how a payslip is laid out the deductions made from income.	I know about some current health issues in the media. I know the difference between a fact and an opinion. I know reporting can be biased. I know what the terms voluntary, community and action groups mean. I know the kind of work voluntary groups do and why. I know the difference between responsibilities, rights and duties and why they may be difficult to follow. I know there are costs involved when producing items. I know what information is important to find out before buying a product. I know the meaning of the terms loan, credit, debt and interest.	I know the meaning of the terms, fact, opinion, biased and unbiased. I know the legal age for social media accounts and why these are in place. I know that posts tend to only show the positive. I know that people's real lives are usually more balanced with positive and negative. I know the benefits of saving money and ways to do this. I know what it means to live in an environmentally stable way. I know ways to live more environmentally stably. I know the reasons for rules and laws. I know how to participate in a mock election.

							I know the process of how most laws are made.
Being my Best	<p>I know that sometimes I may not achieve my goal.</p> <p>I know some strategies to overcome hurdles.</p> <p>I know some healthy foods and drinks.</p> <p>I know the jobs of the different food groups.</p> <p>I know the '5 ways to wellbeing'.</p> <p>I know some activities to promote positive mental health.</p> <p>I know my body changes during exercise.</p> <p>I know how exercise can keep my mind and body healthy.</p> <p>I know why our bodies need sleep.</p> <p>I know some ways to have a calm bedtime routine.</p>	<p>I know the importance of fruit and veg in our diet.</p> <p>I know what would make up a healthy packed lunch.</p> <p>I know how to keep germs from spreading.</p> <p>I know the learning behaviours involved in learning a new skill.</p> <p>I know how to give and receive praise and feedback.</p> <p>I know what's inside my body.</p>	<p>I know how the process of learning something new works.</p> <p>I know how to make healthy choices.</p> <p>I know how vaccinations keep us safer from some illnesses.</p> <p>I know the importance of good dental hygiene.</p> <p>I know what some major parts of my body do.</p> <p>I know the things my body needs to function and remain healthy.</p>	<p>I know what makes up a healthy, balanced diet.</p> <p>I know how germs are spread, how to prevent this and how illnesses can be treated.</p> <p>I know what some of the body's major organs are and do.</p> <p>I know how to empathise about different viewpoints (relating to health and wellbeing).</p> <p>I know how to celebrate my own achievements.</p> <p>I know how to identify areas for development.</p> <p>I know some groups are less well represented by the media.</p> <p>I know that different people develop different skills and talents.</p> <p>I know my own skills and talents.</p>	<p>I know why I am unique and special.</p> <p>I know sometimes I will make the same choices as my friends and sometimes I will choose differently.</p> <p>I know sometimes I can make choices and at other times the choice will be made for me.</p> <p>I know some of the ways that I can keep my body healthy (sleep, food, exercise, balancing screen time, water...).</p> <p>I know the seven R's (relating to looking after the environment).</p> <p>I know what is meant by community.</p> <p>I know how different people support the community and what qualities and attributes they have.</p> <p>I know what a volunteer is and why they might do this.</p>	<p>I know the basic functions of the body's four main systems.</p> <p>I know why food, water, oxygen, sleep and exercise are important to my health.</p> <p>I know some of the talents and strengths that are personal to me.</p> <p>I know some of the areas I could improve on.</p> <p>I know what a community is and ways we could improve our school community.</p> <p>I know who is responsible for helping me stay healthy and safe and I know how they can help me.</p> <p>I know that the way people are portrayed in the media isn't always accurate.</p> <p>I know how to make a clear and efficient 999 call.</p> <p>I know some basic first aid in how to deal with common injuries.</p>	<p>I know how to set myself aspirational goals.</p> <p>I know how I might achieve these.</p> <p>I know ways in which to look after my health and wellbeing.</p> <p>I know how to present my findings.</p> <p>I know what risk factors are in a given situation.</p> <p>I know the outcomes of risk taking behaviour.</p> <p>I know how risk can be reduced.</p> <p>I know how to assess risk to keep myself safe.</p> <p>I know how to make a clear and efficient 999 call.</p> <p>I know some basic first aid.</p> <p>I know the five ways to wellbeing and how they contribute to a healthy life style.</p> <p>I know how the five ways to wellbeing can be implemented in people's lives.</p>

<p>Growing and Changing</p>	<p>I know the differences between the seasons. I know how the seasons change. I know that animals and humans change in appearance over time. I know the life stages of humans. I know a baby is made by a woman and a man and grows in a mother's tummy. I know all families are different. I know the differences between babies, children and adults. I know we are all unique. I know the anatomical names for parts of the body, including the reproductive parts eg. penis, vulva. (NSPCC recommended age for this is 3/4) I know which parts of my body are private.</p>	<p>I know some of the ways to keep myself healthy (sleep, hygiene, exercise, food). I know how I have changed since I was a baby (in reference to both body and skills). I know how to care for a baby. I know what to do if bullying is taking place. I know that some secrets should not be kept. I know who to talk to if I feel uncomfortable about a secret I've been told. I know which parts of my body should be kept private (relating to toileting).</p>	<p>I know how to give positive feedback to others. I know how it feels when someone moves away (relating to loss/reuniting). I know the different stages of growth. I know which parts of the body are private. I know the anatomical names for parts of the body, including the reproductive parts eg. penis, vulva. (NSPCC recommended age for this is 3/4) I know the functions of some of these parts of the body. I know how to respect people's privacy. I know you are not allowed to touch someone's private belongings or share their information without consent.</p>	<p>I know there are different types of relationships (friendships, families, pets, leaders...) I know how to help look after relationships. I know what personal space is (linking to NSPCC PANTS rule). I know the terms secret or surprise and know there can be safe and unsafe secrets. I know who I could talk to if a secret made me feel uncomfortable or unsafe. I know how to make a clear emergency services call. I know some common and basic first aid. I know some simple actions that can make a difference. I know people have different skills that they can bring to a task.</p>	<p>I know that changes happen to people during their lives and feeling emotion about these changes is normal. I know how the learning line can help be a tool for managing change. I know that puberty and hormones can affect mood and feelings. I know strategies to resolve conflict with our families. I know what kinds of touch are acceptable and unacceptable. I know strategies for how I would manage a situation that involved unacceptable touch. I know some secrets can be safe/unsafe. I know that sometimes confidence needs to be broken to protect safety. I know that marriage is a legal commitment between two people. I know some of the reasons why people get married.</p>	<p>I know a range of feelings and can distinguish between those that are good and not so good. I know some strategies to build resilience. I know that babies come from the joining of an egg and sperm. I know what happens when an egg doesn't meet a sperm. I know that for girls, periods are a normal part of puberty. I know the key facts of the menstrual cycle. I know the correct terminology for genitalia. I know and can explain why puberty happens. I know some products I may need during puberty. I know about some myths associated with puberty.</p>	<p>I know that fame can be short lived and photos can be edited. I know the meaning of the term stereotype and how the media can reinforce gender stereotypes. I know the risks of sharing images online. I know the effect of peer pressure. I know some positive strategies for dealing with change and can identify people who can help me. I know the meaning of the word puberty and some of the physical and emotional changes associated with it. I know what FGM is and that it is illegal in this country. I know where to get support if I were concerned about my own or another person's safety. I know the changes that happen through puberty that allow sexual reproduction to occur. I know a variety of ways a sperm can</p>
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