



# Our P.H.S.R.E. Curriculum

*From tiny seeds beautiful minds blossom and grow...*



*Developed with reference to*

PSHE  
Association

# PHSRE Curriculum Intent

At East Herrington Primary Academy, we believe that personal, social, health and relationships education (PSHRE) enables our children to become healthy, independent and responsible members of society. We feel it is an important part of children's education to help them to understand how they are developing personally and socially.

We aim to support our children to understand mental health and wellbeing and provide strategies to support them in times of difficulty. We provide our children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of the diverse society in which we live. Our children have the opportunity to explore healthy relationships and consent within age appropriate contexts. We encourage our children to play a positive role in contributing to school and the wider community. Through our PSHRE and SMSC curriculum at East Herrington Primary School we recognise our duty to 'actively promote' and provide opportunity for our children to understand the fundamental British Values (Democracy, The Rule of Law, Individual Liberty, Mutual Respect and tolerance and for them to become fair, tolerant and confident adults in a forever challenging world.

# PHSRE Curriculum Implementation

The school curriculum will focus on nine core learning themes:

- Belonging to a community (citizenship)
- Safe Relationships
- Respecting ourselves and others
- Families and Friendships
- Media Literacy and Digital Resilience (elements of which are covered in Computing curriculum)
- Money and Work
- Physical and Mental Health
- Growing and Changing
- Keeping Safe

The Scheme of work is delivered weekly and also includes opportunities to link British Values, Spiritual, Moral, Social and Cultural (SMSC) and school's key skills into the curriculum. Children have access to key knowledge, language and meanings in order to understand PSHRE and to use across the wider curriculum

Working class journals in each classroom exemplify the terminology used throughout the teaching of PSHE, British Values and SMSC which enables pupils to make links across the wider curriculum.

All year groups focus on the same overarching learning theme at the same time in the school year which allows for collaborative work and the use of assemblies to reinforce the learning in PHSRE as a whole school focus.

In addition to the scheme of work, children also take part in KIDSAFE; which further reinforce the importance of safe relationships and S.U.M.O; which develops and strengthens children's resilience and understanding in the face of difficulties.

# PHSRE Curriculum Impact

- for children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy.
- for children to have the confidence to be participating members of society and to value themselves and others.
- to prepare pupils for puberty and encourage them to take responsibility for their own actions.
- to give children an understanding of the importance of both mental and physical health.
- for children to develop and use communication skills and assertiveness skills to cope with the influences of their peers and all types of media.
- for children to understand and demonstrate fundamental British values of the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs

## Talk like an Citizen

### Sentence Stems

- I liked / I disliked...
  - I think that...
  - I feel...
- I agree / disagree with your suggestion of...
  - I felt the most inspired when...
  - We worked together best as a team when we...
  - We found it difficult when...
  - During this activity, I felt... because
- I found the..., a particular struggle / strength...
  - The strengths / weaknesses of our work were...
  - An advantage / disadvantage of this work was...
  - To improve your mood, I would suggest...
  - I feel the emotion of..., because.... impacted on me positively/ negatively.
  - Working in teams has meant that..
  - Overall, I think that...has led...to respond in this way
- Personally, I found this activity..., therefore...
  - Mentally, I found this activity the most demanding, as...
  - After careful evaluation, I now feel that... would make the most difference.
  - I have considered both sides of the argument and have concluded...
  - Although I respect your opinions, I personally believe that...
  - Collaboratively, we felt that...
  - The impact of this activity has made me feel..., which has surprised me, as...

# EYFS



## Our main link to PHSRE is within our 'Personal, Social and Emotional Development' area of learning :

3-4  
year  
olds

Personal,  
Social and  
Emotional  
Development

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.

Develop their sense of responsibility and membership of a community.

Become more outgoing with unfamiliar people, in the safe context of their setting.

Show more confidence in new social situations.

Play with one or more other children, extending and elaborating play ideas.

Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Increasingly follow rules, understanding why they are important.

Remember rules without needing an adult to remind them.

Develop appropriate ways of being assertive.

Talk with others to solve conflicts.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Understand gradually how others might be feeling.

Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

Make healthy choices about food, drink, activity and toothbrushing.

Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it

Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers

Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play

Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies them self in relation to social groups and to their peers

Is sensitive to others' messages of appreciation or criticism

## Our main link to PHSRE is within our 'Personal, Social and Emotional Development' area of learning :

Reception	Personal, Social and Emotional Development	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"><li>● regular physical activity</li><li>● healthy eating</li><li>● toothbrushing</li><li>● sensible amounts of 'screen time'</li><li>● having a good sleep routine</li><li>● being a safe pedestrian</li><li>● is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours</li></ul>
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## How we do this in our provision...

Learn to recognise our emotions and feelings

Learn and talk about our school rules and why they are important

Learn that all families are different.

Be encouraged to always try new activities.

Learn about safe screen time and how to stay safe online.

Learn how to keep safe eg when crossing a road.

Talk about our well-being.: how to look after our body and mind.

Learn to make new friends and solve conflict with support from adults when they occur.

Read stories that encourage us to sympathise and empathise and to understand how characters feel.

Take part in yoga and meditation to help us relax and be calm.

# Year 1



# PHSRE:

<p><b>Autumn</b></p>	<p><b><u>Belonging to a community/citizenship</u></b>            I know about examples of rules in different situations e.g. class rules, rules at home, rules outside.</p> <p>I understand that different people have different needs.</p> <p>I know how we care for people, animals and other living things in different ways</p> <p>I understand ways in which I can look after the environment e.g. recycling</p> <p>I am beginning to see how everyone contributes to the life of the classroom</p> <p>I know what my responsibilities are as part of the class- take turns, share, return things</p>	<p><b><u>Safe Relationships</u></b>            I know about situations when someone's body or feelings might be hurt and whom to go to for help.</p> <p>I understand what it means to keep something private, including parts of the body that are private.</p> <p>I can identify different types of touch and how they make people feel (e.g. hugs, tickles, punches, kisses)</p> <p>I know how to respond if being touched makes them feel uncomfortable or unsafe</p> <p>I understand when it is important to ask for permission to touch others and how to ask for give/not give permission</p>	<p><b><u>Respecting Ourselves and Others</u></b>            I understand what kind and unkind behaviour means both in and out of school understand how kind and unkind behaviour can make people feel</p> <p>I know what 'respect' means.</p> <p>I understand class rules, being polite to others, sharing and taking turns</p>	<p><b><u>SUMO</u></b>  <b>Change</b>  <b>Your T Shirt</b></p> <p><b>Fruity</b>  <b>Thinking</b></p>
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# PHSRE:

<b>Spring</b>	<b><u>Families and Friendships</u></b> I know about people who care for me e.g. parents, siblings, grandparent, relatives, friends, teachers.  I understand the role these different people play in children's lives and how they care for them.  I understand what it means to be a family and how families are different.  I understand the importance of telling someone, and how to tell someone, if I am worried about something in my family.	<b><u>Media literacy and Digital Resilience</u></b> <i>I know how and why people use the internet.</i> <i>I understand the benefits of using the internet and digital devices.</i> <i>I understand how people find things out and communicate safely with others online.</i>	<b><u>Money and Work</u></b> I know that everyone has different strengths in and out of school. I understand how different strengths and interests are needed to do different jobs. I know about people whose job it is to help us in the community I know about different jobs and the work that people do.	<b><u>SUMO</u></b> <b>Hippo Time is OK</b>  <b>Remember the Beachball</b>
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# PHSRE:

<b>Summer</b>	<b><u>Physical Health and Mental Health</u></b> I know what it means to be healthy and why it is important.  I know about the ways to take care of myself on a daily basis.  I understand about basic hygiene routines e.g. hand washing.  I know about healthy and unhealthy foods, including sugar intake.  I know about physical activity and how it keeps people healthy.  I know about the different types of play, including balancing indoor, outdoor and screen based play.  I know about people who can help me to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors.	<b><u>Growing and Changing</u></b> I recognise what makes me special and unique including my likes, dislikes and what I am good at.  I know how to manage and whom to tell when finding things difficult, or when things go wrong.  I understand how I am the same and different to others.  I understand how feelings can affect how people behave.	<b><u>Keeping Safe</u></b> I understand how rules can keep us safe.  I understand why some things have age restriction e.g. TV and film, games, toys or play areas.  <i>I know the basic rules for keeping safe online.</i>  <i>I know who to tell if I see something online that makes me feel unhappy, worried or scared.</i>	<b><u>SUMO</u></b> <b>Learn Latin</b>  <b>Ditch Doris Day</b>
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# Year 2



# PHSRE:

<p>Autumn Term</p>	<p><b><u>Belonging to a community/citizenship</u></b></p> <p>I know about being part of different groups and the role I play in these groups e.g. class, teams, faith groups.</p> <p>I know about the different rights and responsibilities I have in school and the wider community.</p> <p>I understand how a community can help people from different groups to feel included.</p> <p>I recognise that we are all equal and the ways in which we are the same and different to others in my community.</p>	<p><b><u>Safe Relationships</u></b></p> <p>I can recognise hurtful behaviour <i>(including online)</i></p> <p>I know what to do and who to tell if they see or experience hurtful behaviour (including online)</p> <p>I know about what bullying is and different types of bullying</p> <p>I know about the difference between happy surprises and secrets that make me feel uncomfortable or worried and how to get help.</p> <p>I know how to resist pressure to do something that feels uncomfortable or unsafe and how to ask for help if they feel unsafe or worried and what vocabulary to use</p>	<p><b><u>Respecting Ourselves and Others</u></b></p> <p>I know about the things that I have in common with my friends, classmates and other people and how friends can have similarities and differences</p> <p>I know how to play and work cooperatively in different groups and situations</p> <p>I can share ideas and listen to others, take part in discussions and give reasons for my views</p>	<p><b><u>SUMO</u></b></p> <p><b>Change Your T Shirt Fruity Thinking</b></p>
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# PHSRE:

Spring  
Term

## **Families and Friendships**

I know which qualities make a good friend e.g. kindness, listening, honesty

I know different ways in which people can meet and make friends

I have strategies for positive play, know what can cause arguments between friends and how to positively resolve these.

I know how to recognise and ask for help when I am feeling lonely or unhappy or to help someone else.



## **Media literacy and Digital Resilience**

*I know the different ways in which people can access the internet e.g. phones, tablets, computers*

*I can recognise the purpose and value of the internet in everyday life.*

*I recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos.*

*I understand that information online might not always be true.*



## **Money and Work**

I know about what money is and its different forms e.g. coins, notes and ways of paying for things e.g. debit cards, electronic payments

I know how money can be kept and looked after.

I know about getting, keeping and spending money.

I know that people are paid money for the job that they do.

I know how to recognise the difference between needs and wants.

I understand how people make choices about spending money including thinking about needs and wants.



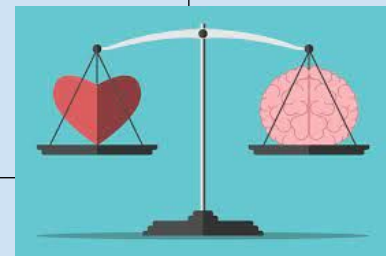
## **SUMO**

**Hippo Time is OK  
Remember the Beachball**



# PHSRE:

<p>Summer Term</p>	<p><b>Physical Health and Mental Health</b> I understand about routines and habits for maintaining good physical and mental health.</p> <p>I know why sleep and rest are important for growing and keeping healthy.</p> <p>I understand that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies.</p> <p>I understand the importance of, and routines for, brushing teeth and visiting the dentist.</p> <p>I know about the food and drink that affect dental health.</p> <p>I can describe and share a range of feelings.</p> <p>I know about ways to feel good, clam down or change my mood e.g. playing outside, listening to music, spending time with others.</p> <p>I know how to manage big feelings including those associated with change, loss and bereavement.</p> <p>I know when and how to ask for help, and how to help others with their feelings.</p>	<p><b>Growing and Changing</b> <i>I know about the human life cycle and how people grow from young to old.</i></p> <p><i>I know how our needs and bodies change as we grow up.</i></p> <p>I can identify the main parts of the body including external genitalia (e.g. vagina, penis, testicles)</p> <p>I understand about change as people grow up, including new opportunities and responsibilities.</p> <p>I can prepare myself for moving to a new class and set goals for next year.</p>	<p><b>Keeping Safe</b> I know how to respond to risk in everyday situations e.g. road, water and rail safety.</p> <p>I know how to help keep myself safe in familiar and unfamiliar environments such as in school, <b>online</b> and 'out and about'.</p> <p>I know how to identify potential unsafe situations, who is responsible for keeping me safe in these situations and the steps I can take to avoid or remove myself from danger.</p> <p>I know how to help keep myself safe at home in relation to <b>electrical appliances</b>, fire safety, medicines, household products.</p> <p>I know about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel.</p> <p><i>I know how to respond if there is an accident or someone is hurt.</i></p> <p><i>I know whose job it is to keep me safe and how to get help in an emergency, including how to dial 999 and what to say.</i></p>	<p><b>SUMO</b> <b>Learn Latin</b></p> <p><b>Ditch Doris Day</b></p>
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# Year 3



# PHSRE:

Autumn	<p><b><u>Belonging to a community/citizenship</u></b> I understand the reasons for rules and laws in wider society.</p> <p>I understand the importance of abiding by the law and what might happen if rules and laws are broken.</p> <p>I know what human rights are and how they protect people.</p> <p>I can identify basic examples of human rights including the rights of children.</p> <p>I know that I have both rights and responsibilities.</p> <p>I understand that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn.</p>	<p><b><u>Safe Relationships</u></b> I understand what is appropriate to share with friends, classmates, family and wider social groups <i>(including online)</i></p> <p>I know about what privacy and personal boundaries are <i>(including online)</i></p> <p><i>I have basic strategies to keep myself safe online e.g. passwords, using trusted sites and adult supervision</i></p> <p>I know that bullying and hurtful behaviour is unacceptable in any situation and the effects and consequences of bullying for those people involved.</p> <p><i>I know about bullying online and the differences between this and face to face bullying.</i></p> <p>I know what to do and whom to tell if I experience bullying or hurtful behaviour.</p>	<p><b><u>Respecting Ourselves and Others</u></b></p> <p>I can recognise respectful behaviours e.g. helping others, including others, being responsible.</p> <p>I know how to model respectful behaviour in different situations e.g. at home, at school, <i>online</i></p> <p>I know what it means to treat others, and be treated, politely</p> <p>I understand the importance of self respect and the right to be treated respectfully by others.</p> <p>I understand the ways in which people show courtesy in different cultures and in wider society.</p>	<p><b>SUMO</b> <b>Change Your T Shirt</b> <b>Fruity Thinking</b></p>
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# PHSRE:

Spring

## **Families and Friendships**

I can recognise and respect that there are different types of families (including single parents, same-sex parents, step parents, blended families, foster and adoptive parents)

To understand that being part of a family provides support, stability and love.

I know the positive aspects of being part of a family such as spending time together and caring for each other.

I know about the different ways people can care for each other.

I can identify when/if someone in my family is worried or upset.

I know what to do and whom to tell if family relationships are making them feel unhappy or unsafe.



## **Media literacy and Digital Resilience**

*I understand how the internet can be used positively for leisure, for school and for work.*

*I can recognise that images and information online can be altered or adapted and the reasons for why this happens.*

*I have strategies to recognise whether something I see online is true or accurate.*

*I know how to evaluate whether a game is suitable to play or a website is appropriate for my age-group.*

*I know how to make safe, reliable choices from search results.*

*I know how to report something seen or experiences online that concerns them e.g. images or content that worry them, unkind or inappropriate communication.*



## **Money and Work**

I know about the jobs that people may have from different sectors e.g. teachers, business people, charity work.

I understand that people can have more than one job at once over their lifetime.

I know about common myths and gender stereotypes related to work.

I know how to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM.

I know about some of the skills needed to do a job, such as teamwork and decision-making.


I can recognise my interests, skills and achievements and how these might link to future jobs.

I know how to set goals that I would like to achieve this year e.g. learn a new hobby.

**SUMO**  
**Hippo Time is OK**

**Remember the Beachball**

# PHSRE:

<p>Summer</p>	<p><b><u>Physical Health and Mental Health</u></b> I understand about the choices people make in daily life that could affect their health.</p> <p>I can identify healthy and unhealthy choices e.g. in relation to food, exercise and sleep.</p> <p>I know about what can help people to make healthy choices and what might negatively influence them.</p> <p>I understand about habits and that sometimes they can be maintained, changed or stopped.</p> <p>I know about the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle.</p> <p>I know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally.</p> <p>I understand that regular exercise such as walking or cycling has positive benefits for their mental and physical health.</p> <p>I know about the things that affect feelings both positively and negatively.</p> <p>I have strategies to identify and talk about my feelings.</p> <p>I know about some of the different ways that people express feelings e.g. words, actions, body language</p> <p>I know how to recognise how feelings can change over time and become more or less powerful.</p>	<p><b><u>Growing and Changing</u></b> I understand that everyone is an individual and has unique and valuable contributions to make.</p> <p>I recognise how strengths and interests form part of a person's identity.</p> <p>I know how to identify their own personal strengths and interests and what they are proud of (in school, out of school).</p> <p>I can recognise common challenges to self-worth e.g. finding school work difficult, friendship issues.</p> <p>I have basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again.</p>	<p><b><u>Keeping Safe</u></b> I know how to identify typical hazards at home and in school.</p> <p>I know how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen.</p> <p>I understand about fire safety at home including the need for smoke alarms.</p> <p>I understand the importance of following safety rules from parents and other adults.</p> <p><b><i>I know how to help keep myself safe in the local environment or unfamiliar places, including road, rail, water and firework safety.</i></b></p> 	<p><b><u>SUMO</u></b> <b>Learn Latin</b></p> <p><b>Ditch Doris Day</b></p>
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# Year 4



# PHSRE:

<p>Autumn</p>	<p><b><u>Belonging to a community/citizenship</u></b> I understand the meaning and benefits of living in a community.</p> <p>I recognise that I belong to different communities as well as the school community.</p> <p>I know about the different groups that make up and contribute to a community.</p> <p>I know about the individuals and groups that help the local community, including through volunteering and work.</p> <p>I know how to show compassion towards others in need and the shared responsibility of caring for them.</p>	<p><b><u>Safe Relationships</u></b> To differentiate between playful teasing, hurtful behaviour and bullying (<i>including online</i>)</p> <p>I know how to respond if I witness or experience hurtful behaviour or bullying (<i>including online</i>)</p> <p>I can recognise the difference between playful dares and dares which put someone under pressure, at risk or feel uncomfortable and I know how to respond to pressure regarding such dares.</p> <p>I understand when it is right to keep or break a confidence or share a secret.</p> <p><i>I know how to recognise risks online e.g. harmful content/contact.</i></p> <p><i>I understand how people may behave differently online including pretending to be someone they are not.</i></p> <p>I know how to report concerns and see help if I am uncomfortable about someone's behaviour (<i>including online</i>)</p>	<p><b><u>Respecting Ourselves and Others</u></b></p> <p>I can recognise differences between people such as gender, race and faith</p> <p>I can recognise what I have in common with others e.g. shared values, likes, dislikes, aspirations</p> <p>I understand about the importance of respecting the differences and similarities between people</p> <p>I can choose my vocabulary to sensitively discuss and include everyone</p>	<p><b><u>SUMO</u></b> <b>Change Your T Shirt</b> <b>Fruity Thinking</b></p>
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# PHSRE:

Spring

## **Families and Friendships**

I understand the features of positive healthy friendships such as mutual respect, trust and sharing interests.

I have strategies for building positive friendships  
I know how to seek support with relationships if they feel lonely or excluded.

*I know how to communicate with friends on digital devices respectfully*

*I understand that knowing someone online is different to knowing someone face-to-face and that there are risks in communicating with someone they don't know.*

*I know what to do or who to tell if I am worried about any contact online.*



## **Media literacy and Digital Resilience**

*I understand that everything shared online has a digital footprint.*

*I know that organisations can use personal information to encourage people to buy things.*

*I recognise what online adverts look like.*

*I can compare content shared for factual purposes and for advertising.*

*I understand why people might choose to buy or not to buy something online e.g. from seeing an advert.*

*I understand that search results are ordered based on the popularity of the website and that this can affect what information people access.*



## **Money and Work**

I know how people make different spending decisions based on their budget, values and needs.

I know how to keep track of money and why it is important to know how much is being spent.

I know about the different ways to pay for things such as cash, cards, e-payments and the reasons for using them.

I know that how people spend money can have a positive or negative effect on others e.g. charities, single use plastic.




## **SUMO**

**Hippo Time is OK**

**Remember the Beachball**



# PHSRE:

<p>Summer</p>	<p><b><u>Physical Health and Mental Health</u></b> I can identify a wide range of factors that maintain a balanced, healthy lifestyle physically and mentally</p> <p>I understand what good physical health means and how to recognise early signs of physical illness.</p> <p>I know that common illnesses can be quickly and easily treated with care e.g. visiting the doctor when necessary.</p> <p><i>I know how to maintain oral hygiene and dental health, including how to brush and floss correctly.</i></p> <p><i>I understand the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health.</i></p>	<p><b><u>Growing and Changing</u></b> I know about personal identity and what contributes to it e.g. race, sex, gender, family, faith, culture, hobbies, likes/dislikes.</p> <p>I understand how to recognise, respect and express my individuality and personal qualities.</p> <p>I know ways in which I can boost my mood and improve my emotional wellbeing.</p> <p>I understand the link between participating in interests, hobbies and community groups and mental wellbeing.</p>	<p><b><u>Keeping Safe</u></b> I understand the importance of taking medicines correctly and using household products safely.</p> <p>I recognise what is meant by a 'drug' and that there are drugs that are common to everyday life e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines and that these can affect health and wellbeing.</p> <p>I can identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects.</p> <p>I can identify some of the risks associated with drugs common to everyday life.</p> <p>I know that for some people using drugs can become a habit which is difficult to break.</p> <p>I know how to ask for help or advice.</p> 	<p><b><u>SUMO</u></b> <b>Learn Latin</b></p> <p><b>Ditch Doris Day</b></p>
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# Year 5



# PHSRE:

<p>Autumn</p>	<p><b><u>Belonging to a community/citizenship</u></b> I know about how resources are allocated and the effect this has on individuals, communities and the environment.</p> <p>I understand the importance of protecting the environment and how everyday actions can either support or damage it.</p> <p>I can show compassion for the environment, animals and other living things.</p> <p>I know about the way money is spent and how it affects the environment.</p> <p>I can express my own opinion about my responsibility towards the environment.</p>	<p><b><u>Safe Relationships</u></b> I know how to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations.</p> <p>I know how to ask for, give and not give permission for physical contact.</p> <p>I can understand how it feels in a person's mind and body when they feel uncomfortable</p> <p>I understand that it is never someone's fault if they have experienced unacceptable contact.</p> <p>I know how to respond to unwanted or unacceptable physical contact.</p> <p>I understand that no one should ask me to keep a secret that makes me feel uncomfortable or try to persuade me to keep a secret that I am worried about.</p> <p>I know who to tell if I am concerned about unwanted physical contact.</p>	<p><b><u>Respecting Ourselves and Others</u></b></p> <p>I recognise that everyone should be treated equally</p> <p>I know why it is important to listen and respond respectfully to a wide range of people including those whose traditions, beliefs and lifestyles are different to my own.</p> <p>I know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia.</p> <p><i>I can identify online bullying and discrimination of groups or individuals e.g. trolling, harassment</i></p>	<p><b><u>SUMO</u></b> <b>Change Your T Shirt</b> <b>Fruity Thinking</b></p>
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# PHSRE:

Spring  
Term

## Families and Friendships

I understand what makes a healthy friendship and have strategies to make people feel included,

I know about peer influence and how it can make people feel or behave,

I understand the impact of the need for peer approval in different situations (including online) and have strategies to manage this (e.g. exit strategies, assertive communication)

I understand that it is common for friendships to experience challenges and have strategies to positively resolve disputes and reconcile differences.

I understand that friendships can change over time and the benefits of having new and different types of friends.

I can recognise if a friendship is making me feel unsafe, worried or uncomfortable and when and how to seek support in relation to friendships.

## Media literacy and Digital Resilience

*I can identify different types of media and their different purposes e.g. to entertain, inform, persuade, advertise.*

*I have basic strategies to help me assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased.*

*I understand that some media and online content promote stereotypes.*

*I know how to assess which search results are more reliable than others.*

*I know how to recognise unsafe or suspicious content online.*

*I know how devices store and share information.*

## Money and Work

I can identify jobs that I might like to do in the future.

I understand the role ambition can play in achieving a future career.

I understand how or why someone might choose a certain career.

I know about what might influence people's decisions about a job or career e.g. pay, working conditions, personal interests, strengths, qualities, family, values.

I understand the importance of diversity and inclusion to promote people's career opportunities.

I know about stereotyping in the workplace, its impact and how to challenge it.

I understand that there are a variety of routes into work e.g. college, apprenticeships, university, training.


## SUMO

**Hippo Time is OK**

**Remember the Beachball**




# PHSRE:

<p>Summer Term</p>	<p><b><u>Physical Health and Mental Health</u></b></p> <p>I understand how sleep contributes to a healthy lifestyle.</p> <p>I understand healthy sleep strategies and how to maintain them.</p> <p>I understand about the benefits of being outdoors and in the sun for physical and mental health.</p> <p>I know how to manage risk in relation to sun exposure</p>	<p><b><u>Growing and Changing</u></b></p> <p><i>I can identify external genitalia and reproductive organs.</i></p> <p><i>I know about the physical and emotional changes during puberty.</i></p> <p><i>I know the key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams.</i></p> <p>I have strategies to manage the changes during puberty including menstruation</p> <p><i>I understand the importance of personal hygiene routines during puberty including washing regularly and using deodorant.</i></p> <p>I know how to discuss the challenges of puberty with a trusted adult.</p> <p>I know how I can get information and advice about puberty.</p>	<p><b><u>Keeping Safe</u></b></p> <p>I can identify when situations are becoming risky, unsafe or an emergency.</p> <p>I can identify occasions where I can help to take responsibility for my own safety.</p> <p>I can differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour.</p> <p><i>I know how to deal with common injuries using basic first aid techniques.</i></p> <p><i>I know how to respond in an emergency, including when and how to contact different emergency services.</i></p> <p>I know what to do and whom to tell if I think myself or someone I know might be at risk of inappropriate or unsafe physical contact. (Kidsafe)</p> 	<p><b><u>SUMO</u></b></p> <p><b>Learn Latin</b></p> <p><b>Ditch Doris Day</b></p>
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# Year 6



# PHSRE:

Autumn	<p><b><u>Belonging to a community/citizenship</u></b> I know what prejudice means I can differentiate between prejudice and discrimination</p> <p>I have strategies to safely respond and challenge discrimination.</p> <p>I know how to recognise stereotypes in different contexts and the influence that they have on attitudes and understanding of different groups.</p> <p>I understand how stereotypes are perpetuated and how to challenge this.</p>	<p><b><u>Safe Relationships</u></b> I can compare the features of healthy and unhealthy relationships.</p> <p>I understand about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong.</p> <p>I have strategies to respond to pressure from friends <b>(including online)</b>.</p> <p><b><i>I know how to assess the risk of different online challenges and dares.</i></b></p> <p>I know how to recognise and respond to the pressure from others to do something unsafe or that makes them feel worried or uncomfortable.</p> <p>I know how to get advice and report concerns about personal safety <b>(including online)</b> I know what consent means and how to seek and give/not give permission in different situations.</p> <p>I understand that sexual violence and sexual harassment is never acceptable.</p>	<p><b><u>Respecting Ourselves and Others</u></b></p> <p>I understand the link between values and behaviour and how to be a positive role model.</p> <p>I can discuss issues respectfully and listen to and respect others points of view.</p> <p>I can constructively challenge points of view that I disagree with.</p> <p><b><i>I have ways to participate effectively in discussions online and manage conflict or disagreements.</i></b></p>	<p><b>SUMO</b> <b>Change Your T Shirt</b> <b>Fruity Thinking</b></p> 
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# PHSRE:

Spring

## **Families and Friendships**

I understand what it means to be attracted to someone and different kinds of loving relationships.

I understand that people who love each other can be any gender, ethnicity or faith.

I understand the difference between gender identity and sexual orientations and everyone's right to be loved.

I know about the qualities of healthy relationships that help individuals flourish.

I know about the ways in which couples show their love and commitment to one another, including those who are not married or live apart.

I know what 'marriage' and 'civil partnership' mean.

I understand that people have the right to choose whom they marry or whether to get married and that to force anyone into marriage is illegal.

I know how and where to report forced marriage or ask for help if I am worried.



## **Media literacy and Digital Resilience**

*I understand the benefits of safe internet use e.g. learning, connecting and communicating.*

*I know how and why images online might be manipulated, altered or faked and can recognise when this has happened.*

*I understand why people choose to communicate through social media and some of the risks and challenges associated with this.*

*I know that social media sites have age restrictions and regulations for use and why some media and online content is not appropriate for children.*

*I understand how online content can be designed to manipulate people's emotions and encourage them to read or share things.*

*I know about sharing things online including the rules and laws relating to this.*

*I know how to recognise what is appropriate to share online and how to report inappropriate online content or contact.*



## **Money and Work**

I understand about the role that money plays in people's lives, attitudes towards it and what influences decisions about money.

I know about value for money and how to judge if something is value for money.

I understand how companies encourage customers to buy things and why it is important to be a critical consumer..

I understand how having or not having money can impact a person's emotions, health and wellbeing.

I understand the common risks associated with money including debt, fraud and gambling.

I know that money can be gained or lost e.g. stolen, scams, gambling and how these can put people at financial risk.

I know how to get help if I am concerned about gambling or other financial risk.



## **SUMO**

**Hippo Time is OK**

**Remember the Beachball**



# PHSRE:

Summer

## Physical Health and Mental Health

I understand that mental health is just as important as physical health and that both need looking after.

I can recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support.

I understand how negative experiences such as being bullied or feeling lonely can affect mental wellbeing.

I have positive strategies for managing feelings.

I know that there are situations when someone may experience mixed or conflicting feelings.

I understand how feelings can often be helpful whilst recognising that sometimes they need to be overcome.

I recognise that if someone experiences feelings that are not so good (most or all of the time) - help and support is available.

I can identify where I and others can ask for help and support with mental wellbeing in and outside of school.

I understand the importance of asking for support from a trusted adult.

I know about the changes that may occur in life including death, and how these can cause conflicting feelings.  
I know that changes can mean that people experience feelings of loss and grief.

I understand about the process of grieving and how grief can be expressed.  
I know about strategies that can help someone cope with the feelings associated with change or loss.

I can identify how to ask for help and support with loss, grief or other aspects of change.

***I understand how balancing time online with other activities helps me to maintain my health and wellbeing.***

I can develop strategies to manage time spent online and foster positive habits e.g. switching phone off at night.

***I know what to do and whom to tell if I am frightened or worried about something I have seen on line.***

## Growing and Changing

I can recognise some of the changes that occur as I grow up e.g. increasing independence.

I understand what being more independent might be like, including how it may feel.

I know about the transition to secondary school and how this may affect my feelings.

I understand that relationships may change as I grow up and move to secondary school

I have practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school.

I can identify links between love, committed relationships and conception.

***I understand how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb.***

I am aware of the responsibilities of being a parent or carer and how having a baby changes someone's life.



## Keeping Safe

***I know how to protect my personal information online.***

***I can identify potential risks of personal information being misused.***

***I have strategies for dealing with requests for personal information or images of myself.***

***I can identify which types of images are appropriate to share with others and those which might not be appropriate.***

***I know that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be.***

***I know what to do if I take, share or come across an image which may upset, hurt or embarrass myself or others.***

***I know how to report the misuse of personal information or sharing of upsetting content/images online.***

***I understand about the different age rating systems for social media, TV, films, games and online gaming.***

***I understand why age restrictions are important and how they help people make safe decisions about what to watch, use or play.***

I know about the risks and effects of different drugs.

I know about the laws relating to drugs common to everyday life and illegal drugs.

I can recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs.

I know about the organisations where people can get help and support concerning drug use.

I know how to ask for help if I have concerns about drug use.

I understand that there are mixed messages in the media relating to drug use and how these might influence opinions and decisions.

**SUMO**  
Learn Latin

Ditch Doris Day