

# PSHE and RSE Curriculum and Lesson Objective Map

Differentiation is the 'I know' statement for H/A, M/A, L/A and SEN (see passport)

Cultural capital opportunities allow children to communicate in all lessons where appropriate

AFL use key questions on the lesson plan

Long term memory development strategies - Last lesson/this lesson/next lesson

Curriculum links - See red words or phrase in topic sections where appropriate.

Prior learning (PL) and future learning (FL) indicated where relevant.

Each topic to be taught in chronological order using these lesson objectives - topic order can change based on cohort need.

Year Group	Autumn	Spring	Summer
Pre school 1	<p>Personal, social and emotion develop is taught as an ongoing subject throughout early years. They are spilt up into three main themes which are building relationships, managing self and self-regulation.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. (PSED) Find ways to calm themselves through being calmed and confronted by their key person.</li> <li>2. (PSED) Establish their sense of self</li> <li>3. (PSED) Express preferences and decisions. They also try new things and start establishing their autonomy</li> <li>4. (PSED) Engage with others through gestures, gaze and talk</li> <li>5. (PSED) Use the engagement to achieve a goal. For example gesture towards their cup to say they want a drink</li> <li>6. (PSED) Find ways of managing transitions, for example from their parent to their key person.</li> <li>7. (PSED) Thrive as they develop self-assurance.</li> <li>8. (PSED) Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</li> <li>9. (PSED) Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li> <li>10. (PSED) Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</li> <li>11. (PSED) Feel strong enough to express a range of emotions.</li> <li>12. (PSED) Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</li> <li>13. (PSED) Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>14. (PSED) Be increasingly able to talk about and manage their emotions.</li> <li>15. (PSED) Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> <li>16. (PSED) Develop friendships with other children.</li> <li>17. (PSED) Safely explore emotions beyond their normal range through play and stories.</li> <li>18. (PSED) Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</li> </ol>		

## Nursery

Personal, social and emotion develop is taught as an ongoing subject throughout early years. They are spilt up into three main themes which are building relationships, managing self and self-regulation.

### Objectives:

1. (PSED) 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.
2. (PSED) Develop their sense of responsibility and membership of a community
3. (PSED) Become more outgoing with unfamiliar people, in the safe context of their setting.
4. (PSED) Show more confidence in new social situations.
5. (PSED) Play with one or more other children, extending and elaborating play ideas.
6. (PSED) 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.
7. (PSED) Increasingly follow rules, understanding why they are important.
8. (PSED) Do not always need an adult to remind them of a rule.
9. (PSED) Develop appropriate ways of being assertive.
10. (PSED) Talk with others to solve conflicts.
11. (PSED) Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
12. (PSED) Begin to understand how others might be feeling

## Reception

Personal, social and emotion develop is taught as an ongoing subject throughout early years. They are spilt up into three main themes which are building relationships, managing self and self-regulation.

### Objectives:

1. (PSED) See themselves as a valuable individual.
2. (PSED) Build constructive and respectful relationships.
3. (PSED) Express their feelings and consider the feelings of others.
4. (PSED) Show resilience and perseverance in the face of challenge.
5. (PSED) Identify and moderate their own feelings socially and emotionally.
6. (PSED) Think about the perspectives of others.
7. (PSED) Manage their own needs.

### Early learning goals:

#### Building relationships:

1. (PSED) Work and play cooperatively and take turns with others.
2. (PSED) Form positive attachments to adults and friendships with peers.
3. (PSED) Show sensitivity to their own and to others' needs

#### Managing self

1. (PSED) Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
2. (PSED) Explain the reasons for rules, know right from wrong and try to behave accordingly.
3. (PSED) Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

#### Self-Regulation

1. (PSED) Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
2. (PSED) Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

3. (PSED) Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**Core books:**

**Pre-school**

Colour monster

Owl Babies

Monkey Puzzle

Elma

The Rainbow Fish

I Want The Potty

Goldilocks and The Three Bears

Guess How Much I Love You

**Nursery**

Za's Za's Baby Brother

Handa's Surprise

Oliver's Vegetables

We're Going On A Bear Hunt

Topsy and Tim Start School

Would you rather?

Titch

**Reception**

Dinosaur starts school

The colour monster goes to school

Houses Around The World

People Who Help Us Series of books.

Sharing A Shell.

The Ugly Duckling

**Vocabulary:**

**Preschool**

friend

family

mum

dad

happy

brave

strong

feeling

sad

good

bad

sleepy

hungry

**Nursery**

listening

talking

kindness

brother

sister

proud

special

angry

upset

cry

tired

worried

scared

calm

hurt

behaviour

1			<p><b><u>Reception</u></b>  uncle  aunty  cousin  love  speaking  confident  aware  confused  shy  excited  positive  negative</p>			
	<p><b>Autumn 1</b>  <b>Topics:</b>  Relationships  Feelings  Co-operation</p>	<p><b>Autumn 2</b>  <b>Topics:</b> Relationships  Fair and unfair  Right and wrong</p>	<p><b>Spring 1</b>  <b>Topics:</b> Relationships  Bullying  Behaviour</p>	<p><b>Spring 2</b>  <b>Topics:</b>  Health and Wellbeing  Healthy eating  Dental hygiene  Keeping clean</p>	<p><b>Summer 1</b>  <b>Topics:</b> Relationships  Kindness  Family  Caring</p>	<p><b>Summer 2</b>  <b>Topics:</b>  Health and Wellbeing  Growing up  Personal safety  Emotional safety</p>
	<p><b>Vocabulary:</b>  Bored  Happy  Sad  Angry  Surprise  Sick  Embarrassed  Tired  Scared  Share  Give  Receive  Partner</p>	<p><b>Vocabulary:</b>  Correct  Incorrect  Equal  Unequal  One sided  Wrongful  Bad  Good</p>	<p><b>Vocabulary:</b>  Unkindness  Kindness  Bully  Rude  Attitude  Respect  friendship</p>	<p><b>Vocabulary:</b>  Teeth  Tooth brush  Tooth paste  Brushing  washing  Shower  Bath  healthy  unhealthy  vitamins  minerals  balanced diet</p>	<p><b>Vocabulary:</b>  Friendly  Kind  Caring  Members  Mother  Father  Brother  Sister  Kind hearted  Loving</p>	<p><b>Vocabulary:</b>  Get dressed  Clean  Boy  Girl  Same  Different  Physical characteristics  Gender  Hair  Face  Secrets</p>
<p><b>Core books:</b>  I feel frightened  I feel angry, I feel worried  Today I'm a monster</p>		<p><b>Core books:</b>  I Just Want To Do It My Way  Willy and Hugh</p>		<p><b>Core books:</b>  The huge bag of worries  Detective dog</p>		

2	<p><b>What will I learn?</b></p> <p><b>Recognise</b></p> <ol style="list-style-type: none"> <li>1. Recognise, name and manage their feelings in a positive way.</li> <li>2. Recognise the difference between right and wrong, fair and unfair, good and bad choices</li> <li>3. Identify different relationships that they have and why these are important</li> </ol> <p><b>Reflect</b></p> <ol style="list-style-type: none"> <li>4. Understand the difference between impulsive and considered behaviour.</li> </ol> <p><b>Respond</b></p> <ol style="list-style-type: none"> <li>5. Develop positive relationships through work and play</li> </ol> <p>FL - Relationships (Autumn 2 and Spring 1, Y1)</p>		<p>PL - Relationships (Autumn 1 and 2, Y1)</p> <p><b>What will I learn?</b></p> <p><b>Recognise</b></p> <ol style="list-style-type: none"> <li>1. Recognise how their behaviour affects other people.</li> <li>2. Recognise why healthy eating and physical activity are beneficial</li> </ol> <p><b>Reflect</b></p> <ol style="list-style-type: none"> <li>3. Consider different types of teasing and bullying.</li> <li>4. Understand that bullying is wrong and know how to get help to deal with bullying.</li> </ol> <p><b>Respond</b></p> <ol style="list-style-type: none"> <li>5. Seek help from an appropriate adult when necessary. Manage basic personal hygiene.</li> </ol> <p>NC - Physical Education link to physical activity  NC - Science link - Dental Hygiene and Healthy Eating  FL - Relationships (Summer 1, Y1), Health and Wellbeing (Summer 2, Y1)</p>		<p>PL - Relationships (Spring 1, Y1)</p> <p><b>What will I learn?</b></p> <p><b>Recognise</b></p> <ol style="list-style-type: none"> <li>1. Recognise that there are people who care for and look after them</li> <li>2. Recognise the simple physical changes to their bodies experienced since birth</li> </ol> <p><b>Reflect</b></p> <ol style="list-style-type: none"> <li>3. Reflect on the similarities and differences between people</li> </ol> <p><b>Respond</b></p> <ol style="list-style-type: none"> <li>4. Make positive real-life choices</li> </ol> <p>NC - Science link - Changes to the Human Body and Growing  FL - Health and Wellbeing (Spring 1, Y2)</p>	
	<p><b>Autumn 1 Topics:</b>  Living in the wider world  Responsibility  Rules and expectations</p>	<p><b>Autumn 2 Topics:</b>  Relationships  Friendship</p>	<p><b>Spring 1 Topics:</b>  Health and Wellbeing  Emotions  Consequences  Aspirations</p>	<p><b>Spring 2 Topics:</b>  Living in the wider world  Goals  Belonging  Local citizenship  Road safety</p>	<p><b>Summer 1 Topics:</b>  Health and wellbeing  The human body  Healthy eating  Physical activity</p>	<p><b>Summer 2 Topics:</b>  Living in the wider world  Money  Choices</p>
<p><b>Vocabulary:</b>  Expect  Respectful  Respect  Rules  Change  Ownership  Feelings  Reflect</p>	<p><b>Vocabulary:</b>  Friends  Enemies  Kind  Companion  Acquaintance  Caring  Brave  Good listener  Considerate</p>	<p><b>Vocabulary:</b>  Goals  Bad  Good  Actions  Proud  Respected  Fulfilled  Powerful  Loving  Important  Brave  Remorseful  Abandoned  Hateful  Threatened</p>	<p><b>Vocabulary:</b>  Achievement  Community  Local  Global  Road  Crossing  Vehicle  Zebra crossing  Pelican crossing  Pedestrian  Traffic lights  Seat belt  Safe  Reflective  Florescent</p>	<p><b>Vocabulary:</b>  Similar  Different  Gender roles  Stereotypes  Boy  Girl  Male  Female  Body parts  Hygiene</p>	<p><b>Vocabulary:</b>  Career  Jobs  Pounds  Pence  Currency  Notes  Coins</p>	

3			Frustrated Furious Grumpy Boisterous Scared Excited Surprise			
	<b>Core books:</b> All are welcome		<b>Core books:</b> Will you be my friend?		<b>Core books:</b> The accidental billionaire	
	<p><b>PL - Relationships (Summer 1, Y1)</b> <b>What will I learn?</b></p> <p><b>Recognise</b></p> <ol style="list-style-type: none"> <li>Identify the different types of work people do and learn about different places of work.</li> </ol> <p><b>Reflect</b></p> <ol style="list-style-type: none"> <li>Listen to and show consideration for other people's views</li> </ol> <p><b>Respond</b></p> <ol style="list-style-type: none"> <li>Share opinions on things that matter to them</li> </ol> <p><b>FL - Living in the Wider World (Spring 2, Y2)</b></p>		<p><b>PL - Living in the Wider World (Autumn 1, Y2)</b> <b>What will I learn?</b></p> <p><b>Recognise</b></p> <ol style="list-style-type: none"> <li>Recognise how their behaviour and that of others may influence people both positively and negatively.</li> <li>Recognise what they are good at,</li> </ol> <p><b>Reflect</b></p> <ol style="list-style-type: none"> <li>Identify and talk about their own and others' strengths and weaknesses and how to improve</li> </ol> <p><b>Respond</b></p> <ol style="list-style-type: none"> <li>Work and play independently and in groups, showing sensitivity to others.</li> </ol> <p><b>FL - Health and Wellbeing (Summer 1, Y2), Living in the Wider World (Summer 2, Y2)</b></p>		<p><b>PL - Health and Wellbeing (Spring 1, Y2), Living in the Wider World (Spring 2, Y2)</b> <b>What will I learn?</b></p> <p><b>Recognise</b></p> <ol style="list-style-type: none"> <li>Recognise that some substances can help or harm the body.</li> <li>Recognise where money comes from and the choices people make to spend money on things they want or need,</li> </ol> <p><b>Reflect</b></p> <ol style="list-style-type: none"> <li>Understand that we cannot always afford the items we want to buy</li> </ol> <p><b>Respond</b></p> <ol style="list-style-type: none"> <li>Make simple choices that improve their health and wellbeing e.g. healthy eating</li> </ol> <p><b>NC - Maths link - Money</b> <b>NC - Physical Education link - Physical Activity</b></p> <p><b>FL - Health and Wellbeing (Autumn 1, Y3), Living in the Wider World (Autumn 2, Y3), Rules (Autumn 1, Y3)</b></p>	
<b>Autumn 1 Topics:</b> Health and wellbeing Online safety Loss and separation	<b>Autumn 2 Topics:</b> Living in the wider world Rules Leadership Money	<b>Spring 1 Topics:</b> Health and wellbeing A balanced diet Physical exercise	<b>Spring 2 Topics:</b> Health and wellbeing Physical, emotional and mental health	<b>Summer 1 Topics:</b> Health and wellbeing Changing bodies Emergency calls	<b>Summer 2 Topics:</b> Relationships Connections Family links Religious views	

	<b>Vocabulary:</b> Loss Death Separate Divorce Trusted adult Personal information Website Internet Gaming Socialising Email Passwords	<b>Vocabulary:</b> Tolerance Consequence Law Legal Illegal Democracy Liberty British vales Obey Listen Understand Pounds Currency Economy Pence Notes Coins	<b>Vocabulary:</b> Balanced Diet Nutrients Healthy Carbohydrates Fats Vitamins Minerals Fibre Water Protein Sugars Gym	<b>Vocabulary:</b> Emotions Health Mind Body Emotions Muscles Body	<b>Vocabulary:</b> Similar Different Male Female Body parts Comfortable Uncomfortable Body parts Like Dislike Touch Hug Kiss Police Ambulance Fire engine 999	<b>Vocabulary:</b> Family Fostering Adoption Relationship Stereotypes Gender roles Worship Genetics Religion Culture Traditions
	<b>Core books:</b> I want to be a police officer Chicken Clicking Staying safe online		<b>Core books:</b> The Sugar story My amazing body		<b>Core books:</b> And Tango makes three Mommy, Mama and Me The family book	
	<p>PL - Health and Wellbeing (Summer 1, Y2), Living in the Wider World (Summer 2, Y2), Rules (Autumn 1, Y2)</p> <p><b>What will I learn?</b></p> <p><b>Recognise</b></p> <ol style="list-style-type: none"> <li>Recognise that people can feel alone and misunderstood and learn how to give appropriate support.</li> </ol> <p><b>Reflect</b></p> <ol style="list-style-type: none"> <li>Listen to, reflect on and show consideration and respect for other people's views and feelings</li> </ol> <p><b>Respond</b></p> <ol style="list-style-type: none"> <li>Use ICT safely including keeping electronic data secure Use strategies to stay safe when using ICT and the internet</li> <li>Work co-operatively, showing fairness and consideration to others</li> </ol> <p><b>NC - ICT - Online Safety</b></p>		<p>PL - Health and Wellbeing (Autumn 1, Y3)</p> <p><b>What will I learn?</b></p> <p><b>Recognise</b></p> <ol style="list-style-type: none"> <li>Face new challenges positively and know when to seek help</li> </ol> <p><b>Reflect</b></p> <ol style="list-style-type: none"> <li>Explore the relationships and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle</li> </ol> <p><b>Respond</b></p> <ol style="list-style-type: none"> <li>Begin to make informed lifestyle choices</li> <li>Follow school rules about health and safety and know where to get help</li> </ol> <p><b>NC - Physical Education link- Physical Activity</b>  <b>NC - Science link - Healthy Eating</b></p> <p>FL - Health and Wellbeing (Summer 1, Y3)</p>		<p>PL - Health and Wellbeing (Spring 1 and 2, Y3)</p> <p><b>What will I learn?</b></p> <p><b>Recognise</b></p> <ol style="list-style-type: none"> <li>Show awareness of changes that take place as they grow</li> <li>Recognise that there are medicines and some other substances that can be used in a safe way to improve health</li> <li>Recognise that all families look different</li> </ol> <p><b>Reflect</b></p> <ol style="list-style-type: none"> <li>Understand the nature and consequences of negative behaviours such as bullying, aggressiveness</li> </ol> <p><b>Respond</b></p> <ol style="list-style-type: none"> <li>Extend strategies to cope with risky situations</li> <li>Behave safely and responsibly in different situations</li> </ol> <p><b>NC - Science link - Growing and Changing</b></p>	

4	FL - Health and Wellbeing (Spring 1 and 2, Y3)				FL - Relationships (Autumn 1 and 2, Y4)	
	<b>Autumn 1 Topics:</b> Relationships Reactions Self-worth Persistence and resilience	<b>Autumn 2 Topics:</b> Relationships Loss and separation Family changes Friendship	<b>Spring 1 Topics:</b> Relationships Listening and responding Opinions	<b>Spring 2 Topics:</b> Living in the wider world Goals Different communities	<b>Summer 1 Topics:</b> Health and wellbeing Strengths Goals	<b>Summer 2 Topics:</b> Relationships Working together Gender stereotypes
	<b>Vocabulary:</b> Self esteem Dignity Self-respect Pride Proud Perseverance Continuation Determination Purpose Flexible	<b>Vocabulary:</b> Loss Death Separate Divorce Trusted adult Parents Step family Half sister Half brother Friends Helping Kind Respectful Good friend Listens Advises	<b>Vocabulary:</b> Fact Opinions Different Similar Answer Listening Respond Advice Respectful	<b>Vocabulary:</b> Aspirations Set Ambitions Communities School Local Global Religious Ethnic Cultural LGBTQ+ Lesbian Gay Bisexual Transgender Social	<b>Vocabulary:</b> Aspirations Setting goals Ambitions Cooperation Self-control Enthusiasm	<b>Vocabulary:</b> Team Collaboratively Teamwork Community LGBTQ+ Lesbian Gay Bisexual Transgender Gender Stereotype Female Male Discrimination Empowerment Perspective Social
	<b>Core books:</b> I don't want to be a frog Badgers parting gifts		<b>Core books:</b> The accidental prime minister The accidental president *LGBTQ+ is a statutory part of our curriculum. When talking about communities, the LGBTQ+ community will be mentioned. The children will be informed about respecting all communities and other people's choices.		<b>Core books:</b> Is he a girl? Bill's new frock	
PL- Relationships (Summer 2, Y3) <b>What will I learn?</b> <b>Recognise</b> <ol style="list-style-type: none"> <li>Recognise their strengths and how they can contribute to different groups</li> </ol> <b>Reflect</b> <ol style="list-style-type: none"> <li>Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements</li> <li>Reflect on own mistakes and make amends</li> </ol>		PL - Relationships (Autumn 1 and 2, Y4), Goals (Spring 2, Y2) <b>What will I learn?</b> <b>Recognise</b> <ol style="list-style-type: none"> <li>Recognise the factors influencing opinion and choice, including the media</li> <li>Show awareness of issues affecting communities and groups</li> <li>Recognise the importance of local organisations in providing for the needs of</li> </ol>		PL - Relationships (Spring 1, Y4), Goals (Spring 2, Y4) <b>What will I learn?</b> <b>Recognise</b> <ol style="list-style-type: none"> <li>Recognise stereotyping and discrimination Recognise peoples differences and similarities</li> </ol> <b>Reflect</b> <ol style="list-style-type: none"> <li>Negotiate and present their own ideas</li> </ol>		



5	<p><b>Respond</b></p> <p>4. Talk about their views on issues that affect themselves and their class</p> <p>5. Begin to make responsible choices and consider consequences</p> <p>FL - Relationships (Spring 1, Y4)</p>		<p>the local communities</p> <p><b>Reflect</b></p> <p>4. Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally</p> <p><b>Respond</b></p> <p>5. Make decisions, giving consideration to the impact they may have on others</p> <p>NC - RE link - Different Communities</p> <p>FL - Relationships (Summer 2, Y4), Goals (Summer 1, Y4)</p>		<p>3. Consider the impact that discrimination has on people's lives and reflect on ways that this can be stopped</p> <p>4. Value people's differences and similarities</p> <p><b>Respond</b></p> <p>5. Challenge stereotyping and discrimination and think about way that this can be stopped</p> <p>FL - Relationships (Spring 2, Y5)</p>	
	<p><b>Autumn 1 Topics:</b></p> <p>Living in the wider world Structure Law and order Rights</p>	<p><b>Autumn 2 Topics:</b></p> <p>Health and wellbeing Death and grief Managing conflict</p>	<p><b>Spring 1 Topics:</b></p> <p>Health and Wellbeing Food choices Drugs and alcohol Substance abuse</p>	<p><b>Spring 2 Topics:</b></p> <p>Relationships Confidentiality Listening Responding</p>	<p><b>Summer 1 Topics:</b></p> <p>Health and Wellbeing Food choices Cooking</p>	<p><b>Summer 2 Topics:</b></p> <p>Relationships Goals Community spirit</p>
<p><b>Vocabulary:</b></p> <p>Tolerance Consequence Law Legal Illegal Democracy Liberty British vales Obey Listen Understand Rights</p>	<p><b>Vocabulary:</b></p> <p>Die Grief Sadness Death Pass away Argument Resolution Argue Conflict</p>	<p><b>Vocabulary:</b></p> <p>Unhealthy Healthy Obese Drugs Tablets Alcohol Drink Abuse Unit</p>	<p><b>Vocabulary:</b></p> <p>Secret Hidden Private Quite Respectful Answer Advice</p>	<p><b>Vocabulary:</b></p> <p>Healthy Unhealthy Fast food Fruit Vegetables Meat Fish Plant based Vegan Vegetarian Pescatarian</p>	<p><b>Vocabulary:</b></p> <p>Ambitions Aspirations Community Local Global Residential School Team Teamwork Helping Social</p>	
<p><b>Core books:</b></p> <p>Children's rights and responsibilities</p>		<p><b>Core books:</b></p> <p>Smoking, drugs and alcohol Some secrets should never be kept</p>		<p><b>Core books:</b></p> <p>What do you celebrate?</p>		

6			<p>PL - Health and wellbeing (summer 1, Y4), Living in the wider world (Spring 2, Y4), Goals (summer 1, Y4)</p> <p><b>What will I learn?</b></p> <p><b>Recognise</b></p> <ol style="list-style-type: none"> <li>Recognise how rights need to be balanced against responsibilities in order to protect individuals and communities from injustice.</li> </ol> <p><b>Reflect</b></p> <ol style="list-style-type: none"> <li>Consider the main features of a democracy</li> </ol> <p><b>Respond</b></p> <ol style="list-style-type: none"> <li>Engage actively with democratic processes and address issues of concern to them through their actions and decision making</li> <li>Empathise with another viewpoint</li> </ol> <p>FL - Health and wellbeing (Spring 1, Y5)</p>		<p>PL- Health and wellbeing (Autumn 2, Y5)</p> <p><b>What will I learn?</b></p> <p><b>Recognise</b></p> <ol style="list-style-type: none"> <li>Identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends</li> <li>Recognise that people can feel alone and misunderstood and learn how to give appropriate support</li> </ol> <p><b>Reflect</b></p> <ol style="list-style-type: none"> <li>Reflect on how to deal with feelings about themselves, their family and others in a positive way</li> </ol> <p><b>Respond</b></p> <ol style="list-style-type: none"> <li>Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs</li> </ol> <p>NC - Science link - Healthy Lifestyle</p> <p>FL - Health and wellbeing (summer 1,Y5), Relationships (summer 2, Y5)</p>		<p>PL - Health and wellbeing (Spring 1, Y5), Relationships (Spring 2, Y5)</p> <p><b>What will I learn?</b></p> <p><b>Recognise</b></p> <ol style="list-style-type: none"> <li>Recognise the need to develop team work skills and understand that there are many situations where collaboration is necessary</li> <li>Recognise that communities and the people within them are diverse, changing and interconnected</li> </ol> <p><b>Reflect</b></p> <ol style="list-style-type: none"> <li>Discuss how people can live and work together to benefit their communities</li> </ol> <p><b>Respond</b></p> <ol style="list-style-type: none"> <li>Work collaboratively towards common goals</li> <li>Take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle</li> </ol> <p>NC - RE link - Celebrations and Communities  NC - Physical Activity link - Physical Activity  NC - Science link - Healthy Lifestyle</p> <p>FL - Relationships (Autumn 2, Y6), Goals (autumn 1, Y6)</p>	
	<p><b>Autumn 1</b>  <b>Topics:</b>  Strengths  Setting goals</p>	<p><b>Autumn 2</b>  <b>Topics:</b>  Relationships  Race and ethnicity  Gender stereotypes  Culture</p>	<p><b>Spring 1</b>  <b>Topics:</b>  Living in the wider world  Money and budgeting</p>	<p><b>Spring 2</b>  <b>Topics:</b>  Living in the wider world  Making money</p>	<p><b>Summer 1</b>  <b>Topics:</b>  Health and Wellbeing  Physical, emotional and mental health</p>	<p><b>Summer 2</b>  <b>Topics:</b>  Relationships  Connections</p>		

	<b>Vocabulary:</b> Aspirations Setting goals Ambitions Cooperation Self-control Enthusiasm Future	<b>Vocabulary:</b> Race Ethnicity Nationality Religion Country Gender Stereotype Discrimination LGBTQ+ Lesbian Gay Bisexual Transgender Empowerment Culture Perspective	<b>Vocabulary:</b> Budget Spending Expenditure Tax Insurance	<b>Vocabulary:</b> Wage Job Career Enterprise Profit Loss	<b>Vocabulary:</b> Emotions Health Mind Body Emotions Muscles Body Active Gym	<b>Vocabulary:</b> Links Ties Family Friendship Blood Step family Fostering Adoption Marriage Parents Children Genetics
					*Sex Education is <b>ONLY</b> taught in year 6 and consists of <b>ONE</b> lesson scientifically explaining conception. Parents will be notified before this session and will be able to opt out of this lesson <b>ONLY</b> . <b>NC - Science link - Growing and Changing</b>	
	<b>Core books:</b> Amazing Grace		<b>Core books:</b> Money Madness		<b>Core books:</b> I said no! Hair in funny places What's happening to me	
<b>PL - Relationships (Summer 2, Y5), Goals (Summer 2, Y5)</b> <b>What will I learn?</b> <b>Recognise</b> <ol style="list-style-type: none"> <li>Identify different forms of discrimination against people in societies</li> <li>Recognise that peoples basic needs are the same around the world, discussing why some societies are more able to meet these than others</li> <li>Recognise that communities and the people within them are diverse, changing and interconnected</li> </ol> <b>Reflect</b> <ol style="list-style-type: none"> <li>Talk, write and explain their views on issues that affect the wider environment</li> <li>Identify and talk about their own and others' strengths and weaknesses and how to improve</li> </ol>		<b>PL - Living in the Wider World (Autumn 1, Y5)</b> <b>What will I learn?</b> <b>Recognise</b> <ol style="list-style-type: none"> <li>Recognise how people manage money and learn about basic financial capability.</li> </ol> <b>Reflect</b> <ol style="list-style-type: none"> <li>Make connections between their learning, the world of work and their future economic wellbeing</li> </ol> <b>Respond</b> <ol style="list-style-type: none"> <li>Look after their money and realize that future wants and needs may be met through saving</li> <li>Show initiative and take responsibility for activities that develop enterprise capability.</li> </ol> <b>NC Maths link - Money and Budgeting</b>		<b>PL - Health and Wellbeing (Summer 1, Y5), Relationships (Summer 2, Y5)</b> <b>What will I learn?</b> <b>Recognise</b> <ol style="list-style-type: none"> <li>Recognise that when the body changes during puberty it can affect feelings and behaviour</li> <li>Recognise when physical contact is acceptable and unacceptable</li> </ol> <b>Reflect</b> <ol style="list-style-type: none"> <li>Understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene</li> </ol> <b>Respond</b> <ol style="list-style-type: none"> <li>Manage changing emotions and recognize how they can impact on relationships</li> </ol>		

	<p><b>Respond</b></p> <p>6. Begin to set personal goals.</p> <p><b>NC - RE link - Diverse Communities and Different Cultures</b></p> <p>FL - Relationships (Summer 2, Y6)</p>		<p><b>NC - Science link - Changes to Human Body</b></p>
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