

PSHE Education Progression



PSHE stands for Personal, Social, Health and Economic education. It is an important and necessary part of all pupils' education. Whilst it is a non-statutory subject, it includes a range of statutory content outlined in the national curriculum and within specific guidance on safeguarding, drugs education, financial education, Relationships and Sex Education (RSE) and health education.

At Ark Bentworth, we are committed to providing a broad and balanced life-skills curriculum through PSHE education. This is taught through the three strands of Relationships and Sex Education, Health Education and Living in the Wider World. Our PSHE curriculum is essential to providing pupils with the knowledge, skills and attributes needed to manage their lives now, and in the future. Through quality delivery, it aims to develop:

- Confident individuals who know and understand how to live safe, happy, healthy and fulfilling lives
- Young people who are able to maintain positive, respectful and healthy relationships, within which they can thrive personally and socially
- Responsible citizens who understand they have rights and responsibilities that help them to make a positive contribution to society
- Successful learners who enjoy discovering new knowledge, making progress and achieving success

The knowledge and skills across the three main strands of PSHE education build sequentially through the following topics in Years 1 – 6, with pupils often revisiting an idea or concept again in a later unit:

- Families and Relationships
- Health and Wellbeing
- Safety and the Changing Body
- Citizenship
- Economic Wellbeing
- Transition
- Mindfulness
- Identity (Year 6 only).

In the Early Years Foundation Stage, PSHE education is covered mainly through the prime areas of Personal, Social and Emotional Development (PSED) and Communication and Language (CL), as well as through the specific area of Understanding the World.

The PSHE curriculum at Ark Bentworth, including RSE, is regularly reviewed to reflect the needs of the pupil population. In addition to weekly PSHE lessons, we include specific teaching on wellbeing and mindfulness as well as enabling pupils to be reflective and able to self-regulate through an approach called Zones of Regulation. PSHE teaching often works with pupils' real-life experiences, addressing a range of personal, social, emotional and health issues. A safe, supportive and respectful learning environment is created by establishing clear ground rules, developed and agreed with all pupils. Lessons are also characterised by active and interactive engagement. In every unit, a variety of teaching and learning styles are used including videos, information sheets, visual aids, games, story books, pictures and drawing, role play and visits by external professionals and theatre groups, for example. The non-statutory content relating to sex education is offered in the Summer Term of Year 6 only. Arrangements for parents to withdraw Year 6 pupils from sex education lessons are clearly set out in the PSHE (inc. RSE) policy on our website.

Finally, as an inclusive school, Ark Bentworth values difference and diversity within our school community and the wider world. As such, PSHE education is delivered within the context of our school aims and values:

- School Aims: Aiming High, Achieving Together
- School Values: Respect, Resilience, Generosity, Honesty, Independence, Happiness

We believe that pupils should receive comprehensive, balanced and accurate information that relates to their needs. In exploring their own feelings and attitudes, and those of peers and wider society, our pupils are able to develop values on which to base decisions about relationships, health and living in the wider world

Nursery

	Who am I?	What happens at night?	Can you make it work?	Where do animals live?	What can we do to help?	How do things change over time?
Objectives	<p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> To cooperate with boundaries and routines To explain needs and wants, likes and dislikes To approach familiar adults when upset, excited, or when wanting to play To show an awareness of others' feelings and needs To play alongside others contentedly To name and seek friends To tolerate when needs aren't met immediately e.g. sharing toys. <p>Communication & Language</p> <ul style="list-style-type: none"> To show understanding of an experience /story/event To use words to make needs and interests known To talk to each other e.g. making requests when playing <p>Understanding the World</p> <ul style="list-style-type: none"> To create expressions of self and family To talk about self and family and friends To talk spontaneously about things they know (e.g. places, experiences, popular culture) To begin to notice and discuss similarities and differences 	<p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> To cooperate with boundaries and routines To ask for help To show awareness of others' feelings and needs and signal them to others/sympathise To invite friends to play To tolerate when needs are not met immediately and to understand that wishes may not always be met <p>Communication & Language</p> <ul style="list-style-type: none"> To comment freely about stories To use words to make needs and interests known To listen and talk in a familiar small group adding to dialogue <p>Understanding the World</p> <ul style="list-style-type: none"> To spontaneously share special times and experiences To share interesting things that they have learned To acknowledge common experiences and differences 	<p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> To explain boundaries and routines (e.g. how to use equipment safely) To ask for help To talk about others' feelings and needs To invite friends to play To tolerate when needs aren't met immediately (e.g. sharing toys) and beginning to accept that wishes may not always be met <p>Communication & Language</p> <ul style="list-style-type: none"> To show understanding of an experience / story / event To use words to begin to share own stories / thoughts To talk to each other attending to dialogue in small groups <p>Understanding the World</p> <ul style="list-style-type: none"> To speculate and have own ideas To remember and share interesting things they have found out/learned To re-try and repeat to solve problems or practice a new skill 	<p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> To cope with expected changes in routine To make requests for tools/ask for help when working on own project To talk about how it felt when... To feel comfortable approaching friends and joining in To begin to solve problems and gain more independence (e.g. get a different toy/tool if preferred tool is in use; use a sandtimer to regulate) <p>Communication & Language</p> <ul style="list-style-type: none"> To use words to share own stories/thoughts To talk to each other attending to dialogue in small groups <p>Understanding the World</p> <ul style="list-style-type: none"> To create expressions of favourite things To speculate and have own ideas To remember and share interesting things they have found out/learned To re-try and repeat to solve problems or practice a new skill. 	<p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> To help a friend To play with friends To show awareness of what other people need and how others feel <p>Communication & Language</p> <ul style="list-style-type: none"> To express own preferences and interests, exchanging in dialogue with friends To ask for help, explain needs and wants for themselves and others To offer help/sympathy To talk together about things that have happened <p>Understanding the World</p> <ul style="list-style-type: none"> To show care for living things To talk about what they want to be when they grow up To look closely and think about why things occur To understand that different people have different roles 	<p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> To cooperate with boundaries and routines To ask for help To show awareness of others' feelings and needs and signal them to others/sympathise To invite friends to play To tolerate when needs are not met immediately and to understand that wishes may not always be met <p>Communication & Language</p> <ul style="list-style-type: none"> To comment freely about stories To use words to make needs and interests known To listen and talk in a familiar small group adding to dialogue <p>Understanding the World</p> <ul style="list-style-type: none"> To spontaneously share special times and experiences To share interesting things that they have learned To acknowledge common experiences and differences

Reception

	Who am I?	What happens at night?	Can you make it work?	Where do animals live?	What can we do to help?	How do things change over time?
Objectives	<p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> To explain boundaries and routines To respond to others' feelings To tolerate delay and begin to articulate own feelings (e.g. know when excited /feeling impatient etc) To invite others to play <p>Communication & Language</p> <ul style="list-style-type: none"> To listen and respond in a small group To learn conventions of listening and responding in a larger group To use play to express understanding of events /experiences To tell stories about self and anecdotes from own lives/experiences To ask questions so that needs are met (e.g. for resources/to play/express opinion) <p>Understanding the World</p> <ul style="list-style-type: none"> To talk about their personal history, family and present lives To create expressions of self and discuss how and why they have done so linking to knowledge of their own world To show care and concern for each other 	<p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> To explain/talk about boundaries and routines to others To respond to others' feelings using language to articulate feelings To organise games and make plans to play with others/independently <p>Communication & Language</p> <ul style="list-style-type: none"> To talk about understanding of experiences or events To ask questions so that needs are met (e.g. for resources/to play/express opinion) To join in and anticipate key rhymes /repetition /events in stories To tell stories speaking clearly and generally grammatically accurately <p>Understanding the World</p> <ul style="list-style-type: none"> To talk about and describe the world around them To discuss familiar celebrations and talk about times and events that are important to them and their friends To recognise and talk about similarities and differences To listen to and to enjoy jokes 	<p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> To respond to others' feelings using language to articulate feelings To talk about and understand turn taking (especially in games with rules) and sharing To begin to negotiate to solve problems To begin to use words when experiencing big feelings (e.g. to solve problems, express upset or excitement) To follow tidiness routines <p>Communication & Language</p> <ul style="list-style-type: none"> To use talk to keep play going and join in To ask questions so that needs are met, e.g. for resources / to play / express opinion <p>Understanding the World</p> <ul style="list-style-type: none"> To notice changes and effects of actions To ask big questions and speculate To work with support to find out why things happen / answer big questions To be able to talk articulately about things they have enjoyed discovering / know lots about To make plans, have a go, and make changes to make things work 	<p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> To notice and say when routines change To be able to adapt behaviour when familiar routines change. To make plans and often see them to fruition To be able to modulate emotions and change behaviour to move forward To suggest solutions / be able to use peace pathway efficiently To know how to give socially appropriate response when new events take place To be affectionate and helpful to younger children <p>Communication & Language</p> <ul style="list-style-type: none"> To listen carefully to stories (read or told) To develop two channelled attention <p>Understanding the World</p> <ul style="list-style-type: none"> To talk about places they have visited and things they have seen 	<p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> To notice and say when routines change To be able to adapt behaviour when familiar routines change. To make plans and often see them to fruition To be able to modulate emotions and change behaviour to move forward To suggest solutions / be able to use peace pathway efficiently To know how to give socially appropriate response when new events take place To be affectionate and helpful to younger children <p>Communication & Language</p> <ul style="list-style-type: none"> To listen carefully to stories (read or told) and conversation To develop two channelled attention <p>Understanding the World</p> <ul style="list-style-type: none"> To talk about places they have visited and things they have seen 	<p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> To explain/talk about boundaries and routines to others To respond to others' feelings using language to articulate feelings To organise games and make plans to play with others/independently <p>Communication & Language</p> <ul style="list-style-type: none"> To talk about understanding of experiences or events To ask questions so that needs are met (e.g. for resources/to play/express opinion) <p>Understanding the World</p> <ul style="list-style-type: none"> To talk about and describe the world around them To discuss familiar celebrations and talk about times and events that are important to them and their friends To recognise and talk about similarities and differences To listen to and to enjoy jokes

By the end of primary school pupils should know:

	Families and People who Care for Me	Caring Friendships	Respectful Relationships	Online Relationships	Being Safe
Statutory Guidance	<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. 	<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. • 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. 	<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 	<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. 	<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.

Zones of Regulation – Progression in Knowledge, Skills & Understanding

	Identifying emotions	Using Tools	Problem Severity Scaling
EYFS	<ul style="list-style-type: none"> • Pupils are able to name one key emotion for each Zone • Pupils are able to link key emotions to facial expressions in themselves and others 	<ul style="list-style-type: none"> • Pupils are able to listen to an adult describe when they are in each Zone and use an appropriate tool to self-regulate with support. 	<ul style="list-style-type: none"> • Pupils are able to identify a problem as big or small with adult support. • Pupils are able to tolerate waiting for help to resolve a small problem, if need be.
KS1	<ul style="list-style-type: none"> • Pupils are able to name three or more emotions for each Zone • Pupils are able to describe or draw how emotions make them look, feel and behave 	<ul style="list-style-type: none"> • Pupils are able to give examples of when they might be in each Zone and suggest an appropriate tool to use with support. • Pupils are able to identify possible triggers in discussion with an adult 	<ul style="list-style-type: none"> • Pupils are able to identify a problem as big, medium or small with increasing independence. • Pupils are able to resolve small problems independently.
LKS2	<ul style="list-style-type: none"> • Pupils are able to identify a range of emotions for each Zone • Pupils are able to describe how emotions make them and others look, feel and behave 	<ul style="list-style-type: none"> • Pupils are able to articulate the difference between socially expected tools and unacceptable emotional responses during discussion. • Pupils are able to identify others' perspectives if they behave unexpectedly 	<ul style="list-style-type: none"> • Pupils are able to use a visual problem severity scale from 1 to 5. • Pupils are able to resolve small or medium problems themselves or with a friend.
UKS2	<ul style="list-style-type: none"> • Pupils are able to articulate a range of emotions for each Zone and understand that it is possible to feel multiple emotions at the same time. 	<ul style="list-style-type: none"> • Pupils are able to choose a socially expected tool from a range of techniques to self-regulate independently. • Pupils are able to identify possible triggers independently and can take appropriate steps to remain calm. 	<ul style="list-style-type: none"> • Pupils are able to analyse the size of a problem calmly and identify if they need adult support with increasing independence.

Setting Ground Rules

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Explain and talk about boundaries and routines.	Understand what PSHE education is and explain some rules that help everyone learn.	Remember and explain some of the things learned in Y1 and explain some rules to help everyone learn.	Explain some of the things learned in Y2 and identify activities that were enjoyable and helped everyone to learn. Explain why rules help us feel safe in PSHE.	Pupils can explain what PSHE education is and some of the things learned in Y3. Pupils can explain rules which help everyone feel safe in PSHE.	Pupils can explain what PSHE education is and some of the things learned in Y4. Pupils can explain rules which help everyone feel safe in PSHE.	Pupils can explain some positive things about PSHE at Ark Bentworth and make suggestions to improve lessons further. They can explain rules which help everyone feel safe in PSHE.

Year 1

	Family & Relationships	Safety and the Changing Body	Citizenship	Introduction to Money	Health and Wellbeing	Mindfulness & Transition
Prior Learning	<ul style="list-style-type: none"> • Pupils have had experience of responding to each other's feelings, playing with others including turn taking and sharing and negotiating to solve problems. • Pupils have been encouraged and supported to show care and concern for each other and to be affectionate and helpful to younger children. • Pupils understand boundaries and routines within the classroom, e.g. tidiness routines • Pupils have developed their ability to describe the world around them, their families, personal history and present lives • Pupils can articulate their feelings, e.g. when excited or frustrated and are beginning to be able to adapt their behaviour when routines change. • Pupils have developed their ability to self-regulate and suggest solutions to difficulties, giving a socially appropriate response when new events take place. 					
Core Knowledge, Skills & Understanding	<ul style="list-style-type: none"> • Understanding that families can include a range of people and how different members of a family are related to each other • To begin to understand the characteristics of positive friendships • Learning that friendships can have problems but that these can be overcome • Exploring friendly behaviours • Learning to recognise how other people show their feelings and how to care for others • Exploring the ability to successfully work with different people • Understanding ways to help others 	<ul style="list-style-type: none"> • Understanding how to respond appropriately to adults in a range of settings • Understanding what to do if I get lost • Exploring potential hazards in the home and how to avoid these • Understanding the roles people have within the local community to help keep me safe • Developing an understanding of appropriate physical contact • Exploring what is and isn't safe to put in or on my body • Understanding what classes as an emergency and how to make a call to the emergency services 	<ul style="list-style-type: none"> • Understanding rules in school • Recognising why rules are necessary • Understanding the needs of different animals and how to meet these • Understanding the needs of younger children and how these change • Understanding how voting can be used to make decisions • Understanding differences between people • Recognising the groups we belong to 	<ul style="list-style-type: none"> • Developing an understanding of the value of money and how to keep it safe • Understanding where money comes from • Developing an understanding of how banks work • Recognising the range of jobs available in school and the skills people need to do these 	<ul style="list-style-type: none"> • Understanding the importance of hand hygiene • Understanding the risks of sun exposure and how to stay safe in the sun • Developing an understanding of allergies and what to do if someone has an allergic reaction • Exploring health related jobs and people who help to keep us healthy • Understanding the importance of sleep and positive sleep habits • 	<ul style="list-style-type: none"> • Understanding my strengths and qualities • Understanding and describing feelings and emotions • Exploring two different methods of relaxation: progressive muscle relaxation and laughter • Recognising own strengths • Understanding that changes can be both positive and negative

Year 2

	Family & Relationships	Mindfulness and Wellbeing	Health and Wellbeing	Economic Wellbeing	Safety and the Changing Body	Citizenship & Transition
Prior Learning	Pupils have learned that families can include a range of people and have explored friendly behaviour, learning to recognise how people show their feelings and care for each other	Pupils have explored their strengths and qualities. They can describe feelings and emotions. They have engaged in progressive muscle relaxation and laughter as means of relaxation.	Pupils have learned about the importance of hand hygiene, sun safety, what to do if someone has an allergic reaction and the importance of sleep. They have explored health related jobs.	Pupils have developed an understanding of the value of money, how to keep it safe and how banks work. They recognise the range of jobs available in school and the skills people need to do them.	Pupils understand how to respond appropriately to adults in a range of settings and what to do if lost. They have explored potential hazards in the home and what isn't safe to put in or on their bodies. They have learned how to make a call to the emergency services.	Pupils understand rules in school and why rules are necessary. They have explored the needs of different animals and how to meet these. Pupils understand how voting can be used to make decisions and have begun to explore the differences between people and the groups we belong to.
Core Knowledge, Skills & Understanding	<ul style="list-style-type: none"> Learning that families can be made up of different people Understanding that families offer care, love and support Understanding difficulties in friendships and action that can be taken Learning how other people show their feelings and how to respond to them Exploring the conventions of manners in different situations Developing an understanding of self-respect Exploring how loss and change can affect us 	<ul style="list-style-type: none"> To describe a range of feelings and develop simple strategies for managing them To recognise how others show feelings in different ways and how to respond To understand their strengths and set themselves achievable goals To identify strategies to help overcome barriers or manage difficult emotions To develop a growth mindset To understand the benefits of physical activity Use breathing exercises to relax 	<ul style="list-style-type: none"> Developing an understanding of how to look after my teeth Understanding the importance of exercise and its effect on the body Identifying personal goals and how to work towards them Understanding when relaxation techniques can be useful and learning breathing exercises to aid relaxation Recognising an increasing range of feelings and some strategies for managing different emotions Developing empathy Exploring the need for perseverance and developing a growth mindset 	<ul style="list-style-type: none"> Understanding the value of money and where it comes from Developing an understanding of wants and needs Recognising that people make choices about how to spend money Developing an understanding of how to select a bank account Beginning to understand how people select the job they want to do 	<ul style="list-style-type: none"> Developing an understanding of being safe near roads and learning how to cross roads safely Understanding the safe use of medicines Beginning to understand the importance of staying safe online Understanding the difference between secrets and surprises Understanding the concept of privacy and naming the private parts of my body Learning how to be safe around medicines Knowing the names of parts of my body 	<ul style="list-style-type: none"> Understanding rules in the community Understanding how rules are made Recognising the importance of looking after the school environment Identifying ways to help look after the school environment Understanding the jobs people do to look after the environment in school and the local community Understanding how democracy works in school through the School Council Understanding that everyone is unique Recognising the contribution people make to the local community Understanding that change is part of life Recognising ways to deal with change

Year 3

	Family & Relationships	Health and Wellbeing	Economic Wellbeing	Mindfulness & Wellbeing	Safety and the Changing Body	Citizenship & Transition
Prior Learning	<p>Pupils have learned that families can be made up of different people but and that they offer care, love and support. They have discussed the difficulties that can occur in friendships and how to take action. Pupils have developed an understanding of self-respect. They have explored how loss and change can affect us.</p>	<p>Pupils have developed their understanding of how to look after their teeth and the importance of exercise for our bodies. They have explored setting personal goals, relaxation techniques and discussed empathy and the need for perseverance and a growth mindset.</p>	<p>Pupils understand the value of money and where it comes from. They have discussed wants and needs and recognise that people make choices about how to spend money. They have developed some awareness of how to select a bank account and how people choose a job they want to do.</p>	<p>Pupils can describe a range of feelings and strategies for managing them. They have also explored the use of breathing exercises to relax.</p>	<p>Pupils understand how to be safe near roads and have learned about the safe use of medicines. They are developing an understanding of staying safe online. Pupils have learned the names of parts of their bodies, including the private parts and understand what private means and difference between safe and unsafe touch.</p>	<p>Pupils understand rules in the community and how rules are made. They have explored how to look after the school environment and how democracy works at school. Pupils understand that everyone is unique and the contribution people make to the local community. Pupils recognise that change is part of life and how to deal with change.</p>
Core Knowledge, Skills & Understanding	<ul style="list-style-type: none"> • Learning that problems can occur in families and that there is help available if needed • Exploring ways to resolve friendship problems • Developing an understanding of the impact of bullying and what to do if bullying occurs • Understanding what trust is and identifying who I can trust • Learning about the effects of non-verbal communication • Developing listening skills • Exploring stereotyping 	<ul style="list-style-type: none"> • Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest • Understanding the positive impact of relaxation on the body and learning relaxation stretches • Understanding what a balanced diet is and the effects upon mental and physical health • Exploring my identity through the groups I belong to • Identifying my strengths and exploring how I use them to help others • Understanding how to overcome problems by breaking them into smaller, achievable steps 	<ul style="list-style-type: none"> • Understanding that there are different ways to pay for things • Developing an understanding of budgeting • Understanding that money can cause a range of feelings • Understanding that people have different attitudes to money • Growing understanding of the range of jobs available • Understanding the stereotypes which can exist around jobs but that these should not affect people's choices 	<ul style="list-style-type: none"> • To understand the different aspects of my identity • To understand that there are different ways to communicate • To develop the skills to be a good listener • To identify own strengths and begin to see how they can affect others • To break down barriers into smaller, achievable goals • To understand and plan for a healthy lifestyle including physical activity, rest and diet • To perform a range of relaxation stretches 	<ul style="list-style-type: none"> • Understanding ways to keep safe when crossing and near roads • Developing skills as a responsible digital citizen • Recognising and responding to cyberbullying • Beginning to recognise unsafe digital content • Exploring that people and things can influence me and I need to make the right decision for me • Exploring choices and decisions that I can make • Knowing how to call the emergency services • Knowing how to respond to bites and stings 	<ul style="list-style-type: none"> • Developing an understanding of children's rights and how they help children • Considering the responsibilities adults and children have to maintain children's rights • Understand how recycling can have a positive impact on the environment • Developing an understanding of how democracy works at a local level • Understanding the need for rules and the consequences of breaking these • Developing an understanding of groups within the local community and how these support the local community • Learning strategies to deal with change • Understanding opportunities and responsibilities

Year 4

	Economic Wellbeing	Family and Relationships	Citizenship	Mindfulness	Health and Wellbeing	Safety and the Changing Body & Transition
Prior Learning	<p>Pupils have learned that there are different ways of paying for things and are developing their understanding of budgeting. They have explored the different feelings that money can cause and the stereotypes that can exist around jobs.</p>	<p>Pupils have learned that problems can occur in families and that there is help available if needed. They have explored ways to resolve friendship problems and how to respond to bullying. They have developed their listening skills and continued to explore stereotyping.</p>	<p>Pupils have developed their understanding of children's rights and the responsibilities we all have to maintain these. They have learned about recycling and local democracy and local community groups. Pupils understand the need for rules and the consequences if these are broken.</p>	<p>Pupils have developed their listening and communication skills and begun to identify how their own strengths can affect others. They have worked on breaking barriers down into smaller, achievable goals. Pupils have learned to perform a range of relaxation stretches.</p>	<p>Pupils have developed their understanding of a healthy lifestyle including physical activity, balanced diet and rest. They have explored their identity through the different groups they belong to and identified how to use their strengths to help others.</p>	<p>Pupils have improved their understanding of how to be safe near roads. They have developed their digital citizen awareness and learned how to respond to cyberbullying. Pupils have built their awareness that people and things can influence them and how to make the right decision for them. Pupils know how to call the emergency services and respond to bites or stings. They have learned strategies to deal with change.</p>
Core Knowledge, Skills & Understanding	<ul style="list-style-type: none"> Understanding the factors which affect whether something is value for money Understand the importance of tracking money Understanding the impact of losing money Developing an understanding of what might influence job choices Understanding how work can change over time 	<ul style="list-style-type: none"> Understanding that families are varied, in the UK and across the world and having respect for these differences Exploring physical and emotional boundaries in friendships Exploring different roles related to bullying including victim, bully and bystander Understanding expected courtesy and manners in a range of scenarios Understanding how my actions and behaviour affects others Understanding stereotyping Learning what bereavement is and how to help someone who has experienced bereavement 	<ul style="list-style-type: none"> Understanding that human rights apply to everyone and who protects these Understanding how reusing items is of benefit to the environment Understanding the role of local government Understanding the groups which make up a community and the benefits they bring Understanding the positives diversity brings to a community 	<p>Paws B curriculum - Begin to:</p> <ul style="list-style-type: none"> Experience what it's like to direct the attention Train the mind in order to become more aware of our feelings and thoughts which can affect the choices we make Learn some simple tools for training the attention with an attitude of kindness, patience and repetition Experience different mindfulness practices Explore and learn how to notice the wobble and find ways to steady ourselves Understand the basic functions of the prefrontal cortex, hippocampus, insula and amygdala, and how they work towards integration they work towards integration 	<ul style="list-style-type: none"> Developing independence in looking after my teeth Identifying what makes me feel calm and relaxed and learning visualization as a tool to aid relaxation Understanding the skills needed for different jobs and exploring how my skills can be used to undertake certain jobs and roles Understanding that it is normal to experience a range of emotions Developing the ability to appreciate the emotions of others in different situations Learning to take responsibility for my emotions and that I can control some things but not others Developing an understanding of mental health including experiencing problems Developing a growth mindset, acknowledging that mistakes are useful to learning 	<ul style="list-style-type: none"> Developing an understanding of being safe online Understanding how to seek help if I need to Exploring the difference between private and public Understanding that age restrictions are designed to protect me Learning about the benefits and risks of sharing information online Understanding the risks associated with tobacco Developing an understanding of physical and emotional changes as I grow up Knowing how to help someone with asthma Recognising own achievements Understanding how to set goals

Year 5

	Family and Relationships	Safety and the Changing Body	Mindfulness	Economic Wellbeing	Health and Wellbeing	Citizenship & Transition
Prior Learning	<p>Pupils have learned that families are varied and that it is important to have respect for these differences. They have explored the roles of victim, bully and bystander and developed their understanding of how their behaviour and actions affect others. Pupils have learned what bereavement is and how to help someone who is bereaved.</p>	<p>Pupils have developed an understanding of online safety, how to seek help if need be and the benefits and risks of sharing information online. They have begun to understand the physical and emotional changes of puberty. Pupils have been shown how to help someone with asthma.</p>	<p>Pupils have been introduced the Paws B curriculum lessons. Pupils have been introduced to the basic functions of the prefrontal cortex, hippocampus, insula and amygdala. Pupils have been introduced to mindful practices and simple tools for training attention.</p>	<p>Pupils have developed their understanding of value for money and the importance of tracking their money. They have explored the impact of losing money. Pupils have discussed what might influence their job choices and how work can change over time.</p>	<p>Pupils understand how to care for their teeth independently. Pupils understand the skills needed for different jobs and have been supported to develop a growth mindset. They have identified what helps them to feel calm and relaxed and that experiencing a range of emotions is normal. They have begun to discuss mental health, including experiencing problems.</p>	<p>Pupils understand that human rights apply to everyone and who protects these. They understand how reusing items benefits the environment and have explored the role of local government and the diverse groups that contribute to a community. Pupils are able to recognise their own achievements and understand how to set goals.</p>
Core Knowledge, Skills & Understanding	<ul style="list-style-type: none"> Understanding that we all have different positive attributes, and we should be proud of these Learning what marriage is and that it is a choice that people make Learning that sometimes families can make children feel unhappy or unsafe and that there is help available Understanding that friendships will encounter issues but that this may strengthen them Understanding the impact of bullying and what might influence the behaviour of a bully Learning how stereotypes can be unfair, negative and destructive 	<ul style="list-style-type: none"> Developing an understanding of how to ensure relationships online are safe Recognising an increasing number of online risks and ways to stay safe online Understanding the influence others can have on me Learning strategies I can use to overcome pressure from others Understanding the physical changes from childhood to adulthood Developing an understanding of the main aspects of puberty, including menstruation Learning about the emotional changes during puberty Knowing how to help someone who is bleeding 	<p>Paws B curriculum - Develop how to:</p> <ul style="list-style-type: none"> Experience what it's like to direct the attention Train the mind in order to become more aware of our feelings and thoughts which can affect the choices we make Learn some simple tools for training the attention with an attitude of kindness, patience and repetition Experience different mindfulness practices Explore and learn how to notice the wobble and find ways to steady ourselves <p>Understand the basic functions of the prefrontal cortex, hippocampus, insula and amygdala, and how they work towards integration they work towards integration</p>	<ul style="list-style-type: none"> Understand how to create a budget based on priorities Developing an understanding of borrowing money Beginning to understand income and expenditure Developing an understanding about risks associated with money Understand stereotypes in work and how these can be overcome Understanding the role of money in selecting a job 	<ul style="list-style-type: none"> Understanding the risks of exposure to the sun and developing independence for protecting myself in the sun Understanding the benefits of sleep and developing greater responsibility for ensuring good quality sleep Understanding the relationship between stress and relaxation and exploring yoga as a technique for relaxation Understanding what can cause stress and how to deal with it Exploring ways to achieve a goal, setting short-term, medium-term and long-term targets Developing the ability to take responsibility for and manage my feelings Identifying how failure can make me feel, learning to manage those feelings and that failure is an important part of success 	<ul style="list-style-type: none"> Understanding the law and what happens when someone breaks it Understanding how rights and responsibilities link Developing an understanding of freedom of expression Understanding why reducing use of materials is positive for the environment Developing an understanding of how parliament and Government work Understanding the contribution people make to the community and how this is recognised Developing an understanding of pressure groups Understanding the skills needed for roles in school Recognising own skills and how these can be developed

Year 6

	Family & Relationships	Health and Wellbeing	Citizenship & Identity	Economic Wellbeing	Mindfulness	Safety and the Changing Body & Transition
Prior Learning	<p>Pupils have learned what marriage is and that it is a choice people make. They have discussed the positive attributes we all have, how stereotypes can be destructive and deepened understanding of bullying. Pupils know that sometimes families can be unsafe and how to seek help.</p>	<p>Pupils understand more about sun safety and the benefits of sleep. They have explored the use of yoga as a relaxation technique. Pupils have discussed stress and how to achieve a goal. They have explored how failure can feel and how to manage these feelings.</p>	<p>Pupils understand the law and what happens when someone breaks it. They have discussed freedom of expression, pressure groups and developed their understanding of Parliament and how government works. Pupils understand the need to reduce materials to protect the environment.</p>	<p>Pupils understand how to create a budget. They have explored income, expenditure and borrowing with an increased understanding of the risks associated with money. Pupils have discussed stereotypes in work and how these can be overcome.</p>	<p>Pupils have gained a deeper understanding of the Paws B curriculum lessons. Pupils have further insight into the basic functions of the prefrontal cortex, hippocampus, insula and amygdala. Pupils have developed their mindful practices and tools for training attention.</p>	<p>Pupils know how to ensure online relationships are safe. They recognise peer influence and how to overcome peer pressure. Pupils understand the main aspects of puberty, including menstruation and emotional changes. They know how to help someone who is bleeding. Pupils understand how to develop their own skills.</p>
Core Knowledge, Skills & Understanding	<ul style="list-style-type: none"> • Learning that friendships can experience conflict, and ways in which to resolve conflict, through negotiation and compromise • Learning what respect is and that it is part of a relationship • Understanding that everyone deserves to be respected but that respect can be lost • Understanding stereotyping and bullying linked to it • Understanding grief and the associated emotions • To explore the process and emotions relating to grief 	<ul style="list-style-type: none"> • Understanding ways of preventing illness, the benefits of immunisation and the possible signs of illness • Understanding that I have a responsibility to look after my overall health and the factors which contribute to my physical and mental health • Identifying a range of relaxation strategies and situations in which they would be useful • Learning about the effects technology can have on mental health • Exploring my personal qualities and how to build on them • Learning the importance of resilience and developing strategies for being resilient in challenging situations • Identifying long-term goals and developing a plan as to how to achieve them 	<ul style="list-style-type: none"> • Understanding how human rights protect people • Developing an understanding of the importance of education, which causes are important personally and an understanding of environmental issues relating to food • Understanding how government works, what prejudice and discrimination are and how prejudice and discrimination can be overcome • Understanding what makes identity and exploring the role of gender in identity • Recognising the difference between how we see ourselves and how others see us and how the media might influence our identity 	<ul style="list-style-type: none"> • Recognising differences in how people deal with money and the role of emotions in this • Understanding how to keep bank accounts safe • Developing an understanding of gambling • Understanding the routes into different jobs • Recognising that people change jobs for a number of reasons 	<p>Paws B curriculum -</p> <ul style="list-style-type: none"> • Recap and revise Year 4 and 5 lessons. • Understanding Fight/Flight/Freeze responses and practising pausing and choosing a different path • Learning to recognise how thinking can combine with body sensations, moods and actions, and exploring how to use practice to steady and step back from difficult thoughts • Exploring how we can nurture ourselves and learning how to shift attention towards pleasant experience 	<ul style="list-style-type: none"> • Developing an understanding about the reliability of online information, exploring online relationships including dealing with problems and understanding that online relationships should be treated in the same way as face-to-face relationships • Knowing where to get help with any online problems • Understanding the risks associated with alcohol • Knowing the changes experienced during puberty • Knowing how to help someone who is choking and how to help someone who is unresponsive • Recognising that change can cause mixed feelings and having a greater range of strategies to deal with these feelings • Optional: Understanding how a baby is conceived and develops