



Cycle A

PSHCE	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Outcomes	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> -Observes the effects of activity on their bodies; -Can usually manage washing and drying hands; -Eats a healthy range of foodstuffs and understands need for variety in food; -Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health; -Children talk about how they and others show feelings. -Welcomes and values praise for what they have done; -Enjoys responsibility of carrying out small tasks; -Is more outgoing towards unfamiliar people and more confident in new social situations; -Confident to talk to other children when playing and will communicate freely about own home and community; -Shows confidence in asking adults for help. <p><u>Managing Feelings and Behaviour</u></p> <ul style="list-style-type: none"> -Aware of own feelings and knows that some actions and words can hurt others' feelings; -Begins to accept the needs of others and can take turns and share resources, sometimes with support from others; -Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met; Can usually adapt behaviour to different events, social situations and changes in routine. <p>statements 40-60 months.</p>	<p><u>Physical Health and Mental Wellbeing:</u></p> <ul style="list-style-type: none"> • Understanding and importance of health • Daily self-care practices • Basic hygiene (e.g., handwashing) • Awareness of healthy/unhealthy foods and sugar intake • Importance of physical activity • Balancing different types of play, outdoor, indoor, screen • Identifying individuals who support health (parents, doctors, etc.) • Sun safety awareness <p><i>KPI: Understanding the significance of being healthy</i></p> <p><u>Growing and changing:</u></p> <ul style="list-style-type: none"> • Recognising uniqueness and strengths; likes, dislikes and what they are good at. • how to manage and seek help when facing challenges • how they are the same and different to others • Understanding various emotions • how to recognise feelings in themselves and others • Understanding how feelings influence behaviour <p>KPI: Grasping physical and emotional similarities and differences between people</p>	<p><u>Physical health and Mental wellbeing:</u></p> <ul style="list-style-type: none"> • Understand choices that impact health and daily life • Identify healthy and unhealthy choices (e.g. food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • Recognise habits that can be maintained, changed or stopped • The positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what is a healthy, balanced diet • The positive benefits of regular exercise on their mental and physical health • Things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • recognise how feelings can change overtime <p>KPI - be able to identify and make healthy choices to positively impact our mental and physical health</p> <p><u>Growing and changing (Year 4 only):</u></p> <ul style="list-style-type: none"> • Valuing individuality and uniqueness • to recognise strengths and interests form part of a person's identity • Identify their own personal strengths and interests and what they're proud of (in school, out of school) • Recognise common challenges to self-worth e.g. finding school work difficult, friendship issues 	<p><u>Physical health and Mental wellbeing:</u></p> <ul style="list-style-type: none"> • Sleep contributes to a healthy lifestyle • healthy sleep strategies and maintenance • benefits of being outdoors and in the sun for physical and mental health • Managing risk in relation to sun exposure, including skin damage and heat stroke • how medicines can contribute to health and managing allergies • Some diseases can be prevented by vaccinations and immunisations • awareness of bacteria and viruses, and preventative hygiene. • Recognise the shared responsibility of keeping a clean environment <p>KPI - know how to lead a healthy lifestyle and understand how bacteria and viruses are spread and prevented</p> <p><u>Growing and changing:</u></p> <ul style="list-style-type: none"> • about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • Awareness that gender identity does not correspond with their biological sex for some people • Recognise, respect and express their individuality and personal qualities • Strategies to boost their mood and improve emotional wellbeing • Understand the link between participating in interests, hobbies and community groups and mental wellbeing <p>KPI - know about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies,</p>

<p>Relationships -Initiates conversations, attends to and takes account of what others say; -Explains own knowledge and understanding and asks appropriate questions of others; -Takes steps to resolve conflicts with other children, e.g. finding a compromise. -Self Confidence and Self Awareness -Confident to speak to others about own needs, wants, interests and opinions; -Can describe self in positive terms and talk about abilities. -Managing Feelings and Behaviour -Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them; -Aware of the boundaries set, and of behavioural expectations in the setting; -Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. -Other objectives covered in the summer term. Development Matters statements Early Learning Goals.</p> <p>Relationships -Children play co-operatively, taking turns with others; -They take account of one another's ideas about how to organise their activity; -They show sensitivity to others' needs and feelings and form positive.</p> <p>Self Confidence and Self Awareness -Children are confident to try new activities and say why they like some activities more than others; -They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities; -They say when they do or don't need help.</p> <p>Managing Feelings and Behaviour -'talk about their own and others' behaviour, and its consequences, and know that some behavior is unacceptable; -They work as part of a group or class, and understand and follow the rules; -They adjust their behaviour to make changes of routine in their stride</p>	<p>Keeping safe: • how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online Reporting online concerns to a trusted adult KPI- Understand basic rules for online safety</p>	<p>• Strategies to manage and reframe setbacks e.g. asking for help, remembering what they are good at, trying again KPI - be able to identify our own and others' strengths and manage challenges and setbacks • Understand the physical and emotional changes during puberty • Knowledge about menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • Importance of personal hygiene routines during puberty including discussing the challenges with a trusted adult • how to get information, help and advice about puberty KPI - know about the physical and emotional changes during puberty</p> <p>Keeping safe: • Identify hazards at home and in school • Predicting, assessing and managing risk in everyday situations e.g. crossing the road. - Cross curricular link to Geography and flooding • Fire safety awareness at home and school including the need for smoke alarms • The importance of following safety rules from parents and other adults • How to keep safe in various environments (road, rail, water and firework) KPI - identify hazards at home and school and know how to keep themselves safe in the local environment</p>	<p>likes/dislikes</p> <p>RSE (repeated every year + recap puberty from Y3/4) • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception² • about the responsibilities of being a parent or carer and how having a baby changes someone's life</p> <p>Keeping safe: • Identify when situations are becoming risky, unsafe or an emergency • Identify occasions where they can help take responsibility for their own safety • Differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services KPI*- Understanding that female genital mutilation (FGM) is against British law¹ KPI*- what to do and whom to tell if they think they or someone they know might be at risk of FGM KPI - responding to emergencies and know basic first aid.</p>
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Key Vocabulary	Self-regulation, mental health, physical health, oral hygiene, dentist, toothbrush, toothpaste,	hygiene, exercise, routines, safety, growing up, changes,	mental health age restrictions, digital wellbeing, screen time, risks, hazards, environment,	vaccinations, bacteria personal identity, race, sex, gender, family, faith, culture, biological sex,
Long Term Planning Link				
Enrichment/ Personal Development	Visit from dental hygienist		-NSPCC visit -E safety assembly	-NSPCC visit -E safety assembly

Cycle B

PSHCE	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Outcomes	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> -Observes the effects of activity on their bodies; -Can usually manage washing and drying hands; -Eats a healthy range of foodstuffs and understands need for variety in food; -Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health; -Children talk about how they and others show feelings. -Welcomes and values praise for what they have done; -Enjoys responsibility of carrying out small tasks; -Is more outgoing towards unfamiliar people and more confident in new social situations; -Confident to talk to other children when playing and will communicate freely about own home and community; -Shows confidence in asking adults for help. <p><u>Managing Feelings and Behaviour</u></p> <ul style="list-style-type: none"> -Aware of own feelings and knows that some actions and words can hurt others' feelings; -Begins to accept the needs of others and 	<p>Physical health and Mental wellbeing:</p> <p>KPI - understand routines for maintaining physical and mental health</p> <ul style="list-style-type: none"> • importance of sleep and rest, and their role in overall health • recognise the role of medicines, vaccinations and immunisations and managing allergies. • dental health practises and the impact of food and drink. • how to describe and share a range of feelings • coping strategies for emotions e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings. <p>Growing and changing:</p> <ul style="list-style-type: none"> • understand the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • identify similarities and differences between genders <p>KPI - naming main body parts including</p>	<p>Physical health and Mental wellbeing:</p> <p>KPI - Identifying factors that maintain a balanced, healthy lifestyle, physically and mentally</p> <ul style="list-style-type: none"> • Understand good physical health means and recognise early signs of illness • Awareness common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor • Maintaining oral hygiene and dental health practises • the importance of regular dental check-ups and the effects of different foods, drinks and substances on dental health <p>Growing and changing (Year 4 only):</p> <ul style="list-style-type: none"> • Identifying external genitalia and reproductive organs • similarities and differences between girls and boys • Understand the physical and emotional changes during puberty • Knowledge about menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • Importance of personal hygiene routines 	<p>Physical health and Mental wellbeing:</p> <p>KPI - Recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</p> <ul style="list-style-type: none"> • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief and the

<p>can take turns and share resources, sometimes with support from others; -Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met; Can usually adapt behaviour to different events, social situations and changes in routine. statements 40-60 months.</p> <p>Relationships -Initiates conversations, attends to and takes account of what others say; -Explains own knowledge and understanding and asks appropriate questions of others; -Takes steps to resolve conflicts with other children, e.g. finding a compromise. -Self Confidence and Self Awareness -Confident to speak to others about own needs, wants, interests and opinions; -Can describe self in positive terms and talk about abilities. -Managing Feelings and Behaviour -Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them; -Aware of the boundaries set, and of behavioural expectations in the setting; -Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. -Other objectives covered in the summer term. Development Matters statements Early Learning Goals.</p> <p>Relationships -Children play co-operatively, taking turns with others; -They take account of one another's ideas about how to organise their activity; -They show sensitivity to others' needs and feelings and form positive.</p> <p>Self Confidence and Self Awareness -Children are confident to try new activities and say why they like some activities more than others; -They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities; -They say when they do or don't need help.</p> <p>Managing Feelings and Behaviour</p>	<p>external genitalia (e.g. vulva, vagina, penis, testicles) KPI - know about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year</p> <p>Keeping safe: • recognise risks in everyday situations, e.g. road, water and rail safety, medicines KPI - knowing how to keep safe in various environments, such as in school, online and 'out and about' • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • 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 • response to accidents and providing first aid • Understanding emergency procedures, including dialing 999 and seeking help.</p>	<p>during puberty including discussing the challenges with a trusted adult • how to get information, help and advice about puberty KPI - know about the physical and emotional changes during puberty KPI - be able to identify external genitalia and reproductive organs</p> <p>Keeping safe: KPI - the importance of taking medicines correctly and using household products safely • Recognise what is meant by a 'drug' • Awareness of the effects of common substances (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) on health and wellbeing • Identify potential risks associated with drugs and that all drugs, including medicines, may have side effects • that for some people using drugs can become a habit • how to ask for help or advice in a range of situations and scenarios</p>	<p>process of grieving and how grief can be expressed • Strategies that can help someone cope with the feelings associated with change or loss • Identify how to ask for help and support with loss, grief or other aspects of change • Balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online</p> <p>Growing and changing • Recognise changes as they grow up e.g. increasing independence • What being independent might be like, including how it may feel • Transition to secondary school and how this may affect their feelings • Relationships may change as they grow up or move to secondary school KPI - practical strategies that can help to manage times of change and transition e.g. practicing the bus route to secondary school RSE (repeated every year + recap puberty from Y3/4) • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception² • about the responsibilities of being a parent or carer and how having a baby changes someone's life</p> <p>Keeping safe: • Protecting personal information online • Identify risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • Identifying types of images that are /</p>
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	<p>-‘talk about their own and others’ behaviour, and its consequences, and know that some behavior is unacceptable;</p> <p>-They work as part of a group or class, and understand and follow the rules;</p> <p>-They adjust their behaviour to make changes of routine in their stride</p>			<p>are not appropriate to share with others</p> <ul style="list-style-type: none"> • 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 • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others <p>KPI - how to report the misuse of personal information or sharing of upsetting content/ images online</p> <ul style="list-style-type: none"> • Understanding age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play • about the risks and effects of different drugs <p>KPI - know about the laws relating to drugs common to everyday life and illegal drugs</p> <ul style="list-style-type: none"> • Recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use • about mixed messages in the media relating to drug use and how they might influence opinions and decisions
Key Vocabulary	Self-regulation, mental health, physical health, oral hygiene, dentist, toothbrush, toothpaste,	habits, emotions, feelings, healthy, healthy lifestyle, hygiene, food, exercise, routines, safety, growing up, changes, unique, special, differences, similarities,	strengths, achievements, setbacks, body language, unique, special, differences, similarities, managing emotions, age restrictions, digital wellbeing, risks, hazards,	change, loss, bereavement, online, lonely, feelings, death, grief, love, commitment, conceptions, sexual intercourse, consent, pregnancy, sperm, egg, fertilised, contraceptions, parent responsibilities, personal information, illegal/legal, laws,
Long Term Planning Link				
Enrichment/ Personal Development			<p>-NSPCC visit</p> <p>-E safety assembly</p>	<p>-NSPCC visit</p> <p>-E safety assembly</p>