

PHSE and SRE			
Year	Autumn	Spring	Summer
1	<p>Health and wellbeing</p> <p>Growing and changing/new opportunities to increase independence</p> <p>What makes me feel happy and unhappy, vocabulary to describe their feelings</p> <p>Change and loss and associated feelings (including moving home, losing toys, pets or friends)</p> <p>Road safety and keeping safe (Assemblies)</p> <p>Relationships</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>to identify their special people (family, friends, carers), what makes them special and how special people should care for one another (link to RE)</p>	<p>Health and wellbeing</p> <p>People who look after them, family networks, who to go to if they are worried (Link to RE What does it mean to belong)</p> <p>Relationships</p> <p>That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) Link to SRE</p>	<p>Relationships</p> <p>To recognise how their behaviour affects other people</p> <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p>
2	<p>Health and wellbeing</p> <p>What constitutes a health lifestyle including the benefits of physical activity, rest, healthy eating and dental health (link to Science)</p> <p>The importance of how to maintain personal hygiene (Science link)</p> <p>Names for main body parts including external genitalia; similarities and differences between boys and girls</p> <p>How diseases are spread and controlled</p> <p>Simple strategies for managing feelings</p> <p>Responsible use of ICT and safety online (computing curriculum)</p> <p>Road safety and keeping safe (Assemblies)</p> <p>Relationships</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>To offer constructive support and feedback to others (Peer support; e.g. 2 stars and a wish)</p> <p>To identify and respect the differences and similarities between people (link to SRE)</p>	<p>Health and wellbeing</p> <p>Process of growing from young to old and how people's needs change</p> <p>Understand how medicines work in my body and how important it is and to use them safely</p>	<p>Relationships</p> <p>The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.</p> <p>That there are different types of teasing and bullying, that these are wrong and unacceptable. How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) Link to SRE</p> <p>Looking after your body</p>

3	<p>Health and wellbeing</p> <p>To reflect on and celebrate achievements, identify their strengths, areas for improvement, set high aspirations and goals</p> <p>To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet (Science: Animals including Humans)</p> <p>Relationships</p>	<p>Health and wellbeing</p> <p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>Pressures to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media (Link to RE: how hard it is to forgive)</p>	<p>Relationships</p>
4	<p>Health and wellbeing</p> <p>To deepen understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>School rules about health and safety, basic emergency aid procedures and where and how to get help (Science; PE)</p> <p>Which, why and how, commonly available substances and drugs (incl alcohol and tobacco) could damage their immediate future health and safety</p> <p>Relationships</p>	<p>Health and wellbeing</p> <p>To differentiate between the terms “risk”, “danger” and “hazard”</p> <p>How their body changes through puberty (link to SRE)</p> <p>Strategies for keeping physically and emotionally safe (Road safety – Assemblies); safety in the environment (rail, water and fire safety) and safety online and responsible use of ICT & mobile phones (Computing topic)</p>	<p>Relationships</p>
5	<p>Health and wellbeing</p> <p>Positive and negative affects on physical, mental and emotional health (including the media)</p> <p>How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle</p> <p>Relationships</p>	<p>Health and wellbeing</p> <p>To deepen their understanding of risk by recognising , predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment)</p> <p>Importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p>	<p>Relationships</p>
6	<p>Health and wellbeing</p> <p>Change, including transition, loss, separation, divorce and bereavement (Link to RE and transition visits to secondary)</p> <p>Recognise that they may experience conflicting emotions and they need to listen to their emotions to overcome them</p> <p>Realise that bacteria and viruses can affect health and that following simple routines can reduce their spread (link to Science: Living things)</p> <p>What is meant by the term “habit” and why habits can be hard to change (RE: Why holding beliefs can be difficult)</p> <p>Human reproduction (SRE link)</p> <p>Relationships</p>	<p>Health and wellbeing</p> <p>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious, or that they believe to be wrong</p>	<p>Health and wellbeing</p> <p>Taking care of their body and how to protect from inappropriate and unwanted contact; understanding that actions such as FGM constitute abuse are a crime and how to get support</p> <p>Relationships</p>