**Kettleshulme St James CE Primary School Curriculum Overview Plan for PSHE**

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| **EYFS Early Learning Goals**  **Personal, Social and Emotional Development**  **ELG: Self-Regulation**  Children at the expected level of development will:  - show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;  - set and work towards simple goals, being able to wait for they want and control their immediate impulses when appropriate;  - 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.  **ELG: Managing self**  Children at the expected level of development will:  - be confident to try new activities and show independence, resilience and perseverance in the face of challenge;  - explain the reasons for rules, know right from wrong and try to behave accordingly;  - manage their own basic hygiene and personal needs, including dressing and going to the toilet and understanding the importance of healthy food choices.  **ELG: Building relationships**  Children at the expected level of development will:  - work and play cooperatively and take turns with others;  - form positive attachments to adults and friendships with peers;  - show sensitivity to their own and others’ needs.  **KS1 & KS2 National Curriculum**  **Families and people who care for me:**   * To know that families are important for children growing up because they can give love, security and stability * To know 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 * To know 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 * To know 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 * To know that marriage\* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong * To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed   **Caring friendships:**   * To know how important friendships are in making us feel happy and secure, and how people choose and make friends. * To know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. * To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. * To know 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. * To know 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.   **Respectful relationships**   * To know 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. * To know practical steps they can take in a range of different contexts to improve or support respectful relationships. * To know the conventions of courtesy and manners. * To know the importance of self-respect and how this links to their own happiness. * To know 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. * To know about different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. * To know what a stereotype is, and how stereotypes can be unfair, negative or destructive. * To know the importance of permission-seeking and giving in relationships with friends, peers and adults.   **Online relationships**   * To know that people sometimes behave differently online, including by pretending to be someone they are not. * To know 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. * To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. * To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. * To know how information and data is shared and used online.   **Being safe**   * To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). * To know 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. * To know that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. * To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. * To know how to recognise and report feelings of being unsafe or feeling bad about any adult. * To know how to ask for advice or help for themselves or others, and to keep trying until they are heard. * To know how to report concerns or abuse, and the vocabulary and confidence needed to do so. * To know where to get advice e.g. family, school and/or other sources. |

Our PSHE curriculum has been divided into 6 themes which will be taught in sequence across school from Year 1 to Year 6 (as below).

British Values, SMSC education and emotional wellbeing are interwoven into the curriculum and ‘My Happymind’ programme will be used to support the teaching in these areas.

Autumn 1: Our Responsibilities

Autumn 2: Our Relationships

Spring 1: Our Safety

Spring 2: Our Similarities and Differences

Summer 1: Our Bodies

Summer 2: Our Future

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| **British Value**  ***(Also referred to as ‘Human Values’ in our school)*** | **Meaning** | **Example** |
| Democracy | A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities. | * Leadership and accountability * Joint decision making * Team meetings * The right to protest and petition * Receiving and giving feedback |
| Rule of Law | The need for rules to make a happy, safe and secure environment to live and work | * Legislation * Agreed ways of working, policies and procedures * How the law protects you and others * Codes of conduct |
| Respect and Tolerance | Understanding that we all don’t share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. | * Embracing diversity * The importance of religion, traditions, cultural heritage and preferences * Stereotyping, labelling and prejudice * Tackling discrimination |
| Individual Liberty | Protection of your rights and the right of others you work with. | * Equality and Human Rights * Personal Development * Respect and Dignity * Rights, choice, consent and individuality * Values and principles |

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| **EYFS PSED** | | | | | |
| **Our Responsibilities** | **Our Relationships** | **Our Safety** | **Our Similarities and Differences** | **Our Body** | **Our Future** |
| * To understand and follow our classroom rules / school rules and know why they are important * To show an awareness of what manners are know some common words that we use to be polite (please, thank you, sorry, excuse me, pardon/excuse me) * To know who helps to look after us and who can help us if we need it * To know the difference between right and wrong and give some examples of good and bad choices we might make in school and at home * To learn how to wait patiently and think before we act and speak (when appropriate) * To listen and pay attention when a teacher or a peer is talking, and to show respect to each other * To follow instructions involving several ideas and actions * To explore and understand the Christian Values at our school - HEART | * To know that families are special and are all different * To form friendships, share ideas about what a good friend is and show sensitivity to my own and others’ needs * To form positive attachments to adults * To talk about our own feelings and those of others, and begin to know how we and others show our feelings * To think about how our words and actions might make other people feel, and to change our behaviour accordingly * To begin to know what to do if we do or say the wrong thing or hurt other people’s feelings * To be able to talk about what we like and what we are good at * To learn how to work and play cooperatively with others, taking turns, listening to others and following rules * To share our own ideas with confidence and to respectfully listen to others * To be confident to try new activities, and show independence, resilience and perseverance * To make decisions about what activity we will choose to do, what we will need to do this and to say if we need help or not * To set and work towards simple goals | * To know how to keep ourselves safe in our classroom, around school and at playtimes | * To share some differences between ourselves and our friends, and know that these difference are what makes us each special and unique * To listen to a story from another culture and discuss differences between their lives | * To explain why it is important to keep clean and share ideas about how to do this * To understand the importance of healthy food choices * To know which routines we can do by ourselves and which we need help with * To explore boundaries, saying ‘no’ and ‘stop’ and respecting personal space * To work through the NSPCC PANTS work - <https://learning.nspcc.org.uk/research-resources/schools/pants-teaching?_ga=2.254326286.705241.1674082284-2078600119.1670053048> | * To prepare for transition from Reception to Year 1 |

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| **AUTUMN TERM 1: OUR RESPONSIBILITIES**  British Values focus: Democracy and The Rule of Law | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * To understand why school rules are important and possible consequences of breaking them * To discuss the importance of various classroom rules and agree a set of class rules based on this * To identify the basic needs that we have at home * *To know that it is our right to have our basic needs met* * To know who looks after us at home and how they help to make sure our needs are met * *To know who can help us if our needs are not being met* * To identify responsibilities that we have at home * To understand the importance of manners and identify when we use our manners at home * To identify our responsibilities in looking after our classroom * *To discuss and agree monitor roles to support this* | * To generate ideas for class rules and agree a set of class rules based on discussion * To identify the needs we have at school and know that these are our rights * *To know who we can* *talk to if our needs are not being met at school* * To identify and promote our responsibilities in looking after our school * To recognise that we have choices and to identify the difference between right and wrong choices in school * *Identify rewards and consequences for making different choices* * To understand the importance of manners and courtesy and identify how we can use these in school * To plan and create a presentation to teach a younger audience how to use manners in school * To perform our presentation to a younger audience | * To understand what democracy is and use this to generate and agree on a set of class rules * To identify rules in places we visit in the local community and recognise why they are needed (swimming pool, crossing roads, library, park, football pitches, etc) * To recognise dangers and possible consequences of not following rules in places in the local community * To identify positive and negative aspects of the local park * To identify improvements that could be made to the local park * To lobby the local council to propose improvements to the local park * *To identify what works well and to suggest improvements* | * To apply our understanding of democracy to generate a set of class rules * To know how rules and laws are similar and different and identify consequences of breaking these * To know what human rights are and that everyone has human rights (Universal Declaration of Human Rights) * To identify current environmental issues that are damaging the environment * To learn what deforestation is, where is affected across the world and why deforestation is happening * To understand why the rainforest is so important and the negative impact of deforestation * To identify ways that we can help reduce deforestation | * To take part in making and changing a set of class rules (proposed improvements with justifications) * To know why we have laws and how they are enforced * To learn that children have their own set of rights (the UN declaration on the Rights of the Child) * To learn what anti-social behaviour is and how it can affect people * *To learn how to handle, challenge or respond to anti-social or aggressive behaviours* * To learn what our ‘carbon footprint’ is and how it impacts on the environment * To identify ways to reduce our ‘carbon footprint’ * To create a campaign to reduce the impact of our carbon footprint | * To understand the rights and responsibilities of children in school * To work democratically to create a set of class rules based on their knowledge of rights and responsibilities * To launch a campaign to request a change to a policy * To understand the role of the police in our society (police officer visit) * *To understand that we are all responsible for our own behaviour and actions and consequences for breaking rules and laws* * To learn what palm oil is, the products it can be found in and why it is used * To understand the impact of using palm oil on the environment * To create a campaign to raise awareness to reduce the use of palm oil * To know that some cultural practices are against British law and human rights |
| Rules (classroom and school)  Basic needs  Rights  Responsibilities  Breaking rules  Consequences  Manners  Polite  Rudeness | Rules  Rights  Choices  Right and wrong  Rewards  Consequences  Behaviour  Manners  Courtesy | Democracy  Rules  Local community  Consequences  Positive  Negative  Improvements  Local council | Democracy  Rules and laws  Consequences  Human rights  Environment  Deforestation  Negative impact  Affect / effects  Impact  Reduce | Democracy  Debate and discuss  Laws  Enforced  Rights  Declaration of Children’s Rights  Anti-social behaviour  Aggressive behaviour  Carbon footprint  Environment | Right and responsibilities  Democracy  Policy  Legal system  Criminal and civil law  Behaviour  Consequences  Cultural practices  Human rights |

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| **AUTUMN TERM 2: OUR RELATIONSHIPS**  British Values focus: Individual Liberty and Mutual Respect and Tolerance | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * To know that we all belong to a family and there are many different kinds of families * *To identify who to ask and how to get help if we need it* * To identify and feel proud about what we are good at      * *To discuss strategies for dealing with things we struggle with in a positive way* * To identify who our friends are and why they are our friend * To know how we feel when we upset or fall out with our friends and how it feels when it happens to us * *To discuss strategies for dealing with friendship fall outs* * To identify what make us feel happy, sad, angry and scared * *To discuss strategies to deal with these feelings in a positive way – finger breathing/rainbow breathing* * To learn what bullying is and how it can make people feel * To learn what to do and who can help if we are being bullied | * To know (and feel proud about) what we are good at and set goals to challenge ourselves on areas we would like to improve * *To discuss positive strategies for overcoming challenges* *we face* (*growth mindset)* * To understand the importance of friendships and how friends show that they care * To learn strategies for playing cooperatively and dealing with fall outs * To understand how it feels to be jealous and what can cause these feelings * *To discuss strategies for dealing with these feelings in a positive way* * To understand how it feels to be nervous and what can cause these feelings * *To discuss strategies for dealing with these feelings in a positive way – breathing techniques* * To identify different types of teasing and bullying and to know that this is wrong * *To discuss strategies for dealing with this* | * To know that there are different types of families, that families are important and should make us feel loved, secure and stable * To identify what our classmates are good at * *To share with others positive things our friends say about us* * To learn how we choose and make friends * To understand how it feels to be embarrassed and what can cause this feeling * *To discuss strategies for dealing with this feelings in a positive way* * To learn about the positive and negative effect our words and actions can have on others * To identify different types of physical and emotional bullying * To know that to bully or to be bullied is not okay and the importance of speaking out and getting help | * To learn strategies to help us positively approach challenges that we are faced with * *To discuss practical examples of when this strategy might be used* * To know that there are different types of relationships and what makes a positive, healthy relationship * To know the characteristics of a good friend * To understand what constitutes healthy friendships and what does not * To identify what might cause us to feel rejected and lonely in a friendships * *To discuss strategies for dealing with these feelings* * To explain what bullying is and identify different types of bullying * To know that we are all responsible for stopping bullying | * To identify positive things about ourselves and recognise our achievements * To know how to recognise if family relationships are making us feel unhappy or unsafe * *To know how to seek help or advice from others if needed* * To know that most friendships have ups and down and that we can work through these ourselves * To learn about experiencing negative pressure and how to manage this * To understand how it feels to be stressed and what causes this feeling * *To discuss strategies for dealing with these feelings in a positive way* * To consider the consequence of asking for help versus not asking for help to deal with bullying * To understand the responsibilities of the bystander who witness bullying and how to get help | * To know that that marriage, arranged marriage and civil partnership is between two people who *willingly* agree * *To know that forced marriage is illegal and is wrong* * To set personal goals and to face these positively by collecting information, finding help and making responsible choices * To learn and share strategies for dealing with feelings stress or anxiety   - relaxation breathing  - muscle relaxation  - doodling/colouring  - write it/talk it out/throw it away  - challenging negative thoughts   * To understand the impact that our behaviour and actions can have on others * To understand what cyber bullying is and the different types * To know how to deal with cyber bullying |
| Belong  Family  Proud  Help  Friends  Upset  Fall out  Feelings  Happy, sad, scared, angry  Bullying | Proud  Goals  Challenge  Friendships  Cooperating  Fallouts  Exploring feelings  Jealous, nervous  Bullying  Teasing | Family  Love, stable, secure  Positive  Choose  Embarrassed  Strategies to deal with  Positive and negative effect  Physical  Emotional  Bullying | Strategies  Positive approach  Positive, healthy relationships  Characteristics and qualities  Rejection  Lonely  Friendship  Bullying  Physical and emotional  Responsible | Achievements  Successes  Healthy relationships  Safe and unsafe  Negative pressure  Dealing with feelings  Stress  Responsibilities  Bystanders  Bullying | Marriage  Arranged marriage  Civil partnership  Forced marriage  Illegal  Personal goals  Responsible choices  Managing feelings  Stress and anxiety  Cyber bullying |

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| **SPRING TERM 1: OUR SAFETY**  British Values focus: Rule of Law and Individual Liberty | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Knowledge**   * To identify people who help us in the community and how they help us to keep safe * To know how to keep ourselves and others safe when we are in school * To know how to keep safe when we are travelling to and from school (road safety) * To learn how to stay healthy and look after our bodies (CW D+A: L1) * To learn what is safe and unsafe to put into and onto our body * To know how to take medicines safely (CW D+A: L2) * To know when we need medicines and who should give them to us (CW D+A: L3) | **Knowledge**   * To know who to ask for help in different situations * *To know what to do if a problem continues* * To know how to get help in an emergency * To learn what is safe and unsafe to use in the home and why certain objects can be dangerous (household objects) * To know how to keep ourselves safe when we are in the local area * To know which situations are safe and which are unsafe (CW D+A: L1) * To know that some substances can be hazardous and can harm our bodies (CW D+A: L2) * To identify hazards in the home * *To discuss rules for keeping safe from hazards* (CW D+A: L3) | **Knowledge**   * To know the difference between a risk, danger and a hazard and use this to identify the level of danger of different familiar activities at home * To know how to cross a road safely * To know some of the risks involved in sharing personal information (online safety) * *To know who to talk to for support* * To understand why people smoke and the effects it has on them (CW D+A: L1) * To know the effects of smoking and passive smoking on the body and what quitting does to the body (CW D+A: L2) * To know the rules and laws to prevent smoking and how to make the positive choice not to smoke (CW D+A: L3) | **Knowledge**   * To know how to keep ourselves safe when we are in the local area (roads, railways, water, building sites, around fire/fireworks) * To know that dares can put ourselves or others in danger * *To identify strategies for dealing with dares* * To know that information presented in the media can be misleading * To learn possible consequences of sharing information online * To know what alcohol is and how it affects the body (CW D+A: L1) * To know there are risks to drinking alcohol (CW D+A: L2) * To know some laws about drinking alcohol (CW D+A: L3) | **Knowledge**   * To identify changes in our independence as we grow older and some of the risks involved in having increased responsibility * *To recognise how to manage these risks* * To understand what peer pressure and how it can influence our behaviour * *To know how to resist unhelpful pressure* * To learn possible consequences of sharing photographs of ourselves and others online * To learn how to keep safe and well when using a mobile phone * To learn about a range of legal and illegal drugs and have some understanding of the effects and risks of illegal drugs (CW D+A: L1) * To share our attitudes and beliefs about drug use and drug users (CW D+A: L2) * To learn a range of skills to resist peer pressure towards drug use (CW D+A: L3) | **Knowledge**   * To know the possible risks associated with posting information, messages and photographs on social media sites and what our digital footprint is * To know when it is appropriate to share personal and private information in a relationship (CW SRE: L4) * *To know how to get help if an online relationship goes wrong* * To know what to do and learn the basic first aid skills needed to deal with an emergency * To understand the effects, risks and law relating to cannabis (CW D+A: L1) * To understand the risk of volatile substance abuse: VSA (CW D+A: L2) * To be aware of different options for getting help, advice and support |
| Community  Keep safe  Road safety  Safe and unsafe  Household products  Medicines | Asking for help  Emergency  Sage and unsafe  Household objects  Local area  Hazardous substances  Harmful | Risk  Danger  Hazard  Road safety  Personal information  Smoking  Passive smoking  Rules and laws | Safety  Dares  Danger  Media information  Misleading  Consequences  Online safety  Alcohol  Laws | Independence  Risks  Increased responsibility  Peer pressure  Resist  Consequences  Mobile phone  Legal and illegal drugs | Posting information  Digital footprint  Personal and private information  Relationships  First aid skills  Emergency  Drugs  VSA  Substance abuse  Laws |

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| **SPRING TERM 2: OUR SIMILARITIES AND DIFFERENCE**  British Values focus: Mutual Respect and Tolerance and Individual Liberty | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * To identify ways in which we are special/unique * To identify ways in which people can be different and to know that our differences is what makes us unique * To recognise what is kind and unkind and know that it is not okay to be unkind to someone because they are different * To learn a song from another culture | * To know that we are special just as we are * To identify interests that we have that are similar to our friends in class * *To share common interests and interests* * To know how to be respectful of other people’s interests when they are different to our own * To learn a dance from another culture | * To identify ways we are the same and different to others in school (physical differences, likes and dislikes) * To learn what diversity is and identify different forms of diversity in the UK (gender, race, religion, sexual orientation, age, culture, socioeconomic background) * *To identify positives of living in a diverse country/world* * To recognise what is respectful and disrespectful behaviour towards others associated with differences * To learn games from other cultures | * Identify similarities and differences in family structures across the UK * To understand the importance of respecting others, even when they are different to ourselves (LGBT) * To learn about differences and similarities in family life around the world * To try foods from different countries * *To share likes and dislikes with respect for other people’s preferences* | * To understand that everyone is equal and deserves to be shown respect no matter what their identity * To identify practical steps that can be taken in a range of different contexts to improve or support respectful relationships * To understand what a ‘disability’ is and know that there are many different types of disabilities * *To know how to treat someone with a disability* * To learn about achievements of people with disabilities | * To respectfully listen to others but raise concerns and challenge points of view when necessary * Know the difference between having an opinion and being disrespectful * To understand what discrimination is and how people can be discriminated against for their differences * To recognise and challenge stereotypes * To learn about a tradition or festival from another culture |
| Special  Unique  Different / differences  Kind and unkind  Culture | Special  Common interests  Respectful  Different/difference  Culture | Same and different  Diversity  Positive  Respectful and disrespectful  Culture | Similarities and differences  Family structures  LGBT  Respect  Different countries/cultures | Equal  Respect  Respectful relationships  Disability  Achievements | Respectful and disrespect  Concerns  Points of view  Opinion  Discrimination  Stereotypes |

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| **SUMMER TERM 1: OUR BODY**  British Values focus: Mutual Respect and Tolerance and The Rule of Law | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * To identify what we need to be healthy (physical and mental) * Identify how to keep ourselves clean * *Identify ways of and stopping the spreading of germs* * To know that we change from babies, to children then adults and to know the difference between boy and girl babies - name body parts using anatomically correct language * To learn the difference between secrets and surprises * *To identify when we should not keep secrets* * To identify different types of touch and know how these can make us feel * *To know what to do if someone does or says something that makes us feel uncomfortable* | * To compare healthy and unhealthy lifestyle choices * To know the main physical differences between male and female babies and to understand that some people make assumptions about gender stereotypes * To know some difference between male and female animals and that a male and female are needed to have offspring * To describe the physical difference between male and females and to name the main body parts using anatomically correct language * To know that there are parts of the body that are private and that we have a choice about being touched and the right to say ‘no’ if we don’t feel comfortable (PANTS) * *To know where to get help if we need it* * To know that no one should ask us to keep a secret or surprise that makes us feel worried or uncomfortable or that means someone might be hurt | * To know that hygiene routines can help prevent the spread of bacteria and viruses * To learn about the importance respecting other people’s privacy * *To know when this should be broken* * To be able to make healthier lifestyle choices and the consequence of change (swap unhealthy for healthy) * To identify similarities and differences between male and female bodies and to name the main body parts * To identify different types of touch and know if it is appropriate or inappropriate * *To know that if someone does or says something that makes us feel uncomfortable we should ask for help* * To learn about the concept of keeping something confidential or secret and know when they should or should not agree to keeping a secret | * To know what a balanced diet is and that this forms part of a healthy lifestyle * To understand that some people make assumptions and stereotypes about gender * To know the main stages of a human lifecycle * To describe some of the body changes that occur as a child grows up * To know some of the physical and emotional changes that happen to the body during puberty and that bodies change so that humans can reproduce | * To know how images in the media can distort reality * *To know how this can affect the way people feel about themselves* * To explore the main physical and emotional changes that happen in puberty * To understand how puberty affects the reproductive organs and how to manage physical and emotional changes that happen in puberty * *To know who to ask if support is needed* * To understand how puberty affects the body and the importance of hygiene | * To learn about how the media can influence our behaviour * *To know how to resist unhelpful pressure and how to ask for help* * To understand how and why the body changes during puberty in preparation for reproduction * To know about the process of conception and pregnancy and that pregnancy can be prevented * *To identify decisions that have to be made before having a baby* * To understand what form of touching is appropriate in relationships * *To identify strategies we can use to prevent or stop inappropriate physical contact* |
| Hygiene  Keeping clean  Spreading germs  Healthy  Change  Body parts  Secrets and surprises  Touch  Uncomfortable | Healthy and unhealthy  Physical differences  Male and female  Offspring  Gender  Private  Secrets and surprises  Worried  Uncomfortable | Hygiene  Virus and bacteria  Respecting privacy  Healthy lifestyle choice  Consequences  Similarities and differences  Appropriate and inappropriate  Confidential  Secret | Healthy lifestyle  Balanced diet  Gender stereotypes  Life cycle  Body changes  Physical and emotional changes  Puberty  Reproduction | Media  Distorting reality  Self-perception  Physical and emotional changes  Puberty  Reproductive organs  Hygiene | Media  Influence  Pressure  Body changes  Puberty  Reproduction  Pregnancy  Appropriate and inappropriate |

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| **SUMMER TERM 2: OUR FUTURE**  British Values focus: Democracy and Individual Liberty | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * To know where our own money comes from and how we spend it * To begin to understand what a business or an enterprise is * To begin to understand the purpose of adverts and how they are used to promote products or services * To prepare for transition from Year 1 into Year 2 * *To discuss any concerns and share positive changes* | * To identify different ways that grown-ups gain money and identify different jobs that people do to earn it * *To know other roles people may do if they are not working* * To develop a deeper understanding of what an enterprise is and some of the steps involved in the process of creating a product or service to sell * To identify the purpose of adverts (posters) and identify the information needed to include when promoting a product * To identify changes and prepare for transition from Year 2 into the Juniors * *To discuss any concerns and share positive changes to come* | * To learn about the role of money (our needs) in daily life * *To identify the difference between needs and luxuries*   **In depth study: Business Enterprise**   * To know what an enterprise is and create a plan that includes some of the steps involved in the process of making and selling a product or service * To identify the key factors that need to be taken into consideration when designing a product or service * To identify the purpose and key features of adverts and use these to design a poster to promote their product * To understand how to work collaboratively to create a product or service to sell * To identify changes and prepare for transition from Year 3 into Year 4 * *To discuss any concerns and share positive changes to come* | * To understand what pocket money is and identify jobs that can be undertaken to earn this * *To understand how to keep safe and who to ask for help if needed*   **In depth study: Business Enterprise**   * To know the key aim of a business or enterprise * To recognise some of the key factors that will determine the success of a business * To consider the audience and costing when designing a product or service to sell * *To discuss the merits and downfalls of different ideas and agree on a product or service to make/create and sell* * To work effectively individually or in teams to create a product or a service to sell * To identify changes and prepare for transition from Year 4 into Year 5 * *To discuss any concerns and share positive changes to come* | * To understand how to be a critical consumer and to identify whether deals are value for money   **In depth study: Business Enterprise**   * To understand that a loan is needed to set up a business and how profit can be generated from this * To conduct market research (internal – school) to gather information to decide on a product or service to make and sell with the aim of making a profit (costing and target market) and presenting a pitch for **Dragons’ Den** * To identify the different tasks involved in creating and selling a product or service      * *To identify skillsets and allocate roles to complete tasks* * To work effectively in teams to create a product or service to pitch about * To identify changes and prepare for transition from Year 5 into Year 6 * *To discuss any concerns and share positive changes to come* | * To begin to understand why we pay taxes and how the money is used   **In depth study: Business Enterprise**   * To know what the aims and key drivers of a successful business are and how these can be achieved * To conduct market research (internal – school) to gather information to decide on a product or service to make and sell with the aim of making a profit (costing and target market) and presenting a pitch for **Dragons’ Den** * To outline the tasks involved in organising an event * *To identify skillsets and allocate roles based on these* * To use leadership and collaborative skills to create a product and organise an events * To identify changes and prepare for transition from Year 6 into High School * *To discuss concerns and share positive changes to come* |
| Money  Spending  Enterprise  Product / Service  Adverts  Team work  Sell  Prepare  Moving | Earn money+  Work and jobs  Enterprise  Process  Product / Service  Sell  Audience  Adverts  Collaborate  Prepare for change | Role of money  Daily life  Needs  Plan  Designing a product  Audience and purpose  Promote  Work collaboratively  Team  Support | Pocket money  Jobs and tasks  Aims  Profit  Business  Successful  Audience  Costing  Product  Prepare for transition | Value for money  Loan  Setting up a business  Market research  Profit and loss  Margins  Skillset  Work effectively  Prepare for transition | Tax  Aims and key drivers  Successful business  Target audience  Cost effective  Skillset  Leadership skills  Collaboration  Organise  Prepare for transition |