



PSHE Curriculum Statement

Intent

As a Gold Rights Respecting School, we value diversity and foster mutual respect, modelling and inspiring attributes in pupils such as respect, courtesy and honesty. These underpin and inform the relationships we have, between pupils, and between adults and pupils, and help our students to understand their rights and responsibilities as citizens.

Knowledgeable learners

- PSHE teaches children the knowledge and skills to make informed decisions about their wellbeing, health and relationships, preparing them for adult life in British society.
- Children are equipped with the knowledge and tools to begin to make informed economic decisions, to build lasting and respectful relationships and to learn how to stay safe in the wider world.
- Lessons support pupils to develop the skills, language and attributes they need to both manage life's challenges and make the most of life's opportunities.



Confident communicators

- Children are taught age-appropriate, subject specific vocabulary as part of each lesson which is carefully planned.
- All lessons have an oracy focus, where children are encouraged to share their views, discuss and debate facts and opinions. They are given oracy scaffolds and visual support to help all children communicate their ideas and thoughts clearly.
- Children are taught the language and standards needed to create and maintain respectful relationships within the classroom, school environment and wider world, enabling them to have positive, respectful and constructive relationships.
- Children are taught how to be anti-racist and to use anti-racist language to challenge racial discrimination.
- Children are taught that British values are precious but not universal. They can articulate, in an age-appropriate way, what life might be like without one or more of them, using taught vocabulary.
- In EYFS, children begin to learn about creating and thinking critically, having, developing and articulating their own ideas, making links between them and developing strategies for doing new things.



Active citizens

- Children at Brecknock are taught to understand that all children's needs are the same, but that there are inequalities in the world around them. They learn to stand up for those who are treated unfairly through lessons on the UN rights and the Sustainable Development Goals. They campaign for fairer treatment for others through Unicef Schools global campaigns such as Outright and the Playground Challenge. They also take part in National Events such as Clean Air Day and Camden events such as The Takeover Challenge which focuses on local environmental and social issues.
- Our children learn to respect the different cultures and backgrounds in our community and understand that all families are unique and valid.
- We teach our children how to make informed decisions about technology, including how to keep themselves safe, who to trust online, to recognise that online images can be manipulated and who can help them.



Implementation

- Our scheme of work is based on the Camden PSHE curriculum and is carefully planned to ensure progression through each of the main strands of PSHE and Relationships and Health Education (RHE). Learning builds upon knowledge and skills from the previous year and ensures that children's understanding is developed and revisited.
- Our curriculum includes statutory Relationship and Health Education (RHE) and aspects of non statutory sex education, which is taught in year six.
- The curriculum is divided into three themes: Health and Wellbeing, Relationships and Living in the Wider World.
- Lessons are delivered weekly by the class teacher through whole class teaching, but is also taught within other contexts such as assemblies, with outside agencies and whole school events and with the support of Camden's PSHE curriculum. Outside agencies work include workshops on Bike Training, Road Safety, NSPCC Speak Out Stay Safe is embedded in all curriculum areas including



personal, social and health and economic (PSHE) education. For example, some biological aspects of RHE will be taught within the science curriculum and online safety is taught within computing lessons.

- In line with DfE recommendations, non statutory sex education is taught in year six. Children learn about the difference between an adult intimate/loving relationship and other types of relationships, how a baby is made and how a baby grows during pregnancy.
- Opportunities for cross-curricular learning through science for growing, nutrition, teeth, diet and lifestyle and computing for online safety provide consistent messages throughout the age ranges including how and where to access help.
- Staff, pupil and parent views are gathered through the school council, Rights Ambassadors, Brecknock Buddies, pupil conversations, INSET, surveys and parent meetings. Curriculum improvement has been driven by these conversations including introducing anti-racist lessons, a Children's Anti -bullying policy and lessons on consent .
- 'Classroom Conversations' are carefully mapped out each half term to respond to identified areas of relevance for the school. These key aspects of the PSHE can be developed with each class in an age appropriate manner.
- In the Early Years Foundation Stage (EYFS), PSHE is taught as an integral part of teaching and continuous provision work and is embedded throughout the curriculum. At Brecknock we follow the non-statutory curriculum guidance Development Matters. In early years PSHE comes under the Personal, Social and Emotional Development (PSED) area of learning and is broken down into statutory Early Learning Goals covering key concepts and skills around: Making relationships; Self-confidence and self-awareness; Managing feelings and behaviour.
- Specific areas are also covered, such as, Physical Development ; Health and self-care and Understanding the World ; People and communities, and supports the teaching of Relationships; Health and Wellbeing along with Living in the Wider World. Teachers always reflect on the different rates at which children are developing and adjust their practice appropriately.
- In EYFS children also explore their sense of self and effortful control. Links to our learning in communication and language are strong and they begin to use vocabulary to express themselves effectively. We focus on the 'Zones of Regulation' to explore feelings and how we can support children's own self regulation.
- In KS1, children focus on the three themes of PSHE : Health and Wellbeing, Relationships and Living in the Wider World in age appropriate lessons.
- In KS2, children build on their knowledge from KS1, exploring more complex themes such but also learning about puberty from year five and sex education in year six.
- Pupils with SEND are included in all lessons and teachers allow children time to explore, recognise and understand the subject content. This ensures pupils develop the essential skills and attributes identified in the Framework, including key communication skills, vocabulary, strategies and the confidence to help manage issues when they encounter them (knowing how to seek help when necessary). Like all children and young people, pupils with SEND live in an increasingly 'connected' world. They are not always able to recognise or separate the 'offline world' from the 'online world'; therefore, all topics are explored within the context of both.

Impact

- A meaningful PSHE curriculum supports children becoming happier, positive about school life as a whole, having a better understanding of rules and responsibilities, being able to handle setbacks and disagreements.
- An understanding of their inherent, indivisible, inalienable unconditional and universal rights, and how these rights can and should be protected.
- An understanding of our diverse and complex world, and an empathy and respect for the rights of all individuals .
- Positive and constructive communication, with highly developed oracy skills .
- Resilience and self-regulation, and a keen understanding of their own health and wellbeing, especially supporting their mental and emotional development.
- Risk management and balanced decision making, within the context of a changing and challenging world.

Autumn

Assemblies



Parliament Week, School Council Elections, Global Goals Week, International Day of Peace, Ada Lovelace Day, World Democracy Day, Children's Takeover Challenge, World Children's Day, NSPCC, Human Rights Day, Black History Season, Anti-Bullying Week, Mental Health Week, Remembrance Day, Road Safety Week, World Children's Day

<i>N</i>	<i>R</i>	<i>Year 1</i> (Autumn 1)	<i>Year 2</i> (Autumn 1)	<i>Year 3</i> (Autumn 1)	<i>Year 4</i> (Autumn 1)	<i>Year 5</i> (Autumn 1)	<i>Year 6</i> (Autumn 1)
<p><u>Health and Wellbeing</u></p> <p>To identify people in my class and how they are similar or different</p> <p>To recognise achievements</p> <p>To play with other children.</p> <p>To identify how to keep clean and healthy.</p>	<p><u>Health and Wellbeing</u></p> <p>To set goals using the values bar</p> <p>To identify people in my class and how they are similar or different-respectful</p> <p>To explain how to be kind to others-right to be treated fairly</p> <p>To identify how to keep clean and healthy.</p> <p>The Pants Rule</p>	<p><u>Relationships</u></p> <p>Class charters and goal setting</p> <p>To understand the rights of a child</p> <p><u>Relationships/ Black History Season</u></p> <p>To understand that not all people look the same and that all people have the right to be treated equally.</p> <p>To learn what racism is</p> <p><u>Health Education / World Health Week</u></p> <p>To understand how to keep teeth healthy and that teeth change as we grow</p> <p>To understand the importance of food to keep us healthy</p> <p>To understand basic hygiene principles and how some diseases are spread and how they can be controlled</p>	<p><u>Relationships</u></p> <p>Class charters and goal setting</p> <p>To understand the rights of a child</p> <p><u>Relationships/ Black History Season</u></p> <p>To understand that not all people look the same and that all people have the right to be treated equally</p> <p>to learn what racism is and what it means to be anti racist</p> <p><u>Health Education / World Health Week</u></p> <p>To identify healthy snack options.</p> <p>To be able to recognise and name and the 5 groups from the Eatwell plate</p> <p>To understand the benefits of eating at least 5 portions of fruit and vegetables.</p> <p><u>Drugs Education</u></p> <p>To learn why medicines are taken</p> <p>To learn where medicines come from</p> <p>To learn how to stay safe around medicines</p>	<p><u>Relationships</u></p> <p>Class charters and goal setting</p> <p>To understand the rights of a child</p> <p><u>Relationships/ Black History Season</u></p> <p>To understand that not all people look the same and that all people have the right to be treated equally</p> <p>To challenge racism</p> <p><u>Health Education/ World Health Week</u></p> <p>To understand what food groups make up meals.</p> <p>To explain how food choices can contribute to tooth decay</p> <p>To learn about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good</p> <p>Learn about ways of expressing feelings and emotions and why this is important</p> <p>Learn about managing feelings and emotions in different situations Learn about getting help, advice and support with feelings and emotions</p>	<p><u>Relationships</u></p> <p>Class charters and goal setting</p> <p>To understand the rights of a child</p> <p>To set a goal</p> <p><u>Relationships/ Black History Season</u></p> <p>To understand that not all people look the same and that all people have the right to be treated equally</p> <p>To challenge racism</p> <p><u>Health Education/ World Health Week</u></p> <p>To understand that food gives us energy</p> <p>To understand the importance of nutrients</p> <p><u>Drugs Education</u></p> <p>Asthma Lesson: Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</p> <p>To learn that there are drugs (other than medicines) which are common in everyday life, and why people choose to use them</p> <p>To learn about the effects and risks of drinking alcohol</p> <p>To learn about different patterns of behaviour that are related to drug use.</p>	<p><u>Relationships</u></p> <p>Class charters and goal setting</p> <p>To understand the rights of a child</p> <p>To set a goal</p> <p><u>Relationships/ Black History Season</u></p> <p>To understand that not all people look the same and that all people have the right to be treated equally.</p> <p>to challenge racism</p> <p><u>Health Education/ World Health Week</u></p> <p>To review a day's menu and provide feedback on how it can be improved</p> <p>To explain the function of nutrients and fibre</p> <p>To explain the reasons it is important to keep hydrated .</p> <p>To explain that different types and portions of foods and drinks provide different amounts of energy.</p> <p>To identify and interpret information on food labels.</p>	<p><u>Relationship</u></p> <p>Class charters and goal setting</p> <p>To set a goal</p> <p><u>Relationships/ Black History Season</u></p> <p>To understand that not all people look the same and that all people have the right to be treated equally.</p> <p>To challenge racism</p> <p><u>Health Education/ World Health Week</u></p> <p>To recap how to keep ourselves healthy</p> <p>To explain some of the health benefits of being active.</p> <p><u>Drugs Education</u></p> <p>To learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</p> <p>To learn about assessing the level of risk in different situations involving drug use</p> <p>To learn about ways to manage risk in situations involving drug use</p>



		<i>Year 1</i> (Autumn 2)	<i>Year 2</i> (Autumn 2)	<i>Year 3</i> (Autumn 2)	<i>Year 4</i> (Autumn 2)	<i>Year 5</i> (Autumn 2)	<i>Year 6</i> (Autumn 2)
		<u>Parliament Week</u> To understand why voting is important <u>Anti -Bullying Week</u> To be able to identify different behaviours which might be bullying <u>Mental Wellbeing</u> To identify a range of emotions To understand and recognise positive and difficult emotions. To increase understanding and recognition of a variety of feelings and have some strategies to help others feel more positively	<u>Parliament Week</u> To understand how the UK parliament is formed. <u>Anti -Bullying Week</u> To identify what bullying is and how it makes people feel. To understand conflict To explain what to do when conflict escalates. To explain how to resolve conflict	<u>Parliament Week</u> To explain why democracy is important <u>Anti -Bullying Week</u> To develop an awareness and definition of bullying and unkindness. To explore ways of resolving conflict. To understand what to do if a conflict escalates	<u>Parliament Week</u> To explain the importance of asking questions. <u>Anti -Bullying Week</u> To develop an awareness of the role of victims, bullies and bystanders. Understand that infection can be spread through unclean hands and that handwashing can prevent the spread of infection Learn that infection can spread through sneezing and coughing Understand that covering the mouth when sneezing can prevent the spread of infection	<u>Parliament Week</u> To explore the concept of fairness and how people decide what is fair and unfair. <u>Mental Wellbeing</u> Learn how to talk about mental health and wellbeing Know who can help us and how to ask for help Know the difference between a big and a small feeling Learn how to be a good listener <u>Anti-Bullying Week</u> To explore how and why people are excluded <u>Basic First-Aid</u> Understand what first aid is Learn first aid skills Feel able to help someone who needs first aid How to help someone with a burn/head injury/bleeding a lot Make an emergency call	<u>Parliament Week</u> To understand how a parliamentary debate takes place in the House of Commons <u>Mental Wellbeing</u> To learn how to talk about mental health and wellbeing To know who can help us and how to ask for help To know the difference between a big and a small feeling To learn how to be a good listener . To explore ways in which human beings are similar and different <u>Anti-Bullying Week/Online Safety</u> To understand what trust means when online To know what to do if they have any concerns about something they experience online <u>Respectful Relationships</u> To understand the concept of appearance ideals
<p style="text-align: center;"><u>Spring</u></p> <p><i>Assemblies- Holocaust Memorial Day, Martin Luther King Day, Chinese/Lunar New Year, Children's Mental Health Week, Safer Internet Day, International Mother Language Day, International Women's Day, World Water Day,</i></p>							
<i>N</i>	<i>R</i>	<i>Year 1</i> (Spring 1)	<i>Year 2</i> (Spring 1)	<i>Year 3</i> (Spring 1)	<i>Year 4</i> (Spring 1)	<i>Year 5</i> (Spring 1)	<i>Year 6</i> (Spring 1)
	<u>Living in the Wider World</u>	<u>Relationship Education</u> To sort wants and needs To explore boy and girl needs and wants	<u>Relationship Education</u> To explore needs and wants <u>Living in the Wider World</u>	<u>Living in the Wider World</u> To understand the link between being paid to do a	<u>Living in the Wider World</u> To understand what we spend money on	<u>Living in the Wider World</u> To understand deductions from payslips	<u>Living in the Wider World</u> To know there are a range of salaries for different jobs.



<u>Living in the Wider World</u> To learn how to keep myself safe To learn how to keep myself safe To celebrate being similar and different. To understand and explain the importance of an active lifestyle To identify and understand basic feelings beginning to understand how others feel	To learn how to keep myself safe To understand feeling proud To understand differences To understand how to stay safe online To identify and understand basic feelings	To celebrate being me Difference and similarities <u>Online Safety</u> To teach children about personal information To understand personal Information <u>Being Safe</u> identify places And people who make me feel safe To explain what a safe and inviting classroom looks like. To identify how to keep safe at home	To understand life in different countries To explore how life is different around the world <u>Online Safety</u> To understand what personal information is and who to trust online <u>Mental Wellbeing</u> To recognise and describe different feelings in themselves and others	job and having money to spend To make consumer choices and explain their decisions <u>Online Safety</u> To understand how to stay safe online <u>Being Safe</u> To explain how to keep safe when walking on roads.	To understand ways to save and the benefits of saving <i>Learn about kindness and helping others</i> <i>Learn about and practise coping skills</i> <i>Learn how to care for yourself and others</i> <i>Learn about kindness and helping others</i> <i>Learn how to care for yourself and others</i> <u>Basic First Aid</u> <i>Learn how to help someone having an asthma attack</i> <i>Learn about kindness and helping others</i> <i>Learn about coping skills</i> <i>Learn how to care for yourself and others</i> <i>Feel able to help someone who needs first aid (a broken arm)</i> To explain how to keep safe around water	To understanding budgeting To understand reasons for migration. To explore migration. <u>Health Education</u> <i>To gain an understanding of immunity and vaccines and the importance of vaccination programmes in general.</i> <i>To understand that most common infections get better on their own through time, bed rest, liquid intake and healthy living.</i> <i>To understand that if antibiotics are taken, it is important to finish the course</i>	To understand ‘value for money’. To understand stereotypes associated with homelessness To understand hidden homelessness <u>Health Education</u> <i>To learn about mental health; what it means and how we can take care of it</i> <i>To learn about how feelings and emotions are affected and can be managed at changing, challenging or difficult times</i>
		<i>Year 1</i> <i>(Spring 2)</i>	<i>Year 2</i> <i>(Spring 2)</i>	<i>Year 3</i> <i>(Spring 2)</i>	<i>Year 4</i> <i>(Spring 2)</i>	<i>Year 5</i> <i>(Spring 2)</i>	<i>Year 6</i> <i>(Spring 2)</i>
		<u>Mental Health</u> <i>To learn about the importance of sleep as part of a healthy lifestyle and the impact device use can have on sleep</i> <u>Drug Education</u> To recognise that different things that go into bodies can make people feel good or not so good To be able to identify whether a substance	<u>Mental Health</u> <i>Learn that feelings change and that not everyone experiences the same feeling in the same situation</i> <i>Learn about ‘big’ feelings and how to manage them</i> <u>Basic First Aid</u> <i>To be able to identify and make safe risks and hazards in and around the home.</i>	<u>Keeping Safe</u> To explain how to keep safe when walking on roads <u>Drug Education</u> To learn the definition of a drug and that drugs (including medicines) can be harmful to people Learn about the effects and risks of smoking tobacco and secondhand smoke <u>Basic First Aid</u> <i>Know what to do and how to call for help if you are</i>	<u>Keeping Safe</u> To explain how to keep safe around water <u>Online Safety</u> To understand that not everything online is trustworthy To make decisions on what they trust online using agreed criteria To understand how images are manipulated online. <u>Lifting Limits</u>	<u>Online Safety</u> To understand content which may be appropriate or inappropriate to share online To identify appropriate people to turn to for help <u>Keeping Safe</u> To understand how to keep safe when cycling. <u>Lifting Limits</u> To understand gender stereotypes.	<u>Online Safety</u> Identify different tactics someone might use to manipulate another person online Explain what to do if someone tries to pressure or manipulate them To begin to identify risks and risky behaviour <u>Lifting Limits</u> To challenge gender stereotypes



		<p>might be harmful to take in</p> <p>To know how to ask for help if they are unsure whether something should go into the body</p> <p>To know that substances can be absorbed through the skin</p> <p>To be able to recognise that different things that people put on to bodies can make them feel good or not so good</p> <p>To be able to state some basic safety rules for things that go on to the body</p> <p><u>Basic First Aid</u> To know how to make an emergency call</p>	<p><i>To learn how to help someone without risk to themselves.</i></p> <p><i>To be able to identify risks and hazards at school and know how to keep themselves safe.</i></p> <p><u>Lifting Limits</u> To explore gender stereotypes in careers</p>	<p><i>faced with an emergency situation</i></p> <p><i>To know that bacteria, viruses and fungi are three different types of microbe</i></p> <p><i>To understand that microbes are found everywhere</i></p>	To understand how stereotypes can label people		
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Summer

Assemblies: Refugee Week, World Environment Day, healthy Eating Week, Windrush Day, Bastille Day

<i>N</i>	<i>R</i>	<i>Year 1</i> (Summer 1)	<i>Year 2</i> (Summer 1)	<i>Year 3</i> (Summer 1)	<i>Year 4</i> (Summer 1)	<i>Year 5</i> (Summer 1)	<i>Year 6</i> (Summer 1)
<p><u>Relationships</u></p> <p>To understand the feeling of loss</p> <p>To talk about our friends and family</p> <p>To consider the routines and patterns of a typical day</p> <p>To explain how to keep</p>	<p><u>Relationships</u></p> <p>To explain what a healthy lifestyle is</p> <p>To consider the routines and patterns of a typical day</p> <p>To explain how to keep myself clean and healthy and explain</p>	<p><u>Relationship Education</u></p> <p>To identify the qualities of a good friend</p> <p>To explain the importance of Compliments</p> <p>To recognise positive qualities in themselves.</p> <p>To recognise achievements To identify the qualities of a good friend.</p> <p>To identify what to say to a new friend.</p>	<p><u>Relationship Education</u></p> <p>To identify the qualities of a good friend</p> <p><u>Relationships Education/Staying Safe</u></p> <p>To understand and learn the PANTS rules</p> <p>To understand that they have the right to say “no” to unwanted touch</p> <p><u>Lifting Limits</u></p> <p>To introduce the concept of male and female and gender stereotypes</p>	<p><u>Relationship Education</u></p> <p>To identify the qualities of a good friend</p> <p>To know about stereotyping of males and females</p> <p>To understand the link between gender stereotyping and discrimination</p> <p><u>Science/Growing and Changing</u></p> <p>To know the biological differences between males and females</p> <p><u>Respectful Relationships</u></p>	<p><u>Relationship Education</u></p> <p>To identify the qualities of a good friend</p> <p><u>Science</u></p> <p>To understand the main stages of the human lifecycle</p> <p><u>Health Education/Changing adolescent body Growing and Changing</u></p> <p>To understand the changes that humans go through at the different stages</p> <p>To know some of the basic facts about puberty</p>	<p><u>Relationship Education</u></p> <p>To identify the qualities of a good friend</p> <p><u>Science</u></p> <p>To think and talk about how they have grown and changed since they were babies</p> <p><u>Health Education/Changing adolescent body/ Growing and Changing</u></p> <p>To know about the physical changes that happen at puberty</p> <p>To understand what menstruation and wet dreams are</p>	<p><u>Relationship Education</u></p> <p>To identify the qualities of a good friend</p> <p>To know what constitutes a positive healthy relationship</p> <p>To know that relationships change over time</p> <p><u>Health Education</u></p> <p>To remind pupils about the physical, emotional and social changes that take place during puberty</p> <p>To dispel any myths about puberty</p> <p>To explore some of the concerns people might have during puberty</p>



<p>myself clean and healthy and explain why it is important</p> <p>To identify the people in my family and explain where I can get help</p> <p>To identify basic ways to use medicine correctly</p> <p>To identify how to manage feelings</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>why it is important</p> <p>To identify the people in my family and explain where I can get help</p> <p>To explore gender stereotypes</p> <p>To explain how to use medicine safely</p> <p>To prepare for change</p>		<p>To identify differences between males and females</p> <p><u>Science/Growing and Changing</u> To explore some of the differences between males and females</p> <p>Understand that a male and female are needed to make a new life</p> <p>To know the correct names for body parts, including reproductive/sex parts</p>	<p>To explore family differences and challenge stereotyping</p> <p>To understand that people sometimes have stereotypes about families</p> <p><u>Keeping Safe</u> To know you can say no to bad touch</p> <p><u>Mental Wellbeing</u> To identify positive thoughts</p>	<p>To know each person experiences puberty differently</p> <p>To understand the importance of personal hygiene at puberty</p> <p>To know about different items that help keep us clean</p> <p><u>Relationships Education</u> To recognise positive things about themselves</p> <p><u>Lifting Limits</u> To challenge gender stereotyping</p> <p>To understand aspects of discrimination</p>	<p>To know how to manage menstruation and wet dreams</p> <p>To know the importance of hygiene during puberty</p> <p><i>To know how and why emotions and relationships change during puberty</i></p> <p><i>To know where to get help and support to manage changes during puberty</i></p>	<p><u>Sex Education- Non Statutory</u> <i>To know the difference between an adult intimate/loving relationship and other types of relationships</i></p> <p><i>To know how a baby is made (sexual intercourse)</i></p> <p><i>To know what pregnancy is know how a baby is made and grows (conception and pregnancy)</i></p> <p><u>Relationships Education</u> To understand the difference between a healthy and unhealthy relationship</p>
		<i>Year 1 (Summer 2)</i>	<i>Year 2 (Summer 2)</i>	<i>Year 3 (Summer 2)</i>	<i>Year 4 (Summer 2)</i>	<i>Year 5 (Summer 2)</i>	<i>Year 6 (Summer 2)</i>
		<p><u>Being Safe</u> To understand 'bad' secrets</p> <p><u>Science/Growth and Development</u> To know they are growing and changing and that everyone grows and changes this includes babies becoming children and then becoming adults</p> <p><u>Lifting Limits</u> To understand that there are lots of different toys and that can be enjoyed by everyone, whether they are a boy or girl</p> <p>To know there are different types of family and that all families have a special role in children's lives</p> <p>To recap what a good friend is.</p>	<p><u>Growing and Changing</u> To know about growing young to old</p> <p>To know that all living things, including humans start life as babies</p> <p>To identify ways they are growing and changing</p> <p><u>Relationships/Families and people who care for me</u> To know that everyone needs to be cared for</p> <p>To know how they can care for others</p> <p>To know about different types of families</p> <p>To know their home life is special</p> <p><u>Respectful Relationships</u> To understand pride</p> <p>To recognise how it feels to be proud of someone else.</p>	<p>To explore the concept of self-talk.</p> <p><u>Relationships</u> To explore healthy relationships.</p> <p>To recap what a good friend is</p>	<p><u>Relationships</u> To understand rights and responsibilities in a friendship</p> <p><u>Online Safety</u> To identify and resist pressurising and manipulative behaviour</p> <p>To understand how a child's online actions can affect others.</p>	<p><u>Relationships</u> To know how to deal with feelings in relationships</p> <p><u>Mental Wellbeing</u> To develop a sense of belonging.</p> <p>To recap the qualities of a good friend</p>	<p><u>Relationships</u> To understand how to communicate in a relationship and know when it is appropriate to share personal information</p> <p><u>Online Safety</u> To know some of the risks of meeting people online</p> <p><u>Mental Wellbeing</u> Be able to identify the differences between primary and secondary school</p> <p>To describe how it might feel to move to secondary school</p> <p>To explain different ways of managing change.</p> <p>To understand how to develop positive self-talk</p> <p>To learn how to manage screen time and maintain a healthy balance</p> <p>To learn the importance of good sleep</p>



BPS PSHE Progression Document



			To explain why you are proud of someone else				
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