

## Subject : Personal Social Health Economic Education

		Each child learns to:
<b>CLASS 1</b>  <b>Class 1</b> Autumn term Spring term Summer term		<b>CORE THEME 1 HEALTH AND WELLBEING</b>
		<b>Learning opportunities in Health and Wellbeing</b>
	1	About foods that support good health and the risks of eating too much sugar
	2	Simple hygiene routines that can stop germs from spreading
	3	About dental care and visiting the dentist, how to brush teeth correctly; food and drink that support dental health
	4	How to keep safe in the sun and protect skin from sun damage
	5	About different feelings that humans can experience
	6	How to recognise and name different feelings
	7	How to recognise what others might be feeling
	8	To recognise that not everyone feels the same at the same time, or feels the same about the same things
	9	About ways of sharing feelings; a range of words to describe feelings
	10	About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
	11	How to manage when finding things difficult
	12	To name the main parts of the body including external genitals (eg. vulva, vagina, penis, testicles)
	13	About preparing to move to a new class / year group and/or inclusion of a new year group within their class
	14	Ways to keep safe in familiar and unfamiliar environments (eg. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
	15	About the people whose job it is to help keep us safe
	16	About what to do if there is an accident and someone is hurt
	17	How to get help in an emergency (how to dial 999 and what to say)
		<b>CORE THEME 2 : RELATIONSHIPS</b>
		<b>Learning opportunities in Relationship</b>
	18	About the roles different people (eg. acquaintances, friends and relatives) play in our lives
	19	To identify the people who love and care for them and what they do to help them feel cared for
	20	About different types of families, including those that may be different to their own
	21	To identify common features of family life
22	That it is important to tell someone (such as their teacher) if something about that family makes them unhappy or worried	
23	About how people make friends and what makes a good friendship	
24	About how to recognise when they or someone else feels lonely and what to do	
25	Simple strategies to resolve arguments between friends positively	

26	How to ask for help if a friendship is making them feel unhappy
27	About how people may feel if they experience hurtful behaviour of bullying
28	To recognise that some things are private and the importance of respecting privacy, that parts of their body covered by underwear are private
29	About how to respond if physical contact makes them feel uncomfortable or unsafe
30	About knowing there are situations when they should ask for permission and also when their permission should be sought
31	About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
32	What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they
33	About what is kind and unkind behaviour, and how this can affect others
34	About how to treat themselves and others with respect; how to be polite and courteous
35	To recognise the ways in which they are the same and different to others
36	How to listen to other people and play and work cooperatively
37	How to talk about and share their opinions on things that matter to them
	<b>CORE THEME 3 : LIVING IN THE WIDER WORLD</b>
	<b>KS1 Learning opportunities in Living in the Wider World</b>
38	About things they can do to help look after their environment
39	To recognise the ways they are the same as, and different to, other people

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		<b>Each child learns to:</b>	
<b>CLASS 2</b>	<b>CORE THEME 1 : HEALTH AND WELLBEING</b>	<b>Learning opportunities in Health and Wellbeing</b>	
<b>Class 2</b> Autumn term Spring term Summer term	1	About what keeping healthy means; different ways to keep healthy	
	2	About how physical activity helps us to stay healthy; and ways to be physically active every day	
	3	About why sleep is important and different ways to rest and relax	
	4	That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	
	5	About different ways to learn and play recognising the importance of knowing when to take a break from time online or TV	
	6	About the people who help us to stay physically healthy	
	7	How feelings can affect people's bodies and how they behave	
	8	About things that help people feel good (eg. playing outside, doing things they enjoy, spending time with family, getting enough sleep)	
	9	Different things they can do to manage big feelings to help calm themselves down and/or change their mood when they don't feel good	
	10	To recognise when they need help with feelings, that it is important to ask for help with feelings, and how to ask for it	
	11	To recognise what makes them special	
	12	To recognise the ways in which we are all unique	
	13	To identify what they are good at what they like and dislike	
	14	About growing and changing from young to old and how people's needs change	
	15	About rules and age restrictions that keep us safe	
	16	To recognise risk in simple everyday situations and what action to take to minimise harm	
	17	About how to keep safe at home (including around electrical appliances) and fire safety (eg. not playing with matches and lighters)	
	18	That household products (including medicines) can be harmful if not used correctly	
	19	Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across	
	20	About things that people can put into their body or on their skin; how these can affect how people feel	
		<b>CORE THEME 2 : RELATIONSHIPS</b>	<b>Learning opportunities in Relationships</b>
	21	That bodies and feelings can be hurt by words and actions; that people can say hurtful things online	
	22	That hurtful behaviour (offline and online) including teasing, name calling, bullying; the importance of telling a trusted adult	
	23	That sometimes people may behave differently online, including by pretending to be someone they are not	
	24	How to respond safely to adults they don't know	
25	Basic techniques for resisting pressure to do something they don't want to do and which may make them feel unsafe		
	<b>CORE THEME 3 : LIVING IN THE WIDER WORLD</b>	<b>Learning opportunities in the Wider World</b>	

26	About what rules are, why they are needed and why different rules are needed for different situations
27	How people and other living things have different needs; about the responsibilities of caring for them
28	About the different groups they belong to
29	About the different roles and responsibilities people have in their community
30	About how the internet and digital devices can be used safely to find things out and to communicate with others
31	About the role of the internet in everyday life
32	That not all information seen online is true
33	What money is; forms that money comes in; that money comes from different sources
34	That people make different choices about how to save and spend money
35	About the differences between needs and wants; that sometimes people may not always be able to have the things they want
36	That money needs to be looked after; different ways of doing this
37	That everyone has different strengths
38	That jobs help people to earn money to pay for things
39	Different jobs that people they know or people who work in the community do
40	About some of the strengths and interests someone might need to do different jobs

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		<b>Each child learns to:</b>	
<b>CLASS 3</b>	<b>CORE THEME 1 : HEALTH AND WELLBEING</b>	<b>Learning opportunities in Health and Wellbeing</b>	
<b>Class 3</b> Autumn term Spring term Summer term	1	How to make informed decisions about health	
	2	About the elements of a balanced healthy lifestyle	
	3	About choices that support a healthy lifestyle, and recognise what might influence these	
	4	How to recognise that habits can have both positive and negative effects on a healthy lifestyle	
	5	About what good physical health means, how to recognise early signs of physical illness	
	6	How to maintain good and oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (eg. sugar consumption / acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)	
	7	About the benefits of sun exposure and risks of overexposure how to keep safe from sun damage and sun / heat stroke and reduce the risk of skin cancer	
	8	About the benefits of the internet; the importance of balancing time online with other activities, strategies for managing time online	
	9	To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	
	10	About how to manage setbacks / perceived failures, including how to re-frame unhelpful thinking	
	11	About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe	
	12	How to respond and react in an emergency situation; how to identify situations that may require the emergency services, know how to contact them and what to say	
		<b>CORE THEME 2 : RELATIONSHIPS</b>	<b>Learning opportunities in Relationships</b>
	13	To recognise that there are different types of relationships (eg. friendships, family relationships, romantic relationships, online relationships)	
	14	About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong	
	15	That people who love and care for each other can be in a committed relationship (eg. marriage), living together, but may also live apart	
	16	That a feature of positive family life is caring relationships; about the different ways in which people care for one another	
	17	To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that	
	18	To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty	
	19	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice	
	20	About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing	
21	What constitutes a positive healthy friendship (eg. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems)		

22	To recognise what it means to "know someone online" and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
23	The importance of seeking support if feeling lonely or excluded
24	That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
25	About seeking and giving permission (consent) in different situations
26	About keeping something confidential or secret, when this should (eg. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
27	How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
28	To recognise the importance of self-respect and how this can affect their thought and feelings about themselves; that everyone, including them, should expect to be treated
	<b>CORE THEME 3 : LIVING IN THE WIDER WORLD</b> <b>Learning opportunities in Living in the Wider World</b>
29	The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for
30	Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (eg. reducing, reusing,
31	About the different groups that make up their community; what living in a community means
32	To value the different contributions that people and groups make to the community
33	About diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities
34	About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
35	To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

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		Each child learns to:
<b>CLASS 4</b>	<b>CORE THEME 1 : HEALTH AND WELLBEING</b>	<b>Learning opportunities in Health and Wellbeing</b>
<b>Class 4</b> Autumn term Spring term Summer term	1	About what constitutes a healthy diet; how to plan healthy meals; benefits of health and well-being of eating nutritionally rich foods; risks associated with not eating a health diet including obesity and tooth decay
	2	How regular (daily / weekly) exercise benefits mental and physical health (eg. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
	3	About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
	4	That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection, the wider important of personal hygiene and how to maintain it
	5	How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations ; how allergies can be managed
	6	That mental health, just like physical health, is part of daily life; the importance of taking care of mental health
	7	About strategies and behaviours that support mental health - including how good quality sleep, physical exercise / time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and well-being
	8	To recognise that feelings can change over time and range in intensity
	9	About everyday things that affect feelings and the importance of expressing feelings
	10	A varied vocabulary to use when talking about feelings; about how to express feelings in different ways
	11	Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
	12	To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support and that it is important to discuss feelings with a trusted adult
	13	About changes and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
	14	About personal identity, what contributes to who we are (eg. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
	15	That for some people gender identity does not correspond with their biological sex
	16	To recognise their individually and personal qualities
	17	Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and well-being with reference to social
	18	How to predict, assess and manage risk in different situations
	19	About the importance of taking medicines correctly and using household products safely (eg. following instructions carefully)

20	Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
21	About the importance of keeping personal information private; strategies for keeping safe online, including how to managed requested for personal information or images of
22	About what is meant by first aid; basic techniques for dealing with common injuries
	<b>CORE THEME 2 : RELATIONSHIPS</b> <b>Learning opportunities in Relationships</b>
23	That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
24	That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
25	Strategies for recognising and managing peer influences and a desire for peer approval in friendships; to recognise the effect of online actions on others
26	How friendships can change over time, about making new friends and the benefits of having different types of friends
27	That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
28	To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
29	About discrimination; what it means and how to challenge it
30	About privacy and personal boundaries, what is appropriate in friendships and wider relationships (including online)
31	About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
32	How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do now know
33	Recognise different types of physical contact, what is acceptable and unacceptable, strategies to respond to unwanted physical contact
34	Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
	<b>CORE THEME 3 : LIVING IN THE WIDER WORLD</b> <b>Learning opportunities in Living in the Wider World</b>
	That personal behaviour can affect other people; to recognise and model respectful behaviour online
35	About prejudice; how to recognise behaviours / actions which discriminate against others; ways of responding to it if witnessed or experienced
36	About respecting the differences and similarities between people and recognising what they have in common with others eg. physically, in personality or background
37	How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
38	Recognise ways in which the internet and social media can be used both positively and negatively
39	How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
40	About some of the different ways information and data is shared and used online, including for commercial purposes
41	About how information on the internet is ranked, selected and targeted at specific individuals and groups, that connected devices can share information
42	About the different ways to pay for things and the choices people have about this
43	money"
44	That people's spending decisions can affect others and the environment (eg. fair trade, buying single use plastics, or giving to charity)
45	To recognise that people make spending decisions based on priorities, needs and wants
46	Different ways to keep track of money





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		Each child learns to:
<b>CLASS 5</b>  <b>Class 5</b> Autumn term Spring term Summer term		<b>CORE THEME 1 : HEALTH AND WELLBEING</b>
		<b>Learning opportunities in Health and Wellbeing</b>
	1	How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
	2	To recognise warning signs about mental health and well-being and how to seek support for themselves and others
	3	Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
	4	To identify the external genitals and internal reproductive organs to males and females and how the process of puberty relates to human reproduction
	5	About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual well-being, erections and wet dreams)
	6	About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
	7	About the processes of reproduction and births part of the human life cycle
	8	About where to get more information, help and advice about growing and changing, especially about puberty
	9	About the new opportunities and responsibilities that increasing independence may bring
	10	Strategies to manage transitions between classes and key stages
	11	That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk
	12	About the risks and effects of legal drugs common to everyday life (eg. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break
	13	To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others
	14	About why people choose to use or not use drugs (including nicotine, alcohol and medicines)
	15	About the mixed messages in the media about drugs, including alcohol and smoking / vaping
	16	About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns
		<b>CORE THEME 3 : LIVING IN THE WIDER WORLD</b>
		<b>Learning opportunities in Living in the Wider World</b>
		To recognise reasons for rules and laws, consequences of not adhering to rules and laws
17		To recognise there are human rights, that are there to protect everyone
18		About the relationship between rights and responsibilities

19	Recognise things appropriate to share and things that should not be shared on social media, rules surrounding distribution of images
20	About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identity mis-information
21	About the risks involved in gambling; different ways money can be won or lost through gambling related activities and the impact on health, well-being and future aspirations
22	Identify the ways that money can impact on people's feelings and emotions
23	To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
24	That there is a broad range of different jobs / careers that people can have; that people often have more than one career / type of job during their life
25	About stereotypes in the workplace and that a person's career aspirations should not be limited by them
26	About what might influence people's decision about a job or career (eg. personal interests, family connections to certain trades or businesses, strengths and qualities; ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
27	That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is
28	About some of the skills that will help them in their future careers et. Teamwork, communicational and negotiation
29	To identify the kind og job that they might like to do when they are older
30	To recognise a variety or routes into careers (eg. college, apprenticeship, university)