

Personal, Social, Health and Citizenship Education (PSHCE) 2023-2024

| Nursery | | | | | | |
|---|--|---|---|--|--|--|
| Educational programmes: Revised EYFS framework 2021 | | | | | | |
| Personal, Social and Emotional Development | | | | | | |
| Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. | | | | | | |
| | Mental and emotional health | Positive relationships | Keeping Safe | Living in the wider world | Healthy lifestyles | Relationships and health education |
| PSHCE activities | Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. | Help to find solutions to conflicts and rivalries. Increasingly follow rules, understanding why they are important. Begin to make sense of their own life-story and family's history. | <i>How do I keep myself safe online? Smartie the Penguin</i> Select and use activities and resources, with help when needed. Become more outgoing with unfamiliar people, in the safe context of their setting. | Develop their sense of responsibility and membership of a community. | Make healthy choices about food and drink. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing. | PANTS rule What is personal space? Become more outgoing with unfamiliar people, in the safe context of their setting. |
| | Autumn | | Spring | | Summer | |
| Key learning experiences | Create a rights-respecting school class charter. Discuss self-regulation own feelings through activities and conversations. Engage in PSE circles with a focus on naming feelings. Look at faces in a mirror and discuss feelings. Sing songs about emotions eg I have a happy face... If you're happy and you know it... Engage with visits from a baby. | | Review the class charter. Choose a friend to learn with. Sort images of faces by their emotions. Engage in PSE circles with a focus on the school's vision. | | Review the class charter. Have the opportunity to develop responsibility by being a monitor. Engage in PSE circles with a focus on the school's values. | |
| Key learning objectives | Increasingly follow rules. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Select and use activities and resources, with help when needed. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. | | Increasingly follow rules, understanding why they are important. Play with one or more other children, extending and elaborating play ideas. Develop appropriate ways of being assertive. Begin to understand how others might be feeling. | | Do not always need an adult to remind them of an expectation or rule. Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries. Develop their sense of responsibility and membership of a community. | |

| | Autumn | Spring | Summer |
|------------|---|---|--|
| Vocabulary | Rules, right, wrong, choice, chance, consequence, happy, sad, worried, angry Play, learn, like, area, go, choose Share, take turns, fair | Rules, right wrong, choice, chance, consequence Happy, sad, scared, cross, angry, hurt, upset, shocked, surprised, sorry, feelings, tired, sleepy | Ideas, thoughts, opinions, interests, talents, good Sit, listen, wait, look, think, kind, gentle, share, take turns, friends, group, class |



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| Reception | | | | | | |
|---|---|---|--|--|---|---|
| Educational programmes: Revised EYFS framework 2021 | | | | | | |
| Personal, Social and Emotional Development | | | | | | |
| Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. | | | | | | |
| | Mental and emotional health | Positive relationships | Keeping Safe | Living in the wider world | Healthy lifestyles | Relationships and health education |
| PSHCE activities | Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Identify and moderate their own feelings socially and emotionally. Express their feelings and consider the feelings of others. | Name and describe people who are familiar to them. Talk about members of their immediate family and community. Build constructive and respectful relationships. | Manage their own needs. <i>How do I keep myself safe online? Smartie the Penguin</i> | See themselves as a valuable individual. Think about the perspectives of others. Recognise that people have different beliefs and celebrate special times in different ways. | Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian. | PANTS rule What is personal space? Show resilience and perseverance in the face of challenge. |
| | Autumn | | Spring | | Summer | |
| Key learning experiences | Create a rights-respecting school class charter. Support children to recognise and self-regulate own feelings. Engage nursery rhymes progressing in challenge. Discuss self-regulation through activities and conversations. Engage in circle times with a focus on naming and describing different emotions. Engage in circle times with a focus on the school's vision. | | Review the class charter. Discuss talents and abilities. Name and describe different emotions. Identify a range of emotions in other people. Share social stories and decide how to manage those situations. | | Review the class charter. Develop responsibility by being a monitor or having a 'job.' Discuss self-regulation strategies. Set and monitor personal goals. Discuss the expectation or rules that will be in Y1. Sort and discuss healthy and unhealthy foods. | |

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| | Autumn | Spring | Summer |
|-------------------------|---|---|---|
| Key learning objectives | <p>Express their feelings and consider the feelings of others.</p> <p>Manage their own needs.</p> <p>Build constructive and respectful relationships.</p> | <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>See themselves as a valuable individual.</p> <p>Think about the perspectives of others.</p> | <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p> |
| Vocabulary | <p>Ideas, thoughts, opinions, interests, joyful, excited, lonely, hungry, thirsty, shocked, surprised, anxious, worried, happy, helpful, hardworking, harmonious, healthy</p> | <p>Good at, talent, ability, upset, sad, happy, angry, cross, tired, sleepy, scared, frightened, exhausted, surprised, embarrassed, shocked, rules, rights, learn, play, safe, speak, listen, hear, ear, speak, take turns, conversation, talk, know, tell, explain</p> | <p>Interest, like, prefer, feelings, emotions, happy, sad, joyful, upset, scared, frightened, shocked, fear, fearful, kind, surprised, embarrassed, tired, sleepy, exhausted, rules, rights, play, learn, listen, speak, talk, join in, participate, take turns, share, patient, wait</p> |

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| Year 1 | | | | | | |
|--|--|--|---|---|--|--|
| Citizenship (taken from the non-statutory DfE guidance): <ul style="list-style-type: none"> • Develop confidence and responsibility, and make the most of their abilities • Prepare to play an active role as citizens • Develop a healthy, safer lifestyle • Develop good relationships and respect the differences between people | | | | | | |
| 8 concepts of global citizenship | | | | | | |
| Global citizenship | | Conflict resolution | | Social justice | | Diversity |
| Gaining the knowledge, skills and understanding of concepts and institutions necessary to become informed, active, responsible citizens | | Understanding the nature of conflicts, their impact on development and why there is a need for their resolution and the promotion of harmony | | Understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people | | Understanding and respecting differences and relating these to our common humanity |
| Human rights | | Interdependence | | Sustainable development | | Values and perceptions |
| Knowing about human rights including the UN Convention on the Rights of the Child | | Understanding how people, places, economies and environments are all inextricably interrelated | | Understanding the need to maintain and improve the quality of life now without damaging the planet for future generations | | Developing a critical evaluation of representations of global issues and an appreciation of the effect these have on people's attitudes and values |
| | Mental and emotional health | Positive relationships | Keeping Safe | Living in the wider world | Healthy lifestyles | Relationships and health education |
| PSHCE activities | 1) What makes me happy? What are feelings? 2) What is the difference between good secrets and bad secrets? 3) How does my behaviour affect others? • What makes me happy? What are feelings? • How do different situations make me feel? • What makes me happy and healthy? (mental and physical wellbeing) | • What makes a friend? • Why is it important to tell the truth? • What ways can we show kindness to others? • What is bullying (including cyberbullying) • Who can help me if I am being bullied? • What are the dos and don'ts of a good friendship? • How does bullying make people feel? (including cyber-bullying) | 1) What are the rules for keeping me safe at school and outside? 2) What are rules about household substances? 3) What is an emergency and what do I do? • What is a "tricky person"? • How can medicines be used safely? | 1) What are class rules? (British Values) 2) Where does our money come from? 3) What is the environment? • How does the internet help us in our everyday life? • How can I show respect to other people when I am online? • What do I do if I am worried when I am online? | 1) What foods should I eat to help me stay healthy? 2) How can I look after my teeth? 3) Why is it important to wash my hands? • Which activities keep me healthy? • Why is physical activity important? | 1) Who are the people in my life who love and care for me? 2) What are the differences and similarities between people? 3) What are the similarities between girls and boys? • What is respect? • Why is it important to respect all people, even if they are different to me? |
| P4C Big Question | Who would want to feel happy all the time? Is it ever right to make the wrong choice? | Is it okay to be angry? What characteristics of a friend are the most important? | Do we always have to stick to the rules? Is it ever right to break the rules? Who should help me work on a computer and why? | Should the rich help the poor? Is it always easy to do the right thing? | Can germs ever be good? Why is there famine? | What makes a family? What would it be like if we were all the same? |

| Year 1 | Mental and emotional health | Positive relationships | Keeping Safe | Living in the wider world | Healthy lifestyles | Relationships and health education |
|------------|--|---|---|---|---|--|
| Vocabulary | Characteristics, similarities, differences, abilities, talents, goals, code of conduct, friendship, compassionate, empathetic, respect | Compliment, friend, fall out, get on, angry, trigger, peaceful co-operation, problem solving, conflict, make up, solution, point of view, apologise | Rules, safe, danger, rules, substances, storage, containers, harmful, emergency, respond, tricky person/people, medicines | Rules, British Values, safe, fair, rule of law, democracy, individual liberty, respect, money, notes, coins, environment, land, sea, air, local | Fruit, vegetables, farm, supermarket, crop, underground, vine, pod, vitamins, minerals, fibre, portion, milk teeth, adult teeth, fluoride, dentist, plaque, cavities, germs | Love, care, relationships, friendships, families, similarities, differences, respect |



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| Year 2 | | | | | | |
|--|---|--|---|--|--|--|
| Citizenship (taken from the non-statutory DfE guidance): <ul style="list-style-type: none"> • Develop confidence and responsibility, and make the most of their abilities • Prepare to play an active role as citizens • Develop a healthy, safer lifestyle • Develop good relationships and respect the differences between people | | | | | | |
| 8 concepts of global citizenship | | | | | | |
| Global citizenship | | Conflict resolution | | Social justice | | Diversity |
| Gaining the knowledge, skills and understanding of concepts and institutions necessary to become informed, active, responsible citizens | | Understanding the nature of conflicts, their impact on development and why there is a need for their resolution and the promotion of harmony | | Understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people | | Understanding and respecting differences and relating these to our common humanity |
| Human rights | | Interdependence | | Sustainable development | | Values and perceptions |
| Knowing about human rights including the UN Convention on the Rights of the Child | | Understanding how people, places, economies and environments are all inextricably interrelated, and that choices and events have repercussions on a global scale | | Understanding the need to maintain and improve the quality of life now without damaging the planet for future generations | | Developing a critical evaluation of representations of global issues and an appreciation of the effect these have on people's attitudes and values |
| | Mental and emotional health | Positive relationships | Keeping Safe | Living in the wider world | Healthy lifestyles | Relationships and health education |
| PSHCE activities | 1) What is the difference between small feelings and big feelings? 2) How can I keep safe online? 3) What makes others happy? 4) What is the different between joking, teasing and bullying? <i>How can I recognise and talk about my feelings?</i> <i>How do I know if I my feelings are too big?</i> | <ul style="list-style-type: none"> • <i>What is a family? Why are families important? Who is in a family? Are all families the same?</i> • <i>Who can I talk to if I feel unhappy or unsafe?</i> • <i>What qualities make a good friend?</i> • <i>What should I do if I am being bullied?</i> • <i>What does it mean to be a bystander?</i> • <i>When should a secret be shared?</i> | 1) How do medicines help us when we are unwell? 2) How do I keep safe at home? 3) What is my responsibility for keeping myself and others safe? <i>How can medicines be stored safely?</i> | 1) What groups and communities am I a part of? 2) How do we make choices about spending money? 3) How can we look after the environment? <i>Who and what can help me to stay safe online?</i> <i>Is everybody always who they seem?</i> <i>How can I keep my personal information safe online?</i> <i>Why is it important to set a time limit to how long I am online?</i> | 1) How do I keep myself healthy? 2) Why is it important to keep active? 3) How can I prevent diseases spreading? <i>What do we mean by an active lifestyle?</i> <i>What is a healthy, balanced diet? (including planning a healthy meal)</i> <i>What should I do if I am worried about my health?</i> | 1) What is private? (body parts) 2) What happens when the body grows young to old? 3) What is fair, unfair, kind and unkind? (friendship) |
| P4C Big Question | Who suffers more, the bully or the victim? You're being over-sensitive! | Why is it important to see things from another person's point of view? | Should medicines be tested on animals? Should medicines be available for everyone? | What makes a community? Should there be rich and poor people? | Who is responsible for keeping children healthy, the children or the adults? | Is it better to be a child or an adult? What makes a friend? |

| Year 2 | Mental and emotional health | Positive relationships | Keeping Safe | Living in the wider world | Healthy lifestyles | Relationships and health education |
|------------|--|---|---|--|--|---|
| Vocabulary | Rules, respect, differences, bullying, conflict, resilience, resolution, self-regulation | Compliment, friend, fall out, get on, angry, trigger, peaceful, co-operation, problem solving, conflict, make up, solution point of view, apologise | Medicines, unwell, poorly, sick, invalid, safe, danger, responsibility, medicines, storage, container | Group, community, belong, beliefs, team, family, proud, supported, valued, values, pray, gift, pocket money, borrow, earn, environment, local, energy, wildlife, recycle | Achieving, balanced diet, weight gain, dental cavities, healthy, physical activity, breathe, heart, muscles, concentrate, active, germs, microscope, harmless, protect, spread | Body, private, grow, young, old, mature, change, fair, kind, unfair, unkind |

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| Year 3 | | | | | | |
|--|--|--|--|--|---|--|
| Citizenship (taken from the non-statutory DfE guidance): <ul style="list-style-type: none"> • Develop confidence and responsibility, and make the most of their abilities • Prepare to play an active role as citizens • Develop a healthy, safer lifestyle • Develop good relationships and respect the differences between people | | | | | | |
| 8 concepts of global citizenship | | | | | | |
| Global citizenship | | Conflict resolution | | Social justice | | Diversity |
| Gaining the knowledge, skills and understanding of concepts and institutions necessary to become informed, active, responsible citizens | | Understanding the nature of conflicts, their impact on development and why there is a need for their resolution and the promotion of harmony | | Understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people | | Understanding and respecting differences and relating these to our common humanity |
| Human rights | | Interdependence | | Sustainable development | | Values and perceptions |
| Knowing about human rights including the UN Convention on the Rights of the Child | | Understanding how people, places, economies and environments are all inextricably interrelated, and that choices and events have repercussions on a global scale | | Understanding the need to maintain and improve the quality of life now without damaging the planet for future generations | | Developing a critical evaluation of representations of global issues and an appreciation of the effect these have on people's attitudes and values |
| | Mental and emotional health | Positive relationships | Keeping Safe | Living in the wider world | Healthy lifestyles | Relationships and health education |
| PSHCE activities | 1) How do my feelings affect my behaviour? How can I manage my feelings? 2) What are the ways we are communicating online? 3) What am I good at? • How can I get help with my feelings? | • How can I show respect? • What is self-respect? • What are good manners? How can I show good manners? • What should I do if I am being bullied (including cyberbullying)? • What should I do if I see bullying happening (including cyberbullying)? • How does the time I spend online affect myself and others? | 1) What happens when I breathe smoke in the air? 2) How do I recognise risks in my life? 3) What do I do in an emergency? • What should I do if I am worried about a "tricky person"? • Can I recognise some of the risks when I am online? • What are "boundaries" (including online)? | 1) How do rules and law protect me? 2) What is the difference between my local British communities and global communities? 3) What are the links between work and money? • What does being part of a family mean? | 1) What is a healthy diet? What is an unhealthy diet? 2) How do I keep safe in the sun? 3) Why is personal hygiene important? • What do my daily and weekly routines look like? • How can I be more active? How will this help me? • What are the nutritional contents of my food? | 1) What is personal space? 2) What does a healthy relationship look like? 3) Why is being equal important in relationships? • How does a healthy friendship help us? • Why is trustworthiness an important characteristic of friendship? |
| | What are talents? You can be anybody you want to be online! | Is it always easy to be friendly? Are arguments ever good? Could there ever be a school where there was no conflict? | Should smoking be made illegal? | Should we have the law? Everybody should be paid the same! | Why should we be worried about the ozone layer? | People will never all be equal! |

| Year 3 | Mental and emotional health | Positive relationships | Keeping Safe | Living in the wider world | Healthy lifestyles | Relationships and health education |
|------------|---|--|--|--|---|---|
| Vocabulary | Qualities, goals, rules, words, actions, jealous, compassionate, empathetic | resolve a conflict, leader, reporter, scribe, timekeeper, co-operation, win-win solution | Smoke, smog, breathe, lungs, passive smoking, danger, risk, emergency, tricky person/people, help, support, boundaries | Rules, laws, countries, crime, fine, community service, prison, legal, illegal, global communities, nationality, religions, rights, responsibility, respect, enterprising, earn, inherit, borrow, steal, gamble, job, advert, business, entrepreneur, skills | Food groups, wholegrain, starchy carbohydrates, proteins, dairy, energetic, sweltering, lethargic, light energy, ultraviolet radiation, infrared radiation, damage, freckles, skin cancer, sunstroke, shade, hydrated, infections, disease, bacteria, virus, hygiene, fungi, microbes, toxin, poisonous, infectious | Personal space, private, healthy, relationship, respect, tolerance, acceptance, control, equal, trustworthiness, characteristic |

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| Year 4 | | | | | | |
|--|--|--|---|---|--|---|
| Citizenship (taken from the non-statutory DfE guidance): <ul style="list-style-type: none"> • Develop confidence and responsibility, and make the most of their abilities • Prepare to play an active role as citizens • Develop a healthy, safer lifestyle • Develop good relationships and respect the differences between people | | | | | | |
| 8 concepts of global citizenship | | | | | | |
| Global citizenship | | Conflict resolution | | Social justice | | Diversity |
| Gaining the knowledge, skills and understanding of concepts and institutions necessary to become informed, active, responsible citizens | | Understanding the nature of conflicts, their impact on development and why there is a need for their resolution and the promotion of harmony | | Understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people | | Understanding and respecting differences and relating these to our common humanity |
| Human rights | | Interdependence | | Sustainable development | | Values and perceptions |
| Knowing about human rights including the UN Convention on the Rights of the Child Valuing our common humanity, the meaning of universal human rights | | Understanding how people, places, economies and environments are all inextricably interrelated, and that choices and events have repercussions on a global scale | | Understanding the need to maintain and improve the quality of life now without damaging the planet for future generations | | Developing a critical evaluation of representations of global issues and an appreciation of the effect these have on people's attitudes and values |
| | Mental and emotional health | Positive relationships | Keeping Safe | Living in the wider world | Healthy lifestyles | Relationships and health education |
| PSHCE activities | 1) What is resilience? 2) What does it mean to have responsibility over my choices and actions? 3) What is discrimination? • What is isolation? • How can I get help if I feel lonely or isolated? | • How can you demonstrate mutual respect in a friendship? • Why is generosity an important characteristic of friendship? • What should I do if I am being bullied (including cyberbullying)? What should I do if I see bullying happening (including cyberbullying)? • How can I show respect to other people when I am online, including when we are anonymous? • What are the risks if I am online friends with somebody I have never met? • Should we always keep secrets? • Why are there age restrictions on some computer games, social media and online gaming? | 1) How do I manage risks in my life? 2) What is self-control? 3) What is the difference between legal and illegal drugs? Are all drugs harmful? | 1) What are the rights of the child? 2) How do we look after our money? 3) What is sustainability? | 1) How do I make sure I sleep well? 2) What is fuel for the body? 3) How do I know if I'm physically ill? • What are the physical and mental benefits of an active lifestyle? • Where can I get support if I am worried about my health? • What are calories? (including planning a meal based on suggested calorie intake) | 1) What is diversity? 2) Do boys and girls have different roles? 3) What changes happen to my body? • Why is it important to seek and give permission in a relationship? |

| Year 4 | Mental and emotional health | Positive relationships | Keeping Safe | Living in the wider world | Healthy lifestyles | Relationships and health education |
|------------------|--|--|---|--|---|--|
| P4C Big Question | Should we ever give up? Can there ever be positive discrimination? | I wonder if it is always possible to sort things out so everyone feels happy? | All drugs should be banned! | The rich countries should help the poor countries! | Everything in moderation! | Should we want everything to stay the same? |
| Vocabulary | Thoughts, behaviours, physical, emotional, response, self-regulation, coping, diversity, tolerance, respect, bullying, self-conflict | resolve a conflict, leader, reporter, scribe, timekeeper, co-operation, win-win solution, anger, "losing it" | Risks, dangers, perils, self-control, legal, illegal, drugs, medicines, substances, harmful | Human rights, convention, activism, activists, fundraiser, petition, exhibition, cash, online banking, chip and pin, contactless, cheque, afford, receipts, statements, sustainability, resources, energy footprint, greenhouse gases, climate change, consume, lifestyle, emissions | Recovery, immune system, motivation, energy, kilojoules, kilocalories, symptom, temperature, rash | Diversity, similarities, differences, tolerance, acceptance, respect, roles, stereotypes, changes, grow, mature, puberty, permission |

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| Year 5 | | | | | | |
|--|--|---|--|---|--|--|
| Citizenship (taken from the non-statutory DfE guidance): <ul style="list-style-type: none"> • Develop confidence and responsibility, and make the most of their abilities • Prepare to play an active role as citizens • Develop a healthy, safer lifestyle • Develop good relationships and respect the differences between people | | | | | | |
| 8 concepts of global citizenship | | | | | | |
| Global citizenship | | Conflict resolution | | Social justice | | Diversity |
| Gaining the knowledge, skills and understanding of concepts and institutions necessary to become informed, active, responsible citizens | | Understanding the nature of conflicts, their impact on development and why there is a need for their resolution and the promotion of harmony | | Understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people | | Understanding and respecting differences and relating these to our common humanity |
| Human rights | | Interdependence | | Sustainable development | | Values and perceptions |
| Knowing about human rights including the UN Convention on the Rights of the Child | | Understanding how people, places, economies and environments are all inextricably interrelated, and that choices and events have repercussions on a global scale | | Understanding the need to maintain and improve the quality of life now without damaging the planet for future generations | | Developing a critical evaluation of representations of global issues and an appreciation of the effect these have on people's attitudes and values |
| | Mental and emotional health | Positive relationships | Keeping Safe | Living in the wider world | Healthy lifestyles | Relationships and health education |
| PSHCE activities | 1) What is mental health? 2) How do I negotiate and compromise? 3) How do I stay safe on a mobile or tablet? 4) How can I be happy being me? (body image) • How can I look after my own mental health? (self-care) • How can I get help if I am worried about my own mental health? | • How can you demonstrate loyalty in a friendship? • What should I do if I feel worried about a relationship in my life? • What should I do if I am being bullied (including cyberbullying)? • What should I do if I see bullying happening (including cyberbullying)? • Can I recognise harmful content and contact when I am online? Do I know how to report it? • Is everything I see online a fact? • How is my data used to target me? | 1) How do I respond to dares? 2) What are 'habits'? 3) Who or what influences me? • Why is it important to speak out when a situation is making them feel uncomfortable? • How do we manage conflict successfully? | 1) How are rules and law made and changed? 2) What is Fair Trade? 3) How can I develop my enterprise skills? | 1) How can we stop the spread of infection? 2) Why is it important to know about the nutritional content of food? • What are the risks of an inactive lifestyle? • When should I seek support with my health? • What are the risks of an unhealthy diet? • What does immunisation mean? Why do people get immunised against physical illnesses? | 1) What is puberty? 2) What are the different relationships in my life? 3) What is unwanted touch? 4) (Additional lesson) Understanding FGM |

| Year 5 | Mental and emotional health | Positive relationships | Keeping Safe | Living in the wider world | Healthy lifestyles | Relationships and health education |
|------------------|---|---|--|---|---|--|
| P4C Big Question | Should mental ill-health be treated like any other illness? | What would the world be like if there were no leaders? Are adults always good at calming the situation down? | Should you always listen to other people? | Should companies pay their workers a fairer wage? | Should we ever be an anti-vaxer? | Will our friendships always be the same? |
| Vocabulary | Positive, negative, goals, self-esteem, causes, effects, empathetic, triggers | short term/long term consequences, "I messages," prejudice "reframing a situation" responsibility | Risks, dangers, perils, dares, habits, influences, positive, negative, conflict, resolve | Rules, law, restrictions, island, founder, consequences, democracy, dictatorship, vote, bill, parliament, amendments, petition, resources, fair trade, consumer, enterprising, resilient, ambitious, imaginative, confident, determined, dedicated, sustainable | Vaccine, vaccinated, vaccination, microbes, prevent, injected, infected, antibodies, immunity, immune system, nutrients, calories, vitamin A, iron, oxygen, calcium | Puberty, relationships, unwanted touch, safeguarding |

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| Year 6 | | | | | | |
|--|--|--|--|---|---|---|
| Citizenship (taken from the non-statutory DfE guidance): <ul style="list-style-type: none"> Develop confidence and responsibility, and make the most of their abilities Prepare to play an active role as citizens Develop a healthy, safer lifestyle Develop good relationships and respect the differences between people | | | | | | |
| 8 concepts of global citizenship | | | | | | |
| Global citizenship | | Conflict resolution | | Social justice | | Diversity |
| Gaining the knowledge, skills and understanding of concepts and institutions necessary to become informed, active, responsible citizens | | Understanding the nature of conflicts, their impact on development and why there is a need for their resolution and the promotion of harmony | | Understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people | | Understanding and respecting differences and relating these to our common humanity |
| Human rights | | Interdependence | | Sustainable development | | Values and perceptions |
| Knowing about human rights including the UN Convention on the Rights of the Child | | Understanding how people, places, economies and environments are all inextricably interrelated, and that choices and events have repercussions on a global scale | | Understanding the need to maintain and improve the quality of life now without damaging the planet for future generations | | Developing a critical evaluation of representations of global issues and an appreciation of the effect these have on people's attitudes and values |
| | Mental and emotional health | Positive relationships | Keeping Safe | Living in the wider world | Healthy lifestyles | Relationships and health education |
| PSHCE activities | 1) How can I challenge negative thoughts and feelings? 2) What is stereotyping? 3) How can the internet positively and negatively affect our mental health? • How can I get help if I am worried about somebody else's mental health? | • How do I ask for support with problems and difficulties in friendship groups? • What should I do if I am being bullied (including cyberbullying)? • What should I do if I see bullying happening (including cyberbullying)? • Can I recognise respect for others and for myself when I am online? | 1) How do drugs affect the mind and body? 2) How do I manage peer pressure? 3) What are basic emergency first aid skills? • Who should I contact if worried about another person's safety? (eg FGM, forced marriage, abusive relationships) | 1) Why is it important to be critical of the media online and offline? 2) How do people manage money? 3) What do I want to be? • What can I share online about other people? • What can other people share online about me? • What information and data is shared online about me? • What concerns are there around the internet (trolling, harassment, online abuse, cyberbullying)? • How do I report a concern or get help (internet safety and harms)? | 1) How is my mental and physical wellbeing connected? 2) How do I keep physically healthy? 3) Can I plan and prepare a healthy meal? • How can food and drink change my behaviour? • What could be the early signs of physical illness? How can I get help if I am worried that I am physically ill? • What are the facts and science relating to allergies, immunisation and vaccination? | 1) What changes happen in my life? 2) What happens in a loving relationship and what is forced marriage? 4) Additional lesson (menstruation) • Why is it important to seek and give permission in a relationship? • How do I recognise the signs of an unhealthy friendship? (including transition to Y7) |

| Year 6 | Mental and emotional health | Positive relationships | Keeping Safe | Living in the wider world | Healthy lifestyles | Relationships and health education |
|------------------|--|--|---|--|--|--|
| P4C Big Question | Can stereotypes ever be positive? Is the internet a good or bad thing? | "First impressions count" Do you believe this is true? | Should you always do what your friends tell you? | We should be free to decide what we want to do! | Mind over matter. What do you think? | Should we ever reject change? |
| Vocabulary | Negative thoughts, physical reactions, emotional reactions, problem-solving, conflict resolution, passive, assertive, aggressive, diversity, tolerance, respect, discrimination, prejudice, bullying, cyber-bullying | short term/long term consequences "I messages" Prejudice, "reframing a situation" responsibility | Drugs, substances, affect, effects, peer pressure, first aid, help, support, abusive, forced, coerced | Influence, media, trustworthy, organisation, source, reliable, respected, evidence, motive, credit, debt, interest, critical consumer, tax, mortgage, loan, savings account, credit account, goals, aspirations, career, strive, passions, achievement | Influences, mental and emotional health, pledge, detrimental, beneficial, stamina, suppleness, agility, sedentary, harmful substances, pollution, chronic diseases, memory, fluid, saturated fat | Changes, loving relationship, permission, unhealthy friendship abusive, forced, coerced, pressured |

Every Child a
Confident Learner

| Autumn A SEAL theme: New Beginnings | Autumn B SEAL theme: Getting On and Falling Out | Spring A SEAL theme: Going For Goals | Spring B SEAL theme: Good to be ME | Summer A SEAL theme: Relationships | Summer B SEAL theme: Changes |
|---|--|--|--|--|---|
| September | November | January | March | April | June |
| To make a positive start to the new school year | To see things from someone else's point of view. | To know my own strengths as a learner | To feel positive even when things are going wrong | To be pleased for someone else's achievements | To plan to overcome obstacles that might get in the way |
| To make someone feel welcome | To work cooperatively to help a group | To know that I am responsible for my own learning and behaviour | To do something to be proud of | To tell the truth | To make the best of an unwelcomed change |
| To be brave | ANTI-BULLYING WEEK | To be able to resist distractions | To respond in an assertive way | Article 7 (birth registration, name, nationality, care) Every child has the right to be registered at birth, to have a name and nationality and as far as possible, to know and be cared for by their parents. | To know that people respond differently to changes and challenges |
| To face new challenges positively | To know how to look and sound friendly | To recognise when I am becoming frustrated and find ways to overcome this | To help someone who is worried | | To know different ways that help me to learn to do things |
| Article 2 (non-discrimination) The Convention applies to everyone without discrimination: whatever their race, religion, or abilities, whatever they think or say, whatever type of family they come from | Article 22 (refugee children) If a child is a refugee, or seeking refugee status, governments must provide them with appropriate assistance to help them enjoy all the rights in the convention. Governments must help refugee children who are separated from their parents to be reunited with them. | Article 28 (right to education) Every child has a right to an education. Primary education must be free and different forms of Secondary education must be available to every child. Discipline in school must respect children's dignity and their rights. Richer countries must help poorer countries. | To stop and think when I am angry | | Article 29 (goals in education) Education must develop very child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment. |
| | | | Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, a clean environment and education on health and well-being so that children stay healthy. Richer countries must help poorer countries. | | |
| Friendship | Cooperation | Equality | Safety | Identity | Achievement |
| October | December | February | | May | July |
| To solve a problem | To keep calm and overcome feelings of anger | To choose from my ideas and give reasons | | To say sorry and make amends | To know that what we feel and think affects how we behave |
| To know how to calm down | To use peaceful problem solving to sort out difficulties | To be able to talk about the things that went well and what could be changed | | To help someone who is feeling sad and lonely | To change my behaviour for the better |
| To help someone to calm down | To give and receive compliments | Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up. | | To take responsibility for what I choose to do. | To be able to say how it feels to belong to a group and know it is important for everyone |
| To recognise how your behaviour affects others | | | | To know how to make a good choice. | |
| Article 12 (respect for the views of the child) Every child has the right to express their view, feelings and wishes in all matters affecting them and to have their views taken seriously. | Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and access all kinds of information, as long as it's within the law. | | | Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources and governments should encourage the media to provide information that children can understand. Governments should protect children from materials that could harm them. | Article 15 (freedom of association) Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people enjoying their rights. |
| Respect | Freedom | Tolerance | | Honesty | Trust |