



White Ash School

PSHE Curriculum



Prevent – The prevent duty requires specified authorities such as education to help prevent the risk of people becoming terrorists or supporting terrorism. This duty is supported by our PSHE curriculum.

British Values – At White Ash School we work hard to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These values are supported by our PSHE curriculum.

Relationships Education– Relationships Education is taught to all our children at White Ash. It focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Health Education – Health Education at White Ash aims to provide our children with the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Important vocabulary is highlighted in orange. Vocabulary progresses through the phases.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Self-Awareness British Values Relationships Education	Self-Care, Support and Safety Prevent	Managing Feelings	Changing and Growing Prevent Relationships Education	Healthy Lifestyles Health Education	The World I Live In Prevent British Values

Topic areas	Things we are good at Kind and unkind behaviours Playing and working together People who are special to us Getting on with others	Taking care of ourselves Keeping safe Trust Keeping safe online Public and Private	Identifying and expressing feelings Managing strong feelings	Baby to adult Changes at puberty Dealing with touch Different types of relationships	Healthy Eating Taking care of physical health Keeping well	Respecting differences between people Jobs people do Rules and laws Taking care of the environment Belonging to a community Money
Linked texts	Super duper you I love me Can I build another me? I like bees. I don't like honey. Who are you? You Can You choose A superhero like you Farmer duck Plumdog On sudden hill The same but different too A dogs tale Kind Fabulous Frankie	Find your happy The colour monster We feel happy Being me Storm in a jar When I see red When cucumber lost his cool What if, Pig? Everybody worries Troll stinks Penguinpig Old Macdonald had a phone It's my body The growing story Pantosaurus song Buster the bully	Daisy's Dragon Ruby finds a worry All about feelings Ravi's roar In my heart The worrysaurus Llama llama mad at mama Meesha makes friends My body sends a signal Breathing makes it better The boy with big feelings The day the crayons quit	Tango makes three Marvellous body The body book The couch potato Tad Pip & egg The very hungry caterpillar My family, your family The great big book of families Love makes a family My two grandads Is that your mama? Two places to call home As we grow	Heathy me: resting and sleeping The heart and the bottle Ish Ready, steady, Mo Sammy striker Look inside: what happens when you eat Oliver's fruit salad Daisy eat your peas Oliver's vegetables Ketchup on your cornflakes? Dumpling day Faruq and the wiri wiri Welcome to our table World of food It takes guts	The neighbourhood surprise So much I love Chinese new year Hats of faith The emerald forest Blue giant Old enough to save the planet Real superheroes Mr Tick the teacher I'm the bin lorry driver All about politics The election If I were prime minister
Phase 3 Encountering – effective engagement in	<u>W1 - Things we are good at</u> I can respond with curiosity to stimuli	<u>W1 - Taking care of ourselves</u> I can respond to stimuli about the	<u>W1,2,3 - Identifying and expressing feelings</u>	<u>W1 - Baby to adult</u> I can respond with curiosity to prompting about babies, what they	<u>W1 - Healthy Eating</u> I can respond to different stimuli about what it means to be 'healthy'.	<u>W1 - Respecting differences between people</u> I can respond to stimuli with

<p>the learning process</p>	<p>about the ways in which I am special.</p> <p>I can respond with curiosity to stimuli about my family.</p> <p><u>W2 - Kind and unkind behaviours</u></p> <p>I can respond with curiosity to stimuli about what anger is and what being angry feels like.</p> <p>I can respond to stimuli about what feeling upset means.</p> <p><u>W3 - Playing and working together</u></p> <p>I can respond to an adult modelling how I can show I am ready to participate in an activity.</p> <p>I can respond with curiosity to modelling of 'good listening'.</p> <p>I can respond to 'taking turns' as modelled by both adults and peers.</p>	<p>people who look after me.</p> <p><u>W2 - Keeping safe</u></p> <p>I can respond to stimuli about keeping physically safe.</p> <p>I can respond with curiosity to stimuli about the adults who are responsible for keeping me safe.</p> <p><u>W3 – Trust</u></p> <p>I can respond to stimuli about the different ways I can communicate with adults in school.</p> <p>I can respond to stimuli about ways of asking for help.</p> <p>I can respond to stimuli about what we mean by keeping a secret and what we mean by a surprise.</p> <p><u>W4 - Keeping safe online</u></p> <p>I can respond with curiosity to adult modelling of different</p>	<p>I can respond with curiosity to stimuli about different emotions.</p> <p>I can respond with curiosity to stimuli which depict facial expressions representing different emotions/feelings.</p> <p><u>W4,5 - Managing strong feelings</u></p> <p>I can respond to stimuli about some of the different ways I can communicate my feelings and needs to others.</p> <p>Talk, choose, sign, stop, yes, no.</p>	<p>look like and how they behave; about how I have changed since I was a baby.</p> <p><u>W2 - Changes at puberty</u></p> <p>I can respond with curiosity to adult prompting of the names for body parts.</p> <p><u>W3 - Dealing with touch</u></p> <p>I can respond with interest to stimuli about different kinds of daily physical contact I experience.</p> <p>I can respond to adult modelling/visual stimuli for how to show through my responses if I am unhappy or uncomfortable with the way someone is touching me.</p> <p><u>W4,5 - Different types of relationships</u></p>	<p><u>W2,3 - Taking care of physical health</u></p> <p>I can respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies.</p> <p><u>W4,5 - Keeping well</u></p> <p>I can respond to stimuli about the ways pain can affect different parts of my body and how I can communicate to someone that I am in pain.</p> <p>I can respond with curiosity to stimuli about the people who help me when I am feeling unwell.</p> <p>Ouch, hurts, sore, poorly, sick.</p>	<p>awareness and curiosity about the physical differences between people.</p> <p><u>W2 - Jobs people do</u></p> <p>I can respond to stimuli about the different jobs adults in school do.</p> <p><u>W3 - Rules and laws</u></p> <p>I can respond to stimuli or adult modelling about the things I am allowed to do in school.</p> <p><u>W4 - Taking care of the environment</u></p> <p>I can respond to stimuli which demonstrates the ways in which I am cared for by trusted adults.</p> <p>I can respond to stimuli about the different pets</p>
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	<p><u>W4 - People who are special to us</u></p> <p>I can respond with anticipation to stimuli depicting people who are special to me.</p> <p><u>W5 - Getting on with others</u></p> <p>I can respond to stimuli about different feelings myself or others may experience.</p> <p>Kind, funny, gentle, mummy, daddy, happy, sad, scared.</p>	<p>ways that people communicate with each other.</p> <p><u>W5 - Public and Private</u></p> <p>I can respond to stimuli about things that belong to me.</p> <p>I can respond to stimuli about what is meant by the word private.</p> <p>I can respond to stimuli about things I might do with other people and things I would do on my own.</p> <p>Teacher, police, mine</p>		<p>I can respond to stimuli about some of the different kinds of relationships there are within families.</p> <p>Head, shoulders, knees, toes, eyes, ears, mouth, nose, touch, sad.</p>		<p>people have and ways of caring for them.</p> <p><u>W5 - Belonging to a community</u></p> <p>I can respond to stimuli about the different groups we belong to (e.g. family, school, clubs, faith).</p> <p><u>W6 – Money</u></p> <p>I can respond with curiosity to stimuli about what money looks like.</p> <p>I can respond with curiosity to stimuli about different items that shops sell.</p> <p>I can respond with curiosity to stimuli about some of the uses of money.</p> <p>Same, different, teacher, rules, coin, notes.</p>
Phase 4	<u>W1 - Things we are good at</u>	<u>W1 - Taking care of ourselves</u>	<u>W1,2,3 - Identifying and expressing feelings</u>	<u>W1 - Baby to adult</u> I can identify some of the differences	<u>W1 - Healthy Eating</u>	<u>W1 - Respecting differences between people</u>

<p>Foundation – Underpinning learning</p>	<p>I can describe myself.</p> <p>I can recognise that there is myself and there are others.</p> <p><u>W2 - Kind and unkind behaviours</u></p> <p>I can describe what feeling angry means.</p> <p>I can describe what feeling upset means.</p> <p>I can recognise that behaviour which hurts others' bodies or feelings is wrong.</p> <p><u>W3 - Playing and working together</u></p> <p>I can demonstrate being alert and ready to listen.</p> <p>I can demonstrate good listening and describe how to listen to other people.</p> <p>I can describe times when we take turns in school.</p>	<p>I can identify people who look after me and help me to take care of myself.</p> <p><u>W2 - Keeping safe</u></p> <p>I can describe some simple ways I can help keep myself physically safe in school.</p> <p><u>W3 – Trust</u></p> <p>I can identify trusted adults in school.</p> <p>I can recognise things we would call 'personal' and things we would call 'private'.</p> <p>I can recognise what keeping something secret means.</p> <p>I can identify someone who can help me if I am afraid or worried.</p> <p><u>W4 - Keeping safe online</u></p> <p>I can describe some ways that we use to communicate, including online.</p>	<p>I can describe different kinds of feelings I may have experienced; those I like and those I don't like.</p> <p>I can identify things that make me feel happy.</p> <p>I can identify things that may make me cry/feel sad.</p> <p>I can identify what makes me feel upset, angry, worried, anxious, frightened.</p> <p><u>W4,5 - Managing strong feelings</u></p> <p>I can identify some different ways of communicating feelings and needs to others.</p> <p>Yes, no, stop, someone else, friend.</p>	<p>between a baby, child and adult.</p> <p><u>W2 - Changes at puberty</u></p> <p>I can recognise correct vocabulary for some of the main body parts, including genitalia. Recognise that bodies change as people become adults.</p> <p><u>W3 - Dealing with touch</u></p> <p>I can identify some of the ways trusted adults/family members may physically touch me as part of my daily care, during play or to show affection.</p> <p>I can demonstrate ways I can let people who help me know if I am not comfortable with the way I am being touched.</p>	<p>I can identify foods that I like and dislike to eat.</p> <p><u>W2,3 - Taking care of physical health</u></p> <p>I can demonstrate or communicate an example of taking care of our bodies (e.g. skin, hair or teeth).</p> <p>I can recognise the importance of simple rules for sun safety.</p> <p>I can recognise how I feel if I have not had enough sleep.</p> <p><u>W4,5 - Keeping well</u></p> <p>I can demonstrate how to tell someone that I am feeling ill, uncomfortable, or am in pain.</p> <p>I can explain that when I am hurt or unwell I may have to go to bed, see a nurse or doctor, or go to the hospital.</p> <p>I can recognise that I may be given</p>	<p>I can identify simple differences and similarities between people.</p> <p><u>W2 - Jobs people do</u></p> <p>I can identify some different jobs that people I know do.</p> <p><u>W3 - Rules and laws</u></p> <p>I can give some simple examples of things I am allowed/not allowed to do in school (rules).</p> <p><u>W4 - Taking care of the environment</u></p> <p>I can identify simple ways in which I may take care of people and/or animals.</p> <p><u>W5 - Belonging to a community</u></p> <p>I can identify some different groups that I may</p>
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	<p><u>W4 - People who are special to us</u></p> <p>I can identify people who are special to me.</p> <p>I can give some examples of ways I might let them know they are special to me.</p> <p>I can recognise what is meant by 'family'.</p> <p><u>W5 - Getting on with others</u></p> <p>I can describe times when I may feel unhappy with my friends or family members.</p> <p>I can demonstrate positive ways I could let others know how I am feeling.</p> <p>Name, small, tall, eye/hair/skin colour, happy, sad, scared, mummy daddy, brother, sister.</p>	<p><u>W5 - Public and Private</u></p> <p>I can identify and recognise some personal belongings.</p> <p>I can recognise the difference between something that is private and something that is public.</p> <p>I can understand that I have a right to keep my body private.</p> <p>Rules, teacher, mine, iPad, computer, games, bag, coat, shoes, belongs.</p>		<p><u>W4,5 - Different types of relationships</u></p> <p>I can give examples of different types of relationships.</p> <p>I can identify the people who make up my family.</p> <p>Grown up, vagina, penis, grow, change, bigger, washing, toilet time, tickles, hugs, sad, family, friends, mummy, daddy, brother, sister.</p>	<p>medicines to help me get better and that these will be given to me by a nurse or doctor (or by my parent/carer looking after me).</p> <p>Yes, no, yummy, yuck, clean, wash, wipe, brush, sun cream, shade, water, cover up, tired, hurt, sore, ambulance.</p>	<p>belong to (e.g. family, school, clubs, faith).</p> <p><u>W6 – Money</u></p> <p>I can recognise money (e.g. coins and notes) and what it is used for.</p> <p>I can identify items in shops that are sold for money (including online).</p> <p>Same, different, buy.</p>
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<p>Phase 5</p> <p>Core – Fundamental learning elements</p>	<p><u>W1 - Things we are good at</u></p> <p>I can identify things I am good at (strengths/talents).</p> <p>I can describe the ways in which I am special and unique.</p> <p><u>W2 - Kind and unkind behaviours</u></p> <p>I can identify when people are being kind or unkind — either to me or to others.</p> <p>I can give examples of how my feelings can be hurt and describe how that may make me feel angry, worried or upset.</p> <p><u>W3 - Playing and working together</u></p> <p>I can identify reasons why it is important to listen to other people.</p> <p>I can identify some actions/ behaviours that show I am</p>	<p><u>W1 - Taking care of ourselves</u></p> <p>I can identify some of the ways in which I may be cared for by my family, friends and other adults.</p> <p>I can identify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed etc.).</p> <p><u>W2 - Keeping safe</u></p> <p>I can give simple reasons why it is important to help keep myself physically safe.</p> <p>I can describe ways to help keep myself physically safe out of school, on the way to school and when out with family, carers or friends.</p> <p>I can explain how I know when I might need to ask for help.</p> <p>I can identify people at home, school and in other settings who are responsible for helping</p>	<p><u>W1,2,3 - Identifying and expressing feelings</u></p> <p>I can describe some good (comfortable) and not so good (uncomfortable) feelings; describe how they might make my body feel.</p> <p>I can recognise that when I experience a change or a loss I may feel sad/ unhappy.</p> <p>I can identify signs, actions, facial expressions, body language which can help me identify how others might be feeling.</p> <p><u>W4,5 - Managing strong feelings</u></p> <p>I can demonstrate vocabulary/ communication skills to express a range of different feelings.</p>	<p><u>W1 - Baby to adult</u></p> <p>I can describe how my needs have changed since I was a baby.</p> <p><u>W2 - Changes at puberty</u></p> <p>I can describe the main physical differences between male and female bodies.</p> <p>I can identify whom I can talk to about growing and changing.</p> <p><u>W3 - Dealing with touch</u></p> <p>I can explain that my body belongs to me and that I have a right to feel safe.</p> <p>I can recognise the need to respect other people's bodies and to ask for permission before I touch them.</p>	<p><u>W1 - Healthy Eating</u></p> <p>I can identify some examples of healthy foods.</p> <p>I can identify some examples of foods that should only be eaten once in a while.</p> <p><u>W2,3 - Taking care of physical health</u></p> <p>I can describe or demonstrate simple hygiene routines.</p> <p>I can identify the physical activities I like doing; describe how they might make me feel (physically and emotionally).</p> <p>I can describe some simple ways of staying safe in the sun.</p> <p>I can recognise that sleeping well is one way I can stay healthy.</p> <p><u>W4,5 - Keeping well</u></p> <p>I can explain what it means to be hurt,</p>	<p><u>W1 - Respecting differences between people</u></p> <p>I can describe things that all people have in common.</p> <p>I can identify some differences and similarities between people in terms of ethnicity, culture, religious identity etc. (protected characteristics in the Equality Act 2010).</p> <p><u>W2 - Jobs people do</u></p> <p>I can identify some of the ways in which different adults who work in school contribute to school life.</p> <p><u>W3 - Rules and laws</u></p> <p>I can explain how rules help us; rules we have in the classroom and at home.</p>
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	<p>being polite and courteous to other people.</p> <p>I can demonstrate ways of playing and working cooperatively.</p> <p>I can explain what it means by 'being fair' to one another.</p> <p><u>W4 - People who are special to us</u></p> <p>I can describe what makes my family, friends, teachers, carers special to me.</p> <p>I can identify the people who make up my family.</p> <p><u>W5 - Getting on with others</u></p> <p>I can describe ways in which friends, classmates, family members may disagree and 'fall out'.</p> <p>I can demonstrate some ways of</p>	<p>me keep physically safe.</p> <p><u>W3 – Trust</u></p> <p>I can explain why 'trust' is not the same as 'like'.</p> <p>I can give examples of what is meant by trust.</p> <p>I can identify how I feel when we trust someone.</p> <p>I can identify some reasons for keeping personal information private.</p> <p>I can identify the difference between a 'surprise' and a 'secret'.</p> <p>I can recognise that people do not have to keep secrets; that it is important to tell or show someone if I am worried, afraid or sad.</p> <p>I can demonstrate how to ask for help or attract someone's attention if something happens that makes</p>	<p>I can recognise ways I can help myself to feel better if I am feeling sad or upset.</p> <p>Responsible, well-being.</p>	<p>I can explain when and why physical contact may be inappropriate (e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it).</p> <p>I can identify occasions when it might be okay for someone to make me feel uncomfortable (injections, cleaning cuts or grazes); that these might be when I am unwell, injured or need medical treatment.</p> <p><u>W4,5 - Different types of relationships</u></p> <p>I can identify different types of family.</p> <p>I can recognise others' families in school may be different from my family.</p> <p>Grandma, Grandad, Aunty,</p>	<p>unwell, uncomfortable or in pain.</p> <p>I can identify medication that can help people to keep well; give examples of when this might be used.</p> <p>I can identify the difference between things that go on my body (creams, lotions) and things that go in my body (injections, tablets, liquid medicine).</p> <p>I can identify some substances or chemicals around the home that I should never taste or swallow; and where I might come across them.</p> <p>Tired, energised, nutritious, drugs.</p>	<p><u>W4 - Taking care of the environment</u></p> <p>I can give reasons why it is important to take care of people, animals and all living things.</p> <p><u>W5 - Belonging to a community</u></p> <p>I can describe things I do in the groups I belong to.</p> <p><u>W6 – Money</u></p> <p>I can identify places or situations where money is used to pay for things (e.g. shops, cafés, on the bus/ train).</p> <p>I can recognise some different ways to pay for things (e.g. coins, notes, bankcards, online, phone payment).</p>
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	<p>'making up' after a falling out.</p> <p>Qualities, tolerance</p>	<p>me feel sad, worried or frightened.</p> <p><u>W4 - Keeping safe online</u></p> <p>I can demonstrate simple ways of communicating my choices to others.</p> <p>I can give examples of how people might use technology to communicate with others.</p> <p>I can identify some risks of communicating online.</p> <p><u>W5 - Public and Private</u></p> <p>I can describe ways I take care of my personal belongings.</p> <p>I can identify places that are public and places that are private.</p> <p>I can identify some of the places/times/situations which me or others would expect to be 'private'.</p>		<p>Uncle, Cousins, nuclear family, single parent family, extended family, stepfamily, vagina, penis, testicles.</p>		<p>I can explain some different ways of keeping money safe.</p> <p>Democracy, rule of law, responsible</p>
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<p>Phase 6</p> <p>Development – Increasing understanding of learning</p>	<p><u>W1 - Things we are good at</u></p> <p>I can describe things that I enjoy or that make me feel happy.</p> <p>I can Identify what I am good at, both in and out of school.</p> <p>I can recognise that being unique means I might like and be good at different things from other people.</p> <p><u>W2 - Kind and unkind behaviours</u></p> <p>I can identify what teasing means and how people who are teased might feel.</p> <p>I can give reasons why teasing or</p>	<p><u>W1 - Taking care of ourselves</u></p> <p>I can identify things I can do by myself to look after myself and stay healthy and things I need adult help with.</p> <p><u>W2 - Keeping safe</u></p> <p>I can name and describe feelings associated with not feeling safe (e.g. worried, scared, frightened) and identify trusted adults who can help me if I feel this way.</p> <p>I can demonstrate ways of making it clear to others when I need help.</p> <p>I can describe some simple rules for</p>	<p><u>W1,2,3 - Identifying and expressing feelings</u></p> <p>I can explain why no-one has the right to make me feel unhappy, afraid, worried, and sad or make me do things I do not want to.</p> <p><u>W4,5 - Managing strong feelings</u></p> <p>I can describe and demonstrate simple strategies that can help me manage not so good (uncomfortable) feelings and the people who can help me.</p>	<p><u>W1 - Baby to adult</u></p> <p>I can describe some of the things I can do now that I couldn't do when I was younger.</p> <p><u>W2 - Changes at puberty</u></p> <p>I can describe some of the physical changes that occur as I grow up (e.g. body shape, height, menstruation if appropriate).</p> <p><u>W3 - Dealing with touch</u></p> <p>I can describe different types of physical contact; explain how to differentiate between</p>	<p><u>W1 - Healthy Eating</u></p> <p>I can explain why some foods are healthier than others.</p> <p>I can explain why I might need to eat foods I might not like very much</p> <p><u>W2,3 - Taking care of physical health</u></p> <p>I can give reasons why it is important to take care of personal hygiene.</p> <p>I can describe some of the different ways to be physically healthy.</p> <p>I can explain how the physical activities I enjoy doing help to keep me healthy.</p>	<p><u>W1 - Respecting differences between people</u></p> <p>I can recognise that people who share one characteristic (e.g. race, religion, gender or disability) are all different and unique.</p> <p>I can explain that I should never make assumptions about people because they belong to a particular group or share a particular characteristic.</p> <p><u>W2 - Jobs people do</u></p>

	<p>name-calling is not acceptable.</p> <p>I can identify what I can do if others are excluding me or being unkind.</p> <p><u>W3 - Playing and working together</u></p> <p>I can identify times when I have listened to others and worked collaboratively.</p> <p>I can demonstrate ways of sharing opinions, thoughts and ideas on things that matter to me.</p> <p>I can identify reasons why it may be upsetting for others if I don't wait for my turn.</p> <p><u>W4 - People who are special to us</u></p> <p>I can identify some of the qualities my special people/friends may have.</p>	<p>keeping safe near water, railways, roads and fire.</p> <p><u>W3 – Trust</u></p> <p>I can recognise that I do not have to trust someone just because they say I should.</p> <p>I can recognise that no adult should ever ask me to keep a secret but that sometimes I don't tell others about a nice surprise that they will find out about eventually, so as not to spoil the surprise.</p> <p>I can explain that I should not keep any secret that makes me feel uncomfortable, afraid, worried or anxious, no matter who asks me.</p> <p>I can explain when and why to ask an adult for help if I am asked to share information or keep a secret.</p> <p><u>W4 - Keeping safe online</u></p>	<p>I can demonstrate simple strategies to help me manage very strong feelings, including in response to change and loss.</p> <p>Peer pressure, stranger, cope</p>	<p>acceptable and unacceptable, comfortable and uncomfortable necessary and unnecessary physical contact.</p> <p>I can describe or demonstrate how to respond to unwanted physical contact; how to let someone know I don't like it or want it.</p> <p>I can identify trusted adults I can tell.</p> <p><u>W4,5 - Different types of relationships</u></p> <p>I can identify some of the ways in which I may be cared for by my family, friends and other adults who care for me.</p> <p>I can explain that two people who love and care for one another can be in a romantic relationship; that</p>	<p>I can describe simple routines for going to bed/going to sleep.</p> <p><u>W4,5 - Keeping well</u></p> <p>I can identify some symptoms I may experience when I am not feeling well.</p> <p>I can explain the decisions I (or an adult who takes care of me) might make about how to keep me well.</p> <p>I can recognise that people sometimes need to take medicines in different forms, including tablets, injections, inhalers.</p> <p>I can explain why it is important not to touch, taste or take medicines without a trusted adult being with me.</p> <p>I can explain why I should never take someone else's medication.</p>	<p>I can describe a range of jobs that people might have and the qualities they might need to do them.</p> <p>I can identify a job I might like to do in the future.</p> <p><u>W3 - Rules and laws</u></p> <p>I can identify particular rules in school that help to keep us safe and how they do this.</p> <p><u>W4 - Taking care of the environment</u></p> <p>I can describe my own home and explain how me and family members may take care of it.</p> <p><u>W5 - Belonging to a community</u></p> <p>I can describe how being part of a group makes me feel.</p>
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	<p>I can describe positive feelings I may have when I spend time with friends and family.</p> <p>I can identify whom to tell if something in my family life makes me unhappy or worried.</p> <p><u>W5 - Getting on with others</u></p> <p>I can explain how other people may feel differently to me about the same situation and offer some examples.</p> <p>I can identify how to treat myself and others with respect.</p> <p>Talents, strengths, abilities, skills, excited, relaxed, giddy, loved, calm, opinions, tolerance, patient</p>	<p>I can describe simple ways of keeping safe online, such as using passwords or having adult help to access the internet.</p> <p>I can explain that there may be people online who do not have my best interests at heart.</p> <p>I can identify things that I should never share online without checking with a trusted adult first.</p> <p><u>W5 - Public and Private</u></p> <p>I can demonstrate how to ask to borrow or use something that belongs to someone else.</p> <p>I can explain what is/is not appropriate to do in a public place; give reasons why this is the case.</p> <p>I can explain that there are likely to be things about myself I am comfortable</p>		<p>this is different from a friendship.</p> <p>Older, age, pubic hair, perspiration, testicles, penis, vagina</p>	<p>Balance, discipline, exercise, heart rate, structure, prescription</p>	<p>I can identify specific things I take part in as a member of these groups.</p> <p><u>W6 – Money</u></p> <p>I can identify where I may get money from and for what reasons (e.g. presents from relatives or pocket money from a family member).</p> <p>I can identify things I (or adults I know) might spend money on, such as food, clothes and things I need to help me to live.</p> <p>I can identify why some ways of keeping money safe might be better than others.</p> <p>Experience, prejudice, judgement, impressions, aspiration, racist, sexist,</p>
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		<p>sharing with everyone; things I am comfortable sharing with my friends; things I am comfortable sharing with my most special people and things I do not want to, or should not share with anyone.</p> <p>Independent, dependent, fake, real, verify, stranger</p>				<p>homophobic, chores, belonging, save, essential, bank</p>
<p>Phase 7</p> <p>Enrichment – Deepening of application of learning</p>	<p><u>W1 - Things we are good at</u></p> <p>I can describe and demonstrate things I can do well and identify areas where I need help to develop.</p> <p>I can identify hopes/wishes for my future life.</p> <p><u>W2 - Kind and unkind behaviours</u></p> <p>I can explain what is meant by hurtful behaviour and bullying (including verbal, physical and emotional, e.g. omission/exclusion).</p>	<p><u>W1 - Taking care of ourselves</u></p> <p>I can identify some simple ways I can help to keep myself well.</p> <p>I can identify simple ways some germs/illnesses may be spread.</p> <p><u>W2 - Keeping safe</u></p> <p>I can identify some different responsibilities I may have to help keep myself and others safe.</p> <p>I can identify when someone might need</p>	<p><u>W1,2,3 - Identifying and expressing feelings</u></p> <p>I can demonstrate vocabulary/communication skills for expressing the intensity of a feeling.</p> <p><u>W4,5 - Managing strong feelings</u></p> <p>I can give simple reasons why it is important that others know how I am feeling.</p> <p>I can describe some simple ways</p>	<p><u>W1 - Baby to adult</u></p> <p>I can identify stages of the human life cycle.</p> <p><u>W2 - Changes at puberty</u></p> <p>I can describe what happens during puberty, including mood swings, emotional changes, hair growth, skin and voice changes.</p> <p>I can use correct vocabulary to name male and female reproductive organs.</p>	<p><u>W1 - Healthy Eating</u></p> <p>I can explain what it means to eat a healthy, balanced diet.</p> <p>I can give examples of occasions when I can make choices about the foods that I like to eat.</p> <p>I can explain what can help me choose what to eat.</p> <p>I can recognise that some people may not be able to eat certain foods because they will make them ill (allergies).</p>	<p><u>W1 - Respecting differences between people</u></p> <p>I can identify possible reasons for why some people might be rude or unkind towards others because they are 'different' (prejudiced) and treat them unfairly because of it (discriminate).</p> <p>I can give reasons why it is always unacceptable to be rude or unkind towards other people; identify whom I could talk</p>

	<p>I can recognise that this can happen online.</p> <p>I can describe and/or demonstrate what I can say or do if I or someone else is being bullied.</p> <p>I can identify trusted adults to tell if I think someone else is being unkind to me or think I am being bullied.</p> <p><u>W3 - Playing and working together</u></p> <p>I can describe some ways of playing and working with others so that everyone feels happy and is able to do their best.</p> <p>I can demonstrate working collaboratively towards shared goals.</p> <p>I can recognise occasions when I have worked in a team or in a group</p>	<p>first aid because they are hurt/ injured.</p> <p>I can explain why it is important to persist with asking for help if my initial requests are not met or understood.</p> <p><u>W3 – Trust</u></p> <p>I can describe ‘degrees of trust’ — those people I can trust with less important things, and those I can trust with my most important things (e.g. possessions, information about me or my feelings).</p> <p>I can explain that if I don’t feel sure about sharing information or feel pressured, I don’t have to.</p> <p>I can give examples of how others may put me under pressure to do something.</p> <p>I can explain what a ‘dare’ is and what people might say or do if they are ‘daring’ me.</p>	<p>I can help others to feel better if they are feeling sad or upset.</p> <p>I can explain how rest and spending time doing things I enjoy can help to make me feel happy.</p> <p>Empathy, mental health, wellbeing, stress, over stimulated, regulate, switch off, prioritise</p>	<p><u>W3 - Dealing with touch</u></p> <p>I can explain that I have the right to protect my body from Inappropriate/unwanted touching.</p> <p>I can explain how I can respect other people’s right to protect their bodies from inappropriate/unwanted touching.</p> <p>I can explain when and whom to tell if I am worried, and the importance of persisting in telling until I feel comfortable and safe.</p> <p><u>W4,5 - Different types of relationships</u></p> <p>I can recognise that two people in a long term relationship might live together or be</p>	<p><u>W2,3 - Taking care of physical health</u></p> <p>I can describe what might happen if I don’t take care of my personal hygiene.</p> <p>I can explain some of the benefits of balancing exercise, food and rest.</p> <p>I can identify what might happen to my body if I don’t protect it from overexposure to the sun.</p> <p><u>W4,5 - Keeping well</u></p> <p>I can recognise and give examples of the difference between someone who can give me medicines/ drugs (e.g. doctors, pharmacists) and someone who cannot (e.g. our friends).</p> <p>I can describe that sometimes I may be given an injection by a doctor or nurse to help to prevent me from catching a disease (vaccination).</p>	<p>to if I experienced or observed this.</p> <p><u>W2 - Jobs people do</u></p> <p>I can identify jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff); explain how the community is helped through the work they do.</p> <p><u>W3 - Rules and laws</u></p> <p>I can explain how rules and laws help me to live and work with other people outside of school.</p> <p><u>W4 - Taking care of the environment</u></p> <p>I can explain how we can take care of our school environment.</p>
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	<p>to achieve something.</p> <p>I can describe how to recognise if someone else has missed their 'turn'; explain how this might make them feel; demonstrate how to resolve this.</p> <p><u>W4 - People who are special to us</u></p> <p>I can give some practical examples of the ways my special people care for me and help me with problems and difficulties.</p> <p>I can identify different types of family.</p> <p><u>W5 - Getting on with others</u></p> <p>I can explain why it is important to listen to others' point of view; demonstrate active listening; demonstrate simple ways of resolving disagreements.</p>	<p>I can identify some basic strategies for saying 'no' to pressure or dares.</p> <p>I can identify whom to tell in different situations and what I could say.</p> <p><u>W4 - Keeping safe online</u></p> <p>I can explain how other people's identity online can be different to what it actually is in real life.</p> <p>I can explain how to respond if I am not sure if someone online is who they say they are.</p> <p>I can identify some benefits of balancing time on electronic devices with other activities.</p> <p><u>W5 - Public and Private</u></p> <p>I can describe how I might feel if my personal belongings are lost or damaged.</p>		<p>married (or in a civil partnership); that getting married must always be a choice both people make together.</p> <p>I can recognise that two people who love and care for one another may or may not have children.</p> <p>I can identify some of the roles and responsibilities of parents and carers.</p> <p>Pubic hair, perspiration, odour, acne, spots, vagina, penis, testicles</p>	<p>I can explain why I should not accept medicines/ drugs from anyone (unless a responsible/ qualified person has given it to them for me, e.g. my parents/carers/trusted adults).</p> <p>I can describe how smoking and drinking alcohol can affect people's health.</p> <p>I can identify whom I can talk to if I am worried about health.</p> <p>Protein, carbohydrates, fats, sugar, fruits and vegetables, intolerance, gluten free, vegetarian, Halal, side effects, consequences, cancer, chemist</p>	<p>I can explain the importance of routines in taking care of people or pets</p> <p><u>W5 - Belonging to a community</u></p> <p>I can describe what it means to be part of a community.</p> <p>I can identify different groups that make up my community.</p> <p><u>W6 – Money</u></p> <p>I can identify what is meant by a 'need' and a 'want' in relation to spending money.</p> <p>I can give some simple examples of what might be a 'need' and a 'want'.</p> <p>I can explain what it means to save money and why I might do it.</p>
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	<p>I can describe what it means to 'fall out' with friends or family.</p> <p>I can identify what might make someone feel that they are in an unhappy or unhealthy friendship or relationship.</p> <p>Progress, improve, considerate, shared goals, conflict, arguments, nuclear families, extended families, single parent families, extended families, opinions, tolerance, respect</p>	<p>I can demonstrate how to tell a trusted adult if someone damages, or I have lost, my personal belongings.</p> <p>Mental health, anxiety, disease, peer pressure, stranger, embarrassed, coping mechanism, real, fake, AI, deceptive/deceitful, reliable, liar, limits, screentime</p>				<p>Racist, homophobic, sexist, essential, non-essential, save, spend</p>
<p>Phase 8 Enhancement – Applying learning in different contexts</p>	<p><u>W1 - Things we are good at</u></p> <p>I can identify things I can do for myself to help me develop my strengths and those areas where I need help from others.</p> <p>I can identify my own hopes/aspirations; explain in simple terms how</p>	<p><u>W1 -Taking care of ourselves</u></p> <p>I can describe different ways I keep myself healthy and well.</p> <p>I can explain or demonstrate what me and others can do to prevent the spread of germs and why this is important.</p>	<p><u>W1,2,3, - Identifying and expressing feelings</u></p> <p>I can explain that everyone experiences a range of feelings at different times (e.g. feeling happy, excited, sad, angry, fearful, surprised, nervous).</p>	<p><u>W1 - Baby to adult</u></p> <p>I can explain how the needs of babies, children, adults and older people differ.</p> <p><u>W2 - Changes at puberty</u></p> <p>I can recognise that people experience the physical and</p>	<p><u>W1 - Healthy Eating</u></p> <p>I can describe which foods I should only eat occasionally and explain why eating too much of them could harm my health.</p> <p>I can identify some influences on my food choices, and when these might be positive or negative.</p>	<p><u>W1 - Respecting differences between people</u></p> <p>I can recognise that I may sometimes hear or read something (including online) that is rude and unkind about other people and explain ways I can safely respond,</p>

	<p>I might achieve them.</p> <p><u>W2 - Kind and unkind behaviours</u></p> <p>I can explain that all bullying is abusive and some can be prejudice-based (e.g. because of someone's skin colour, religion, the way they look, their disability or their family setting).</p> <p>I can recognise that this is unacceptable behaviour and that a trusted adult needs to be told about it.</p> <p>I can identify different positive responses I can take towards unkind behaviour and bullying.</p> <p>I can describe what I can do (including whom to tell) if I witness or experience hurtful behaviour or bullying.</p>	<p><u>W2 - Keeping safe</u></p> <p>I can evaluate ways of keeping safe in a variety of relevant situations and identify possible risks and hazards.</p> <p>I can describe some simple strategies for keeping physically safe in situations when I might feel afraid.</p> <p>I can recognise when a situation is an emergency and explain or demonstrate how to get help, including how to call 999.</p> <p><u>W3 – Trust</u></p> <p>I can give examples of when I might take back my trust if I feel someone no longer deserves it.</p> <p>I can describe how I might feel if someone has dared me to do something.</p> <p>I can explain or demonstrate</p>	<p><u>W4,5 - Managing strong feelings</u></p> <p>I can explain that when I get upset, angry or frustrated my actions can affect others as well as myself.</p> <p>I can describe or demonstrate how to respond appropriately to others' feelings.</p>	<p>emotional changes of puberty over different lengths of time.</p> <p>I can identify reliable sources of advice on growing and changing.</p> <p><u>W3 - Dealing with touch</u></p> <p>I can explain that my body should be looked after and that female genital mutilation (FGM) (removing or injuring female genitalia for nonmedical reasons) is wrong and illegal, even if some adults think it is necessary.</p> <p>I can identify someone I could safely go to for help if I am worried about myself or someone else.</p> <p><u>W4,5 - Different types of relationships</u></p>	<p><u>W2,3 - Taking care of physical health</u></p> <p>I can explain why it is important to take care of my body both now and in the future.</p> <p>I can explain some things that can stop me sleeping well and suggest ways to manage these.</p> <p>I can recognise how spending excessive time on electronic devices can affect sleep, mental and physical wellbeing.</p> <p><u>W4,5 - Keeping well</u></p> <p>I can give reasons why there are rules about what we can and should not put inside our bodies; and explain what these are.</p> <p>I can identify some possible side effects of substances that are not meant for children to consume (e.g. alcohol).</p>	<p>including how to report it.</p> <p>I can explain why I should not 'like' or 'forward' such comments online; identify whom I could talk to about them.</p> <p><u>W2 - Jobs people do</u></p> <p>I can explain why I should not call emergency services for a joke or a dare; describe the possible impact this might have on ourselves or others.</p> <p>I can recognise how strengths, qualities and things I learn in school might link to possible future jobs</p> <p><u>W3 - Rules and laws</u></p> <p>I can identify what might happen if we did not have</p>
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	<p><u>W3 - Playing and working together</u></p> <p>I can explain why listening and respecting others' points of view helps me to get on with others.</p> <p>I can identify and demonstrate ways of improving my own practice when working in a team.</p> <p>I can offer constructive feedback to support others working in our team.</p> <p>I can explain why 'turn-taking' can help everyone to feel included.</p> <p><u>W4 - People who are special to us</u></p> <p>I can explain that if people I like do unkind things to me or my friends I do not have to tolerate it.</p> <p>I can identify ways in which I can get</p>	<p>strategies to resist pressure to behave in inappropriate ways.</p> <p>I can demonstrate what I can say and do and where to get help if I have been pressurised, or seen someone else being pressurised, to do something risky.</p> <p><u>W4 - Keeping safe online</u></p> <p>I can demonstrate practical strategies for keeping safe when using specific digital devices and platforms.</p> <p>I can explain how what I post online might affect myself or others.</p> <p>I can describe strategies to help me stop and think about the possible consequences for myself or others before I post something online.</p> <p>I can identify basic rules for using social media, including age</p>		<p>I can explain the features of a healthy and positive friendship or family relationship.</p> <p>I can identify whom to tell if something in my family life makes me unhappy or worried.</p> <p>I can recognise that relationships, including marriage and civil partnership, can be between people of any gender.</p>	<p>I can explain that no-one should ever make me, or try and persuade me to drink alcohol, smoke, taste or swallow anything I am not sure is safe or that is against my wishes, and that I have a right to say no.</p> <p>I can identify simple strategies I can use if I am offered a cigarette, alcohol or other type of substance.</p>	<p>rules and laws or if people ignored them.</p> <p><u>W4 - Taking care of the environment</u></p> <p>I can explain what might happen if the wider environment is not taken care of (e.g. litter, graffiti, vandalism, pollution).</p> <p><u>W5 - Belonging to a community</u></p> <p>I can explain how it feels to be part of a community.</p> <p>I can suggest ways I can help people to feel welcome in the different groups and communities I belong to.</p> <p><u>W6 – Money</u></p> <p>I can explain what is meant by the term 'afford' (in the context of money).</p>
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	<p>help if people have been unkind to me or my friends.</p> <p>I can describe ways in which families can be different.</p> <p><u>W5 - Getting on with others</u></p> <p>I can explain that my feelings about other people can change and that this is okay.</p> <p>I can identify kind ways of letting people know my feelings towards them have changed.</p> <p>I can identify what I can say, do or whom I can tell if I am worried or unhappy in a friendship or relationship.</p>	<p>restrictions and why they exist.</p> <p>I can identify whom I can talk to, or report concerns to, if someone asks me for, or sends me, an image or information that makes me feel uncomfortable.</p> <p><u>W5 - Public and Private</u></p> <p>I can demonstrate ways to give and not give permission when asked to lend belongings.</p> <p>I can explain why I must respect the rights of others who may refuse to lend something to me; explain why this does not mean they do not like me.</p> <p>I can explain what I can do/ say or whom I can tell if someone does not respect my privacy, or shares something with me that makes me feel uncomfortable.</p>				<p>I can identify possible consequences of losing money on myself or others; whom to go to or how to seek help if this happens to me.</p> <p>Consequences, included</p>
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		I can explain why I should tell a trusted adult even if someone has told me not to. Digital footprint				
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