



St Peter's CofE Primary School: PSHE

We believe that all are made in the image of God. We seek to ensure that all are valued, valuable and empowered to be the best they can be. We learn from each other, developing our understanding of different cultures to ensure 'life in all its fullness', (John 10:10)
- the golden strand that runs through all our work.

How does our vision impact PSHE at St Peter's?

Our PSHE curriculum is rooted in our vision that all are made in the image of God and are therefore valued and valuable. It is carefully sequenced and inclusive, supporting all pupils to develop the knowledge, skills and attributes needed to thrive in modern life. Through PSHE, pupils are empowered to be the best they can be. We teach self-awareness, emotional literacy, respectful relationships and how to keep safe, promoting wellbeing, resilience and informed decision-making. Pupils learn to recognise risk, seek help and navigate both offline and online contexts safely. Our commitment to learning from each other is reflected in a curriculum that explores diversity, equality and different cultures, fostering empathy and respect. "Life in all its fullness" (John 10:10) is our golden strand: PSHE equips pupils to flourish as confident, thoughtful and responsible individuals.

Peace	Hope	Joy
Through PSHE, pupils learn to manage conflict, build positive relationships and respect others, fostering a culture of peace where everyone feels safe, heard and valued.	PSHE nurtures hope by developing resilience, aspiration and self-belief, enabling pupils to recognise their potential and approach challenges with confidence.	PSHE nurtures hope by developing resilience, aspiration and self-belief, enabling pupils to recognise their potential and approach challenges with confidence.

PSHE Whole School Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Mental health and wellbeing	Making friends: playing and learning together	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental health and wellbeing	Safety outside the home	Money and work	Keeping safe online	Me, my body and staying safe	Looking back and moving on
Year 3	Mental health and wellbeing	Me, my friends and belonging	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing	Exploring ways to manage risk	Money matters and news literacy	Forming respectful relationships	Me, my body and growing up	Families and growing up together
Year 5	Mental health and wellbeing	Friendships, stereotypes and bullying	Positively engaging with our world	Safe Connections Online	Respecting Boundaries	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing.	Drug Education: assessing risk and managing influences	Managing and Spending Money	Developing our AI literacy	Changes in Puberty (and sex education)	Looking to the Future

Year 1 Curriculum

<u>Term</u>	<u>Suggested Learning Objectives</u>	<u>Associated Substantive Knowledge</u>	<u>Key Vocabulary</u>	<u>Why This Why Now</u>	<u>Statutory Curriculum Links</u>
Autumn Term 1	<p><u>Mental Health and Wellbeing</u></p> <p>- To learn about feelings</p> <p>- To learn about distraction</p> <p>- To learn to pay attention to pleasant feelings</p> <p>- To learn about helpful and unhelpful thoughts</p> <p>- To learn about different ways of reacting</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - notice and name some feelings - explain how we recognise thoughts and feelings - explain that feelings can be felt more, or less, strongly - explain what is meant by distraction - identify different types of distraction - identify what could help when someone is distracted - identify pleasant and unpleasant feelings - explain what can help change less pleasant feelings to more pleasant ones - describe how the brain helps us pay attention to pleasant feelings - identify examples of helpful and unhelpful thoughts - describe how helpful and unhelpful thoughts can change how we act and feel 	<p>happy, sad, angry, worried, calm</p> <p>distract, focus, notice, pause, listen</p> <p>Good thoughts, helpful, unhelpful, kind, choices</p> <p>reaction, respond, relax, tense, breathing</p>	<p>This introduces the core language of feelings, thoughts and reactions so pupils can begin to notice, name and talk about their inner experiences.</p>	<p>Health Education (Primary): General wellbeing 3, 4, 5, 9, 10.</p>

		<ul style="list-style-type: none"> - describe how unhelpful thoughts can be changed to more helpful ones - describe the difference between feeling relaxed and feeling tense - identify different reactions - describe how someone might manage their reactions and responses 			
<p>Autumn Term 2</p>	<p><u>Making Friends: Playing and Learning Together</u></p> <p>- To learn how friendships are made</p> <p>- To learn that falling out and making up are normal in friendships, and how to seek help if a friendship is causing unhappiness.</p> <p>- To learn about kind behaviour and what to do if they witness unkind behaviour.</p> <p>To learn what it means to ask for permission</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - identify different ways that people meet and become friends - describe some things that friends and classmates have in common - recognise that friends can have similarities and differences - demonstrate some ways of being a good friend - identify some causes of arguments between friends - demonstrate strategies for positive play with friends - explain some ways to positively resolve arguments between friends - recognise and ask for help when they are feeling lonely or unhappy, and how to help someone else - recognise kind behaviour at school or at home - describe how unkind behaviour can make people feel - recognise that feelings can affect how people behave - explain what to do and whom to tell, if they see or experience unkind behaviour - say why they should ask other people for permission in different situations, including when touching someone else 	<p>friend, share, play, talk, together</p> <p>argue, sorry, forgive, solve, help</p> <p>kind, unkind, feelings, tell, help</p> <p>ask, permission, yes, no, wait</p>	<p>This builds on learning feelings in Term 1 by helping pupils apply emotional awareness to friendships, play, kindness, falling out and asking for permission.</p>	<p>Relationships Education (Primary): Caring friendships 1-7; Respectful, kind relationships 1-3, 5-7, 9, 11; Being safe 1, 6, 7.</p>

		- use simple phrases to ask for, give or not give permission			
Spring Term 3	<p><u>Celebrating me, you and our families</u></p> <p>To learn that everyone is unique and has special qualities</p> <p>To learn that everyone is equal, regardless of their similarities and differences.</p> <p>To learn about what makes a family</p> <p>To learn about different types of families</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - recognise individual features and attributes - identify their interests, likes and dislikes - recognise that everyone is good at something and identify what they are good at - describe what makes them special - identify special things about them that make them who they are - describe similarities and differences between themselves and others - recognise that everyone is equal - Describe what a family is - Identify who might be in a family - Explain how families can care, and show love, for each other - Recognise that there are different kinds of families - Describe some differences between families - Identify some things that families can have in common, including what they do and enjoy together 	<p>Different, dislikes, features, identity, individual, likes, personality, skills, special, talents, qualities, unique</p> <p>Family, family tree, care, family member (dad, aunt, stepmum, grandad, cousin)</p> <p>Parent, children, family members, including mum, dad, stepmum, stepdad, grandma, grandad, brother, sister</p>	<p>This introduces identity, equality and family diversity once pupils have explored friendship and belonging in their immediate classroom world.</p>	<p>Relationships Education (Primary): Families and people who care for me 1-4; Respectful, kind relationships 5, 8, 10.</p>
Spring Term 4	<p><u>Safety at Home</u></p> <p>To learn about ways to keep safe at home</p> <p>To learn about things that go into bodies and onto skin and how they can make people feel.</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - identify some common hazards that might occur in the home - suggest some actions children can take to help minimise the risk of accidents happening at home - recognise how rules can help keep children safe at home - describe how the things that can go into a person's body and onto their skin can change how people look and feel 	<p>Safe, unsafe, harm, injury, accident, rules, actions</p> <p>skin, body, swallow, touch, poorly</p> <p>medicine, doctor, nurse, healthy, better</p> <p>bottle, label, adult, ask, poison</p>	<p>This introduces safety in the familiar context of home, including hazards, medicines and trusted adults, before wider safety is explored in later years.</p>	<p>Health Education (Primary): Health protection and prevention 1, 5, 6; Personal safety 1. Relationships Education (Primary): Being safe 2, 4, 6, 7.</p>

	<p>To learn about medicines, and the people who help someone to stay healthy.</p> <p>To learn about keeping safe around medicines and other household products.</p>	<ul style="list-style-type: none"> - identify that some things that go into or onto bodies can be harmful (or not so good for people) and how we know if something might be harmful - suggest basic strategies to respond to situations involving household products - recognise who to ask for help with things that can go into or onto bodies - identify what can make people feel better if not feeling well - explain that medicines come in different forms and are used in different ways - recognise that some medicines, such as vaccinations, can help prevent illness and disease and that some people need to take medicines every day to help them to stay healthy - identify who helps people to stay healthy and what they do - state safety rules for the use of medicines and other household products - recognise risk in situations related to medicines and household products, including when there is pressure to do something which is unsafe or may cause someone to be unwell - identify what to do next in a situation that may involve risk - identify when asking for adult permission is required (in relation to medicines and household products) 			
<p>Summer Term 5</p>	<p><u>Being Healthy</u></p> <p>To learn how to keep safe in the sun.</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - explain why being in the sun can be good and not so good for our health - identify different ways to protect our skin in the sun 	<p>sun, safe, benefits, harmful, protect, UV rays</p> <p>Sleep, routine, bedtime, rest, relax</p> <p>Healthy, food, choices, drink</p>	<p>This builds on home safety in Term 4 by introducing everyday health choices, including sun safety,</p>	<p>Health Education (Primary): General wellbeing 1, 2; Physical health and fitness 1-4; Healthy eating 1-4; Health</p>

	<p>To learn about the things that will help us to fall asleep and get a good night's sleep.</p> <p>To learn about food and drink that can help keep people healthy.</p> <p>To learn about looking after our teeth.</p> <p>To learn about the importance of personal hygiene routines.</p> <p>ADD PHYSICAL LESSON-COMING SOON</p>	<ul style="list-style-type: none"> - give examples of what can be used to provide protection from the sun - suggest some reasons why sleep is important - identify things that might stop someone getting to sleep - describe some things that might help someone get to sleep - identify where some food and drink comes from - describe how food and drink can be changed before it is eaten or drunk - suggest some foods and drinks that help to keep people healthy - identify times when someone can make choices about what to eat and drink - identify which foods and drinks have higher and lower amounts of sugar in them - explain the steps for brushing teeth - identify who can help with looking after teeth - explain why and when hands should be washed - identify how germs can spread and ways to prevent this - demonstrate how hands should be washed 	<p>Teeth, sugar, toothpaste, gums, toothbrush, dentist</p> <p>Wash, health, germs, spread</p>	<p>sleep, food, teeth and hygiene.</p>	<p>protection and prevention 2, 3, 4, 5.</p>
<p>Summer Term 6</p>	<p><u>Showing kindness to ourselves and others</u></p> <p>To learn to identify different feelings and think about other people's feelings.</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - name and recognise different feelings - describe how others might be feeling - show some ways of representing feelings. - recognise why kindness is important - identify some ways of being kind to ourselves and other people - decide whether someone is being kind or unkind 	<p>feelings, happy, sad, worried, others</p> <p>kindness, caring, helpful, smile, proud</p> <p>rest, relax, play, self-care, help</p>	<p>This revisits feelings from Autumn 1 and applies them to kindness, empathy and self-care as pupils prepare for transition into Year 2.</p>	<p>Health Education (Primary): General wellbeing 1, 3, 4, 5, 6, 9. Relationships Education (Primary): Respectful, kind relationships 1, 3, 5, 8.</p>

	<p>To learn about kindness and how it can make people feel.</p> <p>To learn about different things that help people feel good (self-care).</p>	<ul style="list-style-type: none">- identify things someone can do if others are being unkind.- identify different things that can help people feel good- show how behaviours can make people feel- suggest things people can do to help themselves feel good.			
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Year 2 Curriculum

Term	Suggested Learning Objectives	Associated Substantive Knowledge	Key Vocabulary	Why This Why Now	Statutory Curriculum Links
Autumn Term 1	<p>Mental health and wellbeing</p> <p>To learn about thoughts and feelings and how noticing them can be helpful.</p> <p>To learn about different kinds of distraction.</p> <p>To learn about different ways of changing thoughts and feelings.</p> <p>To learn how to manage unhelpful thoughts.</p> <p>To learn about ways of managing reactions and responses.</p> <p>To learn about different kinds of change and how change can affect people.</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - identify a range of feelings, including how pleasant they are - describe how feelings can vary in strength - explain how noticing and naming feelings can help us to manage them - identify whether a distraction is helpful or not - describe how different distractions can make someone feel - explain how to notice, name and manage distractions - explain that the brain helps us remember, repeat and change what we pay attention to - describe how to pay attention to more pleasant thoughts and feelings more often - notice when we are paying attention to something enjoyable and how it can help us feel good - identify how helpful and unhelpful thoughts might 	<p>Change, feelings, permanent, loss, emotion, temporary</p> <p>thoughts, feelings, notice, name, calm</p> <p>distraction, focus, attention, helpful, unhelpful</p> <p>worry, helpful, unhelpful, choices, manage</p> <p>reaction, response, calm, tense, breathing</p>	<p>This builds on Year 1 feelings learning by deepening pupils' understanding of thoughts, distractions, reactions, change and loss.</p>	<p>Health Education (Primary): General wellbeing 3, 4, 5, 6, 8, 9, 10.</p>

		<p>affect someone's feelings and behaviours</p> <ul style="list-style-type: none"> - explain different ways to change unhelpful thoughts to helpful ones - explain how some types of distraction can help us manage unhelpful thoughts - identify ways of reacting to different situations - describe how our reactions and responses can change, based on how calm or tense we feel - explain how practising different strategies helps us to manage our responses - recognise what change means - identify different changes that people might experience - recognise the relationship between change and loss - describe how change and loss might affect people and who can help them 			
<p>Autumn Term 2</p>	<p><u>Keeping safe outside the home</u></p> <p>To learn how to keep safe when crossing the road.</p> <p>To learn about rail safety</p> <p>To learn how to care for the environment and why this is important</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - recognise the need to cross roads safely - demonstrate the rules of 'The Green Cross Code' - identify safe places to cross roads - recognise who can help them to keep safe near roads - explain how to keep safe at a railway station and on trains 	<p>road, traffic, stop, look, listen</p> <p>railway, platform, crossing, danger, safe</p> <p>environment, litter, recycle, protect, care</p> <p>jobs, ranger, cleaner, gardener, protect</p>	<p>This moves safety learning beyond the home, building on Year 1 safety rules and introducing road, rail and environmental responsibility.</p>	<p>Health Education (Primary): Personal safety 1, 2; Basic first aid 1. Relevant wider links: General wellbeing 1.</p>

	<p>To learn about some of the jobs people do to protect the environment</p>	<ul style="list-style-type: none"> - describe how level crossings keep us safe - identify unsafe situations around railways, and explain how to manage them - recognise what animals need from their environments - explain how we can care for living things - recognise that this is everybody's responsibility - identify simple ways people can help look after the environment - describe some of the jobs that people do to help look after the environment - identify some of the skills these people need - talk about roles they might like in the future 			
<p>Spring Term 3</p>	<p><u>Money and work</u></p> <p>To learn about how everyone has different strengths and interests.</p> <p>To learn about different jobs and work that people do.</p> <p>To learn about money and where it comes from.</p> <p>To learn about spending and saving.</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - explain what makes everyone unique - identify the different strengths and interests that people can have - describe the strengths and interests suited to different jobs - describe a range of different jobs, including jobs in the community - identify the different types of work involved in some jobs - explain how jobs help people to earn money 	<p>strengths, interests, talents, skills, unique</p> <p>Money, spend, pay, safe, spend, decision, unsafe</p> <p>Choice, want, need, earn, save, job</p> <p>spend, save, choice, needs, wants</p>	<p>This builds on Year 1 identity and uniqueness by connecting personal strengths and interests to jobs, money, needs and wants.</p>	<p>Closest statutory links: Health Education (Primary): General wellbeing 2; Relationships Education (Primary): Respectful, kind relationships 8. Note: money and work content goes beyond the DfE statutory RSHE minimum.</p>

		<ul style="list-style-type: none"> - identify different forms of money - explain where money comes from and how it can be spent - describe how money can be kept and looked after - explain how people make choices about spending and saving money - describe the difference between needs and wants - explain how jobs help people earn money to pay for needs and wants 			
<p>Spring Term 4</p>	<p><u>Keeping safe online</u></p> <p>To understand that online videos can make us feel different emotions, and to know what to do and who can help if something online does not feel right.</p> <p>To understand how to stay safe and kind when sharing pictures online, including asking permission and getting help from a trusted adult if something goes wrong.</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - Recognise that online experiences can affect their feelings and identify when something they watch, share or do online makes them feel happy, worried, upset or unsafe. - Explain and apply simple online safety rules including stopping if something does not feel right, asking permission before sharing pictures, and keeping private information or game details secret. 	<p>online, video, safe, unsafe, worried, scared, upset</p> <p>trusted adult, grown-up, tell, turn off, feelings, private,</p> <p>permission, age rating, programme, age-appropriate, child friendly, family friendly, rules, safe choices, BBFC, film, show, parental controls</p>	<p>This introduces online safety through familiar experiences such as videos, images and games, building on prior learning about feelings, permission and trusted adults.</p>	<p>Relationships Education (Primary): Online safety and awareness 1-6; Being safe 2, 4, 6, 7. Health Education (Primary): Wellbeing online 1-11.</p>

	<p>To understand how to stay safe when playing online games by recognising unsafe situations, keeping personal game information private, and telling a trusted adult if something feels wrong.</p> <p>To understand that some rules, including age ratings, help keep us safe, and to know when to ask for help</p> <p>To make good view choices that are right for a person's age</p>	<ul style="list-style-type: none"> - Make safer choices online by thinking carefully about what they watch, who they interact with, and what they share, understanding that not everything online is suitable, kind or trustworthy. - Seek help appropriately from a trusted adult when something online worries them, including naming trusted adults who can help and describing what action they should take if a problem happens online. - explain how to use child-friendly or family friendly age rating symbols - describe how these and other strategies can help someone decide what to watch - apply these strategies to everyday viewing situations - identify what do if they feel something is unsafe, such as asking for help 			
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<p>Summer Term 5</p>	<p><u>Me, my body and staying safe</u></p> <p>To learn about the special people in our loves and how we care for one another.</p> <p>To learn about how we change as we grow.</p> <p>To name different parts of the body, including genitalia</p> <p>To learn the Talk PANTS rules and that they help keep children safe.</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - identify who special people might be - explain what makes someone 'special' and important - describe the different ways special people care for us - recognise how we can care for them in return - recognise the main stages of the human life cycle (baby, child, adult) and that the process of growing takes time - describe what changes when people grow from young to old - identify ways children our age might be more independent now than when they were younger - describe similarities and differences between myself and others - recognise and use the correct names for main parts of the body - recognise that some parts of the body are private - recognise that adults care for children and help them to stay healthy and safe - identify safe adults and how to ask for help if something is upsetting or worrying - recognise that some parts of the body are private 	<p>special, family, care, love, support</p> <p>baby, child, adult, grow, change</p> <p>body, private, penis, vulva, respect</p> <p>PANTS, private, tell, body, no</p>	<p>This builds on Year 1 family and safety learning by introducing body ownership, correct body part names, growing up and the Talk PANTS rules.</p>	<p>Relationships Education (Primary): Families and people who care for me 1-4, 6; Being safe 1-7. Health Education (Primary): Developing bodies 1-3.</p>
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		<ul style="list-style-type: none"> - explain the PANTS rules and how they help keep someone safe - identify that there are different types of touch and how touch can make people feel - recognise that someone's body belongs to them and that they can say 'no' to being touched - describe the difference between secrets or happy surprises and to talk to someone when secrets are upsetting 			
Summer Term 6	<p><u>Looking back and moving on</u></p> <p>To learn how to manage feelings about moving to a new class</p> <p>Revisit the extension and embedding activities in Year 2 Mental Health and Wellbeing lessons.</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - identify feelings children might have about moving to a new class - recognise that there can be good things, as well as difficult things, about change - explain ways to positively manage the move to a new class 	<p>change, new, feelings, worry, excited</p>	<p>This revisits change from Autumn 1 and supports pupils to manage the move to a new class with practical strategies.</p>	<p>Health Education (Primary): General wellbeing 8, 9, 10.</p>

Year 3 Curriculum

Term	Suggested Learning Objectives	Associated Substantive Knowledge	Key Vocabulary	Why This Why Now	Statutory Curriculum Links
Autumn Term 1	<p><u>Mental health and wellbeing</u></p> <p>To learn about noticing thoughts, feelings and emotions, and how emotions vary in strength.</p> <p>To learn about different kinds of distraction and some ways they can be managed.</p> <p>To learn about helpful patterns of thoughts and emotions.</p> <p>To learn how to recognise and manage worry.</p> <p>To learn how feeling calm can help us to manage our responses.</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - explain how noticing thoughts and feelings can help us manage them - explain the meaning of 'emotion' - identify a range of emotions and how they can vary in strength - analyse a range of distractions and decide if they are helpful or not - explain how parts of the brain can help with different types of distraction - describe how a range of distractions can make people feel and some ways they can be managed - describe how patterns of thoughts and emotions can affect someone's wellbeing - explain how the brain can help to shift less helpful patterns of thoughts and emotions - identify strategies that can be used to manage less helpful thoughts and emotions - identify types of worry and describe how worries might affect someone - identify strategies that can be used to help manage worries - recognise the parts of the brain that are active when someone experiences and manages worries - describe some differences between feeling calm and tense - explain how feeling calm can make it easier for someone to manage their responses - identify strategies to help someone feel calmer 	<p>thought, feeling, emotion, strong, weak</p> <p>distraction, focus, attention, pause, choose</p> <p>pattern, helpful, unhelpful, practise, habits</p> <p>worry, calm, breathe, share, support</p> <p>calm, relax, respond, choices, control</p>	<p>This builds on Year 2 mental health learning by introducing emotions as varying in strength and teaching more deliberate strategies for worry and calm.</p>	<p>Health Education (Primary): General wellbeing 3, 4, 5, 9, 10.</p>

<p>Autumn Term 2</p>	<p><u>Me, my friends and belonging</u></p> <p>To learn about personal identity and how people express their identity</p> <p>To learn about friendship, including why it is important and what makes a good friend</p> <p>To learn how to maintain good friendships and solve disagreements and conflicts with peers</p> <p>To learn about belonging to a group or community and the positive impact of belonging.</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - identify a range of factors that can contribute to a person’s identity - describe ways people may express their identity and individuality - recognise individuality by identifying personal qualities and interests - explain how recognising personal qualities can develop a sense of self-worth - recognise the different types of relationships, including friendships, that might be important to people (e.g. family, friends, groups to which they belong, neighbours) - explain why friendship and having friends is valuable - describe how friends show they care for and value each other - evaluate what is most important in a friendship - identify what helps maintain friendships - describe feelings when disagreements and conflict occur - identify what can help and not help if there are friendship problems - demonstrate strategies for solving arguments with peers - identify different groups people can belong to - describe how it can feel to belong to a group or community - identify behaviours that can make people feel they don’t belong - describe behaviours that can help people in a group feel valued and welcome 	<p>Attributes, characteristics, identity, individual, individuality,</p> <p>personality, self-worth, skills, talents, qualities, unique</p> <p>disagreement, conflict, listen, solve, respect</p> <p>belonging, group, community, welcome, valued</p>	<p>This builds on Year 1 and 2 friendship work by expanding from making friends to identity, belonging, community and managing conflict.</p>	<p>Relationships Education (Primary): Caring friendships 1-7; Respectful, kind relationships 1-8, 10, 11.</p>
<p>Spring Term 3</p>	<p><u>Building healthy habits</u></p>	<p>Pupils will be able to:</p>	<p>Nutrient, protein, processed, vitamin, fibre, sugar</p>	<p>This builds on Year 1 healthy routines by</p>	<p>Health Education (Primary): Healthy</p>

	<p>To learn about why healthier eating and drinking is important.</p> <p>To learn how to manage influences when choosing what to eat or drink.</p> <p>To learn how to plan and prepare a healthy meal.</p> <p>To learn how to maintain dental health.</p>	<ul style="list-style-type: none"> - identify food and drink that should be consumed often and food and drink that should be consumed less often, or in smaller amounts - explain the effects different food and drink have on the body and the importance of a balanced diet - describe some healthier eating and drinking habits - identify different choices people might make about what to eat and drink - describe different influences on food and drink choices - explain how people can manage less helpful influences when making choices about food and drink - describe some of the benefits of cooking at home - evaluate ingredients to decide on the healthiest option - explain how to prepare a healthy meal safely - explain the steps to an effective tooth-brushing routine and why it's important to have a tooth-brushing routine - identify how different actions can affect dental health - suggest actions someone could take to manage risks to dental health 	<p>Balanced, nutritious, healthy, diet, processed, influence</p> <p>Advert, influence, preparation, cooking, ingredient, safety</p> <p>Dental, decay, plaque, acid, saliva, routine</p>	<p>developing pupils' understanding of balanced diets, influences on choices, cooking and dental health.</p>	<p>eating 1-4; Health protection and prevention 4, 5. Relevant wider links: Physical health and fitness 1-4.</p>
<p>Spring Term 4</p>	<p><u>Making choices online</u></p> <p>To learn about why passwords are used and how they help protect online accounts.</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - explain that passwords help protect online accounts and stop other people accessing personal information, emails, games and shopping accounts. - describe how strong passwords are hard to guess and can be created using three random words. 	<p>password, strong password, private, online account, two-step verification, personal information,</p> <p>identity theft, device, updates, antivirus, malware, backup, data, age rating, BBFC,</p>	<p>This builds on Year 2 online safety by introducing passwords, personal information, device security, backups and age ratings.</p>	<p>Relationships Education (Primary): Online safety and awareness 1-6; Being safe 1, 2, 4, 6, 7. Health Education (Primary): Wellbeing online 1, 3, 4, 5, 7, 8, 9, 10, 11.</p>

	<p>To learn about how to create and manage strong passwords and use simple strategies to keep accounts secure.</p> <p>To learn about personal information and how to identify when it is safe or unsafe to share it.</p> <p>To learn about how updates, security features and backups help to protect devices and data</p> <p>- To learn about age ratings and how they help people make safe and informed choices about what to watch.</p> <p>To learn about how to respond if something online or on screen feels worrying, uncomfortable or</p>	<ul style="list-style-type: none"> - explain why passwords should be kept private and how two-step verification adds extra security. - identify examples of personal information, including a name, date of birth, address, email address and password. - explain that personal information should only be shared in trusted and appropriate situations and describe how identity theft can happen if it is not protected. - explain why devices need regular updates and how apps, browsers and antivirus software help protect them from viruses and malware. - explain that a backup is a safe copy of important data that can be restored if a device is lost, broken, hacked or files are deleted. - recognise age ratings such as U, PG and 12/12A and explain that they help people decide whether a film or video is suitable. - explain that people may react differently to the same content and that something enjoyable for one person may be upsetting or unsuitable for another. - explain that they do not have to watch or engage with something just because others are, and that they can ask a trusted adult for help if they feel unsure, worried or pressured. 	<p>content, suitable, unsuitable, feelings, pressure, trusted adult</p>		
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	unsuitable, including where to get help.				
Summer Term 5	<p><u>Keeping safe out and about</u></p> <p>To learn how to manage risk in relation to sun exposure, including skin damage and heat stroke.</p> <p>To learn how to recognise and manage risk in relation to railways</p> <p>To learn about keeping safe near water (<i>adapted from EA lesson about keeping safe near canals and rivers to ensure teaching also cover sea safety</i>)</p> <p>To learn about the risk of flooding</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - describe some benefits of limited sun exposure for physical and mental wellbeing - describe how the sun can damage skin and health - explain what appropriate exposure and over exposure is in relation to the sun and how to limit exposure - evaluate the possible challenges to limiting sun exposure and strategies to overcome these - identify hazards and risks near railways - evaluate risky behaviours in relation to railways - describe strategies for keeping safe - identify hazards and hidden dangers near water - explain how to keep safe near canals and rivers - demonstrate what to do if there is an incident or emergency - identify what a flood is and what causes a flood - explain the role of the Environment Agency in flood prevention and keeping people safe when floods occur - recognise flood hazards and warning signs - identify how to keep safe in the event of a flood - explain the steps people can take to be prepared for a flood 	<p>exposure, over exposure, limiting, damage, health, protection</p> <p>railway, tracks, platform, danger, safe</p> <p>water, deep, current, rescue, emergency</p> <p>flood, warning, prepare, danger, escape</p>	<p>This builds on earlier safety learning by helping pupils assess and manage risk outdoors, including sun, rail, water and flooding.</p>	<p>Health Education (Primary): Health protection and prevention 2; Personal safety 2.</p>
Summer Term 6	<u>Looking out for each other</u>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - explain what an allergic reaction is. 	<p>Trigger, anaphylaxis, allergen, immune response, ingestion, injection, inhalation, autoinjector</p>	<p>This introduces more formal first aid so pupils can look</p>	<p>Health Education (Primary): Basic first aid 1, 2.</p>

	<p>To learn what to do if someone has an allergic reaction</p> <p>To learn what to do if someone has been stung or bitten and had an allergic reaction</p> <p>To learn what to do in an emergency situation and how to call the emergency services for help</p> <p>Revisit the extension and embedding activities in Year 3 Mental Health and Wellbeing lessons.</p>	<ul style="list-style-type: none"> - identify and help a casualty who is having an allergic reaction. - recognise when to call for emergency help for someone who is having an allergic reaction. - identify when a casualty is having an allergic reaction to a bite or sting. - provide first aid treatment for a casualty who has been bitten or stung. - comfort and reassure a casualty who has been bitten or stung. - seek medical help if required. - understand that it is important to ensure the safety of themselves and others in the event of an emergency. - assist in an emergency by correctly calling for help. - explain the information needed to give to emergency services if they are called to an incident. 	<p>Allergic, Airways, Respiratory rate, Breathing, Reddening, Puncture, Swelling, Infection, Venom, Reaction, Autoinjector, Anaphylaxis</p> <p>Calmly, Reassure, Casualty, Emergency operator, Incident, Location, Scenario, Injuries, Landmarks, Identification, Information, Hazards, Awareness, Accident prevention, Assistance.</p>	<p>out for others, call for help and respond to allergic reactions, bites and stings.</p>	
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Term	Suggested Learning Objectives	Associated Substantive Knowledge	Key Vocabulary	Why This Why Now	Statutory Curriculum Links
Autumn Term 1	<p><u>Mental health and wellbeing</u></p> <p>To learn how describing emotions and their intensity can help to manage them.</p> <p>To learn about internal and external distractions and how they can be managed.</p> <p>To learn about different ways of thinking and how this impacts wellbeing.</p> <p>To learn strategies that can help manage worries and positively impact emotions and behaviour.</p> <p>To learn strategies that can help someone manage their responses.</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - describe a wide range of emotions and their intensity - identify parts of the brain that can help someone to notice thoughts and emotions - explain how noticing, naming and describing emotions can help someone manage them - identify a range of internal and external distractions and evaluate their helpfulness - describe what happens in the brain when someone is distracted - evaluate strategies to manage distractions in different situations - describe how the brain reacts differently to pleasant and unpleasant experiences - assess a range of strategies to develop positive thinking habits - describe how repetition of these strategies over time makes them easier and supports wellbeing - describe how changing unhelpful thoughts to helpful thoughts can impact emotions and behaviours - explain how the brain can help to manage worry by changing unhelpful thoughts and that this can become easier over time - evaluate strategies to manage worry in a range of situations - identify factors that can affect someone's reactions - demonstrate or describe self-calming strategies 	<p>Change, grief, separation, bereavement, loss, death</p> <p>emotion, intensity, calm, overwhelmed, describe</p> <p>distraction, internal, external, focus, manage</p> <p>thoughts, positive, negative, habits, wellbeing</p> <p>worry, strategy, helpful, unhelpful, behaviour</p> <p>reaction, response, pause, self-calm, control</p> <p>Change, grief, separation, bereavement, loss, death</p>	<p>This builds on previous mental health learning by introducing greater emotional precision, grief, bereavement and more independent self regulation strategies.</p>	<p>Health Education (Primary): General wellbeing 3, 4, 5, 8, 9, 10.</p>

	<p>To learn about the impact of different life changes, and strategies for dealing with grief.</p>	<ul style="list-style-type: none"> - explain how these strategies can have a positive impact on emotions, wellbeing and the brain - recognise that life is made up of different stages and that death is when life ends - describe different situations that may cause someone to grieve - identify some different responses someone might have to grief - identify activities, actions and sources of support that can help a person to manage grief 			
<p>Autumn Term 2</p>	<p>Exploring ways to manage risk To learn about keeping safe around fireworks, bonfires and sparklers</p> <p>To learn how to assess and manage risk at home</p> <p>To learn how to take responsibility for personal safety around roads</p> <p>To learn about risk in everyday situations</p> <p>To learn about the safe use of medicines and</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - identify and assess risks associated with fireworks, bonfires and sparklers - describe ways to manage risks associated with bonfires and sparklers - analyse how peer influence might affect a young person's behaviour around bonfires and sparklers and suggest ways to manage this - assess some hazards in the home that could cause harm or injury - explain how the desire for peer approval might put pressure on a young person to act in a riskier way at home - describe strategies to reduce risk at home and help keep themselves (or others) safe, including strategies to manage peer influence - explain how and why to keep safe near roads - identify and assess potential risks on or near roads - identify safer routes for making short, local journeys on foot 	<p>Risk, peer influence, sparklers, fireworks, bonfires, age restrictions</p> <p>Hazard, harm, injury, risk, reduce, strategy, peer influence</p> <p>Dosage, prescribed, warning, instructions, pharmacy, side-effect</p> <p>Cigarettes, cessation, caffeine, nicotine, vapes, e-cigarettes, alcohol</p>	<p>This builds on safety learning from Years 1 to 3 by asking pupils to assess risk more independently, including peer influence, medicines, roads, alcohol, caffeine, cigarettes and vaping.</p>	<p>Health Education (Primary): Personal safety 1, 2; Health protection and prevention 1; Drugs, alcohol, tobacco and vaping 1. Relationships Education (Primary): Being safe 4, 6, 7.</p>

	<p>household products.</p> <p>To learn that caffeine, cigarettes, vaping (e-cigarettes) and alcohol can affect people's health.</p>	<ul style="list-style-type: none"> - assess how risky different everyday activities are - describe how important it is to 'stop and think' before taking a risk - explain what makes a risk worth taking and what makes it too risky - explain the importance of taking medicines correctly and using household products safely - identify risk in relation to the use of medicines and household products, and suggest what action to take to help prevent or minimise harm - recognise sources of information and whom to ask for help with medicine safety - identify some of the risks of caffeine, cigarettes, vapes (e-cigarettes) and alcohol - identify how these risks can affect the person, or those around them - explain how laws, guidelines and restrictions help to keep people safe and healthy - identify where people can get help and support to protect their own and others' health 			
<p>Spring Term 3</p>	<p><u>Money matters and news literacy</u></p> <p>To learn about the role money plays in people's lives.</p> <p>To learn that decisions can be made about spending money</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - recognise where money comes from and how it is used - describe different attitudes people may have towards money - evaluate different ways to pay and identify which options are more useful or appropriate in different contexts - analyse what influences people's decisions about spending money and how they manage those influences 	<p>money, income, payment, spending, saving</p> <p>budget, value, needs, influence, choices</p> <p>news, emotions, reaction, personal, support</p> <p>fake news, hoax, reliable, source, evidence</p> <p>image, misleading, edit, compare, question</p>	<p>This builds on Year 2 money learning and Year 3 online choices by developing budgeting, spending decisions, news literacy and spotting misleading information.</p>	<p>Health Education (Primary): Wellbeing online 7, 9. Note: money education is broader PSHE content beyond the DfE statutory RSHE minimum.</p>

	<p>based on budget, value and needs.</p> <p>To discuss news stories and how they can make people feel</p> <p>To use strategies to identify fake and real news stories</p> <p>To question images presented in news stories</p>	<ul style="list-style-type: none"> - identify how budget, value and needs can influence decisions about spending money - explain different ways that money can be saved and kept safe, and why this is important - explain the importance of keeping track of money - suggest emotions that people might experience because of news stories - explain why people can have different reactions to news stories - evaluate actions people can take if the news causes challenging feelings - define key terms, including fake news, hoax and reliable source - describe some strategies that can be used to identify fake news - decide if a news story is fake or real by using different strategies - recognise that pictures in news stories can be used in misleading ways, and describe the effect this could have - identify some misleading ways in which images might be used in news reports - apply strategies for spotting misleading images 			
<p>Spring Term 4</p>	<p><u>Forming respectful relationships</u></p> <p>To learn about the value of friendships.</p> <p>To learn about the challenges that</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - identify the positive features of friendships - explain the importance of spending time with friends, of supporting each other and having fun together - describe how having friends can make people feel - identify ways to maintain positive friendships 	<p>friendship, trust, support, fun, loyalty</p> <p>disagreement, conflict, change, feelings, repair</p> <p>bullying, hurtful, report, bystander, safe</p> <p>kindness, empathy, community, wellbeing, respect</p>	<p>This builds on Year 3 friendship and belonging by focusing on respectful relationships, bullying, kindness and positive conflict resolution.</p>	<p>Relationships Education (Primary): Caring friendships 1-7; Respectful, kind relationships 1-11; Being safe 1, 5, 6, 7.</p>

	<p>friendships can face.</p> <p>To learn how to respond to bullying and hurtful behaviour.</p> <p>To learn about how kindness impacts on themselves, others and the world around them.</p>	<ul style="list-style-type: none"> - explain how friendships can go through ups and downs, including how this can feel - describe strategies for managing when friends disagree, fall out or friendships change - demonstrate how to resolve conflict positively - identify what bullying is - explain the impact of bullying - describe how to respond safely to bullying for themselves and others, including online, and how to seek support - identify the benefits of kindness - analyse the impact of kindness on wellbeing - suggest how people can use positive self-talk to be kind to themselves. 			
<p>Summer Term 5</p>	<p><u>Me, my body and growing up</u></p> <p>To learn about the physical changes that happen during puberty</p> <p>To learn about the biological changes that happen during puberty</p> <p>To learn about the importance of personal hygiene during puberty</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - recognise what puberty is, including when and why it happens - identify some physical changes that happen to bodies during puberty - use scientific vocabulary for external male and female body parts, including genitalia - use scientific vocabulary to describe body parts, including genitalia - explain what happens during menstruation (periods) - explain what is meant by a wet dream - identify body parts or areas to keep clean during puberty - explain how to keep clean during puberty - describe ways to manage physical changes during puberty, including the use of products 	<p>puberty, growth, smell, hair, develop</p> <p>periods, hormones, egg, sperm, changes</p> <p>hygiene, wash, deodorant, toothbrush, period pads</p> <p>emotions, mood, worry, confidence, support</p> <p>PANTS, private, consent, trusted adult, help</p>	<p>This introduces puberty at an age appropriate point, building on Year 2 body ownership and correct body part names before the later Year 6 sex education unit.</p>	<p>Health Education (Primary): Developing bodies 1-3. Relationships Education (Primary): Being safe 1-3, 6, 7.</p>

	<p>To learn about emotional changes during puberty</p> <p>To revisit the PANTS rules and build confidence in seeking help.</p>	<ul style="list-style-type: none"> - identify some of the feelings experienced during puberty - describe how and why emotions can change during puberty - explain where to get help and support for managing puberty - explain the Talk PANTS rules and that children’s bodies belong to them - identify examples of appropriate and inappropriate touch - recognise that no means no and different ways to express this - demonstrate ways to tell an adult and seek support if they feel worried or uncomfortable 			
<p>Summer Term 6</p>	<p><u>Families and growing up together</u></p> <p>To learn about family relationships</p> <p>To learn about different family structures</p> <p>To learn about change in families</p> <p>To learn about committed relationships, including marriage and civil partnership.</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - Recognise features of family life - Identify the qualities of different family relationships - Explain how families can support and care for each other - Describe positive aspects of belonging to a family - Describe different family structures - Identify what families have in common and how they can differ - Recognise that all family types should be valued and celebrated - Describe some changes that can happen in a family -Recognise how changes in a family can make someone feel - Identify ways to manage changes in a family, some strategies for resolving conflicts, and who can help if feeling worried or unhappy - identify features of committed relationships 	<p>Family, relationship, brother, sibling, nephew, uncle, stepdad, relative</p> <p>Blended family, extended family, step family, nuclear family, foster family, adoptive family, single parent family, stereotype, challenge</p> <p>Change, hope, worry, conflict</p> <p>Committed, relationship, marriage, civil partnership, consent, arranged marriage, cohabiting, forced marriage, legal, illegal</p>	<p>This builds on earlier family diversity learning by exploring family change, committed relationships, marriage, civil partnership and choice.</p>	<p>Relationships Education (Primary): Families and people who care for me 1-6; Respectful, kind relationships 2, 5.</p>

		<ul style="list-style-type: none"> - describe ways in which couples might show their commitment to each other, for example through marriage or a civil partnership - explain why it is important for someone to choose whether to get married and who they get married to 			
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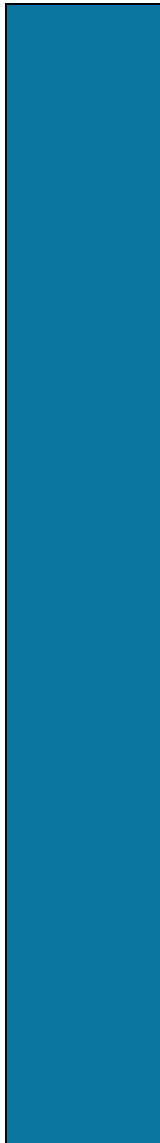
Year 5 Curriculum

<u>Term</u>	<u>Suggested Learning Objectives</u>	<u>Associated Substantive Knowledge</u>	<u>Key Vocabulary</u>	<u>Why This Why Now</u>	<u>Statutory Curriculum Links</u>
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<p>Autumn Term 1</p>	<p><u>Mental health and wellbeing</u></p> <p>To learn about managing thoughts and emotions in everyday situations.</p> <p>To learn about helpful and unhelpful distractions and strategies to manage them.</p> <p>To learn about brain plasticity and how changing thinking habits can support wellbeing.</p> <p>To learn how changing the way someone thinks about an event can support wellbeing.</p> <p>To learn how managing reactivity can support wellbeing.</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - describe and differentiate a wider range of emotions - describe parts of the brain that help people notice thoughts and emotions - explain how noticing thoughts and emotions helps someone to manage them - describe which parts of the brain are involved in noticing, evaluating, and managing distractions - identify internal and external distractions and explain how these can make someone feel - evaluate strategies to manage unhelpful distractions and explain how using these can support someone’s mental wellbeing - identify positive, neutral and negative thinking habits - explain how changing thinking habits can support mental health and wellbeing - explain what brain plasticity is and how it can help change thinking habits - assess strategies to manage unpleasant experiences - identify the similarities and differences between rumination and worry - explain what reappraisal and sensory focus activities are, and how they affect the brain - describe how these can be used to support wellbeing - explain what reactivity is and identify strategies to help with responses - explain what happens in the brain when these strategies are used - assess the impact of managing reactions and responses on long-term wellbeing 	<p>thoughts, emotions, notice, manage, reflect</p> <p>distraction, focus, interrupt, choose, attention</p> <p>brain, habits, practise, change, plasticity</p> <p>thoughts, reframe, perspective, feelings, wellbeing</p> <p>reaction, pause, breathe, respond, calm</p>	<p>This builds on Year 4 mental health learning by introducing brain plasticity, thinking habits, reappraisal and managing reactivity over time.</p>	<p>Health Education (Primary): General wellbeing 3, 4, 5, 6, 9, 10.</p>
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<p>Autumn Term 2</p>	<p><u>Friendships, stereotypes and bullying</u></p> <p>To learn about the benefits and importance of including others.</p> <p>To learn about positive friendships and communicating respectfully.</p> <p>To learn about the impact of bullying and how to seek support.</p> <p>To learn how stereotypes can influence behaviours and attitudes towards different groups of people.</p> <p>To learn how attitudes and opinions can sometimes be influenced by being exposed to prejudiced or extremist views and how to resist and</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - identify some of the differences between friends, what they might have in common, and what brings them together - describe the benefits of friendship and being part of a group, and identify ways to include others - explain what might make someone feel excluded and how to support them - explain the benefits of friendship and the positive impact it can have - identify different types of friendships, including how they might change over time - describe the importance of communicating respectfully in friendships, including online, and strategies to do this - identify different types of bullying, including online - describe the role of peer influence and how to manage this in relation to bullying - explain the impact of bullying on someone, and how to safely report and seek support for bullying, if it is witnessed or experienced - identify what a stereotype is - explain the effects of stereotyping, including on someone's behaviour, aspirations and feelings - suggest positive actions to challenge stereotyping - describe some of the ways in which people may be influenced by others - explain what is meant by prejudiced or extremist views - identify different ways to manage negative influences 	<p>Included, excluded, similarities, differences</p> <p>Wellbeing, respectful. disrespectful, communication</p> <p>Stereotype, typical, behaviour, characteristics, assumptions, discrimination</p> <p>Influence, persuasion, pressure, vulnerabilities, extremism, extremist, prejudice</p>	<p>This builds on Year 4 respectful relationships by exploring inclusion, stereotypes, bullying, prejudice, extremism and how to challenge negative influences.</p>	<p>Relationships Education (Primary): Caring friendships 1-7; Respectful, kind relationships 1, 3, 5, 9, 10, 11. Relevant wider links: Being safe 5, 6, 7.</p>
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	<p>challenge these viewpoints</p>	<ul style="list-style-type: none"> - describe where, when and how to seek support for themselves and others because of worries about prejudice or extremism 			
<p>Spring Term 3</p>	<p><u>Positively engaging with our world</u></p> <ul style="list-style-type: none"> - To understand how connecting with nature can support wellbeing and help people manage feelings about climate change. - To recognise how everyday choices and actions can affect the environment, and how more sustainable choices can help care for it. - To understand the importance of community, respectful discussion and working together to look after the environment. - To recognise how news stories can affect emotions 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - describe how nature and time outdoors can support mood and wellbeing. - identify a range of emotions that people might experience in response to climate change and environmental changes. - explain that different people may respond differently to climate change and that all emotions are valid. - describe strategies that can help someone manage strong feelings about climate change, such as talking to a trusted adult, taking a break, noticing nature and taking positive action. - explain how people’s actions can harm or help the environment. - describe everyday actions that can help care for the environment, including reducing waste, reusing items and recycling correctly. - recognise that sustainable choices can be influenced by factors such as cost, convenience and personal circumstances. - explain that individuals, communities, businesses and organisations all share responsibility for looking after the environment. - describe what a community is and explain why working together can make a bigger difference than acting alone. - demonstrate how to listen and respond respectfully when discussing different views. 	<p>nature, wellbeing, climate change, environment, reduce, reuse, recycle</p> <p>community, respectful, news, emotions, fake news, reliable, targeted</p> <p>fake news, reliable, targeted, sources, choices</p>	<p>This builds on Year 4 news literacy by connecting environmental responsibility, climate emotions, community action, fake news and targeted online content.</p>	<p>Health Education (Primary): General wellbeing 1, 3, 4, 9; Wellbeing online 1, 3, 4, 7, 8, 9, 11. Relationships Education (Primary): Respectful, kind relationships 5.</p>

	<p>and behaviour, and how to respond safely and appropriately to upsetting or personal news.</p> <p>- To understand how fake news and targeted online content can influence beliefs, feelings and choices, and how to make safer, more informed decisions online.</p>	<ul style="list-style-type: none"> - identify ways that people in school or the local community can work together to improve the environment. - recognise that community action can help plants, animals and people, and can also make people feel connected and empowered. - explain how news stories can affect people’s feelings, both in the moment and over time. - recognise that different people may react differently to the same news story. - describe ways to manage emotional responses to the news, including taking breaks, balancing the news they consume and talking to a trusted adult. - explain why it is important not to share personal or private information as news without permission. - know how to report concerns, ask for help or seek advice in relation to upsetting or personal news stories. - explain what fake news is and why it might be created. - identify questions and checks that can help someone decide whether a news story is real or fake. - explain how fake news can affect people’s emotions, beliefs and behaviour. - recognise that fake news can be harmful because it can mislead people and influence how they think or act. - identify trustworthy sources of information and explain why it is helpful to check more than one source. 			
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		<ul style="list-style-type: none"> - explain that companies and websites use information about people's online behaviour to target them with content. - describe how online choices, such as searches, clicks and profile information, can affect what news, adverts and information someone sees. - recognise that targeted content can influence someone's interests, beliefs and choices. - explain why it is important to read and view information from a range of sources, rather than only seeing one type of content. - describe simple ways to stay safer online, such as being careful with personal information, questioning recommended content and asking a trusted adult for help. 			
Spring Term 4	<p><u>Safe Connections Online</u></p> <p>- To understand what healthy, respectful relationships look like in different contexts, including online.</p> <p>- To recognise how personal values can influence the way people treat others and the choices they make in relationships.</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - describe the features of healthy, respectful relationships, including friendships and online relationships. - explain what respect looks like in different contexts and why it is important in building positive relationships. - identify how personal values, such as kindness, honesty, empathy, loyalty and fairness, can influence how people behave towards others. - recognise that respect can be shown in different ways online and offline, including through words, actions, tone and body language. - identify the benefits of socialising online, such as connecting with others, maintaining friendships and having fun. 	<p>respectful, relationship, personal values, online, privacy, pressure,</p> <p>benefit, risk, geo-tagging, positive bystander, consent, support</p>	<p>This builds on Year 3 and 4 online safety by focusing on healthy online relationships, privacy, pressure, geo tagging and safe support seeking.</p>	<p>Relationships Education (Primary): Online safety and awareness 1-6; Being safe 1, 2, 4, 5, 6, 7. Health Education (Primary): Wellbeing online 1-11.</p>

<p>- To understand the benefits and risks of socialising online, including how to respond to pressure and unkind behaviour.</p> <p>- To learn how to protect personal privacy when communicating and sharing online.</p> <p>- To know where and how to seek help and support for worries about online or offline relationships.</p>	<ul style="list-style-type: none"> - recognise that socialising online can also involve risks, including bullying, pressure, inappropriate content, privacy risks and contact from people who may not be who they say they are. - explain how online behaviour can affect other people and why it is important to communicate positively and respectfully online. - describe how to respond if they feel under pressure to join in with teasing, bullying or other unkind behaviour online. - explain what it means to be a positive bystander and how someone can help safely in an online situation. - describe ways to protect personal privacy online, including using privacy settings, being careful with personal information and understanding the risks of features such as geo-tagging. - recognise that personal details, images and location information should be shared carefully, if at all, and only in safe ways. - explain how social media, messaging apps and online games may have age restrictions and why these are in place. - identify strategies for staying safer online, including using strong passwords, thinking carefully before sharing, and talking to a trusted adult if something causes concern. - recognise that pressure online can affect people's choices and feelings. - explain that people may behave differently online than they do face to face, including pretending to be someone they are not. - identify trusted adults and support services that can help if someone feels worried, 			
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		<p>upset, frightened or unsafe in relation to online or offline relationships.</p> <ul style="list-style-type: none"> - know that asking for help is an important way to protect themselves and others. 			
<p>Summer Term 5</p>	<p><u>Respecting Boundaries</u></p> <p>To learn about giving and asking for permission (consent).</p> <p>To learn about personal boundaries</p> <p>To learn about appropriate and inappropriate touch</p> <p>To learn about the importance of treating others respectfully and the PANTS rules can help</p> <p>To learn about FGM and how to access help and support <i>(Detailed guidance on teaching about FGM at the primary phase is provided in the lesson planning documents)</i></p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - identify situations where permission needs to be asked for - give examples of how to ask for, give, or not give permission - explain why asking for permission is important in different situations - explain what is meant by ‘personal space’ and ‘personal boundaries’ and why these are important - describe how boundaries might be different for different people or in different relationships, e.g. with friends, family, at school or online - identify what might make someone feel uncomfortable and what they could do, or who they could go to for help and support - identify differences between appropriate and inappropriate touch - explain strategies for responding to unwanted physical contact - identify who to tell and what to do if any physical contact makes them feel unsafe, uncomfortable, or worried - recognise that other people’s bodies belong to them and should be respected - describe how to challenge language and behaviours that are unacceptable - explain how to get help for themselves or a friend - recognise what is meant by FGM; that it is a type of abuse, causes harm and is illegal 	<p>Permission, asking, consent, yes, no, maybe</p> <p>Personal space, personal boundaries, permission, respect</p> <p>Appropriate, inappropriate, touch, permission, personal boundaries, feelings</p> <p>Respectful, disrespectful, challenge, secret, confidence, consent</p> <p>Illegal, genital, abuse, female, mutilation, harm</p>	<p>This builds on Year 4 puberty and PANTS learning by deepening understanding of consent, boundaries, appropriate touch and safeguarding, including FGM.</p>	<p>Relationships Education (Primary): Respectful, kind relationships 2, 3, 5, 11; Being safe 1-7. Note: safeguarding teaching about FGM supports these statutory duties.</p>

		<ul style="list-style-type: none"> - explain why reporting FGM might feel difficult but why it is so important - explain how to tell someone if they are worried about the risk of FGM for themselves or others 			
<p>Summer Term 6</p>	<p><u>Embedding healthy habits and learning first aid</u></p> <p>To learn about how to stay safe in the sun and why sun protection is important</p> <p>To develop self-confidence to become a confident mover</p> <p>To develop understanding of inclusivity to be a good team player</p> <p>To develop a positive mindset to become an effective goal setter.</p> <p>To know the causes of asthma and what to do if someone is having an asthma attack</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - explain that it's UV, not heat, that harms skin and eyes. - check the UV Index and understand protection is needed when it reaches 3+. - choose and demonstrate the right actions: shade, clothing, hat, sunglasses and SPF 30+ sunscreen. - apply sunscreen correctly and reapply when needed. - plan how to stay sun-safe for playtime, PE and sport. - understand that protecting skin helps prevent sun damage and skin cancer later. - explain how physical activity benefits both mental and physical health - recognise how low self-confidence can act as a barrier to movement and participation in sport - identify strategies that can help themselves and others feel more confident when being active - Explain the meaning of inclusivity and why it is important in sport and teamwork. - Describe how respect, communication and co-operation help teams work successfully together - Recognise how inclusive sport can improve confidence, participation and wellbeing - Explain how having a positive mindset can help people achieve goals. 	<p>self-confidence, physical activity mental health, physical health, wellbeing, resilience, barriers, inclusion, movement, encouragement</p> <p>Inclusivity, inclusion, respect Teamwork, communication, co-operation, wellbeing, equality, diversity, support</p> <p>positive mindset, goals, visualisation, perseverance, resilience, motivation, achievement, strategies, success, reflection</p> <p>Airways, trachea, triggers, inhaler, lungs, larynx, inhale, exhale, inflate, deflate</p> <p>Safety, minor, severe, bleeding, skull, brain, confusion, seizure (fitting), vomiting, fracture</p>	<p>This revisits healthy habits while extending pupils' responsibility for themselves and others through sun safety, physical confidence, teamwork, goal setting and first aid.</p>	<p>Health Education (Primary): General wellbeing 1, 2; Physical health and fitness 1-4; Health protection and prevention 2; Basic first aid 1, 2.</p>

	To know first aid for minor and severe head injuries.	<ul style="list-style-type: none">- Recognise that achieving goals often requires perseverance, resilience and small steps over time.- Identify strategies, such as visualisation and reflection, that can support success and achievement.- identify a casualty who is having an asthma attack.- assess a casualty's condition calmly and can give first aid to someone who is having difficulty breathing due to asthma.- seek medical help, if required, for someone who is having an asthma attack.- identify a minor or major head injury.- give first aid to a casualty who has a head injury.- call for help for a casualty who has a head injury.			
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Year 6 Curriculum

<u>Term</u>	<u>Suggested Learning Objectives</u>	<u>Associated Substantive Knowledge</u>	<u>Key Vocabulary</u>	<u>Why This Why Now</u>	<u>Statutory Curriculum Links</u>
Autumn Term 1	<p><u>Mental Health and Wellbeing</u></p> <p>To identify and describe a range of emotions, including how emotions can vary in pleasantness and energy, and how they may feel in the body.</p> <p>To explain how thoughts, feelings, the brain and the body are connected, including what happens when</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - identify, name and compare emotions, including whether they feel pleasant or unpleasant and whether they make someone feel more energised or low in energy. - describe how emotions can create physical sensations in the body, such as a faster heartbeat, tense muscles, a “funny” tummy, feeling hot, fidgety, heavy or relaxed. - explain why noticing and naming emotions is an important first step in self-regulation. - understand that practising emotional awareness can strengthen helpful pathways 	<p>self-regulation, wellbeing, emotion, distraction, focus, goals, positivity bias,</p> <p>reappraisal, brain plasticity, rumination, worry, stress, sensory focus, trusted adult</p>	<p>This consolidates the whole mental health strand by helping pupils evaluate strategies for emotions, stress, distraction and wellbeing before transition.</p>	<p>Health Education (Primary): General wellbeing 3, 4, 5, 9, 10.</p>

	<p>someone is distracted, worried or stressed.</p> <p>To use and evaluate a range of self-regulation strategies to help manage emotions, distraction, worry, rumination and stress.</p> <p>To understand how positive thinking habits can be developed, including how reappraisal, savouring positive experiences and practising helpful strategies can support wellbeing.</p> <p>To recognise when feelings or stress are becoming difficult to manage and know when and how to seek help from a trusted adult.</p>	<p>in the brain over time, making it easier to recognise and manage emotions in future.</p> <ul style="list-style-type: none"> - identify internal and external distractions, and recognise that some distractions may be helpful while others may be unhelpful depending on the situation. - use a range of strategies to manage distraction, such as sensory focus, refocusing attention, breaking tasks into steps and concentrating on goals. - explain how goals can help people stay focused, especially when the goal is linked to something they value or care about. - explain that people’s brains are naturally more likely to notice negative experiences or threats than positive ones, and that this is sometimes called negativity bias. - understand that although negativity bias can sometimes be useful, spending too much time focused on negative thoughts or experiences can affect wellbeing. - describe how positive thinking habits can be strengthened by noticing and savouring positive experiences, using calming or sensory strategies, and changing unhelpful thoughts into more balanced ones. - explain that brain plasticity means the brain can change through practice, so using helpful strategies repeatedly can make them easier and more effective over time. 			
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		<ul style="list-style-type: none">- distinguish between rumination and worry, recognising that rumination focuses on upsetting thoughts from the past and worry focuses on concerns about the future.- explain how rumination and worry can affect someone's thoughts, emotions and behaviour, and may make problems feel bigger if they are not managed.- use strategies such as reappraisal, problem solving, sensory focus and asking for help to manage rumination and worry.- explain how stress can affect both the brain and the body, including physical signs such as tension, anger, feeling overwhelmed or wanting to react quickly.- understand that the stress response can sometimes be helpful, but can become unhelpful if someone feels stressed too often or too strongly.- identify everyday habits that can help to manage stress and support wellbeing, such as sleep, hydration, a balanced diet, positive experiences and healthy routines.- use in-the-moment strategies to manage stress, such as noticing emotions, calming techniques, sensory focus, reappraisal, relaxation and helpful thinking.- explain how repeated practice of self-regulation strategies can strengthen the			
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		<p>brain's ability to calm the stress response over time.</p> <ul style="list-style-type: none"> - recognise when emotions, worries or stress feel strong, frequent or hard to manage, and know that it is important to speak to a trusted adult and seek support. 			
<p>Autumn Term 2</p>	<p><u>Drug Education: assessing risk and managing influences</u></p> <p>To understand how medicines and vaccinations can be used safely and responsibly to support health and wellbeing.</p> <p>To identify the effects and risks of different legal and illegal drugs, and understand that all drugs can affect the brain and body in different ways.</p> <p>To explain how people, situations and emotions can influence decisions about drugs, and how to respond safely and</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - explain how medicines can be used correctly to support health and wellbeing. - identify that some medicines are used every day, while others are used in emergencies to help manage health conditions such as asthma, diabetes or allergies. - describe how vaccinations help to protect individuals and reduce the spread of infectious diseases. - explain that a drug is a substance that changes the way a person feels, thinks or behaves. - identify that medicines, alcohol, tobacco and illegal drugs are all types of drugs. - explain that all drugs carry risks and can affect the brain and body in different ways. - recognise that some drugs are legal and some are illegal, and that there are laws about owning, using or giving certain drugs to others. 	<p>medicine, vaccination, dosage, treatment, protection</p> <p>drug, legal, illegal, risk, effects</p> <p>influence, pressure, assertive, decision, emotions</p> <p>media, vaping, alcohol, tobacco, reliable</p> <p>unsafe, worrying, support, trusted adult, advice</p>	<p>This builds on Year 4 risk and substance learning by introducing wider drug education, including medicines, vaccinations, legal and illegal drugs, influence and decision making.</p>	<p>Health Education (Primary): Drugs, alcohol, tobacco and vaping 1; Health protection and prevention 6; General wellbeing 9, 10. Note: this unit extends beyond the primary statutory minimum.</p>

	<p>assertively to pressure.</p> <p>To recognise how media messages about tobacco, vaping and alcohol can influence thoughts, feelings and choices, and how to find reliable health information.</p> <p>To know when a situation may be unsafe or worrying and how to seek help from a trusted adult or appropriate support service.</p>	<ul style="list-style-type: none"> - identify that the risks linked to drug use can depend on the drug, the person and the situation. - explain that drug use can sometimes become an unhealthy habit, but support is available to help people. - describe how choices about drugs can be influenced by friends, family, beliefs, emotions, online influences and the wider situation. - explain why people may choose to use or not use a drug. - recognise when pressure, including peer pressure, may affect decision-making about drugs. - demonstrate how to respond to pressure in a safe and assertive way. - identify that media messages about tobacco, vaping and alcohol can be mixed and may try to influence people's opinions and choices. - explain how media messages can affect a person's thoughts, feelings and actions. - identify which sources of information are more reliable when making decisions about health. 			
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		<ul style="list-style-type: none"> - explain why it is important to use accurate and trustworthy information about drugs, tobacco, vaping and alcohol. - know when to seek help from a trusted adult or support service if a situation feels unsafe, worrying or confusing. 			
<p>Spring Term 3</p>	<p><u>Managing and Spending Money</u></p> <p>To understand how money, spending and financial decisions can affect emotional wellbeing.</p> <p>To recognise the different influences on spending decisions, including advertising, peers, online messages and personal values.</p> <p>To develop the skills needed to be a critical consumer and make thoughtful, informed choices about products and services.</p> <p>To understand what risk means in</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - explain how spending decisions can affect a person's feelings and emotional wellbeing. - identify that money worries can affect both adults and children and may lead to emotions such as worry, embarrassment, disappointment or anxiety. - describe why it is important to seek help and support if money worries are ongoing or upsetting. - identify different sources of help and support for worries about money and wellbeing, including trusted adults and support services. - explain what it means to be a critical consumer. - identify different influences on spending decisions, including advertising, peers, beliefs, value for money and environmental or ethical concerns. - describe how companies and advertisers encourage people to buy products, goods or services. - explain what should be considered before making a spending decision, such as price, budget, value for money, need, impact on others and impact on the environment. 	<p>wellbeing, budget, value, influence, consumer, advertising, risk, consequence, gambling, chance, spending, online, subscription, support</p>	<p>This builds on Year 2 and 4 money learning by exploring how financial decisions, advertising, peer influence and online spending can affect wellbeing.</p>	<p>Health Education (Primary): Wellbeing online 5, 6, 7, 9, 10, 11; General wellbeing 9. Note: money and careers aspects are broader PSHE content beyond the DfE statutory RSHE minimum.</p>

	<p>everyday life, including in relation to gambling and online spending, and how to assess and manage risk.</p> <p>To know where and how to seek help and support if worries about money, online spending or gambling-related harms arise.</p>	<ul style="list-style-type: none"> - recognise that spending choices can have positive or negative effects on individuals, other people and the wider community. - explain what risk means in everyday situations. - assess how risky different activities or situations might be and explain why. - explain why it is important to stop and think before taking a risk. - identify what can make a risk more or less serious, including the person, the situation, the possible consequences and whether the risk can be reduced. - explain what can make a risk worth taking and what can make it too risky. - describe what gambling is as a type of risk involving money or something of value. - identify how winning or losing may affect a person's feelings and decisions. - explain what might influence someone to gamble, including pressure, adverts, excitement, habit and the hope of winning. - recognise that gambling is based on chance and that there is usually no way to know whether someone will win or lose. - identify that gambling can become harmful for some people and that support is available if someone is worried. - identify what young people might spend money on online. - explain how online influences such as adverts, pop-ups, data tracking, influencers and repeated messages can encourage spending. - describe ways to manage influences to spend money online, including asking an adult, taking time before deciding, setting 			
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		<p>limits and questioning persuasive messages.</p> <ul style="list-style-type: none"> - explain how spending money online can affect emotions over time, including excitement, disappointment, guilt, worry or regret. - recognise that online spending problems can happen when someone is influenced, pressured or tricked into spending money. - explain why it is important to tell a trusted adult if something goes wrong online and how adults can help resolve the problem. 			
<p>Spring Term 4</p>	<p><u>Developing our AI literacy</u></p> <p>To understand what artificial intelligence (AI) is, how it is used in everyday life, and some of the benefits and challenges it can bring.</p> <p>To recognise how AI, including generative AI and chatbots, can affect children's rights, safety, privacy and wellbeing.</p> <p>To understand how AI-generated and manipulated images or videos can affect people,</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - explain what artificial intelligence (AI) is and identify some ways it is used in everyday life. - describe how AI systems use data to identify patterns, make predictions and generate content. - recognise that AI can be helpful in some situations, but can also create challenges such as unfairness, inaccuracy, privacy concerns and confusion about what is real online. - identify that some AI-generated images, videos, text or audio can look real even when they are not. - explain why AI-generated images and videos might be created or shared, including for fun, creativity, persuasion or to mislead people. - describe how AI-generated or manipulated images and videos can affect what people believe, feel and do. - recognise that false or misleading AI-generated content can spread quickly and 	<p>artificial intelligence, AI, generative AI, data, chatbot, rights,</p> <p>privacy, consent, ethics, dignity, friendship, image sharing, permission, safety</p>	<p>This introduces AI literacy because pupils are increasingly likely to encounter AI tools independently and need to understand privacy, safety, rights, bias and manipulated content.</p>	<p>Relationships Education (Primary): Online safety and awareness 1-6; Being safe 2, 4, 6, 7. Health Education (Primary): Wellbeing online 1, 3, 4, 7, 8, 9, 10, 11.</p>

	<p>relationships and trust online.</p> <p>To recognise what kinds of images are appropriate to share online, and how to respond safely to requests for images.</p> <p>To know how to make safe, respectful and ethical decisions online, and where to go for help and support if something feels wrong or worrying.</p>	<p>have real consequences for individuals and wider society.</p> <ul style="list-style-type: none"> - explain what someone can do if they think an image or video may have been generated by AI, including pausing, checking trusted sources, asking an adult and not sharing it on. - explain what ethics means in relation to online behaviour and decision-making. - recognise that creating or sharing images or videos of someone without their permission can be unfair, harmful and unethical. - explain why privacy, consent and permission are important when creating, editing or sharing images and videos of other people. - describe what someone could do if they see an AI-generated image or video that might upset, hurt or embarrass another person. - identify rights that children have both online and offline. - explain how AI can positively or negatively affect children's rights, including rights to privacy, safety, information, dignity, play and creativity. - describe ways children can help protect their rights if using AI, such as not sharing personal information, checking outputs carefully and telling a trusted adult if something feels wrong. - explain what AI chatbots are and how they are different from real people. - identify reasons why some people might use AI chatbots, including for information, support, entertainment or companionship. 			
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		<ul style="list-style-type: none"> - recognise that AI chatbots are designed to respond like humans but do not have feelings, beliefs, intentions or real understanding. - compare communicating with chatbots and interacting with human friends, identifying important qualities of friendship that chatbots cannot provide. - explain what someone should be careful about when communicating with a chatbot, including privacy, trust, misinformation and unrealistic expectations. - recognise what types of images are appropriate to share online and what types of images should not be shared. - describe the questions someone should ask before sharing an image, such as who wants it, why they want it, whether everyone agrees, and whether there are any risks. - explain how to respond safely if someone asks for an image that feels uncomfortable, unkind, unsafe or inappropriate. - identify what to do if they take, share or receive an image that may upset, hurt or embarrass someone. - describe how group expectations and shared rules can help people make safer choices about image sharing. - know where and how to seek help if they are worried about AI, online image sharing, requests for images, or anything else they encounter online. 			
Summer Term 5	<u>Changes in Puberty (and sex education)</u>	Pupils will be able to: <ul style="list-style-type: none"> - describe some of the physical and emotional changes that happen during puberty. 	puberty, person, child, teenager, adult, changing, growing, physical, emotions, feelings	This builds on Year 4 puberty teaching and Year 5 boundaries by	Health Education (Primary): Developing bodies 1-3; General wellbeing

	<p>To understand the physical and emotional changes that happen during puberty, and know how to manage them and seek support.</p> <p>To recognise how growing up brings change, increased independence and new responsibilities, including preparing for secondary school.</p> <p>To understand what makes relationships positive, healthy and respectful, including the importance of boundaries, mutual respect and consent.</p> <p>To develop age-appropriate understanding of how babies begin to develop, what pregnancy is, and the role of loving adult relationships in family life.</p>	<ul style="list-style-type: none"> - explain that puberty happens at different times for different people and that everyone develops in their own way. - identify ways to manage changes during puberty, including personal care, asking questions and seeking help when needed. - recognise that some information about growing up is important now, some may be useful in the future, and some things are personal and private. - identify trusted adults and reliable sources of support for questions or worries about puberty. - explain that growing up involves different life stages and changes in roles, responsibilities and independence. - describe a range of feelings that can happen during change, including excitement, worry, uncertainty and confidence. - identify practical strategies that can help someone manage change and increasing independence, especially when preparing for secondary school. - recognise that becoming more independent also means taking greater responsibility for personal safety, decision-making and asking for help when needed. - identify different kinds of relationships, including friendships, family relationships and romantic relationships. - describe the qualities that help relationships stay positive and healthy, such as kindness, honesty, trust, care, reliability and respect. 	<p>relationship, friendship, family, couple, love, positive, qualities, values, permission, respect, boundaries</p> <p>independence, responsibility, transition, confidence,</p> <p>secondary, routine, organisation, confidence, support</p> <p>respect, kindness, honesty, trust, boundaries</p> <p>sleep, routine, wellbeing, tiredness, screen time</p> <p>support, trusted adult, advice, worry, help</p>	<p>revisiting puberty, relationships, consent and sex education before secondary school.</p>	<p>3, 4, 9. Relationships Education (Primary): Respectful, kind relationships 1-5; Being safe 1-7; Families and people who care for me 1-5. Note: school-taught sex education elements extend beyond the primary statutory minimum.</p>
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	<p>To understand the importance of sleep, how sleep patterns can change during puberty, and how healthy routines support wellbeing.</p>	<ul style="list-style-type: none"> - explain why mutual respect, personal boundaries and asking permission are important in close relationships. - recognise that relationships can change over time and that this can bring different emotions. - describe ways to manage relationship changes respectfully and know when to seek support. - identify some of the features of loving adult relationships. - explain what consent means in relationships and why it is important that both people feel happy, safe and comfortable. - understand in an age-appropriate way that babies begin to grow when a sperm joins an egg, and that pregnancy happens in the uterus. - explain that pregnancy usually lasts around nine months and that babies can be born in different ways. - recognise that families can be formed in different ways and that there are different paths to becoming a parent. - know that questions or worries about relationships, puberty or growing up should be discussed with a trusted adult. - explain why sleep is important for health, wellbeing, learning and daily life. - identify that sleep patterns can change as people grow up and during puberty. - describe habits and routines that can improve sleep, such as consistent bedtimes, calming activities, less screen 			
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		<p>use before bed and a healthy sleep environment.</p> <ul style="list-style-type: none"> - recognise that healthy routines support wellbeing and that people should seek help if sleep difficulties are frequent or worrying. 			
<p>Summer Term 6</p>	<p><u>Looking to the Future</u></p> <p>To understand the skills, qualities and personal strengths that are useful in different jobs and careers.</p> <p>To recognise the different influences on career choices, including interests, strengths, role models, opportunities and stereotypes.</p> <p>To understand that careers can develop over time, and that there are different routes into jobs, including qualifications, training and experience.</p> <p>To explore hopes, worries,</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - identify different types of skills and explain how they are used in a range of different jobs. - recognise that many skills are transferable and can be useful across different careers. - identify personal skills they already have and describe how these could be developed further. - set personal goals to improve or develop a skill for the future. - explain the difference between a job and a career. - identify different factors that can influence someone's career choice, such as interests, strengths, values, family, role models and opportunities. - recognise that stereotypes can affect how people think about jobs and careers. - explain how stereotypes linked to gender, race, age or disability can have a negative impact on career choices and ambitions. - recognise that people can challenge stereotypes and pursue careers that are right for them. - describe some of the qualifications, training and experiences needed for different careers. 	<p>skills, strengths, career, job, influence, stereotype,</p> <p>qualifications, training, apprenticeship, university,</p> <p>transition, challenge, opportunity, supports</p>	<p>This supports transition by helping pupils identify strengths, challenge career stereotypes, understand changing pathways and look ahead with confidence.</p>	<p>Health Education (Primary): General wellbeing 8, 9, 10.</p> <p>Relationships Education (Primary): Respectful, kind relationships 8.</p> <p>Note: careers education is broader PSHE content beyond the DfE statutory RSHE minimum.</p>

	<p>opportunities and challenges linked to moving to secondary school.</p> <p>To develop strategies for managing transition, seeking support and helping others during the move from primary to secondary school.</p>	<ul style="list-style-type: none"> - explain the difference between academic and vocational routes into work. - identify different pathways into jobs, including college, apprenticeships, university and learning on the job. - recognise that there is often more than one route into the same career. - identify some areas of work they may be interested in and begin to think about future possibilities. - describe some of the feelings, questions, opportunities and challenges that young people may experience when moving to secondary school. - recognise that it is normal to have mixed feelings about change and transition. - identify practical ways to prepare for and manage the move to secondary school, both before and after starting. - explain how looking after wellbeing, for example through sleep, activity, time outdoors and doing enjoyable things, can support someone through change. - recognise that young people can help and support each other during transition. - evaluate different sources of support and information for careers and transition. - identify trusted adults and other helpful sources of support both at home and at school. - describe how to start a conversation if they need advice, reassurance or help about jobs, careers or moving to secondary school. - recognise that asking for help is a positive and useful way to manage worries, challenges and change. 			
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