

**Intent:** To provide pupils with a stage-appropriate understanding of risk. To equip pupils with the knowledge and skills necessary to make safe and informed decisions, as appropriate to their development. To develop pupil's understanding of themes taught in KS2.

Term	Week/s	Topic/Theme <i>Steam</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Literacy Link Numeracy Link SMSC Link
Autumn	1 – 8	Health & Wellbeing	<ul style="list-style-type: none"> <li>To know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</li> <li>To recognise what they like and dislike.</li> <li>To recognise that choices can have good and not so good consequences.</li> <li>To recognise and celebrate their strengths.</li> <li>To think about good and not so good feelings and develop a vocabulary to describe their feelings to others.</li> <li>To think about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</li> <li>To understand the importance of, and how to, maintain personal hygiene.</li> <li>To know how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</li> <li>To know about the process of growing from young to old and how people's needs change.</li> <li>To think about growing and changing and how increasing independence may bring new opportunities and responsibilities.</li> <li>To name the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.</li> <li>To know that household products, including medicines, can be harmful if not used properly.</li> <li>To understand ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</li> <li>To talk about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</li> <li>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secret.</li> </ul>	Speaking and Listening Writing opportunities Developing self-awareness Developing self-care skills Understanding emotions and how to self-regulate  Gatsby Benchmark 3
	1 - 7	Key Vocabulary: healthy, lifestyle, exercise, rest, diet, dentist, teeth, like, dislike, choice, consequence, reward, emotions, feelings, disease, naming main body parts, medicine, chemical, hazardous, online, internet, family, safe, strangers.		
		One PSHCE lesson per week is time for Plan – Do – Review: opportunity to evidence and assess Learning Behaviours.		Team work Planning Enterprise Reflection Problem Solving Conflict resolution STEAM
Spring	1 – 6	Relationships NSPCC Speak Out, Stay Safe	Session 1 – meet Buddy/children's rights/introducing characters/safe circle	Speaking and Listening Writing opportunities Safe relationships
	1 - 6	Key Vocabulary: introduced as part of	Session 2 – Mo's story/good touch/bullying	

		<p>the programme.</p>	<p>Session 3 – Guy’s story/saying no/kind and hurting words/worries          Session 4 – Ali’s story/private body          Session 5 – Sam’s story/morning routine rhyme/neglect/good and bad secrets.          Session 6 – recap/certificates          *Each session can be taught over 2 lessons – all resources on GSF*</p> <p>Additional learning outcomes:</p> <ul style="list-style-type: none"> <li>• To communicate their feelings to others, to recognise how others show feelings and how to respond.</li> <li>• To recognise that their behaviour can affect other people.</li> <li>• To know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</li> <li>• To recognise what is fair and unfair, kind and unkind, what is right and wrong.</li> <li>• To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</li> <li>• To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</li> <li>• To offer constructive support and feedback to others.</li> <li>• To identify and respect the differences and similarities between people.</li> <li>• To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</li> <li>• To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</li> <li>• To know that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</li> <li>• To recognise when people are being unkind either to themselves or others, how to respond, who to tell and what to say.</li> <li>• To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</li> <li>• To discuss strategies to resist teasing or bullying, if they experience or witness it,</li> </ul>	<p>Communication          Friendships</p>
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			whom to go to and how to get help.	
			One PSHCE lesson per week is time for Plan – Do – Review: opportunity to evidence and assess Learning Behaviours.	Team work Planning Enterprise Reflection Problem Solving Conflict resolution STEAM
<b>Summer</b>	1 – 5  1 - 7	Living in the Wider World  Key Vocabulary: school, classroom, rules, rights, responsibilities, family, community, environment, money, saving, spending, unique, different, special, emergency, paramedic, ambulance, police, fire brigade.	<ul style="list-style-type: none"> <li>To know how they can contribute to the life of the classroom and school.</li> <li>To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.</li> <li>To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</li> <li>To know that they belong to different groups and communities such as family and school.</li> <li>To know what improves and harms their local, environments.</li> <li>To know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</li> <li>To discuss ways in which they are all unique; understand that there has never been and will never be another 'them'.</li> <li>To discuss ways in which we are the same as all other people; what we have in common with everyone else.</li> <li>To discuss the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</li> </ul>	Speaking and Listening Writing opportunities Community  Gatsby Benchmark 4 Gatsby Benchmark 5
			One PSHCE lesson per week is time for Plan – Do – Review: opportunity to evidence and assess Learning Behaviours.	Team work Planning Enterprise Reflection Problem Solving Conflict resolution STEAM

**Intended impact:**

Pupils will deepen their understanding of the importance of good physical and mental health.  
Pupils will gain a strong understanding of different relationship models and know how to stay safe within these relationships.  
Pupils will know how to contribute positively to the school, the community and the wider world.