



Personal, Social and Emotional Development

Nursery	Develop Matters PoS	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
Who am I?	Managing Self: Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	knowledge of basic safety rules ; knowledge of how to seek help from an adult	being able to choose which tools and equipment are needed for a task	sense of self	good looking, good listening, good sitting, good thinking, quiet hand, choosing time, sharing, kind hands, "choose it, use it and put it away"
	Building Relationships: Become more outgoing with unfamiliar people, in the safe context of their setting.	We can all look after each other, and everyone can have their needs met. Nursery is a safe place where I can trust people.	Sharing opinions, wishes and needs with confidence, and respecting the opinions, wishes and beliefs of others.	sense of others	
Autumn Term 2					
Who is in my community?	Self-Regulation: Develop their sense of responsibility and membership of a community.	I can help those around me.	Using words and gestures to solve conflicts and to help others.	help, others	happy, sad, angry, calm, frightened, loved
	Self-Regulation: Increasingly follow rules, understanding why they are important.	knowledge of safety rules and routines such as lining up, washing hands	put safety and social rules into practice	safety, rules	
	Building Relationships: Show more confidence in new social situations.	I can have fun with, and get inspiration from, those around me, and can give back to them in the same way.	exercising autonomy and confidence when choosing starting points for own play, e.g. approaching a busy construction lego area and being less inhibited	free choice , will	
	Managing Self: Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Have knowledge of different emotion 'tags' and and being able to articulate	Identifying feelings and talking about them.	feelings and emotions	
Spring Term 1					
How do we get to the	Self-Regulation: Do not always need an adult to remind them of a rule.	know which rules and routines we use regularly and follow these independently	being able to consistently follow class rules.	rules	wash hands, brush teeth, toilet, wiping, clean, healthy, look after
	Self-Regulation: Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	knowledge of own body cues for needing to visit the toilet	skills to wash hands , dry hands and to choose appropriate times to carry out these hygiene routines	self care	

South Pole?	Building Relationships: Play with one or more other children, extending and elaborating play ideas.	I can play collaboratively, and we can play as a group, sharing and elaborating on ideas.	Responding to the feelings and ideas of others during play, and sharing own feelings and ideas.	empathy	
Spring Term 2					
What can we grow?	Building Relationships: Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	knowledge of language that can help resolve conflicts - 'please; let's take turns ; thank you'	using words and phrases that help to dissolve a conflict	compromise	sharing, kind hands, helping, talking, using words, asking, listening
	Building Relationships: Develop appropriate ways of being assertive.	I can make my needs clear in a respectful way.	Expressing needs and wishes clearly and respectfully.	needs, wishes, sense of self	
Summer Term 1					
What is under the sea?	Building Relationships: Talk with others to solve conflicts.	knowledge of what gesture, body language and facial expressions might tell us about another's feelings	able to adapt own behaviour and actions	conflict, solution	sharing, kind hands, helping, talking, using words, asking, listening
Summer Term 2					
Where will adventure take us?	Building Relationships: Begin to understand how others might be feeling.	know the class community well and be able to talk about different classmates in positive ways.	play in cooperative and respectful ways	feelings, others	sharing, kind hands, helping, talking, using words, asking, listening



Personal, Social and Emotional Development

Reception	Development Matters PoS	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
What makes Me Happy and Healthy ?	Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas	Understand own actions affect others	Knowledge and understanding and ask appropriate questions of others.	Knowing and liking myself	body, mind, self-regulation, emotions, healthy
	Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing	knowing there are different	identify my own emotion	Emotional intelligence	
	Build constructive and respectful relationships.	ways to show confidence	Explain their own s and how they affect me	Kindness	
	Manage their own needs. • Personal hygiene	knowing what makes my body and mind healthy	how to cope and express my emotions appropriately	Self-regulation	
	Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian	understanding how food affects my body	demonstrate confidence in a way appropriate to me	Self-efficacy	
		recognize the way my body reacts to different situations	Making decisions about how to use my body in effective ways	Looking after my body and mind	
		understanding it is important to have a healthy mind and we all have a range of emotions	talk about and describe feelings and emotions and link them to context		
		Recognising when I need to use the toilet and be able to go independently	identify healthy food		
			Independently ensure their personal hygiene		
Autumn Term 2					
	Think about the perspectives of others.	Knowing animal habitats and countries.	using a map to locate the countries	map skills	respect, discuss, Voice, Article 12

Where in the World do Animals Live?	Identify and moderate their own feelings socially and emotionally.	New Vocab linked to topic.	using new vocab in conversation and asking questions and describing.	kindness	
	Express their feelings and consider the feelings of others.	knowing how different resources and equipment can be used	using resources and equipment appropriately and specifically to create own idea		
	See themselves as a valuable individual.	knowing that I have my own ideas and that my peers' may differ.	expressing my own ideas appropriately and accepting others' ideas.		
		understanding everyone has the right to express and have the space to share their opinion	knowing when it is appropriate to listen and when it is my turn to talk		
		difference in culture and context (Handa's Surprise)	talking about differences in culture and context that affect the body and mind		

Spring Term 1

What makes a good toy?	They can think about the perspectives of others.	To know that everyone can have their own ideas and views.	To be able to listen to and work cooperatively with their peers.	Building confidence, self-esteem and resilience.	Kindness, Self Esteem, Confidence, Teamwork
	They can see themselves as a valuable individual	Know that even if the ideas and thoughts are different to mine, everyone has the right to express them.	Listen and respond to the thoughts and ideas of others.		
			To compromise and use the ideas of others in my own play.		
		To know that I am special and I am important.	To be able to describe myself in positive terms.		
		To know that my ideas and opinions are valued and respected.	To be able to describe what I enjoy and what I am good at.		
			To have the confidence to express my own ideas and opinions within the class.		

Spring Term 2

What happens on the farm?	Show resilience and perseverance in the face of challenge.	Know that challenges help us to learn and improve. Know that it is important to 'have a go' and that we learn from mistakes.	Being able to show resilience in different situations. Be willing to 'have a go' at different challenges in order to learn and grow.	Zones of regulation, emotions, feelings.	Kindness. Confidence, Self Esteem, Teamwork
	Identify and moderate their own feelings socially and emotionally.	Know that all emotions are valid and have a place and a reason behind them. Know the different emotions e.g. anger/happiness/fear/worry etc.	React appropriately to all emotions and ask for support when needed. Know how to use the Zones of Regulation.		

	Think about the perspective of others.	To know that others have different ideas and opinions.	To know that others have different ideas and opinions.		

Summer Term 1

How can I be a superhero?	Build constructive and respectful relationships.	Know that positive relationships are important. Know that they need to respect themselves and their wider community.	Use developing communication skills, such as good listening and turn taking to work alongside others.	Kindness	confidence, thoughts, ideas, opinions,
	See themselves as a valuable individual.	Know that they are a valuable member of their community. Know that they will be listened to.	Build confidence in sharing ideas, opinions and thoughts.	Confidence and Self Esteem	
	Work and play cooperatively and take turns with others.	Know that others have different ideas, opinions and values. Know that they need to respect other perspectives.	Listen to other people's ideas and opinions. Take account of other people's ideas and opinions and respond appropriately and respectfully.	Teamwork	
	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	Know the importance of taking turns and taking account of other people's needs. Know that other people can have a different agenda.	Take turns and share. Be considerate of others.		
	Explain the reasons for rules, know right from wrong and try to behave accordingly	know that you don't always have to be right or an expert to try new activities. Know that trying new things can be fun.	Persevering when you find a challenge and developing the confidence to try new things.		
	Explain the reasons for rules, know right from wrong and try to behave accordingly	Know the boundaries and routines of school. Know that some behaviour is not appropriate. Know the three c's: Choice, Chance and Communication.	Treat themselves and others with respect. Listen and respond to others with respect and dignity.		

Summer Term 2

What goes up, up and away?	Show resilience and perseverance in the face of challenge.	Know that challenges help us to learn and improve. Know that it is important to 'have a go' and that we learn from mistakes.	Being able to show resilience in different situations. Be willing to 'have a go' at different challenges in order to learn and grow.	Resilience	Kindness, Confidence, Self Esteem, Teamwork
	Identify and moderate their own feelings socially and emotionally.	Know that all emotions are valid and have a place and a reason behind them. Know the different	React appropriately to all emotions and ask for support when needed. Know how to use the Zones of Regulation.		
	Think about the perspective of others.	To know that others have different ideas and opinions.	To know that others have different ideas and opinions.		



Personal, Social and Health Education

Year 1	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
What do I know about the UK and where I live in Didsbury?	Mental and Emotional Health	What makes me happy? What are feelings?	Be able to label feeling and emotions. be able to say what makes them happy.	Wellbeing	Mental health, wellbeing, happiness, calm, focused, ready to learn sad, upset, sick, tired, bored, frustrated, angry, confused, worried, frightened, recognise, communicate, share, self regulation, impact, affect, environment, friendship, relationships, belonging, family, love, care.
		Understand that all emotions are valid	Be able to say why it is important to recognise sadness, anger and worry and what to do when I experience these feelings.	Emotions	
		Understand the Zones of Regulation and how emotions and feelings can impact on our behaviour, relationships and learning.	be able to plot their feelings on the Zones of Regulation. Be able to take steps to bring themselves back to green when they have experienced sadness, anger and worry. Be able to say how their feelings have an impact on others around them.	Self regulation	
	Relationships and Sex Education				
		Understand how my behaviour can affect others.	To be able to say how my behaviour can have an impact on the feelings of others.	Impact on others and their environment.	
	Keeping Safe	What are the expectations for keeping me safe in school?	Know how to contribute to the life of the classroom. Help to construct and agree to follow, group and class expectations and understand how these expectations help them .	Expectations, belonging .	
	Living in the Wider World	What are the expectations for keeping me and others safe and happy in class?	Be able to recall class expectations which keep them safe. Be able to say how their behaviour has an impact on safety, wellbeing, relationships and learning.	Safety, danger, consideration for others, responsibility, rights.	
	Relationships and Sex Education	Who are the people in my life who love and care for me?	Be able to name the members of their family and say how family has an impact on happiness and wellbeing.	Family, belonging, relationships, love and care.	
Autumn Term 2					

How different was my grandparents' childhood to mine?

Mental Health and Wellbeing	Feelings experienced over time especially those associated with change and loss.	Understand that some people may no longer have grandparents and may have experienced loss. Understand that feelings of change and loss can be the result of different situations in life also. Examples might be moving house, losing toys, pets or friends. Understanding that once their grandparents were young like them and that overtime humans grow and change.	Love, loss, change	Love, family, loss, change, acceptance, growth, safety, physical wellbeing, emotional wellbeing, danger, environment, trust, secrets, surprises, diet, lifestyle, acceptable, unacceptable, comfortable, uncomfortable, money, cost. and work.
Keeping Safe	Understand the need to stay safe whilst playing at home or at school.	Recognise the similarities and differences for keeping safe in the past and now. Understand the rules for and ways of keeping physically and emotionally safe including road safety, stranger danger, the difference between surprises and secrets, rail, water, fire and online safety.	Safety, danger, trust, environment.	
Family, wellbeing, relationships	Understand about family networks	Understand who they can trust, who they can go to if they are worried and how to attract their attention.. Understand the ways in which they can help these people look after them.	Love, trust care, worry, emotional wellbeing.	
Healthy Lifestayles	What is a healthy lifestyle? How can I be responsible for my own health and wellbeing? What helps to keep me physically healthy?	Understand how their grandparents lifestyle differed from theirs. Understand that we now know a great deal more about the benefits of a healthy diet and active lifestyle. Understand the importance of handwaching to prevent the spread of disease and self care including dental health and hygiene.	health, hygiene, disease, exercise, diet, selfcare	
Relationships and Sex Education.	Who are the people in my life who love and care for me? What are the similarities and differences between people? What are the similarities between boys and girls?	Identify their special people (family, friends and carers), what makes them special and how special people should care for one another. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell). Understand that people's bodies and feelings can be hurt. To recognise when somebody is being unkind and who to tell.	Love, care, kindness, relationships	
Living in the Wider World	Where does our money come from?	Understand that the cost of items in their grandparents day was very different to now.	Money , cost, work.	

Spring Term 1

Why are humans not like tigers? Animals including humans	Mental health and Wellbeing	What makes me happy? What are feelings?	To recognise what they like and dislike, how to make real informed choices that improve their physical and emotional health. To recognise that choices can have good or not so good consequences. The names for the different body parts of different animals especially humans. Understanding the differences between boys and girls.	Choice, consequence, humans, animals, differences, similarities, impact on the environment.	Likes, dislikes, choices, consequences, animals, humans, body parts, male, female, girl, boy, similarities, differences, responsibility, diagram, label, harm, consideration, lifespan, growth, endangered, conservation, Earth, change, natural, built, local.
	Living in the Wider World	What is the environment?	What improves and harms their local, natural and built environment. Understand the term endangered and conservation.	The natural world and the environment.	
			Understand that people and other living things have needs and that they have a responsibility to meet them.	Animals and humans.	
Spring Term 2					
How can I make a fashionable logo about where I am from?	Mental health and Wellbeing	What makes me happy? What are my feelings?	To think about themselves, to learn from experiences, to recognise and celebrate their strengths and set simple but challenging goals.	Growth mindset, resilience, challenge.	Self esteem, confidence, achieve, challenge, goals, celebrate, resilience, growth mindset, uniqueness, strengths, difficulties. Substances, medicines, harmful, safety, male, female, stereotype, acceptance, views, beliefs, community, belonging.
	Keeping Safe	What are the rules about household substances?	Know that household products including medicines, can be harmful if not used properly.	Substances and medicines.	
	Relationships and Sex Education.	The differences and similarities between people. What are the differences and similarities between boys and girls?	Understand and accept that different people hold different views, likes and dislikes and we should accept this..	Acceptance, views, beliefs, gender, stereotypes. .	
	Living in the Wider World	What is the Environment?	Know that they belong to various groups and communities.	Community, belonging.	
Summer Term 1					
Why are some places in the world always hot and others are always cold?	Physical and Emotional Health.	How does my behaviour affect others?	How some diseases are spread and can be controlled and the responsibilities they have for their own health and others.	Health and responsibility.	health, disease, hygiene, control, responsibility, spread, contagious, emergency, police, ambulance, fire, telephone, communication, responsibility, prevent, safety, family, care, community, British values, global environment and change.
	Keeping Safe.	What is an emergency and what do I do?	To recognise that they share a responsibility for keeping themselves and others safe. Understand what is an emergency and what actions to take.	Safety and emergency	
	Healthy Lifestyle	Why is it important to wash my hands?	How to prevent the spread of germs and disease and their responsibilities for themselves, others and their environment.	Hygiene and health.	
	Relationships and Sex Education	Who are the people in my life who love and care for me?	Know about people who look after them, family networks, who to go to if they are worried and how to attract their attention.	Family, community, emergency.	

	Living in the Wider World	What is the Environment?	What improves and harms their local, natural, built environments. How does their behaviour impact on the wider world.	British values, global citizenship.	
Summer Term 2					
Who were and are the famous Manchester people?	Mental and Emotional Health	What makes me happy? What are feelings?	Understand about growing and changing and new opportunities and responsibilities that increasing independence brings.	Change and opportunity.	Independence, change, responsibility, opportunity, resilience, ICT, online safety, internet, concern, sharing, worry, comfortable, uncomfortable, acceptable, unacceptable, growth, change, similarities, difference, money, work, spend, save. . .
	Keeping Safe	What are the rules for keeping me safe at school and outside?	What are the rules for keeping physically and emotionally safe including safety online and the responsible use of ICT. Recognise that they share a responsibility for keeping themselves and other's safe. When to say 'yes' and 'no', 'I'll ask' and 'I'll tell'. .	Online safety. Sharing concerns.	
	Relationships and Sex Education	What are the differences and similarities between people?	Know the process of growing from young to old and how people's needs change.	Growth and change.	
	Living in the Wider World	Where does our money come from?	Know that money comes from different sources and can be used for different purposes including the concepts of spending and saving.	Money	



Personal, Social and Health Education

Year 2	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
Would a Dinosaur make a good pet?	About different feelings that humans can experience	To know that humans can experience a range of emotions	Regulating emotions using zones of regulation	Feelings	Zones of regulation emotions anger fear happiness sadness regulate empathy share
	How to recognise and name different feelings	To know how to deal with different emotions	Recognising a range of emotions		
	How feelings can affect people's bodies and how they behave	To have a toolkit for dealing with emotions that make us uncomfortable	Using a toolkit and our environment to help with our emotions		
	How to recognise what others might be feeling	To show empathy for others	Accepting other people's feelings and emotions		
	To recognise that not everyone feels the same at the same time, or feels the same about the same things	To know that we should accept other people's feelings and beliefs	Sharing our feelings in discussions		
	About ways of sharing feelings; a range of words to describe feelings	To share our emotions with each other			
		To know how to regulate our emotions			
Autumn Term 2					
What lessons have we learnt from the Great Fire of London?	About rules and age restrictions that keep us safe	To know about age restrictions in place to keep children safe	Recognising age appropriate rules	Danger	Fire Safety Precautions Risk Age Restrictions Household items Harm
	To recognise risk in simple everyday situations and what action to take to minimise harm	To know about risks present in everyday situations and how to combat them	Understanding risk factors		
	About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)	To know how to be safe at home	Keeping themselves safe at home		
	That household products (including medicines) can be harmful if not used correctly	To know about fire safety	Analysing risk and taking precaution towards fire safety		
		To know that household products can be harmful	Taking care with household products		
Spring Term 1					

What are the main differences between my life and a small village in Africa?	To recognise what makes them special	To know that individual characteristics make us special	Regulating emotions using zones of regulation	Feelings	Zones of regulation emotions personality unique differences self
	To recognise the ways in which we are all unique	To know to accept others for their differences	Recognising a range of emotions	Mental Health	
	To identify what they are good at, what they like and dislike	To celebrate our strengths and personality	Using a toolkit and our environment to help with our emotions		
	How to manage when finding things difficult	To know how to manage when we find things difficult	Recognising strengths in our personality		
			Reflecting on sense of self		

Spring Term 2

Which internationally famous person did something incredible in the past?	About the roles different people (e.g. acquaintances, friends and relatives) play in our lives	To know the different roles people have in our lives	Exploring different roles within the family	Feelings	Family Love Relationships Care Family Structure Roles
	To identify the people who love and care for them and what they do to help them feel cared for	To know who to love and care for and how they help us	Understanding who loves and cares for us	Community	
	About different types of families including those that may be different to their own	To know about different types of families	Understanding different types of family structures		
	To identify common features of family life	To understand the common features of family life	Recognising the common features of family life		

Summer Term 1

How different are the environments close to our school?	That bodies and feelings can be hurt by words and actions; that people can say hurtful things online	To know how we can be hurt by words and actions	Recognising the impact of words and actions	Health	Bullying By Stander Trusted Adult Report Words Actions Impact
	About how people may feel if they experience hurtful behaviour or bullying	To know how bullying can impact us	Exploring how bullying can impact us	Danger	
	That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	To know that hurtful behaviour can be detrimental	Discussing how hurtful behaviour can impact us	Privacy	
		To understand the role of the bystander and bullies	Identifying the role of the bystander and bullies	Community	
		To know how to report bullying	Reporting bullying to a trusted adult		

Summer Term 2

<p>How can I make a moving Victorian vehicle?</p>	<p>About what rules are, why they are needed, and why different rules are needed for different situations</p>	<p>To know about different rules in place in certain situations and why they are needed</p>	<p>Exploring rules in place in certain situations</p>	<p>Rights Holders</p>	<p>Environment Rules Rights Responsibilities Charter</p>
	<p>How people and other living things have different needs; about the responsibilities of caring for them</p>	<p>To know how living things and people have differing needs</p>	<p>Recognising how living things have different needs</p>	<p>Dignity</p>	
	<p>About things they can do to help look after their environment</p>	<p>To know about rights and responsibilities with caring for others</p>	<p>Exploring rights and responsibilities</p>	<p>Duty Bearers</p>	
		<p>To know how looking after the environment can help us</p>	<p>Identifying how we can look after our environment</p>	<p>Respect</p>	



Personal, Social and Health Education

Year 3	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
What causes earthquakes, volcanoes and mountains?	To recognise what they like and dislike, what is fair and unfair, and what is right and wrong;	To understand what emotions are described through Zones of Regulation and The Colour Monster and how they make my body feel .	Use Zones of Regulation to describe how they are feeling use strategies to calm themselves down when needed	Fairness	Fairness, emotions, regulation, mindfulness, calming techniques, growth mindset, relationships, self worth, empathy, goal setting, respectful
	To share their opinions on things that matter to them and explain their views;	What growth mindset is and how can I use it to support my learning	Listen appropriately to others with consideration and respect	Respect, Self worth	
	To recognise, name and deal with their feelings in a positive way;	To understand there are a wide range of strategies to regulate emotions such as mindfulness, calm down space, breathing exercises	To empathise and support peers	Relationships	
	To think about themselves, learn from their experiences and recognise what they are good at; how to set simple goals.		To ask for help when I need it	Self worth	
			To recognise when I have done something wrong and how it has affected others	Understanding, empathy	
Autumn Term 2					
How can I create a large structure to represent Manchester?	To recognise habits that can have a positive and negative effect on a healthy lifestyle.	To know what identity means.	Use the SMART acronym to stay safe online.	Everone has a unique identity that is similar and different to others.	Identity, healthy, lifestyle, online safety, privacy, information, personal, habit
	To understand what personal identity means.	Understand that one's personal identity is made up of different things such as likes, dislikes, family, religion, race etc.	Identify key aspects that form their personal identity.	Good habits have positive impacts on people's lives, which helps them to have a healthier lifestyle.	
	To learn the basic rules of online safety.	To know what personal information means, what should be kept private and why.	Identify how habits impact a person's lifestyle.	Bad habits have positive impacts on people's lives, which means a less healthier lifestyle.	

Spring Term 1

How did Britain change between the Stone age and Iron age?	To learn techniques for resisting the pressure of doing something he or she does not want to do.	To know what peer pressure is and how to resist it.	To use taught techniques to deal with peer pressure.	Understand that there is a difference between positive and negative peer pressure.	Peer pressure, secrets, acceptable, unacceptable, confidence, trust, respect, safe, boundaries
	Know what to do when he or she feels unsafe or worried for themselves or others.	Know who to ask for help and what vocabulary to use when doing so.	To recognise good secrets and bad secrets.	It is everyone's right to feel heard and he or she should keep trying until he or she feels heard.	
	Understand the importance of not keeping secrets.	Understand the difference between bad secrets and good secrets/ surprises.		Bad secrets should not be kept to ourselves.	

Spring Term 2

Why do we love holidays in the Mediterranean?	To recognise reasons for rules and laws	Countries around the world, such as England, have rules and laws that people must follow.	Describe the ways people can, have and should take care of the environment.	Rules and laws are not meant to be broken and there are consequences for not abiding by them.	Environment, rules, laws, consequences, rights, responsibility
	Consequences of not adhering to rules and laws	Know that we have a shared responsibility to care for the environment in school and at home.	Give reasons and practical examples for why different rules are needed in different situations	Understand that their actions can have a positive impact on their community, country and world.	
	About the relationship between rights and responsibilities	Understand what a community is and how it feels to live in one.	Describe what might happen if rules and laws are broken	Rules and laws keep use safe.	
	About the different groups that make up their community		Recognise the different groups that make up my community		
			Develop self-awareness regarding their rights and responsibilities for the environment.		

Summer Term 1

Why was Ancient Egypt's civilization ahead of its time?	To value the different contributions that people and groups make to the community	What a global community is and the difference between global and local communities	Taking or attempting to take positive risks for gaining profits	Understand that their actions can have a positive impact on their community, country and world.	Community, career, finances, savings, Fair Trade, borrow, risks, investment, finance, interest, loan, debt, critical customer
	that jobs help people to earn money to pay for things	Recognise where adults get their money from and how work can enhance life and the way we feel about ourselves	Make decisions in difficult situations or scenarios.	Jobs require qualities and skills that enable people to earn money.	
		Explain what it means to be enterprising			
		Describe or demonstrate some of the qualities and skills that are needed to for enterprising			

Summer Term 2

<p>How did the blossom become an apple?</p>	<p>To recognise the elements of a healthy, balanced lifestyle</p>	<p>To know how the 'Eat Well' guide shows us foods to keep us healthy and the aspects involved in a healthy lifestyle including diet, rest, exercise, hygiene.</p>	<p>Describe the elements of a healthy, balanced lifestyle</p>	<p>Self-regulation</p>	<p>Choice, consequence, lifestyle, balance, nutrition, food groups, influence, healthy, diet, exercise, benefits</p>
	<p>To know the choices that support a healthy lifestyle and the influences on this</p>	<p>Recognise that personal choices regarding food and lifestyle choices can have positive and negative effects and what these might be</p>	<p>Make choices using informed decisions about healthy lifestyle</p>	<p>Healthy choices</p>	
	<p>To understand what constitutes a healthy diet, how to plan healthy meals and the benefits</p>	<p>Understand why it is important to eat foods from each group to stay healthy</p>	<p>Know how to plan healthy meals and what constitutes a healthy diet, benefits to health and well being of eating nutritionally rich foods</p>	<p>Positive thinking</p>	
	<p>To understand the risks to health of not following a healthy diet</p>	<p>Understand health risks and how they may be prevented with lifestyle choices</p>	<p>Recognise that habits can have a positive or negative influence on their lifestyle. Know the risks associated with not eating a healthy diet including obesity and tooth decay</p>	<p>Managing influence</p>	



Personal, Social and Health Education

Year 4	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
What did the Ancient Greeks bring to the world?	Health and Wellbeing: Think Positive	Know the importance of mental health.	Strategies to manage negative thoughts.	Mindfulness	Positive, Attitude, Mental health, Gratitude, Change, Emotions, Challenges
	That mental health, just like physical health, is part of daily life; the importance of taking care of mental health	Know a range of strategies to support with own and other's mental health.	Deal with uncomfortable emotions and challenges.	mindset	
	About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing	Know a range of strategies to support with own and other's mental health.	Explain how to help others with their mental health. Empathise with others	Positive	
	About everyday things that affect feelings and the importance of expressing feelings	Know that there are different factors in everyday life that can affect our mental health	Identify factors that can affect mental health	Attitude	
	About everyday things that affect feelings and the importance of expressing feelings	Know how important it is to express feelings	Self-awareness	Mental health	
				Gratitude	
				Change	
				Emotions	
			Challenges		
Autumn Term 2					
What are the main features of the UK?	About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn	To know why it is important to get a good sleep and why a good bedtime routine is important	Managing influence	Physical illness	Physical illness, fitness, energy, strength, routine, nutrition, diet, emotions
	Learn about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.	Know that food is needed to provide energy for the body	Self-regulation	Energy	
	Learn about what good physical health means; how to recognise early signs of physical illness	To know the signs and symptoms of illness	Problem solving	Physical health	
		To know where to go to get help when you are ill	To ask for help when it's needed	Fitness	
				Illness	
				Nutrition	
			Emotions		

Spring Term 1									
What happens to the food we eat? (ANIMALS, INCLUDING HUMANS)	How to predict, assess and manage risk in different situations	Know how to assess situations and understand what constitutes as a "dangerous" situation	Identifying risk and reacting appropriately	Safety	Safety, risk, emotions, harm, injury, positive and negative associations, drugs, digital devices, environment				
	About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe	Identify hazards and know what to do to help reduce risk	Self-regulation	Risk					
	About the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)	Know how to store medicines appropriately and safely	Being able to explain how to store medicines safely	Emotions					
	Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety: safe use of digital devices when out and about	Know how to keep safe in unknown/unfamiliar places.	Identify dangers in an environment	Harm					
	Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations	Know how to identify emotions and then respond to these emotions appropriately	Self control and self regulation	Injury					
	About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break	Know about the risks of drugs and their impact on our health	Being able to explain the risks associated with drugs	Associations					
				Self-awareness					
				Environment					
Spring Term 2									
What are the main differences about living in the UK and Spain?	About the relationship between rights and responsibilities	Know what rights people have, and what responsibilities they have too	Identify what rights are and be able to explain what responsibilities people have	Rights	Rights, environment, human rights, responsibilities, money, finance, wealth, reducing, reusing, recycling, food choices, protection, decision making, attitudes				
	To recognise there are human rights, that are there to protect everyone	Know about UNICEF's Children's Rights and how they impact lives	Identifying children's rights	Environment					
	That money needs to be looked after; different ways of doing this	Understand how to look after money	Be able to explain how to manage money and where it can be kept	Finance					
	To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'	Know why people make certain decisions about their savings and money and what their attitude to money could be	Explain different opinions about money and savings	Wealth					
	Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	Know how we can reduce, reuse and recycle in order to help the environment	Explain how we can protect the environment	Influence					
				Protection					
				Responsibility					
				Decision making					
			Attitudes						
Summer Term 1									

<p>How did Britain change between the end of the Iron Age and the end of the Roman occupation?</p>	Problem solving strategies for dealing with emotions, challenges and change, including the transition to new schools	Know strategies to deal with different emotions. Know when to ask for help	Identify different emotions and how they make us feel	Emotions	<p>Emotions, moods, respect, triggers, relationships, compliance, discrimination, bullying, consequences, online, offline, behaviour, choices</p>		
	About everyday things that affect feelings and the importance of expressing feelings	Knowing what triggers there may be for individuals that can change your mood	Be able to explain how everyday things make people feel	Choices			
	That personal behaviour can affect other people; to recognise and model respectful behaviour online	Know how to behave online	Self-regulation when online	Self-respect			
	To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	Know what self-respect is and know how we want to be treated/know how we should treat others	Be able to explain what self-respect is	Relationships			
	Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming	Know what safety online looks like and how to promote personal safety	Identify what is safe and unsafe online	Compliance			
	About discrimination: what it means and how to challenge it	Know what discrimination is and how to challenge it	Be able to explain what discrimination is	Discrimination			
	About the impact of bullying, including offline and online, and the consequences of hurtful behaviour	Know what bullying online looks like and how this would affect others	Identify what bullying online looks like	Consequences			
				Behaviour			
Summer Term 2							
<p>How can I make a functional electronic torch?</p>	How to manage risks to physical and emotional health and wellbeing	Know about self care and personal identity	Children will be able to recognise and celebrate their own personal qualities	Personal Identity, Self-Esteem and Confidence	<p>Identity, self-esteem, confidence, body parts, personal hygiene, puberty, diversity</p>		
	Ways of keeping physically and emotionally safe	Know how to manage friendships and relationships	Children will be able to identify the qualities to look for in a friend.	Growing up			
	How to manage change, including puberty, transition and loss	Know what it means to grow up and change	Children will be able to identify and correctly name male and female external body parts.	Body Changes			
	How to respect equality and diversity in relationships	Children will understand the concept of body changes through the life stages.		Hygiene			
		Children will understand the need for personal hygiene and will be able to recognise what they need to do to keep clean.		Personal Safety.			
		Children will understand the importance of having someone to trust and will know rules that will help keep themselves safe					



Personal, Social and Health Education

Year 5	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
How Is A River Formed?	Mental and Emotional Health	What is mental health?	Explain what is meant by the term 'mental health'	Self-worth and positive thinking	mental health self regulation empathy self awareness
	That mental health, just like physical health, is part of daily life; the importance of taking care of mental health	How do I negotiate and compromise?	Identify every day attitudes and behaviours that can support our mental and physical health	Self-awareness	
	About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing	How do I stay safe on a mobile or tablet?	Give examples of ways we can take care of our mental health	Self-regulation	
	To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others	How can I be happy being me? (body image)	Recognise that conflict is a part of everyday life as we are all different and have different wants and needs	Empathy	
	To recognise that anyone can experience mental ill-health and that it is important to discuss feelings with a trusted adult	Self-worth and positive thinking	Describe recent conflicts I have experienced and identify reasons for disagreements		
	That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely	Self-awareness	Recognise three behaviour types, assertiveness, passive and aggressive		
	To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary	Self-regulation	Demonstrate positive ways to resolve conflict in different situations		
	To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	Empathy	Explain how to be responsible for their devices, habits and behaviours when using a mobile, tablet or gaming device		
To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth		Describe the impact of recognising the good in me can have on my body image, self-esteem, and overall health and wellbeing			
Autumn Term 2					
How did Britain change between the end of the Roman occupation and 1066?	Keeping Safe	How do I respond to dares?	To recognise that there are many different influences that can be both positive and negative.	positive and negative influence	dare consequence peer influence habit lifestyle
	How to predict, assess and manage risk in different situations	What are 'habits'?	To know what is meant by the term 'habit' and why habits can be hard to change.	habits and lifestyle	
	Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.	Who or what influences me?			
	How to recognise that habits can have both positive and negative effects on a healthy lifestyle				
Spring Term 1					

How can I create a watermill system?	Healthy Lifestyles	How can we stop the spread of infection?	Problem solving	use of vaccines to prevent disease	vaccine microbe blood cell antibodies immunity
	Learn about how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed	What is a vaccine?	Clarifying and re-valuating values and beliefs		
		How vaccines work	Decision making		
		What is immunity?	Managing influence		
			Problem solving		
			Self-regulation		
Spring Term 2					
Will we ever send another human to the moon?	Healthy Lifestyles	Why is it important to know about nutritional content of food?	Decision making	The benefits of a healthy diet.	Balanced diet vitamin nutrient carbohydrate protein obesity decay
	Learn about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.	Essential nutrients	Managing influence		
		balanced diet	Problem solving		
		Food groups: carbohydrate, protein, fats	Self-regulation		
		vitamins			
Summer Term 1					
Why should the rainforests be important to us all?	Living in the Wider World	How are rules and law made and changed?	Clarifying and re-evaluating values and beliefs	Identify some of the steps needed to set up an enterprise project	trade, responsibility, enterprise, law, rights
	To recognise reasons for rules and laws; consequences of not adhering to rules and laws	What is Fair Trade?	Self-worth and positive thinking	Recognise that being enterprising may mean taking a risk	
	About the relationship between rights and responsibilities	How can I develop my enterprise skills?	Problem-solving	Explain what enterprise means and give some examples (from school, local or wider community)	
	The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others		Risk assessment	Demonstrate how research can help find out if an enterprise will be successful	
	That people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity)		Clarifying and re-evaluating values and beliefs		
			Empathy		
Summer Term 2					
	Relationships and Sex Education	What is puberty?	Label the main parts of the body, including genitalia.	Male and female bodies are different	Puberty relationships hygiene genitals period uterus cervix vagina menstrual cycle testicles
	About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)	What are the different relationships in my life?	Define puberty and list physical and emotional changes that happen to boys and girls during puberty as they change into adults, and able to reproduce.	Male and female bodies go through changes at puberty	
	About where to get more information, help and advice about growing and changing, especially about puberty.	What is unwanted touch?	Describe how periods affect girls both physically and emotionally		



Personal, Social and Health Education

Year 6	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
What are our rights as a child?	Pupils will build on prior knowledge of their Rights as a child.	Articles and Global Goals of UNICEF.	Link the articles to attributes	Respect	Article, respect, listen, stimulus, rights, Global Goals, convention, WW2
	They will look at the UNCRC in detail and make links with their own life and others' around them.	Knowledge of how particular Articles link to contemporary issues or themes encountered in story, e.g. how Rights can be jeopardised due to poverty.	Children can discuss and debate topical and controversial issues.	Equity, social justice, reciprocal respect	
	They will be shown images to support their thinking.		That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability.	stereotyping, bias, discrimination, conditioning	
	They will understand where children's rights are not being met in 2022.		To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.		
Autumn Term 2					
How can I challenge negative thoughts and feelings?	To learn how we can challenge negative thoughts and feelings.	To manage and respond to feelings	Name the worries and problems that we may experience daily	Negative thoughts	mental health self regulation empathy self awareness Negative/ Positive thoughts Self Worth Behaviour Feelings
		To know about different feelings that humans can experience	Strategies to respond to feelings - including intense or conflicting feelings	Self-worth and positive thinking	
		To know about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing	Describe strategies to challenge negative thoughts	Self-awareness	

			Explain how to challenge negative thoughts with strategies I have learnt	Self-regulation	
Spring Term 1					
How can I stay physically healthy?	To learn how to stay physically healthy	Lifestyle choices can be harmful and detrimental to my health	· Managing influence	Physical Health	Physical, social, mental, choices, detrimental, disease, excess, choices, healthy lifestyle, consequences, taking responsibility,
		How people might approach making an informed decision in relation to health and wellbeing	· Re-evaluating		
		To describe the benefits of a balanced lifestyle, including eating a balanced diet and achieving the recommended amount of physical activity	· Self-regulation		
Spring Term 2					
What is stereotyping?	To learn about stereotypes and the importance of challenging them.	describe how to challenge and resist discrimination and stereotyping. ^o		Stereotypes	Gender discrimination stereotype effects negative positive influences
		recognise examples of stereotyping.			
		explain the effects of discrimination and stereotyping and explain why it is unacceptable			
		about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes			
		about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced			
Summer Term 1					
	To learn how the internet can positively and negatively affect our mental health.	to recognise that anyone can experience mental ill health;	identify the positive and negative feelings that they can experience due to online behaviours.	Emotions	online sources, primary sources, secondary sources, choices, responsibility, consequences, behaviour, strategies, support,

How can the internet positively and negatively affect our mental health?	recognise ways in which the internet and social media can be used both positively and negatively	that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult	describe the benefits of taking responsibility for online behaviours and time spent online.	Choices	mental, physical, compliance
	about some of the different ways information and data is shared and used online, including for commercial purposes		explain the impact of positive and negative content online on my own and others' mental and physical wellbeing.	Self-respect	
	. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results			Relationships	
	about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information			Compliance	
	about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation			Discrimination	
				Consequences	
Summer Term 2					
Relationships and sex education	To learn about how responsibilities, rights and duties are part of our lives now and how they will change in the future.	The term reproduction. How babies are made and born.	Label body parts.	Reproduction Similarities and differences	Vulva, Penis, Period, Puberty, transition, pastoral care, Bullying, Secondary school, timetables, forms/class sets, high school
	To learn about how a loving relationship might result in marriage and what is meant by 'forced marriage.'	to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)	Share their experiences and offer support to their peers	Discussions	
	To learn about reproduction.	Will understand how relationships change as children go through to adulthood.		Transition for Secondary school	
		The body parts and their functions.			