

# Longstone Primary School Curriculum

Medium Term Planning: PSHE





# CURRICULUM DESIGN: PSHE



## PSHE Intent

At Longstone CE (VA) Primary School, PSHE is embedded in all that we do to enable our children to become independent, responsible, healthy and confident members of society. Our PSHE curriculum has been built with the aim to **nurture** the development of the 'whole child' so that children will be develop the ability to tackle the moral, social and cultural issues that come hand in hand with living in our modern world. Through both discrete lessons and a cross curricular approach, we provide our children with opportunities to **ignite** their curiosity and for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to **shine** and develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

## PSHE Implementation

At Longstone we believe that PSHE is vital in a child's education.

Our PSHE curriculum is based around Derbyshire County Council's '**PSHE Matters**' framework and is implemented on a two-year cycle. The knowledge and skills covered throughout the progressive PSHE Matters curriculum are not just taught in isolation, but across the school day in incidental opportunities to support children, in Collective Worship, school clubs, circle time, pupil parliament, visits and trips, community and school events, break times and within other lessons. Throughout our PSHE curriculum (planned and integrated within the school day) we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Pupils learn about similarities and differences between people and cultures and our citizenship lessons enable our pupils to understand the British democratic process, including how to affect peaceful changes in society.

## PSHE Impact

Through our PSHE Matters curriculum, we enhance children's education **nurturing** them to become caring, respectful, responsible and confident individuals and citizens. Children will have the knowledge of how to develop their self-esteem and self-awareness and make informed choices and decisions. They will be able to make sense of their own personal and social experiences and will be able to understand and manage their own feelings. Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Individual Liberty.

Children's progress in PSHE is monitored through the year and teacher assessment is used to identify further areas of development. PSHE assessment is measured against the pupil's own starting points. Children also reflect on their own PSHE learning to further their own progress and development using pupil consultation.



# 4-YEAR KNOWLEDGE CYCLE



The PSHE curriculum is a scheme of work which ensures progression from EYFS all the way through to year 6. Children will encounter the full range of PSHE areas of study repeatedly throughout their life at the school.

CYCLE A						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS/KS1	Being healthy	Relationships	Exploring emotions	Difference and diversity	Being responsible	Bullying matters
KS2	Being healthy	Relationships	Exploring emotions	Difference and diversity	Being responsible	Bullying matters

CYCLE B						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS/KS1	Drug education	Growing up	Changes	Being me	Money matters	Being safe
KS2	Drug education	Growing up	Changes	Being me	Money matters	Being safe

CYCLE C						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS/KS1	Being healthy	Relationships	Exploring emotions	Difference and diversity	Being responsible	Bullying matters
KS2	Being healthy	Relationships	Exploring emotions	Difference and diversity	Being responsible	Bullying matters

CYCLE D						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS/KS1	Drug education	Growing up	Changes	Being me	Money matters	Being safe
KS2	Drug education	Growing up	Changes	Being me	Money matters	Being safe



# MILESTONES PROGRESSION



	EYFS/Y1/2	Y3/4	Y5/6
DRUG EDUCATION	<ul style="list-style-type: none"> <li>Explore the role of medicines (use when we are ill/ prevent illness/ manage a condition.)</li> <li>Understand that household products, including medicines, can be harmful if not used properly.</li> <li>Explore that medicines come in different forms and are used in different ways.</li> <li>Understand that things that people put into their body or on their skin can affect how they feel.</li> <li>Talk about some simple rules for staying safe around medicines and other household substances/products.</li> <li>Identify people that they can go to if they are ill, worried or to help them/others to stay healthy.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the different purposes that medicines have.</li> <li>Explain the importance of taking medicines correctly and using household products safely.</li> <li>Describe risk in relation to the use of medicines/household products, and suggest what action to take to help prevent or minimise harm.</li> <li>Explore the possible risks and consequences of using/misusing legal drugs/ household products in everyday situations.</li> <li>Identify a circle of support and how to ask for help.</li> <li>Demonstrate what to do in an emergency situation.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that there are rules and laws surrounding the use of medicines, drugs and household products.</li> <li>Reflect on the risks/effects that legal drugs common to everyday life can have on health.</li> <li>Describe some ways in which alcohol, tobacco and other substances can affect the body/decision making.</li> <li>Explain why some substances are harmful for growing bodies.</li> <li>Analyse mixed messages in the media relating and recognise how they might influence opinions/behaviour.</li> <li>Identify a range of strategies to better manage situations involving peer influence/approval.</li> <li>Research reliable sources of information/ support for children/adults affected by their own or someone else's drug use.</li> </ul>
EXPLORING EMOTIONS	<ul style="list-style-type: none"> <li>Name a range of words to describe feelings.</li> <li>Understand that all feelings are ok.</li> <li>Understand that feelings can affect how our bodies feel and behave.</li> <li>Explore how to recognise different feelings.</li> <li>Talk about how we recognise what others might be feeling.</li> <li>Understand that not everyone feels the same about the same things.</li> <li>Talk about ways to manage big and uncomfortable feelings.</li> <li>Identify who they can ask for help and can demonstrate how to ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>Use a wider vocabulary to describe how they feel.</li> <li>Describe feelings that can be comfortable/uncomfortable.</li> <li>Recognise that feelings can differ in intensity.</li> <li>Explore how everyday things can affect how we think, feel and behave.</li> <li>Describe what supports good mental/ physical health.</li> <li>Identify that not everyone feels the same about the same things</li> <li>Identify strategies that they could use to respond to feelings, including intense or uncomfortable feelings.</li> <li>Understand the importance of not bottling up how you are feeling.</li> <li>Understand the importance of asking for help if feelings become too uncomfortable.</li> <li>Explain how they can access help.</li> </ul>	<ul style="list-style-type: none"> <li>Use a varied vocabulary when talking about feelings.</li> <li>Understand that sometimes we can have conflicting feelings.</li> <li>Explain that feelings can change over time and range in intensity.</li> <li>Understand that feelings can impact our mental and physical health.</li> <li>Recognise the importance of taking care of mental health and wellbeing.</li> <li>Discuss the signs that someone may be struggling with their mental health.</li> <li>Identify strategies that they could use to respond to feelings, including conflicting feelings.</li> <li>Record strategies and behaviours that support mental health and wellbeing.</li> <li>Explain how to seek support for themselves and others.</li> </ul>

	EYFS/Y1/2	Y3/4	Y5/6
<b>BEING HEALTHY</b>	<ul style="list-style-type: none"> <li>• Explore what 'being healthy' means and why it is important. • Understand that food is necessary to keep our bodies healthy.</li> <li>• Identify that food choices can vary for families/cultures.</li> <li>• Name/describe different physical activities and identify ones they enjoy.</li> <li>• Explain how physical activity can help us to stay healthy.</li> <li>• Understand that sleep and relaxation are important for growing and keeping healthy.</li> <li>• Talk about healthy ways to feel good, calm down or change their mood.</li> <li>• Demonstrate how to brush teeth.</li> <li>• Explain what good dental care is understanding the foods/drinks that support it.</li> <li>• Demonstrate simple hygiene routines that stop germs from spreading.</li> <li>• Begin to recognise different ways of staying healthy in the sun.</li> <li>• Understand what it means to take a break and how this is important for our health.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what a healthy lifestyle is and why it is important.</li> <li>• Understand what a healthy, balanced diet may include.</li> <li>• Understand what an informed choice is.</li> <li>• Identify opportunities for physical activity within their everyday lives.</li> <li>• Describe some consequences of being physically inactive, on the mind and body.</li> <li>• Identify routines that support good quality sleep.</li> <li>• Explore strategies and behaviours that support mental health.</li> <li>• Explain what good dental health means, including how to brush and floss.</li> <li>• Identify the effects of different foods/ drinks on the teeth.</li> <li>• Identify the everyday hygiene routines that can limit the spread of infection.</li> <li>• Identify the benefits/risks of sun exposure.</li> <li>• Describe how the SMILERS can be used as a tool to help keep a healthy balance.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify things that can affect someone's physical/mental health.</li> <li>• Explain what constitutes a healthy diet and the risks associated with not having one.</li> <li>• Reflect on what may influence our choices to have a balanced lifestyle.</li> <li>• Identify what good physical health means and how to seek help if they are worried about their health.</li> <li>• Recognise habits that can have both positive/ negative effects on a healthy lifestyle.</li> <li>• Understand routines/strategies that support good quality sleep; the effects of lack of sleep.</li> <li>• Identify strategies and behaviours that support mental health.</li> <li>• Identify the everyday routines that improve dental health.</li> <li>• Identify the everyday routines/habits that can limit the spread of infection.</li> <li>• Understand the wider importance of personal hygiene and how to maintain it.</li> <li>• Explain how to keep safe from sun damage and reduce the risk of skin cancer.</li> <li>• Identify the benefits of the internet and strategies for managing/balancing time online/offline.</li> </ul>

	EYFS/Y1/2	Y3/4	Y5/6
<b>GROWING UP</b>	<ul style="list-style-type: none"> <li>Name the main parts of the body including vagina and penis.</li> <li>Recognising the difference between male and female body parts.</li> <li>Understand the human life cycle and that people grow from young to old.</li> <li>Describe ways that people's needs and bodies change as they grow.</li> <li>Talk about some ways to keep clean.</li> <li>Understand that babies grow in the mothers' body and have particular needs when they are born.</li> <li>Recognise what makes them special and unique.</li> <li>Understand that some parts of the body are private.</li> <li>Identify different types of touch and how they make people feel.</li> <li>Understand the difference between happy surprises and secrets that make them feel uncomfortable or worried and how to get help.</li> </ul>	<ul style="list-style-type: none"> <li>Name external genitalia and some reproductive organs including penis, vagina, testicles, womb, umbilical cord, ovaries.</li> <li>Understand the processes of reproduction and birth as part of the human life cycle – that babies start from an egg and sperm.</li> <li>Explore physical and emotional changes that happen during puberty.</li> <li>Explain how daily hygiene helps to reduce the spread of infection.</li> <li>Explain how adults care for a baby during and after pregnancy.</li> <li>Recognising that individuality and personal qualities contributes to who we are.</li> <li>Explain what is meant by privacy and personal boundaries.</li> <li>Recognise uncomfortable/comfortable behaviour online/offline.</li> <li>Know when it is right to break or keep a confidence or share a secret.</li> <li>Know how to ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction.</li> <li>Explain the how babies are conceived, born and cared for.</li> <li>Identify the physical and emotional changes that happen when approaching/during puberty.</li> <li>Know some key facts about menstruation.</li> <li>Identify the importance of keeping clean and how to maintain personal hygiene whilst growing and changing.</li> <li>Reflect on the responsibilities of being a parent or carer and how having a baby changes someone's life.</li> <li>Understand what consent means and how to seek and give/not give permission in different situations.</li> <li>Analyse when behaviour including physical touch is acceptable, unacceptable, wanted or unwanted in different situations.</li> <li>Respond appropriately if someone asks you to keep a secret that makes you feel uncomfortable. Identify who to ask for help.</li> </ul>

	EYFS/Y1/2	Y3/4	Y5/6
<b>BEING ME</b>	<ul style="list-style-type: none"> <li>Recognise and share facts about themselves.</li> <li>Identify their likes and dislikes and what they are good at.</li> <li>Talk about some ways that they are special.</li> <li>Recognise how friends can have both similarities and differences.</li> <li>Show some simple ways to respect and celebrate other's differences.</li> <li>Name some groups that they belong to.</li> </ul>	<ul style="list-style-type: none"> <li>Explore what contributes to who we are.</li> <li>Identify and talk about their own strengths and interests.</li> <li>Recognise what makes them unique and understands that being different is something to celebrate</li> <li>Identify visible/invisible differences between people.</li> <li>Explain why it is important to respect and celebrate the differences and similarities between people.</li> <li>Identify the different groups that make up their community.</li> <li>Recognise that they belong to different communities as well as the school community.</li> </ul>	<ul style="list-style-type: none"> <li>Identify a range of factors that what contributes to our identity.</li> <li>Express their talents and strengths with confidence. Set goals for how they would like to develop them.</li> <li>Explain ways in which they respect and value other people's differences.</li> <li>Explain some of the benefits of communities.</li> <li>Reflect on diversity and what it means. Understand the benefits of living in a diverse community and how we value diversity within our communities.</li> <li>Explore how shared events and experiences can create a stronger community</li> </ul>

	EYFS/Y1/2	Y3/4	Y5/6
<b>CHANGES</b>	<ul style="list-style-type: none"> <li>Identify examples of loss and change.</li> <li>Begin to recognise that loss and change can affect the way we think, feel and behave.</li> <li>Understand that changes can produce big feelings.</li> <li>Identify feelings associated with loss and change.</li> <li>Recognise some simple ways to prepare for change/transition.</li> <li>Identifying different things that may help to manage big feelings.</li> <li>Talk about some ways to help others when they are affected by change.</li> <li>Know that it is important to talk to someone if you are worried.</li> <li>Identify people who can help us if we feel worried/unhappy</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that loss/change are a normal part of life.</li> <li>Describe how change and loss, can affect feelings, thoughts and behaviours.</li> <li>Recognise that feelings associated with loss/change can change over time and range in intensity</li> <li>Use a varied vocabulary when talking about feelings associated with loss and change.</li> <li>Identify self-help strategies and the importance of support when preparing for change/transitions.</li> <li>Describe everyday things that affect feelings and understand the importance of expressing feelings.</li> <li>Develop some ways of responding to others and showing support if they are affected by loss/change.</li> <li>Know why it is important to talk about our feelings and not bottle them up.</li> <li>Know who to talk to if you are worried or have strong feelings</li> </ul>	<ul style="list-style-type: none"> <li>Explore that loss, bereavement and change are part of the human life cycle.</li> <li>Understand that change and loss, including death, can create feelings and behaviours that are not the same for everyone.</li> <li>Recognise that internal conflicting emotions can be normal when dealing with loss and change</li> <li>Describe a range of emotions and intensities associated with loss and change.</li> <li>Identify problem solving strategies to manage transitions between classes and key stages.</li> <li>Identify strategies to respond to feelings, including intense or conflicting feelings.</li> <li>Recognising the signs when someone may be struggling and understand how to seek support.</li> <li>Explore some barriers to asking for help and some ways to address them.</li> <li>Know who to talk to and where to go for help</li> </ul>
<b>BULLYING MATTERS</b>	<ul style="list-style-type: none"> <li>Explore what is bullying and what is not.</li> <li>Recognise kind and unkind behaviour in themselves and others.</li> <li>Identify that bodies and feelings can be hurt by words and actions.</li> <li>Understand that hurtful behaviour is not acceptable.</li> <li>Explore simple strategies to resolve arguments between friends.</li> <li>Understand how to report bullying and who they can talk to.</li> </ul>	<ul style="list-style-type: none"> <li>Describe different types of bullying including the role of a bystander.</li> <li>Recognise that our behaviour can affect others.</li> <li>Identify how the body may react to unhappy or uncomfortable feelings.</li> <li>Explain the consequences of hurtful/ bullying behaviour and understand neither are acceptable.</li> <li>Explain positive strategies they can use if subject to bullying or hurtful behaviour on or offline.</li> <li>Recognise the importance of seeking support and identify how they might do this.</li> </ul>	<ul style="list-style-type: none"> <li>Explain what direct, indirect and cyberbullying means.</li> <li>Identify when banter or other behaviour becomes unkind.</li> <li>Analyse ways to identify and manage uncomfortable feelings online/offline.</li> <li>Explore the impact and consequences of bullying and discrimination, identifying positive ways to challenge it.</li> <li>Identify positive strategies that may help to resolve disputes in friendships.</li> <li>Describe some barriers to accessing support.</li> <li>Recognise the importance of seeking support if feeling lonely, excluded or unsafe.</li> </ul>

	EYFS/Y1/2	Y3/4	Y5/6
<b>DIVERSITY MATTERS</b>	<ul style="list-style-type: none"> <li>Recognise ways they are the same as and different to others.</li> <li>Talk about some ways that they are special.</li> <li>Express their thought and opinions and recognise that others can be different</li> <li>Talk about some ways to treat themselves and others with kindness.</li> <li>Know what it means if something is fair or unfair.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss a range of the similarities/ differences between people.</li> <li>Explore what contributes to who we are.</li> <li>Listen actively to others' views and explore how they are the similar or different to their own.</li> <li>Recognise the importance of self-respect and demonstrate ways to respect others.</li> <li>Recognise and challenge stereotypes.</li> <li>Explain the concept of being equal.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on diversity and what it means; the benefits of living in a diverse community.</li> <li>Recognise their individuality and identify their personal qualities.</li> <li>Understand that their views and opinions come from their different backgrounds and experiences.</li> <li>Model how to discuss or debate respectfully.</li> <li>Explain the importance of having respect and compassion for self and others.</li> <li>Recognise how stereotypes are perpetuated and have some strategies to challenge positively.</li> <li>Identify different types of discrimination and recognise the impact they can have.</li> <li>Understand that there are laws about discrimination so that we can live in a fair society.</li> </ul>

	EYFS/Y1/2	Y3/4	Y5/6
<b>BEING RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>Understand what a rule is and that we follow rules to help each other.</li> <li>Understands that rules need be fair.</li> <li>Give examples of rules from different situations. Identify simple responsibilities they have.</li> <li>Describe some simple ways to manage waste.</li> </ul>	<ul style="list-style-type: none"> <li>Explain why rules and laws are important. Explore the consequences of not having rules and laws or of breaking them.</li> <li>Describe some basic human rights.</li> <li>Understand that rights come with responsibilities.</li> <li>Describe what climate change is and some ways we can all help to reduce the effects.</li> </ul>	<ul style="list-style-type: none"> <li>Explore how law protects our rights and how to respond respectfully if something is not within the law.</li> <li>Recognise that human rights are there to protect everyone.</li> <li>Understand the relationship between rights and responsibilities, providing examples.</li> <li>Explain the importance of protecting the environment and set personal everyday actions.</li> </ul>



	EYFS/Y1/2	Y3/4	Y5/6
<b>BEING SAFE</b>	<ul style="list-style-type: none"> <li>• Explore basic rules for keeping safe online e.g. not to share information, whom to tell if they see something online that is upsetting, the importance of passwords and the importance of adult supervision.</li> <li>• Talk about examples of rules and age restrictions that are there to keep them safe.</li> <li>• Identifying possible risks/hazards in the home and outside.</li> <li>• Explore how to keep safe and reduce risks at home and in their local environment.</li> <li>• Recognises what to do if there is an accident and someone gets hurt. Know to keep themselves safe first.</li> <li>• Demonstrate how to ask for help including calling 999.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain basic strategies to help keep themselves safe online e.g. passwords, using trusted sites, identifying misinformation, sharing information, who to trust, how to report.</li> <li>• Identifying situations where age restrictions apply.</li> <li>• Identify and assess risk online/offline. (Including in the home and when playing out).</li> <li>• Discuss ways to reduce risks at home and in the local environment in order to stay safe.</li> <li>• Explain what first aid is and demonstrate basic techniques for dealing with common injuries such as asthma attacks and bites/stings.</li> <li>• Identify why first aid is important and demonstrate how to ask for help including calling 999 in an emergency.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify strategies for keeping safe online including how to report the misuse of personal information or sharing of upsetting content/images, the importance of personal responsibility, balancing time online/offline.</li> <li>• Explain reasons for age restrictions/ regulations.</li> <li>• Predict, assess and manage risks online and offline. (Including road and water safety).</li> <li>• Explore how the pressure/excitement in the moment can affect how we manage risk.</li> <li>• Identify hazards that may cause injury. Demonstrate basic first aid techniques for dealing with common injuries such as bleeding and choking.</li> <li>• Explain how to respond in an emergency, including when and how to contact different emergency services.</li> </ul>

	EYFS/Y1/2	Y3/4	Y5/6
<b>RELATIONSHIPS MATTER</b>	<ul style="list-style-type: none"> <li>• Explain what makes a good friend/ friendship.</li> <li>• Talk about some ways to make friends.</li> <li>• Explain basic techniques for resisting pressure.</li> <li>• Recognise kind and unkind behaviour.</li> <li>• Name the special people in their lives.</li> <li>• Resolve conflict in simple ways e.g. choosing to share, take turns, etc.</li> <li>• Tell someone if you are worried about something in a relationship/family. Talk about some ways that their family is the same or different to others.</li> <li>• Describe some things they enjoy doing with their family and how it makes them feel.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what makes a positive healthy or unhealthy friendship. • Identifying strategies to build friendships.</li> <li>• Understand the difference between persuasion, influence and pressure.</li> <li>• Explain how kindness can support wellbeing.</li> <li>• Recognise there are different types of relationships.</li> <li>• Explain what can cause arguments with friends and describe some ways to resolve them.</li> <li>• Recognise the importance of asking for help if we feel worried, lonely or excluded.</li> <li>• Recognise that there are different types of family structures.</li> <li>• Explain what it means to be part of a family.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on what the qualities of a good friendship/relationship are and are not.</li> <li>• Identify and apply strategies that support healthy friendships.</li> <li>• Use strategies to manage peer influence and the need for peer approval.</li> <li>• Explore what a loving caring relationship means.</li> <li>• Understand what marriage and civil partnership means.</li> <li>• Understand that forced marriage is a crime.</li> <li>• Use strategies to positively resolve disputes and reconcile differences in friendships.</li> <li>• Explain when and how to seek advice if family, friendship or relationships make them unhappy through a range of options.</li> <li>• Explore and respect that there are different family structures in society.</li> <li>• Reflect on how being part of a family provides stability and love.</li> </ul>

## MONEY MATTERS

EYFS/Y1/2

- Understand what money is and its different forms.
- Describe some ways money can be looked after.
- Recognise that people make different choices about how to spend/save money.
- Talk about some things we all need and some things we want but don't need.

Y3/4

- Explain some different ways to pay for things.
- Explain some different ways to keep track of money.
- Identify that people have different attitudes towards saving/spending.
- Recognise that people make spending decisions based on needs, wants and priorities.
- Identifying the ways that money can impact on people's feelings.
- Recognise that people's spending decisions can affect others and the environment.

Y5/6

- Understand what a bank account is and how this is linked to payment.
- Understand the risks associated with money and ways of keeping money safe
- Identify the risks involved in gambling activities.
- Explain some ways to get help if they are concerned about gambling or other financial risks.
- Reflect on the role that money plays in people's lives, attitudes towards it and what influences decisions about spending and saving.
- Identify the impact that having or not having money can have on a person's wellbeing.
- Explain some ways that money is/can be distributed to benefit the community.
- Identify how skills can help them with their future career.
- Identify jobs that they might like to do in the future.
- Discuss their views on how or why someone may or may not choose a certain career.
- Recognise a variety of routes into careers.
- Explore some strategies to challenge stereotypes and to understand the impact this can have on aspirations.



# MEDIUM TERM PLAN



PSHE Cycle A – Autumn Term						
	EYFS/Year 1/2		Year 3/4		Year 5/6	
	Autumn 1	Autumn 2	Autumn 1	Autumn 2	Autumn 1	Autumn 2
Threshold Concept	Being Healthy	Relationships	Being Healthy	Relationships	Being Healthy	Relationships
Resource Reference	PSHE Matters (Derbyshire) Being Healthy	PSHE Matters (Derbyshire) Relationships	PSHE Matters (Derbyshire) Being Healthy	PSHE Matters (Derbyshire) Relationships	PSHE Matters (Derbyshire) Being Healthy	PSHE Matters (Derbyshire) Relationships
Specific Knowledge	<p><b>Y1</b></p> <ul style="list-style-type: none"> <li>Identifying different ways to keep healthy.</li> <li>Exploring what good dental care is; identifying food and drink that supports dental health.</li> <li>Exploring how physical activity helps us to stay healthy.</li> <li>Demonstrating simple hygiene routines that can stop germs from spreading.</li> </ul> <p><b>Y2</b></p> <ul style="list-style-type: none"> <li>Demonstrating simple hygiene routines that can stop germs from spreading.</li> <li>Recognising foods that support good health; the risks of eating too much sugar.</li> <li>Recognising why sleep is important and different ways to rest and relax.</li> <li>Describing different ways of keeping safe in the sun to reduce skin damage.</li> <li>Recognising the importance of knowing when to take a break online/offline.</li> </ul>	<p><b>Y1</b></p> <ul style="list-style-type: none"> <li>Understanding that it is important to tell someone if something about their family makes them unhappy or worried.</li> <li>Understanding how people make friends and explain what makes a good friendship.</li> <li>Recognising that not everyone feels the same about the same things.</li> </ul> <p><b>Y2</b></p> <ul style="list-style-type: none"> <li>Recognising the roles different people play in their lives.</li> <li>Recognising when they or someone else feels lonely and what to do that may help.</li> <li>Explaining basic techniques for resisting pressure to do something they don't want to do.</li> <li>Explaining how the internet and devices can be used safely to communicate with others.</li> </ul>	<p><b>Y3</b></p> <ul style="list-style-type: none"> <li>Identifying what affects their physical/ mental health.</li> <li>Understanding what a balanced, healthy lifestyle means.</li> <li>Explaining what constitutes a healthy diet.</li> <li>Recognising opportunities to be physically active.</li> <li>Talking about how to maintain good mouth hygiene.</li> <li>Identify strategies for managing/balancing time online/offline.</li> <li>Recognising behaviours that support good mental health.</li> </ul> <p><b>Y4</b></p> <ul style="list-style-type: none"> <li>Understanding what might influence our choices.</li> <li>Recognising that habits can have both positive/negative effects on a healthy lifestyle.</li> <li>Understanding routines that support good quality sleep.</li> <li>Identifying hygiene routines that can limit the spread of infection</li> <li>Understanding the benefits/risks of sun exposure.</li> <li>Identify strategies for managing/balancing time online/offline.</li> </ul>	<p><b>Y3</b></p> <ul style="list-style-type: none"> <li>Recognising the different ways people care for each other.</li> <li>Recognising the characteristics of healthy family life.</li> <li>Identifying what constitutes a positive healthy friendship.</li> <li>R14. Comparing the difference between healthy/ unhealthy friendships.</li> </ul> <p><b>Y4</b></p> <ul style="list-style-type: none"> <li>Recognising that there are different types of relationships.</li> <li>Recognising and respecting that there are different family structures.</li> <li>Identifying the strategies to build positive friendships and how friendship can support wellbeing.</li> <li>Understanding the benefits of having different types of friends.</li> <li>Recognising the risks associated with keeping a secret.</li> </ul>	<p><b>Y5</b></p> <ul style="list-style-type: none"> <li>Identifying what affects their physical and mental health.</li> <li>Understanding what a balanced, healthy lifestyle means.</li> <li>Recognising early signs of physical illness.</li> <li>Exploring a balanced/unbalanced diet and the effects.</li> <li>Recognising opportunities/risks associated with an active/inactive lifestyle.</li> <li>Understand the importance of personal hygiene and how to maintain it.</li> <li>Identifying strategies for managing/ balancing time online/offline</li> <li>Identify strategies and behaviours that support mental health.</li> </ul> <p><b>Y6</b></p> <ul style="list-style-type: none"> <li>Identifying what influences our choices to have a balanced lifestyle.</li> <li>Recognising that habits can have both positive/negative effects on a healthy lifestyle.</li> <li>Identifying routines that support good quality</li> </ul>	<p><b>Y5</b></p> <ul style="list-style-type: none"> <li>Recognising different types of loving, caring and committed relationships</li> <li>Understanding what marriage and civil partnership means.</li> <li>Identifying the difference between healthy/ unhealthy relationships.</li> <li>Recognising the characteristics of healthy family life.</li> <li>R10. Identifying the strategies to build positive friendships and how friendship can support wellbeing.</li> <li>Comparing the difference between healthy/ unhealthy friendships.</li> </ul> <p><b>Y6</b></p> <ul style="list-style-type: none"> <li>Understanding what marriage and civil partnership means.</li> <li>Understanding that forced marriage is a crime.</li> <li>Naming and recognising that there are different types of relationships and acknowledging the LGBTQ+ community.</li> <li>Recognising and respecting that there</li> </ul>

		<ul style="list-style-type: none"> <li>Talking about how to recognise what others might be feeling</li> </ul>	<ul style="list-style-type: none"> <li>Recognising behaviours that support good mental health.</li> </ul>		<ul style="list-style-type: none"> <li>sleep; the effects of lack of sleep.</li> <li>Identifying good oral hygiene; the impact of lifestyle choices on dental care.</li> <li>Identifying how to keep safe from sun damage and reduce the risk of skin cancer.</li> <li>Identifying strategies for managing/ balancing time online/offline.</li> <li>Identifying how and when to seek support if they are worried about their health.</li> </ul>	<ul style="list-style-type: none"> <li>are different family structures.</li> <li>. Recognising how to seek advice if family relationships make them unhappy.</li> <li>Exploring how friendships can change and the benefits of having different types of friends.</li> </ul>
<b>Sequencing Knowledge</b>	<p><b>Previously:</b> New Threshold concept</p> <p><b>In the future:</b></p>	<p><b>Previously:</b> New Threshold concept</p> <p><b>In the future:</b> Identifying positive and unhealthy relationships.</p>	<p><b>Previously:</b> Basics of a healthy lifestyle.</p> <p><b>In the future:</b> Identifying and forming healthy habits</p>	<p><b>Previously:</b> Identifying positive and unhealthy relationships.</p> <p><b>In the future:</b> identifying and respecting all forms of positive relationships.</p>	<p><b>Previously:</b> Identifying and forming healthy habits.</p> <p><b>In the future:</b> maintaining mental and physical health using the SMILERS.</p>	<p><b>Previously:</b> Identifying positive and unhealthy relationships.</p> <p><b>In the future:</b> Keys Stage 3 learning.</p>
<b>Vital Vocabulary</b>	Health, healthy, dental, dentist, teeth, tooth, activity, exercise, hygiene, clean, germs, ill, poorly, routine, food, diet, sugar, sweet, unhealthy, safety, sun, solar, rays, SPF, skin, damage, burn, break, online,	Happy, unhappy, worried, upset, friends, friendship, good, bad, pressure, no, yes.	Health, healthy, balanced, habit, lifestyle, protein, carbohydrate, dental, dentist, teeth, tooth, activity, exercise, infection, spread, hygiene, clean, germs, ill, poorly, routine, food, diet, sugar, sweet, unhealthy, safety, break, online, risk, behaviour, mental, physical.	Happy, unhappy, worried, upset, friends, friendship, good, bad, pressure, no, yes.	Health, healthy, balanced, habit, lifestyle, protein, carbohydrate, dental, dentist, teeth, tooth, activity, exercise, infection, spread, hygiene, clean, germs, ill, poorly, routine, food, diet, sugar, sweet, unhealthy, safety, break, online, risk, behaviour, mental, physical, safety, sun, solar, rays, SPF, skin, damage, burn, support, help, assist, impact.	Health, healthy, family, LGBTQ+, binary. Nonbinary, heterosexual, bisexual, gay, lesbian, masculine, feminine, peer,, balanced, habit, lifestyle, protein, carbohydrate, dental, dentist, teeth, tooth, activity, exercise, infection, spread, hygiene, clean, germs, ill, poorly, routine, food, diet, sugar, sweet, unhealthy, safety, break, online, risk, behaviour, mental, physical, , safety, sun, solar, rays, SPF, skin, damage, burn, support, help, assist, impact.
<b>Enrichment</b>	Weekly SMILERS Award Weekly Sports Award	Weekly SMILERS Award	Weekly SMILERS Award	Weekly SMILERS Award	Weekly SMILERS Award	Weekly SMILERS Award
<b>Other curriculum areas covered</b>	SMILERS PE	SMILERS	SMILERS PE	SMILERS	SMILERS PE	SMILERS



# MEDIUM TERM PLAN



PSHE Cycle A – Spring Term						
	EYFS/Year 1/2		Year 3/4		Year 5/6	
	Spring 1	Spring 2	Spring 1	Spring 2	Spring 1	Spring 2
Threshold Concept	Exploring Emotions	Difference and Diversity	Exploring Emotions	Difference and Diversity	Exploring Emotions	Difference and Diversity
Resource Reference	PSHE Matters (Derbyshire) P68 Exploring Emotions	PSHE Matters (Derbyshire) Difference Diversity	PSHE Matters (Derbyshire) P69 Exploring Emotions	PSHE Matters (Derbyshire) Difference Diversity	PSHE Matters (Derbyshire) P70 Exploring Emotions	PSHE Matters (Derbyshire) Difference Diversity
Specific Knowledge	<ul style="list-style-type: none"> <li>Naming different feelings.</li> <li>Explaining how to recognise different feelings.</li> <li>Recognising that feelings can affect the way we think, feel and behave.</li> <li>Talking about how to recognise what others might be feeling.</li> <li>Recognising that not everyone feels the same about the same things.</li> <li>Naming a range of words to describe feelings.</li> <li>Talking about things that help people's mental/physical health.</li> <li>Identifying ways to manage big feelings.</li> </ul> <p>Recognising when they need help and understand how to ask for help.</p>	<ul style="list-style-type: none"> <li>Recognising ways, they are the same as, and different to, other people.</li> <li>Identifying that everyone has different strengths.</li> <li>Discussing the strengths/interests someone might need to do different jobs.</li> <li>Identifying the people who love and care for us.</li> <li>Recognising that there are different types of families.</li> <li>Identifying common features of family life.</li> <li>Recognising how to treat themselves and others with respect.</li> <li>Recognising the ways in which they are the same/different to others.</li> <li>Recognising what makes them special.</li> <li>Celebrating the ways in which we are all unique</li> </ul>	<ul style="list-style-type: none"> <li>Recognising the importance of taking care of mental health.</li> <li>Identifying strategies and behaviours that support mental health.</li> <li>Recognising feelings can change over time and range in intensity.</li> <li>Identifying the everyday things that affect feelings and the importance of expressing how we feel.</li> <li>Using a varied vocabulary when talking about feelings and how we can express feelings in different ways.</li> <li>Identifying strategies that they could use to respond to feelings.</li> <li>Identifying how to seek support for themselves and others.</li> <li>Identifying strategies for dealing with emotions</li> </ul>	<ul style="list-style-type: none"> <li>Recognising the importance of self-respect and how to respect others.</li> <li>Respecting and recognising the differences and similarities between people.</li> <li>Debating topical issues, respecting other people's points of view/constructively challenging those they disagree with.</li> <li>Understanding and challenging stereotypes.</li> <li>Recognising behaviours/actions which discriminate against others.</li> <li>Identifying what contributes to who we are.</li> <li>Recognising their individuality and personal qualities.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the everyday things that affect feelings and the importance of expressing how we feel.</li> <li>Using a varied vocabulary when talking about feelings and how we can express feelings in different ways.</li> <li>Identifying strategies that they could use to respond to feelings.</li> <li>Recognising when someone may be struggling with their mental health and understand how to seek support for themselves and others.</li> <li>Recognising that anyone can experience mental ill health.</li> <li>Identifying strategies for dealing with emotions, challenges and change.</li> <li>Identifying how to reframe unhelpful thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying strategies to respond to hurtful behaviours.</li> <li>Describing what discrimination means and how to challenge it.</li> <li>Recognising that our own behaviour can affect other people.</li> <li>Describing how to respect others.</li> <li>Respecting/recognising the differences/similarities between people.</li> <li>Debating topical issues with respect.</li> <li>Identifying the importance of having compassion towards others.</li> <li>Discussing diversity: what it means; the benefits of living in a diverse community.</li> <li>Understanding prejudice.</li> <li>Exploring how to make safe, reliable choices from search results.</li> <li>Identifying what contributes to who we are.</li> <li>Understanding that for some people gender identity does not correspond with their biological sex.</li> </ul>

						<ul style="list-style-type: none"> <li>Recognising their individuality and personal qualities.</li> <li>Identifying personal strengths, skills, achievements and interests.</li> </ul>
<b>Sequencing Knowledge</b>	<p><b>Previously:</b> New Threshold concept</p> <p><b>In the future:</b> Express feelings in different ways. Recognise when others are expressing feelings.</p>	<p><b>Previously:</b> New Threshold concept</p> <p><b>In the future:</b> Respect and discrimination in society.</p>	<p><b>Previously:</b> recognising, naming and expressing emotions.</p> <p><b>In the future:</b> understand how and when to seek support and how to support others.</p>	<p><b>Previously:</b> recognising and respecting differences.</p> <p><b>In the future:</b> Debating topical diversity issues with respect.</p>	<p><b>Previously:</b> Use the vocabulary of feelings. Recognise feelings in themselves and others.</p> <p><b>In the future:</b> maintaining emotional health using the SMILERS.</p>	<p><b>Previously:</b> Respect and discrimination in society.</p> <p><b>In the future:</b> Keys Stage 3 learning.</p>
<b>Vital Vocabulary</b>	Feeling, emotion, happy, sad, frustrated, worried, angry, negative, positive.	Same, different, differences, similarities, groups.	Strategy, response, communication, share, talk, trust, Feeling, emotion, happy, sad, frustrated, worried, angry, negative, positive.	Same, different, differences, similarities, communities, world, national, international, local.	Express, mental health, support, challenge, Strategy, response, communication, share, talk, trust, Feeling, emotion, happy, sad, frustrated, worried, angry, negative, positive.	Inclusion, minority, ethic, immigrant, minority, debate, topical, Same, different, differences, similarities, communities, community, world, national, international, local.
<b>Enrichment</b>	Weekly SMILERS Award Weekly Sports Award	Weekly SMILERS Award	Weekly SMILERS Award	Weekly SMILERS Award	Weekly SMILERS Award	Weekly SMILERS Award
<b>Other curriculum areas covered</b>	SMILERS	SMILERS RE	SMILERS	SMILERS RE	SMILERS	SMILERS RE



# MEDIUM TERM PLAN



PSHE Cycle A – Summer Term						
	EYFS/Year 1/2		Year 3/4		Year 5/6	
	Summer 1	Summer 2	Summer 1	Summer 2	Summer 1	Summer 2
Threshold Concept	Being Responsible	Bullying Matters	Being Responsible	Bullying Matters	Being Responsible	Bullying Matters
Resource Reference	Derbyshire PSHE Matters Being Responsible	Derbyshire PSHE Matters Bullying Matters	Derbyshire PSHE Matters Being Responsible	Derbyshire PSHE Matters Bullying Matters	Derbyshire PSHE Matters Being Responsible	Derbyshire PSHE Matters Bullying Matters
Specific Knowledge	<ul style="list-style-type: none"> <li>Understanding what rules are and why different rules are needed for different situations.</li> <li>Recognising that people and other living things have different needs and understand the responsibilities of caring for them.</li> <li>Explaining things, they can do to help look after their environment.</li> <li>Exploring the different roles/responsibilities people have.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising simple strategies to resolve arguments between friends positively.</li> <li>Recognising how to ask for help if a friendship is making them feel unhappy.</li> <li>Recognising that bodies/feelings can be hurt by words and actions.</li> <li>Identifying how people may feel if they experience hurtful behaviour or bullying.</li> <li>Understanding that hurtful behaviour is not acceptable.</li> <li>Explaining how to report bullying and the importance of telling a trusted adult.</li> <li>Identifying what to do if they feel worried.</li> <li>Identifying what is kind and unkind behaviour.</li> <li>Recognising how to treat themselves and others with respect.</li> <li>Playing, listening and working cooperatively.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising reasons for rules and laws; consequences of not adhering to rules and laws.</li> <li>Recognising there are human rights, that are there to protect everyone.</li> <li>Understanding the relationship between rights and responsibilities.</li> <li>Identifying the importance of having compassion towards others.</li> <li>Explaining how to show care/concern.</li> <li>Identifying ways of protecting the environment in school and at home.</li> <li>Understanding how everyday choices can affect the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising the importance of seeking support if feeling lonely or excluded.</li> <li>Identifying positive strategies that may help to resolve disputes in friendships.</li> <li>Recognising if a friendship (online or offline) is making them feel unsafe or uncomfortable.</li> <li>Recognising the impact of bullying and the consequences of hurtful behaviour.</li> <li>Suggesting strategies to respond to hurtful behaviour.</li> <li>Discussing what discrimination means and how to challenge it.</li> <li>Recognising that our own behaviour can affect other people</li> </ul>	<ul style="list-style-type: none"> <li>Recognising reasons for rules and laws; consequences of not adhering to rules and laws.</li> <li>Recognising there are human rights, that are there to protect everyone.</li> <li>Understanding the relationship between rights and responsibilities.</li> <li>Identifying the importance of having compassion towards others. Explaining how to show care/concern.</li> <li>Identifying ways of protecting the environment in school and at home and understanding how everyday choices can affect the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising the importance of seeking support if feeling lonely or excluded</li> <li>Identifying positive strategies that may help to resolve disputes in friendships.</li> <li>Recognising if a friendship (online or offline) is making them feel unsafe or uncomfortable.</li> <li>Recognising the impact of bullying and the consequences of hurtful behaviour.</li> <li>Suggesting strategies to respond to hurtful behaviour.</li> <li>Discussing what discrimination means and how to challenge it.</li> <li>Identifying strategies to respond to unwanted touch.</li> <li>Recognising that</li> </ul>



<b>Sequencing Knowledge</b>	<b>Previously:</b> New Threshold concept  <b>In the future:</b> Consequences and rewards.	<b>Previously:</b> New Threshold concept  <b>In the future:</b> Bullying and its impact	<b>Previously:</b> being helpful  <b>In the future:</b> Recognising reasons for laws.	<b>Previously:</b> What is bullying  <b>In the future:</b> Impact and consequences of bullying.	<b>Previously:</b> Laws, reasons and consequences.  <b>In the future:</b> Key stage 3 learning	<b>Previously:</b> Bullying and its impact.  <b>In the future:</b> Key stage 3 learning
<b>Vital Vocabulary</b>	Rules, needs, responsibilities, respect.	Argument, friend, friendship, help, agree, agreement, compromise, kind, unkind	Consequence, reward, choice, protect, Rules, needs, responsibilities, respect.	Support, lonely, excluded, Argument, friend, friendship, help, agree, agreement, compromise, kind, unkind	Law, adhere, human rights, citizen, citizenship, Consequence, reward, choice, protect, Rules, needs, responsibilities, respect.	Discrimination, hurtful, Support, lonely, excluded, Argument, friend, friendship, help, agree, agreement, compromise, kind, unkind
<b>Enrichment</b>	Weekly SMILERS Award Weekly Sports Award	Weekly SMILERS Award	Weekly SMILERS Award	Weekly SMILERS Award	Weekly SMILERS Award	Weekly SMILERS Award
<b>Other curriculum areas covered</b>	SMILERS	SMILERS	SMILERS	SMILERS	SMILERS	SMILERS



# MEDIUM TERM PLAN



## PSHE Cycle B - Autumn Term

	EYFS/Year 1/2		Year 3/4		Year 5/6	
	Autumn 1	Autumn 2	Autumn 1	Autumn 2	Autumn 1	Autumn 2
<b>Threshold Concept</b>	<b>Drug Education</b>	<b>Growing Up</b>	<b>Drug Education</b>	<b>Growing Up</b>	<b>Drug Education</b>	<b>Growing Up</b>
<b>Resource Reference</b>	Derbyshire PSHE Matters Drug Education	Derbyshire PSHE Matters Growing Up	Derbyshire PSHE Matters Drug Education	Derbyshire PSHE Matters Growing Up	Derbyshire PSHE Matters Drug Education	Derbyshire PSHE Matters Growing Up
<b>Specific Knowledge</b>	<ul style="list-style-type: none"> <li>Identifying different ways to keep healthy.</li> <li>Demonstrating simple hygiene routines that can stop germs from spreading.</li> <li>Understanding how medicines can help people to stay healthy.</li> <li>Naming different feelings.</li> <li>Talking about rules and age restrictions that keep us safe.</li> <li>Understanding that household products (including medicines) can be harmful if not used correctly.</li> <li>Talking about the people whose job it is to help keep us safe.</li> <li>Understanding that things that people put into their body or on their skin can affect how people feel.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying simple hygiene routines that can stop germs from spreading.</li> <li>Identifying feelings associated with change/loss.</li> <li>Recognising what makes them special.</li> <li>Talking about the ways in which we are all unique.</li> <li>Naming the main parts of the body including external genitalia.</li> <li>Explaining how people's needs change as they grow from young to old.</li> <li>Recognising and understanding the importance of respecting privacy.</li> <li>Identifying how to respond if physical contact makes them feel uncomfortable/unsafe.</li> <li>Understanding that there are situations when they should ask for permission.</li> <li>Recognising the importance of not keeping adults' secrets.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising that habits can have both positive/negative effects on a healthy lifestyle.</li> <li>Understanding how medicines, when used responsibly, contribute to health.</li> <li>Identifying how to predict, assess and manage risk.</li> <li>Understanding what hazards may cause harm or risk and what they can do to reduce risks/keep safe.</li> <li>Understanding the importance of taking medicines correctly and using household products safely.</li> <li>Identifying strategies for keeping safe.</li> <li>How to respond and react in an emergency situation.</li> <li>Learning about the risks and effects of legal</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that everyday hygiene routines can limit the spread of infection.</li> <li>Identifying what contributes to who we are.</li> <li>Recognising their individuality and personal qualities.</li> <li>Identifying personal strengths, skills, achievements and interests.</li> <li>Identifying the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction.</li> <li>Identifying the physical and emotional changes that happen when approaching/during puberty.</li> <li>Understanding the human life cycle.</li> <li>Understanding privacy and personal boundaries.</li> <li>Recognising what seeking and giving</li> </ul>	<ul style="list-style-type: none"> <li>Recognising that habits can have both positive and negative effects on a healthy lifestyle.</li> <li>How to respond in an emergency situation.</li> <li>Exploring the risks/effects of legal drugs common to everyday life.</li> <li>Recognising that there are laws surrounding the use of legal drugs.</li> <li>Exploring why people choose to use or not use drugs.</li> <li>Recognising the mixed messages in the media.</li> <li>Identifying the people, they can talk to if they have concerns.</li> <li>Identifying strategies to manage peer influence and the desire for peer approval.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising their individuality and personal qualities.</li> <li>Identifying personal strengths, skills, achievements and interests.</li> <li>Identifying the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction.</li> <li>Identifying the physical and emotional changes that happen when approaching/ during puberty.</li> <li>Identifying the importance of keeping clean and how to maintain personal hygiene.</li> <li>Understanding the human life cycle.</li> <li>Identifying where to get advice.</li> <li>Recognising the responsibilities growing up brings.</li> <li>Recognising that people may be attracted to someone</li> </ul>

		<ul style="list-style-type: none"> <li>Identifying what to do if they feel unsafe/worried for themselves or others.</li> <li>Recognising the ways in which they are the same/different to others.</li> </ul>	drugs common to everyday life.	<p>permission (consent) means.</p> <ul style="list-style-type: none"> <li>Explaining where to get advice or report concerns if worried.</li> <li>Learning about stereotypes</li> </ul>		<p>emotionally, romantically and sexually.</p> <ul style="list-style-type: none"> <li>Recognising what seeking and giving permission (consent) means.</li> <li>Explaining where to get advice or report concerns if worried.</li> <li>Recognising ways in which social media can be used positively and negatively.</li> <li>Identifying how images on social media can be manipulated</li> </ul>
<b>Sequencing Knowledge</b>	<p><b>Previously:</b> New Threshold concept</p> <p><b>In the future:</b> drugs, medicines and correct use.</p>	<p><b>Previously:</b> New Threshold concept</p> <p><b>In the future:</b> Physical and emotional changes.</p>	<p><b>Previously:</b> illness and people who help us.</p> <p><b>In the future:</b> . legal and illegal drug use</p>	<p><b>Previously:</b> Life cycle of a human,</p> <p><b>In the future:</b> Reproduction and puberty</p>	<p><b>Previously:</b> drugs, medicines and correct use.</p> <p><b>In the future:</b> KS3 Learning</p>	<p><b>Previously:</b> Physical and emotional changes.</p> <p><b>In the future:</b> KS3 Learning</p>
<b>Vital Vocabulary</b>	Healthy, hygiene, safe, safety, harmful, ill, sick, poorly, medicine, doctor, nurse, help, hospital.	Human, baby, toddler, child, teenager, adult, elderly, death, born, birth.	Risk, hazard, prescription, prescribed, drug, Healthy, hygiene, safe, safety, harmful, ill, sick, poorly, medicine, doctor, nurse, help, hospital, emergency	Life, age, responsibility, Human, baby, toddler, child, teenager, adult, elderly, death, born, birth, consent.	Illegal, legal, controlled, dose, tablet, liquid, pill, syringe, advice, Risk, hazard, prescription, prescribed, drug, Healthy, hygiene, safe, safety, harmful, ill, sick, poorly, medicine, doctor, nurse, help, hospital, emergency, manage.	puberty, male female, sexually, life, age, responsibility, Human, baby, toddler, child, teenager, adult, elderly, death, born, birth, consent, emotional.
<b>Enrichment</b>	Weekly SMILERS Award	Weekly SMILERS Award	Weekly SMILERS Award	Weekly SMILERS Award	Weekly SMILERS Award	Weekly SMILERS Award
<b>Other curriculum areas covered</b>	SMILERS	SMILERS SCIENCE – HUMAN BODY	SMILERS	SMILERS SCIENCE – HUMAN BODY	SMILERS	SMILERS SCIENCE – HUMAN BODY



# MEDIUM TERM PLAN



## PSHE Cycle B - Spring Term

	EYFS/Year 1/2		Year 3/4		Year 5/6	
	Spring 1	Spring 2	Spring 1	Spring 2	Spring 1	Spring 2
Threshold Concept	Changes	Being Me	Changes	Being Me	Changes	Being Me
Resource Reference	Derbyshire PSHE Matters Changes	Derbyshire PSHE Matters Being Me	Derbyshire PSHE Matters Changes	Derbyshire PSHE Matters Being Me	Derbyshire PSHE Matters Changes	Derbyshire PSHE Matters Being Me
Specific Knowledge	<ul style="list-style-type: none"> <li>Recognising that feelings can affect the way we think, feel and behave.</li> <li>Recognising ways of sharing feelings.</li> <li>Identifying ways to manage big feelings.</li> <li>Recognising when we need help and understand how to ask for help.</li> <li>Identifying feelings associated with change/loss.</li> <li>Exploring how to manage when we find things difficult.</li> <li>Explaining how people's needs change as they grow from young to old.</li> <li>Explaining positive ways of preparing to move to a new class/year group</li> </ul>	<ul style="list-style-type: none"> <li>Recognising the different groups, they belong to.</li> <li>Identifying that everyone has different strengths.</li> <li>Recognising the ways in which they are the same and different to others.</li> <li>Recognising what makes them special.</li> <li>Identifying the ways in which we are all unique.</li> <li>Identifying what they are good at, what they like and dislike.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising that feelings can change over time, and range in intensity.</li> <li>Identifying the everyday things that affect feelings, and the importance of expressing how we feel.</li> <li>Using a varied vocabulary when talking about feelings.</li> <li>Recognising the signs when someone may be struggling and understand how to seek support.</li> <li>Discussing change and loss, and how these can affect feelings, thoughts and behaviours.</li> <li>Identifying strategies for dealing with emotions, challenges and change.</li> <li>Identifying strategies to manage transitions between classes and key stages.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the different groups that make up their community.</li> <li>Identifying the different contributions that people/groups make to the community.</li> <li>Explore diversity: what it means; the benefits of living in a diverse community.</li> <li>Recognising behaviours/actions which discriminate against others.</li> <li>Recognising positive things about themselves/achievements.</li> <li>Identifying what contributes to who we are.</li> <li>Recognising that our own behaviour can affect other people.</li> <li>Recognising the differences and similarities between people.</li> <li>Listening to and responding respectfully to a wide range of people.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising that feelings can change over time, and range in intensity.</li> <li>Identifying the everyday things that affect feelings, and the importance of expressing how we feel.</li> <li>Using a varied vocabulary when talking about feelings.</li> <li>Recognising the signs when someone may be struggling and how to seek support.</li> <li>Discussing change and loss, and how these can affect feelings, thoughts and behaviours.</li> <li>Identifying strategies for dealing with emotions, challenges and change.</li> <li>Identifying strategies to manage transitions between classes and key stages.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the different groups that make up their community.</li> <li>Describing the different contributions that people/groups make to the community.</li> <li>Discussing diversity: what it means; the benefits of living in a diverse community; and how we value diversity within our communities.</li> <li>Recognising behaviours/actions which discriminate against others and ways of responding to it if witnessed/experienced.</li> <li>Recognising positive things about themselves/achievements and can set goals.</li> <li>Identifying what contributes to who we are.</li> <li>Recognising that our own behaviour can affect other people.</li> <li>Respecting and recognising the differences and similarities between people.</li> </ul>

<b>Sequencing Knowledge</b>	<b>Previously:</b> New Threshold concept  <b>In the future:</b> strategies for coping	<b>Previously:</b> New Threshold concept  <b>In the future:</b> Exploring diversity	<b>Previously:</b> Recognising how change affects us  <b>In the future:</b> How to seek support	<b>Previously:</b> we are all different  <b>In the future:</b> Challenging and breaking stereotypes.	<b>Previously:</b> strategies for coping  <b>In the future:</b> KS3 Learning	<b>Previously:</b> Exploring Diversity  <b>In the future:</b> KS3 Learning
<b>Vital Vocabulary</b>	Feelings, emotions, happy, sad, calm, love, anger, worried, share, move, change.	Groups, same, different, community, respect, accept, peace, diverse, diversity.	Express, change, struggle, manage, identify, Feelings, emotions, happy, sad, calm, love, anger, worried, share, move, change.	Discrimination, behaviours, acceptable, unacceptable, offensive, inclusive, exclusive, Groups, same, different, community, respect, accept, peace, diverse, diversity.	Support, behaviour, transition, cope, coping, Express, change, struggle, manage, identify, Feelings, emotions, happy, sad, calm, love, anger, worried, share, move, change.	Racism, value, express, Discrimination, behaviours, acceptable, unacceptable, offensive, inclusive, exclusive, Groups, same, different, community, respect, accept, peace, diverse, diversity, contributions.
<b>Enrichment</b>	Weekly SMILERS Award Children's Mental Health Week	Weekly SMILERS Award	Weekly SMILERS Award Children's Mental Health Week	Weekly SMILERS Award	Weekly SMILERS Award Children's Mental Health Week	Weekly SMILERS Award
<b>Other curriculum areas covered</b>	SMILERS	SMILERS	SMILERS	SMILERS	SMILERS	SMILERS



# MEDIUM TERM PLAN



## PSHE Cycle B - Summer Term

	EYFS/Year 1/2		Year 3/4		Year 5/6	
	Summer 1	Summer 2	Summer 1	Summer 2	Summer 1	Summer 2
<b>Threshold Concept</b>	<b>Money matters</b>	<b>Being Safe</b>	<b>Money matters</b>	<b>Being Safe</b>	<b>Money matters</b>	<b>Being Safe</b>
<b>Resource Reference</b>	Derbyshire PSHE Money Matters	Derbyshire PSHE Matters Being Safe	Derbyshire PSHE Money Matters	Derbyshire PSHE Matters Being Safe	Derbyshire PSHE Money Matters	Derbyshire PSHE Matters Being Safe
<b>Specific Knowledge</b>	<ul style="list-style-type: none"> <li>Understanding what money is.</li> <li>Recognising that people make different choices about how to save/spend money.</li> <li>Recognising the difference between needs and wants.</li> <li>Understanding how money can be looked after.</li> <li>Identifying that everyone has different strengths.</li> <li>Understanding that jobs help people to earn money to pay for things.</li> <li>Identifying different jobs that people do.</li> <li>Identifying the strengths/interests someone might need to do different jobs</li> </ul>	<ul style="list-style-type: none"> <li>Talking about rules and age restrictions that keep us safe.</li> <li>Recognising risk and what action to take to minimise harm.</li> <li>Describing how to keep safe at home.</li> <li>Describing ways to keep safe in familiar/unfamiliar environments.</li> <li>Talking about the people whose job it is to help keep us safe</li> <li>Explaining basic rules to keep safe online.</li> <li>Understanding what to do if there is an accident and someone is hurt.</li> <li>Demonstrating how to get help in an emergency.</li> <li>Talking about the role of the internet in everyday life.</li> <li>Identifying that not all information online is true.</li> <li>Responding safely to people online/offline</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the different ways to pay for things.</li> <li>Identifying that people's attitudes towards saving/spending is different.</li> <li>Recognising that people's spending decisions can affect others and the environment.</li> <li>Recognising that people make spending decisions based on needs and wants.</li> <li>Recognising different ways of keeping track of money.</li> <li>Identifying the ways that money can impact on people's feelings.</li> <li>Identifying some of the skills that may help them in their future careers</li> </ul>	<ul style="list-style-type: none"> <li>Identifying strategies for balancing time online/offline.</li> <li>Identifying reasons for following age regulations and restrictions.</li> <li>Identifying how to predict, assess and manage risk in different situations.</li> <li>Understanding what they can do reduce risks and keep safe.</li> <li>Identifying strategies for keeping safe in the local environment.</li> <li>Identifying strategies for keeping safe online.</li> <li>Demonstrating basic techniques for dealing with common injuries.</li> <li>Understanding how to respond in an emergency situation.</li> <li>Understanding privacy and personal boundaries.</li> <li>Recognising on-line risks.</li> <li>Recognising acceptable/</li> </ul>	<ul style="list-style-type: none"> <li>Understanding different ways to keep track of money.</li> <li>Understanding the risks associated with money and ways of keeping money safe.</li> <li>Identifying the risks involved in gambling activities.</li> <li>Identifying the ways that money can impact on people's emotions.</li> <li>Recognising positive things about themselves and can set goals.</li> <li>Identifying there is a broad range of different jobs/careers.</li> <li>Recognising that there are many factors which may influence a person's job or career choice.</li> <li>Recognising some of the skills that will help them in their future careers.</li> <li>Identifying the kind of job that they</li> </ul>	<ul style="list-style-type: none"> <li>Identifying how to predict, assess and manage risk in different situations.</li> <li>Understanding what hazards may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.</li> <li>Identifying strategies for keeping safe in the local environment or unfamiliar places.</li> <li>Identifying strategies for keeping safe online.</li> <li>Demonstrating basic techniques for dealing with common injuries.</li> <li>Demonstrating how to respond/react in an emergency situation.</li> <li>Recognising on-line risks, harmful content/ behaviours and how to report concerns.</li> <li>Can recognise pressure from others.</li> <li>Recognising ways in which technology can be used positively and</li> </ul>

				<p>unacceptable physical contact.</p> <ul style="list-style-type: none"> <li>• Understanding about seeking and giving permission</li> <li>• Recognising pressure from others.</li> <li>• Recognising ways in which the internet and social media can be used both positively/negatively</li> </ul>	<p>might like to do when they are older.</p> <ul style="list-style-type: none"> <li>• Recognising a variety of routes into careers.</li> </ul>	<p>negativity and identifying ways to stay safe.</p>
<b>Sequencing Knowledge</b>	<p><b>Previously:</b> New Threshold concept</p> <p><b>In the future:</b> saving and spending</p>	<p><b>Previously:</b> New Threshold concept</p> <p><b>In the future:</b> Managing risk</p>	<p><b>Previously:</b> taking care of money</p> <p><b>In the future:</b> jobs and career choices</p>	<p><b>Previously:</b> rules and safety</p> <p><b>In the future:</b> first aid</p>	<p><b>Previously:</b> saving and spending</p> <p><b>In the future:</b> KS3 Learning</p>	<p><b>Previously:</b> Managing risk</p> <p><b>In the future:</b> KS3 Learning</p>
<b>Vital Vocabulary</b>	<p>Money, pounds, pence, save, spend,</p>	<p>Groups, safe, unsafe, danger, safety.</p>	<p>Money, pounds, pence, save, spend, decision, want, need, earn, job, pay.</p>	<p>Groups, safe, unsafe, danger, safety, online safety, stranger, danger.</p>	<p>Gambling, career, budget, invest, track, Money, pounds, pence, save, spend, decision, want, need, earn, job, pay.</p>	<p>Concern, hazard, pressure, Groups, safe, unsafe, danger, safety, online safety, stranger, danger.</p>
<b>Enrichment</b>	<p>Weekly SMILERS Award</p>	<p>Weekly SMILERS Award</p>	<p>Weekly SMILERS Award</p>	<p>Weekly SMILERS Award</p>	<p>Weekly SMILERS Award</p>	<p>Weekly SMILERS Award</p>
<b>Other curriculum areas covered</b>	<p>SMILERS</p>	<p>SMILERS COMPUTING</p>	<p>SMILERS</p>	<p>SMILERS COMPUTING</p>	<p>SMILERS</p>	<p>SMILERS COMPUTING</p>



# MEDIUM TERM PLAN



## PSHE Cycle C - Autumn Term

	EYFS/Year 1/2		Year 3/4		Year 5/6	
	Autumn 1	Autumn 2	Autumn 1	Autumn 2	Autumn 1	Autumn 2
<b>Threshold Concept</b>	<b>Being Healthy</b>	<b>Relationships</b>	<b>Being Healthy</b>	<b>Relationships</b>	<b>Being Healthy</b>	<b>Relationships</b>
<b>Resource Reference</b>	Derbyshire PSHE Being Healthy	Derbyshire PSHE Matters Relationships	Derbyshire PSHE Being Healthy	Derbyshire PSHE Matters Relationships	Derbyshire PSHE Being Healthy	Derbyshire PSHE Matters Relationships
<b>Specific Knowledge</b>	<ul style="list-style-type: none"> <li>Identifying different ways to keep healthy.</li> <li>Recognising foods that support good health; the risks of eating too much sugar.</li> <li>Exploring how physical activity helps us to stay healthy.</li> <li>Recognising why sleep is important and different ways to rest and relax.</li> <li>Demonstrating simple hygiene routines that can stop germs from spreading.</li> <li>Exploring what good dental care is; identifying food and drink that supports dental health.</li> <li>Describing different ways of keeping safe in the sun to reduce skin damage.</li> <li>Recognising the importance of knowing when to</li> </ul>	<ul style="list-style-type: none"> <li>Recognising the roles different people play in their lives.</li> <li>Understanding that it is important to tell someone if something about their family makes them unhappy or worried.</li> <li>Understanding how people make friends and explain what makes a good friendship.</li> <li>Recognising when they or someone else feels lonely and what to do that may help.</li> <li>Explaining basic techniques for resisting pressure to do something they don't want to do.</li> <li>Explaining how the internet and devices can be used safely to communicate with others.</li> <li>Talking about how to recognise what others might be feeling.</li> <li>Recognising that not everyone feels the same about the same things</li> </ul>	<ul style="list-style-type: none"> <li>Identifying what affects their physical/mental health.</li> <li>Understanding what a balanced, healthy lifestyle means.</li> <li>Understanding what might influence our choices.</li> <li>Recognising that habits can have both positive/negative effects on a healthy lifestyle.</li> <li>Explaining what constitutes a healthy diet.</li> <li>Recognising opportunities to be physically active.</li> <li>Understanding routines that support good quality sleep.</li> <li>Identifying hygiene routines that can limit the spread of infection.</li> <li>Talking about how to maintain good mouth hygiene.</li> <li>Understanding the benefits/risks of sun exposure.</li> <li>Identify strategies for managing/balancing time online/offline.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising that there are different types of relationships. R6.</li> <li>Recognising the different ways people care for each other.</li> <li>Recognising and respecting that there are different family structures.</li> <li>Recognising the characteristics of healthy family life.</li> <li>Identifying the strategies to build positive friendships and how friendship can support wellbeing.</li> <li>Identifying what constitutes a positive healthy friendship.</li> <li>Comparing the difference between healthy/unhealthy friendships.</li> <li>Understanding the benefits of having different types of friends.</li> <li>Recognising the risks associated</li> </ul>	<ul style="list-style-type: none"> <li>Identifying what affects their physical and mental health.</li> <li>Understanding what a balanced, healthy lifestyle means.</li> <li>Identifying what influences our choices to have a balanced lifestyle.</li> <li>Recognising that habits can have both positive/negative effects on a healthy lifestyle.</li> <li>Recognising early signs of physical illness.</li> <li>Exploring a balanced/unbalanced diet and the effects.</li> <li>Recognising opportunities/risks associated with an active/inactive lifestyle.</li> <li>Identifying routines that support good quality sleep; the effects of lack of sleep.</li> <li>Understand the importance of personal hygiene and how to maintain it.</li> <li>Identifying good oral hygiene; the impact of lifestyle choices on dental care.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising that there are different types of relationships.</li> <li>Understanding what marriage and civil partnership means.</li> <li>Understanding that forced marriage is a crime.</li> <li>Recognising different types of loving, caring and committed relationships.</li> <li>Identifying the difference between healthy/unhealthy relationships.</li> <li>Recognising and respecting that there are different family structures.</li> <li>Recognising the characteristics of healthy family life.</li> <li>Recognising how to seek advice if family relationships make them unhappy.</li> <li>Identifying the strategies to build positive friendships and how friendship</li> </ul>



	take a break online/offline.		<ul style="list-style-type: none"> <li>Recognising behaviours that support good mental health</li> </ul>	with keeping a secret.	<ul style="list-style-type: none"> <li>Identifying how to keep safe from sun damage and reduce the risk of skin cancer.</li> <li>Identifying strategies for managing/ balancing time online/offline.</li> <li>Identifying how and when to seek support if they are worried about their health.</li> <li>Identify strategies and behaviours that support mental health.</li> </ul>	<p>can support wellbeing.</p> <ul style="list-style-type: none"> <li>Identifying what constitutes a positive healthy friendship.</li> <li>Comparing the difference between healthy/ unhealthy friendships.</li> <li>Exploring how friendships can change and develop.</li> </ul>
<b>Sequencing Knowledge</b>	<p><b>Previously:</b> New Threshold concept</p> <p><b>In the future:</b></p>	<p><b>Previously:</b> New Threshold concept</p> <p><b>In the future:</b> Identifying positive and unhealthy relationships.</p>	<p><b>Previously:</b> Basics of a healthy lifestyle.</p> <p><b>In the future:</b> Identifying and forming healthy habits</p>	<p><b>Previously:</b> Identifying positive and unhealthy relationships.</p> <p><b>In the future:</b> identifying and respecting all forms of positive relationships.</p>	<p><b>Previously:</b> Identifying and forming healthy habits.</p> <p><b>In the future:</b> maintaining mental and physical health using the SMILERS.</p>	<p><b>Previously:</b> Identifying positive and unhealthy relationships.</p> <p><b>In the future:</b> Keys Stage 3 learning.</p>
<b>Vital Vocabulary</b>	Health, healthy, food, sugar, vitamins, meal, fruit, vegetables, meat, fish, sweets, exercise.	People, family, friendship, friends, life, community.	Physical, mental, wellbeing, balanced, lifestyle, Health, healthy, food, sugar, vitamins, meal, fruit, vegetables, meat, fish, sweets.	Relationships, healthy, unhealthy, positive, negative, People, family, friendship, friends, life, community.	Choice, unhealthy, support, strategies, hygiene, Physical, mental, wellbeing, balanced, lifestyle, Health, healthy, food, sugar, vitamins, meal, fruit, vegetables, meat, fish, sweets.	Commitment, Partner, marriage, civil, Relationships, healthy, unhealthy, positive, negative, People, family, friendship, friends, life, community.
<b>Enrichment</b>	Weekly SMILERS Award	Weekly SMILERS Award	Weekly SMILERS Award	Weekly SMILERS Award	Weekly SMILERS Award	Weekly SMILERS Award
<b>Other curriculum areas covered</b>	SMILERS PE	SMILERS	SMILERS PE	SMILERS	SMILERS PE	SMILERS



# MEDIUM TERM PLAN



## PSHE Cycle C - Spring Term

	EYFS/Year 1/2		Year 3/4		Year 5/6	
	Spring 1	Spring 2	Spring 1	Spring 2	Spring 1	Spring 2
<b>Threshold Concept</b>	<b>Exploring Emotions</b>	<b>Difference and Diversity</b>	<b>Exploring Emotions</b>	<b>Difference and Diversity</b>	<b>Exploring Emotions</b>	<b>Difference and Diversity</b>
<b>Resource Reference</b>	PSHE Matters (Derbyshire) P68 Exploring Emotions	PSHE Matters (Derbyshire) Difference Diversity	PSHE Matters (Derbyshire) P69 Exploring Emotions	PSHE Matters (Derbyshire) Difference Diversity	PSHE Matters (Derbyshire) P70 Exploring Emotions	PSHE Matters (Derbyshire) Difference Diversity
<b>Specific Knowledge</b>	<ul style="list-style-type: none"> <li>Naming different feelings.</li> <li>Explaining how to recognise different feelings.</li> <li>Recognising that feelings can affect the way we think, feel and behave.</li> <li>Talking about how to recognise what others might be feeling.</li> <li>Recognising that not everyone feels the same about the same things.</li> <li>Naming a range of words to describe feelings.</li> <li>Talking about things that help people's mental/physical health.</li> <li>Identifying ways to manage big feelings.</li> </ul> <p>Recognising when they need help and understand how to ask for help.</p>	<ul style="list-style-type: none"> <li>Recognising ways, they are the same as, and different to, other people.</li> <li>Identifying that everyone has different strengths.</li> <li>Discussing the strengths/interests someone might need to do different jobs.</li> <li>Identifying the people who love and care for us.</li> <li>Recognising that there are different types of families.</li> <li>Identifying common features of family life.</li> <li>Recognising how to treat themselves and others with respect.</li> <li>Recognising the ways in which they are the same/different to others.</li> <li>Recognising what makes them special.</li> <li>Celebrating the ways in which we are all unique</li> </ul>	<ul style="list-style-type: none"> <li>Recognising the importance of taking care of mental health.</li> <li>Identifying strategies and behaviours that support mental health.</li> <li>Recognising feelings can change over time and range in intensity.</li> <li>Identifying the everyday things that affect feelings and the importance of expressing how we feel.</li> <li>Using a varied vocabulary when talking about feelings and how we can express feelings in different ways.</li> <li>Identifying strategies that they could use to respond to feelings.</li> <li>Identifying how to seek support for themselves and others.</li> <li>Identifying strategies for dealing with emotions</li> </ul>	<ul style="list-style-type: none"> <li>Recognising the importance of self-respect and how to respect others.</li> <li>Respecting and recognising the differences and similarities between people.</li> <li>Debating topical issues, respecting other people's points of view/constructively challenging those they disagree with.</li> <li>Understanding and challenging stereotypes.</li> <li>Recognising behaviours/actions which discriminate against others.</li> <li>Identifying what contributes to who we are.</li> <li>Recognising their individuality and personal qualities.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the everyday things that affect feelings and the importance of expressing how we feel.</li> <li>Using a varied vocabulary when talking about feelings and how we can express feelings in different ways.</li> <li>Identifying strategies that they could use to respond to feelings.</li> <li>Recognising when someone may be struggling with their mental health and understand how to seek support for themselves and others.</li> <li>Recognising that anyone can experience mental ill health.</li> <li>Identifying strategies for dealing with emotions, challenges and change.</li> <li>Identifying how to reframe unhelpful thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying strategies to respond to hurtful behaviours.</li> <li>Describing what discrimination means and how to challenge it.</li> <li>Recognising that our own behaviour can affect other people.</li> <li>Describing how to respect others.</li> <li>Respecting/recognising the differences/similarities between people.</li> <li>Debating topical issues with respect.</li> <li>Identifying the importance of having compassion towards others.</li> <li>Discussing diversity: what it means; the benefits of living in a diverse community.</li> <li>Understanding prejudice.</li> <li>Exploring how to make safe, reliable choices from search results.</li> <li>Identifying what contributes to who we are.</li> <li>Understanding that for some people gender identity does not correspond with their biological sex.</li> </ul>

						<ul style="list-style-type: none"> <li>Recognising their individuality and personal qualities.</li> <li>Identifying personal strengths, skills, achievements and interests.</li> </ul>
<b>Sequencing Knowledge</b>	<p><b>Previously:</b> New Threshold concept</p> <p><b>In the future:</b> Express feelings in different ways. Recognise when others are expressing feelings.</p>	<p><b>Previously:</b> New Threshold concept</p> <p><b>In the future:</b> Respect and discrimination in society.</p>	<p><b>Previously:</b> recognising, naming and expressing emotions.</p> <p><b>In the future:</b> understand how and when to seek support and how to support others.</p>	<p><b>Previously:</b> recognising and respecting differences.</p> <p><b>In the future:</b> Debating topical diversity issues with respect.</p>	<p><b>Previously:</b> Use the vocabulary of feelings. Recognise feelings in themselves and others.</p> <p><b>In the future:</b> maintaining emotional health using the SMILERS.</p>	<p><b>Previously:</b> Respect and discrimination in society.</p> <p><b>In the future:</b> Keys Stage 3 learning.</p>
<b>Vital Vocabulary</b>	Feeling, emotion, happy, sad, frustrated, worried, angry, negative, positive.	Same, different, differences, similarities, groups.	Strategy, response, communication, share, talk, trust, Feeling, emotion, happy, sad, frustrated, worried, angry, negative, positive.	Same, different, differences, similarities, communities, community, world, national, international, local.	Express, mental health, support, challenge, Strategy, response, communication, share, talk, trust, Feeling, emotion, happy, sad, frustrated, worried, angry, negative, positive.	Inclusion, minority, ethic, immigrant, minority, debate, topical, Same, different, differences, similarities, communities, community, world, national, international, local.
<b>Enrichment</b>	Weekly SMILERS Award Weekly Sports Award	Weekly SMILERS Award	Weekly SMILERS Award	Weekly SMILERS Award	Weekly SMILERS Award	Weekly SMILERS Award
<b>Other curriculum areas covered</b>	SMILERS	SMILERS RE	SMILERS	SMILERS RE	SMILERS	SMILERS RE



# MEDIUM TERM PLAN



PSHE Cycle C – Summer Term						
	EYFS/Year 1/2		Year 3/4		Year 5/6	
	Summer 1	Summer 2	Summer 1	Summer 2	Summer 1	Summer 2
Threshold Concept	Being Responsible	Bullying Matters	Being Responsible	Bullying Matters	Being Responsible	Bullying Matters
Resource Reference	Derbyshire PSHE Matters Being Responsible	Derbyshire PSHE Matters Bullying Matters	Derbyshire PSHE Matters Being Responsible	Derbyshire PSHE Matters Bullying Matters	Derbyshire PSHE Matters Being Responsible	Derbyshire PSHE Matters Bullying Matters
Specific Knowledge	<ul style="list-style-type: none"> <li>Understanding what rules are and why different rules are needed for different situations.</li> <li>Recognising that people and other living things have different needs and understand the responsibilities of caring for them.</li> <li>Explaining things, they can do to help look after their environment.</li> <li>Exploring the different roles/responsibilities people have.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising simple strategies to resolve arguments between friends positively.</li> <li>Recognising how to ask for help if a friendship is making them feel unhappy.</li> <li>Recognising that bodies/feelings can be hurt by words and actions.</li> <li>Identifying how people may feel if they experience hurtful behaviour or bullying.</li> <li>Understanding that hurtful behaviour is not acceptable.</li> <li>Explaining how to report bullying and the importance of telling a trusted adult.</li> <li>Identifying what to do if they feel worried.</li> <li>Identifying what is kind and unkind behaviour.</li> <li>Recognising how to treat themselves and others with respect.</li> <li>Playing, listening and working cooperatively.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising reasons for rules and laws; consequences of not adhering to rules and laws.</li> <li>Recognising there are human rights, that are there to protect everyone.</li> <li>Understanding the relationship between rights and responsibilities.</li> <li>Identifying the importance of having compassion towards others.</li> <li>Explaining how to show care/concern.</li> <li>Identifying ways of protecting the environment in school and at home.</li> <li>Understanding how everyday choices can affect the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising the importance of seeking support if feeling lonely or excluded.</li> <li>Identifying positive strategies that may help to resolve disputes in friendships.</li> <li>Recognising if a friendship (online or offline) is making them feel unsafe or uncomfortable.</li> <li>Recognising the impact of bullying and the consequences of hurtful behaviour.</li> <li>Suggesting strategies to respond to hurtful behaviour.</li> <li>Discussing what discrimination means and how to challenge it.</li> <li>Recognising that our own behaviour can affect other people</li> </ul>	<ul style="list-style-type: none"> <li>Recognising reasons for rules and laws; consequences of not adhering to rules and laws.</li> <li>Recognising there are human rights, that are there to protect everyone.</li> <li>Understanding the relationship between rights and responsibilities.</li> <li>Identifying the importance of having compassion towards others. Explaining how to show care/concern.</li> <li>Identifying ways of protecting the environment in school and at home and understanding how everyday choices can affect the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising the importance of seeking support if feeling lonely or excluded</li> <li>Identifying positive strategies that may help to resolve disputes in friendships.</li> <li>Recognising if a friendship (online or offline) is making them feel unsafe or uncomfortable.</li> <li>Recognising the impact of bullying and the consequences of hurtful behaviour.</li> <li>Suggesting strategies to respond to hurtful behaviour.</li> <li>Discussing what discrimination means and how to challenge it.</li> <li>Identifying strategies to respond to unwanted touch.</li> <li>Recognising that</li> </ul>

<b>Sequencing Knowledge</b>	<b>Previously:</b> New Threshold concept  <b>In the future:</b> Consequences and rewards.	<b>Previously:</b> New Threshold concept  <b>In the future:</b> Bullying and its impact	<b>Previously:</b> being helpful  <b>In the future:</b> Recognising reasons for laws.	<b>Previously:</b> What is bullying  <b>In the future:</b> Impact and consequences of bullying.	<b>Previously:</b> Laws, reasons and consequences.  <b>In the future:</b> Key stage 3 learning	<b>Previously:</b> Bullying and its impact.  <b>In the future:</b> Key stage 3 learning
<b>Vital Vocabulary</b>	Rules, needs, responsibilities, respect.	Argument, friend, friendship, help, agree, agreement, compromise, kind, unkind	Consequence, reward, choice, protect, Rules, needs, responsibilities, respect.	Support, lonely, excluded, Argument, friend, friendship, help, agree, agreement, compromise, kind, unkind	Law, adhere, human rights, citizen, citizenship, Consequence, reward, choice, protect, Rules, needs, responsibilities, respect.	Discrimination, hurtful, Support, lonely, excluded, Argument, friend, friendship, help, agree, agreement, compromise, kind, unkind
<b>Enrichment</b>	Weekly SMILERS Award Weekly Sports Award	Weekly SMILERS Award	Weekly SMILERS Award	Weekly SMILERS Award	Weekly SMILERS Award	Weekly SMILERS Award
<b>Other curriculum areas covered</b>	SMILERS	SMILERS	SMILERS	SMILERS	SMILERS	SMILERS



# MEDIUM TERM PLAN



## PSHE Cycle D - Autumn Term

	EYFS/Year 1/2		Year 3/4		Year 5/6	
	Autumn 1	Autumn 2	Autumn 1	Autumn 2	Autumn 1	Autumn 2
<b>Threshold Concept</b>	<b>Drug Education</b>	<b>Growing Up</b>	<b>Drug Education</b>	<b>Growing Up</b>	<b>Drug Education</b>	<b>Growing Up</b>
<b>Resource Reference</b>	Derbyshire PSHE Matters Drug Education	Derbyshire PSHE Matters Growing Up	Derbyshire PSHE Matters Drug Education	Derbyshire PSHE Matters Growing Up	Derbyshire PSHE Matters Drug Education	Derbyshire PSHE Matters Growing Up
<b>Specific Knowledge</b>	<ul style="list-style-type: none"> <li>Identifying different ways to keep healthy.</li> <li>Demonstrating simple hygiene routines that can stop germs from spreading.</li> <li>Understanding how medicines can help people to stay healthy.</li> <li>Naming different feelings.</li> <li>Talking about rules and age restrictions that keep us safe.</li> <li>Understanding that household products (including medicines) can be harmful if not used correctly.</li> <li>Talking about the people whose job it is to help keep us safe.</li> <li>Understanding that things that people put into their body or on their skin can affect how people feel.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying simple hygiene routines that can stop germs from spreading.</li> <li>Identifying feelings associated with change/loss.</li> <li>Recognising what makes them special.</li> <li>Talking about the ways in which we are all unique.</li> <li>Naming the main parts of the body including external genitalia.</li> <li>Explaining how people's needs change as they grow from young to old.</li> <li>Recognising and understanding the importance of respecting privacy.</li> <li>Identifying how to respond if physical contact makes them feel uncomfortable/unsafe.</li> <li>Understanding that there are situations when they should ask for permission.</li> <li>Recognising the importance of not keeping adults' secrets.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising that habits can have both positive/negative effects on a healthy lifestyle.</li> <li>Understanding how medicines, when used responsibly, contribute to health.</li> <li>Identifying how to predict, assess and manage risk.</li> <li>Understanding what hazards may cause harm or risk and what they can do to reduce risks/keep safe.</li> <li>Understanding the importance of taking medicines correctly and using household products safely.</li> <li>Identifying strategies for keeping safe.</li> <li>How to respond and react in an emergency situation.</li> <li>Learning about the risks and effects of legal</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that everyday hygiene routines can limit the spread of infection.</li> <li>Identifying what contributes to who we are.</li> <li>Recognising their individuality and personal qualities.</li> <li>Identifying personal strengths, skills, achievements and interests.</li> <li>Identifying the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction.</li> <li>Identifying the physical and emotional changes that happen when approaching/during puberty.</li> <li>Understanding the human life cycle.</li> <li>Understanding privacy and personal boundaries.</li> <li>Recognising what seeking and giving</li> </ul>	<ul style="list-style-type: none"> <li>Recognising that habits can have both positive and negative effects on a healthy lifestyle.</li> <li>How to respond in an emergency situation.</li> <li>Exploring the risks/effects of legal drugs common to everyday life.</li> <li>Recognising that there are laws surrounding the use of legal drugs.</li> <li>Exploring why people choose to use or not use drugs.</li> <li>Recognising the mixed messages in the media.</li> <li>Identifying the people, they can talk to if they have concerns.</li> <li>Identifying strategies to manage peer influence and the desire for peer approval.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising their individuality and personal qualities.</li> <li>Identifying personal strengths, skills, achievements and interests.</li> <li>Identifying the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction.</li> <li>Identifying the physical and emotional changes that happen when approaching/ during puberty.</li> <li>Identifying the importance of keeping clean and how to maintain personal hygiene.</li> <li>Understanding the human life cycle.</li> <li>Identifying where to get advice.</li> <li>Recognising the responsibilities growing up brings.</li> <li>Recognising that people may be attracted to someone</li> </ul>

		<ul style="list-style-type: none"> <li>Identifying what to do if they feel unsafe/worried for themselves or others.</li> <li>Recognising the ways in which they are the same/different to others.</li> </ul>	drugs common to everyday life.	<p>permission (consent) means.</p> <ul style="list-style-type: none"> <li>Explaining where to get advice or report concerns if worried.</li> <li>Learning about stereotypes</li> </ul>		<p>emotionally, romantically and sexually.</p> <ul style="list-style-type: none"> <li>Recognising what seeking and giving permission (consent) means.</li> <li>Explaining where to get advice or report concerns if worried.</li> <li>Recognising ways in which social media can be used positively and negatively.</li> <li>Identifying how images on social media can be manipulated</li> </ul>
<b>Sequencing Knowledge</b>	<p><b>Previously:</b> New Threshold concept</p> <p><b>In the future:</b> drugs, medicines and correct use.</p>	<p><b>Previously:</b> New Threshold concept</p> <p><b>In the future:</b> Physical and emotional changes.</p>	<p><b>Previously:</b> illness and people who help us.</p> <p><b>In the future:</b> . legal and illegal drug use</p>	<p><b>Previously:</b> Life cycle of a human,</p> <p><b>In the future:</b> Reproduction and puberty</p>	<p><b>Previously:</b> drugs, medicines and correct use.</p> <p><b>In the future:</b> KS3 Learning</p>	<p><b>Previously:</b> Physical and emotional changes.</p> <p><b>In the future:</b> KS3 Learning</p>
<b>Vital Vocabulary</b>	Healthy, hygiene, safe, safety, harmful, ill, sick, poorly, medicine, doctor, nurse, help, hospital.	Human, baby, toddler, child, teenager, adult, elderly, death, born, birth.	Risk, hazard, prescription, prescribed, drug, Healthy, hygiene, safe, safety, harmful, ill, sick, poorly, medicine, doctor, nurse, help, hospital, emergency	Life, age, responsibility, Human, baby, toddler, child, teenager, adult, elderly, death, born, birth, consent.	Illegal, legal, controlled, dose, tablet, liquid, pill, syringe, advice, Risk, hazard, prescription, prescribed, drug, Healthy, hygiene, safe, safety, harmful, ill, sick, poorly, medicine, doctor, nurse, help, hospital, emergency, manage.	puberty, male female, sexually, life, age, responsibility, Human, baby, toddler, child, teenager, adult, elderly, death, born, birth, consent, emotional.
<b>Enrichment</b>	Weekly SMILERS Award	Weekly SMILERS Award	Weekly SMILERS Award	Weekly SMILERS Award	Weekly SMILERS Award	Weekly SMILERS Award
<b>Other curriculum areas covered</b>	SMILERS	SMILERS SCIENCE – HUMAN BODY	SMILERS	SMILERS SCIENCE – HUMAN BODY	SMILERS	SMILERS SCIENCE – HUMAN BODY



# MEDIUM TERM PLAN



## PSHE Cycle D - Spring Term

	EYFS/Year 1/2		Year 3/4		Year 5/6	
	Spring 1	Spring 2	Spring 1	Spring 2	Spring 1	Spring 2
Threshold Concept	Changes	Being Me	Changes	Being Me	Changes	Being Me
Resource Reference	Derbyshire PSHE Matters Changes	Derbyshire PSHE Matters Being Me	Derbyshire PSHE Matters Changes	Derbyshire PSHE Matters Being Me	Derbyshire PSHE Matters Changes	Derbyshire PSHE Matters Being Me
Specific Knowledge	<ul style="list-style-type: none"> <li>Recognising that feelings can affect the way we think, feel and behave.</li> <li>Recognising ways of sharing feelings.</li> <li>Identifying ways to manage big feelings.</li> <li>Recognising when we need help and understand how to ask for help.</li> <li>Identifying feelings associated with change/loss.</li> <li>Exploring how to manage when we find things difficult.</li> <li>Explaining how people's needs change as they grow from young to old.</li> <li>Explaining positive ways of preparing to move to a new class/year group</li> </ul>	<ul style="list-style-type: none"> <li>Recognising the different groups, they belong to.</li> <li>Identifying that everyone has different strengths.</li> <li>Recognising the ways in which they are the same and different to others.</li> <li>Recognising what makes them special.</li> <li>Identifying the ways in which we are all unique.</li> <li>Identifying what they are good at, what they like and dislike.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising that feelings can change over time, and range in intensity.</li> <li>Identifying the everyday things that affect feelings, and the importance of expressing how we feel.</li> <li>Using a varied vocabulary when talking about feelings.</li> <li>Recognising the signs when someone may be struggling and understand how to seek support.</li> <li>Discussing change and loss, and how these can affect feelings, thoughts and behaviours.</li> <li>Identifying strategies for dealing with emotions, challenges and change.</li> <li>Identifying strategies to manage transitions between classes and key stages.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the different groups that make up their community.</li> <li>Identifying the different contributions that people/groups make to the community.</li> <li>Explore diversity: what it means; the benefits of living in a diverse community.</li> <li>Recognising behaviours/actions which discriminate against others.</li> <li>Recognising positive things about themselves/achievements.</li> <li>Identifying what contributes to who we are.</li> <li>Recognising that our own behaviour can affect other people.</li> <li>Recognising the differences and similarities between people.</li> <li>Listening to and responding respectfully to a wide range of people.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising that feelings can change over time, and range in intensity.</li> <li>Identifying the everyday things that affect feelings, and the importance of expressing how we feel.</li> <li>Using a varied vocabulary when talking about feelings.</li> <li>Recognising the signs when someone may be struggling and how to seek support.</li> <li>Discussing change and loss, and how these can affect feelings, thoughts and behaviours.</li> <li>Identifying strategies for dealing with emotions, challenges and change.</li> <li>Identifying strategies to manage transitions between classes and key stages.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the different groups that make up their community.</li> <li>Describing the different contributions that people/groups make to the community.</li> <li>Discussing diversity: what it means; the benefits of living in a diverse community; and how we value diversity within our communities.</li> <li>Recognising behaviours/actions which discriminate against others and ways of responding to it if witnessed/experienced.</li> <li>Recognising positive things about themselves/achievements and can set goals.</li> <li>Identifying what contributes to who we are.</li> <li>Recognising that our own behaviour can affect other people.</li> <li>Respecting and recognising the differences and similarities between people.</li> </ul>



<b>Sequencing Knowledge</b>	<b>Previously:</b> New Threshold concept  <b>In the future:</b> strategies for coping	<b>Previously:</b> New Threshold concept  <b>In the future:</b> Exploring diversity	<b>Previously:</b> Recognising how change affects us  <b>In the future:</b> How to seek support	<b>Previously:</b> we are all different  <b>In the future:</b> Challenging and breaking stereotypes.	<b>Previously:</b> strategies for coping  <b>In the future:</b> KS3 Learning	<b>Previously:</b> Exploring Diversity  <b>In the future:</b> KS3 Learning
<b>Vital Vocabulary</b>	Feelings, emotions, happy, sad, calm, love, anger, worried, share, move, change.	Groups, same, different, community, respect, accept, peace, diverse, diversity.	Express, change, struggle, manage, identify, Feelings, emotions, happy, sad, calm, love, anger, worried, share, move, change.	Discrimination, behaviours, acceptable, unacceptable, offensive, inclusive, exclusive, Groups, same, different, community, respect, accept, peace, diverse, diversity.	Support, behaviour, transition, cope, coping, Express, change, struggle, manage, identify, Feelings, emotions, happy, sad, calm, love, anger, worried, share, move, change.	Racism, value, express, Discrimination, behaviours, acceptable, unacceptable, offensive, inclusive, exclusive, Groups, same, different, community, respect, accept, peace, diverse, diversity, contributions.
<b>Enrichment</b>	Weekly SMILERS Award Children's Mental Health Week	Weekly SMILERS Award	Weekly SMILERS Award Children's Mental Health Week	Weekly SMILERS Award	Weekly SMILERS Award Children's Mental Health Week	Weekly SMILERS Award
<b>Other curriculum areas covered</b>	SMILERS	SMILERS	SMILERS	SMILERS	SMILERS	SMILERS



# MEDIUM TERM PLAN



## PSHE Cycle D - Summer Term

	EYFS/Year 1/2		Year 3/4		Year 5/6	
	Summer 1	Summer 2	Summer 1	Summer 2	Summer 1	Summer 2
<b>Threshold Concept</b>	<b>Money matters</b>	<b>Being Safe</b>	<b>Money matters</b>	<b>Being Safe</b>	<b>Money matters</b>	<b>Being Safe</b>
<b>Resource Reference</b>	Derbyshire PSHE Money Matters	Derbyshire PSHE Matters Being Safe	Derbyshire PSHE Money Matters	Derbyshire PSHE Matters Being Safe	Derbyshire PSHE Money Matters	Derbyshire PSHE Matters Being Safe
<b>Specific Knowledge</b>	<ul style="list-style-type: none"> <li>Understanding what money is.</li> <li>Recognising that people make different choices about how to save/spend money.</li> <li>Recognising the difference between needs and wants.</li> <li>Understanding how money can be looked after.</li> <li>Identifying that everyone has different strengths.</li> <li>Understanding that jobs help people to earn money to pay for things.</li> <li>Identifying different jobs that people do.</li> <li>Identifying the strengths/interests someone might need to do different jobs</li> </ul>	<ul style="list-style-type: none"> <li>Talking about rules and age restrictions that keep us safe.</li> <li>Recognising risk and what action to take to minimise harm.</li> <li>Describing how to keep safe at home.</li> <li>Describing ways to keep safe in familiar/unfamiliar environments.</li> <li>Talking about the people whose job it is to help keep us safe</li> <li>Explaining basic rules to keep safe online.</li> <li>Understanding what to do if there is an accident and someone is hurt.</li> <li>Demonstrating how to get help in an emergency.</li> <li>Talking about the role of the internet in everyday life.</li> <li>Identifying that not all information online is true.</li> <li>Responding safely to people online/offline</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the different ways to pay for things.</li> <li>Identifying that people's attitudes towards saving/spending is different.</li> <li>Recognising that people's spending decisions can affect others and the environment.</li> <li>Recognising that people make spending decisions based on needs and wants.</li> <li>Recognising different ways of keeping track of money.</li> <li>Identifying the ways that money can impact on people's feelings.</li> <li>Identifying some of the skills that may help them in their future careers</li> </ul>	<ul style="list-style-type: none"> <li>Identifying strategies for balancing time online/offline.</li> <li>Identifying reasons for following age regulations and restrictions.</li> <li>Identifying how to predict, assess and manage risk in different situations.</li> <li>Understanding what they can do reduce risks and keep safe.</li> <li>Identifying strategies for keeping safe in the local environment.</li> <li>Identifying strategies for keeping safe online.</li> <li>Demonstrating basic techniques for dealing with common injuries.</li> <li>Understanding how to respond in an emergency situation.</li> <li>Understanding privacy and personal boundaries.</li> <li>Recognising on-line risks.</li> <li>Recognising acceptable/</li> </ul>	<ul style="list-style-type: none"> <li>Understanding different ways to keep track of money.</li> <li>Understanding the risks associated with money and ways of keeping money safe.</li> <li>Identifying the risks involved in gambling activities.</li> <li>Identifying the ways that money can impact on people's emotions.</li> <li>Recognising positive things about themselves and can set goals.</li> <li>Identifying there is a broad range of different jobs/careers.</li> <li>Recognising that there are many factors which may influence a person's job or career choice.</li> <li>Recognising some of the skills that will help them in their future careers.</li> <li>Identifying the kind of job that they</li> </ul>	<ul style="list-style-type: none"> <li>Identifying how to predict, assess and manage risk in different situations.</li> <li>Understanding what hazards may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.</li> <li>Identifying strategies for keeping safe in the local environment or unfamiliar places.</li> <li>Identifying strategies for keeping safe online.</li> <li>Demonstrating basic techniques for dealing with common injuries.</li> <li>Demonstrating how to respond/react in an emergency situation.</li> <li>Recognising on-line risks, harmful content/ behaviours and how to report concerns.</li> <li>Can recognise pressure from others.</li> <li>Recognising ways in which technology can be used positively and</li> </ul>

				<p>unacceptable physical contact.</p> <ul style="list-style-type: none"> <li>• Understanding about seeking and giving permission</li> <li>• Recognising pressure from others.</li> <li>• Recognising ways in which the internet and social media can be used both positively/negatively</li> </ul>	<p>might like to do when they are older.</p> <ul style="list-style-type: none"> <li>• Recognising a variety of routes into careers.</li> </ul>	<p>negativity and identifying ways to stay safe.</p>
<b>Sequencing Knowledge</b>	<p><b>Previously:</b> New Threshold concept</p> <p><b>In the future:</b> saving and spending</p>	<p><b>Previously:</b> New Threshold concept</p> <p><b>In the future:</b> Managing risk</p>	<p><b>Previously:</b> taking care of money</p> <p><b>In the future:</b> jobs and career choices</p>	<p><b>Previously:</b> rules and safety</p> <p><b>In the future:</b> first aid</p>	<p><b>Previously:</b> saving and spending</p> <p><b>In the future:</b> KS3 Learning</p>	<p><b>Previously:</b> Managing risk</p> <p><b>In the future:</b> KS3 Learning</p>
<b>Vital Vocabulary</b>	<p>Money, pounds, pence, save, spend,</p>	<p>Groups, safe, unsafe, danger, safety.</p>	<p>Money, pounds, pence, save, spend, decision, want, need, earn, job, pay.</p>	<p>Groups, safe, unsafe, danger, safety, online safety, stranger, danger.</p>	<p>Gambling, career, budget, invest, track, Money, pounds, pence, save, spend, decision, want, need, earn, job, pay.</p>	<p>Concern, hazard, pressure, Groups, safe, unsafe, danger, safety, online safety, stranger, danger.</p>
<b>Enrichment</b>	<p>Weekly SMILERS Award</p>	<p>Weekly SMILERS Award</p>	<p>Weekly SMILERS Award</p>	<p>Weekly SMILERS Award</p>	<p>Weekly SMILERS Award</p>	<p>Weekly SMILERS Award</p>
<b>Other curriculum areas covered</b>	<p>SMILERS</p>	<p>SMILERS COMPUTING</p>	<p>SMILERS</p>	<p>SMILERS COMPUTING</p>	<p>SMILERS</p>	<p>SMILERS COMPUTING</p>