

North Yorkshire Rural Schools Federation (Foston CE, Langton, Stillington and Terrington CE Primary schools)

PSHE Primary School Progression Map



NORTH YORKSHIRE
RURAL SCHOOLS FEDERATION

Subject Intent:

We aim to develop resilient, independent, loving and caring individuals who have a sound awareness of the key principles of relationships, respect, careers, health and safety to prepare them for future life.

We wish to:

- develop pupils' cultural capital by giving pupils the information they require to gain a knowledge of the wider world through awe and wonder experiences.
- create an understanding of a multicultural and diverse world in which we live.
- promote acceptance, respect and celebrate our differences.
- inspire awareness of local and wider communities to make positive changes to the world.
 - embed how to keep safe on and offline.
- foster British values and what it means to be British.
- Expand understandings of careers to prepare and inspire pupils.
 - nurture positive relationships (including RSE).
- cultivate positive, healthy strategies for physical and mental wellbeing.

Objectives

The EYFS objectives are the school's EYFS curriculum objectives based on development matters.

The objectives we use for PSHE for Years 1-6 are based on the PSHE association's scheme of learning which is a recommended resource within the RSE guidance.

Expectations

When planning, always plan one week less than the weeks within the term. The remaining week is to be used for addressing relationships within your class and building relationships through problem solving.

Retrieval activities are required within every session to ensure learning is embedded in long term memory. At least one session of the retrieval is to be focused around bullying to retrieve pupils understanding of what it is & how to seek support.

Teaching of the protected characteristics -

Protected characteristics are taught through assemblies and some PSHE lessons but could also come up during discussion within topics around individual identity throughout their time at school, we will always treat children's knowledge of individual identity with sensitivity and encourage tolerance of all differences within our schools and beyond.

British Values

British Values are embedded throughout our PSHE curriculum and are developed progressively through the PSHE Association Programme of Study and our long-term planning. Rather than being taught as a standalone topic, democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs are revisited through the themes of Health and Wellbeing, Relationships and Living in the Wider World.

Pupils develop their understanding of democracy through opportunities to express their views, participate in discussions and debates, and learn about decision-making and citizenship. The rule of law is reinforced through learning about rights, responsibilities, boundaries, safety and the purpose of rules and laws. Individual liberty is developed through teaching pupils to make informed choices, develop independence and understand their rights and responsibilities.

Mutual respect is embedded particularly through Relationships education, where pupils learn about kindness, empathy, equality, respectful communication and healthy relationships. Tolerance and appreciation of different faiths, beliefs, cultures and identities are developed through learning about diversity, inclusion, prejudice and discrimination.

The spiral nature of the PSHE curriculum ensures that pupils revisit these values at an age-appropriate level, building their knowledge, understanding and ability to apply these principles in their relationships, school community and wider society.

Curriculum
Enhancers

Community

Diversity

Creativity

Sustainability

PSHE education | Long-term overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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EYFS

Year A

Recognising our environment

Recognising ourselves and our lives

Recognising health

Recognising Relationships

Recognising Safety

Recognising Independence

Year 1/2

Year A

Making friends: playing and learning together

Mental Health & Wellbeing

Being Healthy

Keeping safe online

Keeping Safe Outside

Showing Kindness to others and ourselves

Year B

Mental Health & Wellbeing

Safety at home

Me, my body and staying Safe

Money and work

Celebrating me, you and our families

Looking back and moving on

Year 3/4

Year A

Me, my friends and belonging

Mental Health & Wellbeing

Building healthy Habits

Making Choices online

Keeping safe out and about

Looking out for each other

Year B

Mental Health & Wellbeing

Exploring ways to manage risk

Me, my body and growing up

Money matters and news literacy

Forming respectful relationships

Families and growing together

Year 5/6

Year A

Friendships, Stereotypes and bullying

Mental Health & Wellbeing

Embedding healthy habits and learning First Aid

Developing our AI literacy

Safer connections

Positively engaging with our world

Year A

Mental Health & Wellbeing

Drug Education: assessing risk and managing influences

Changes in Puberty (Sex education)

Managing Money & online spending

Respecting boundaries

Looking to the Future

EYFS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Recognising our environment This unit focuses on following rules and respecting ourselves and others. Learning objectives: To explain the reasons for rules. (ELG) To know right from wrong and try to behave accordingly. (ELG) To recognise that people have different beliefs and celebrate special times in different ways. (R) To show resilience and perseverance in the face of a challenge. (R) To set and work towards simple goals. (ELG) To be able to wait for what they want and control their immediate impulses when appropriate. (ELG) To learn the PANTS rule. Knowledge: To follow the class rule of being kind, safe and respectful. Turn taking is letting each person have an equal share/go in a game. A challenge is going beyond your comfort zone to improve ones' self. Key Vocabulary: Rules Right Wrong Goals Challenge	Recognising ourselves and our lives This unit focuses on our importance of ourselves, people and the world. Learning objectives: To see themselves as a valuable individual. (R) Express their feelings and consider the feelings of others. (R) Further develop the skills they need to manage the school day successfully, lining up, queueing and mealtimes. (R) Give focused attention to what the teacher says responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions. (ELG) Recognise some similarities and differences between life in this country and life in other countries. Knowledge: To know they are special To understand how to take turns To know that everyone is different. To celebrate difference Key Vocabulary: Respect Sharing Same Different Feelings special	Recognising health This unit focuses on our taking care of ourselves and keeping ourselves healthy. Learning objectives: Managing their own needs and personal hygiene. (R) Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices. (ELG) Know and talk about the different factors that support their overall health and wellbeing, regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine. (R) Knowledge: To know how to brush my teeth. To know what foods are good for me. To know how to wash my hands To know why I need sleep To know to drink water to keep hydrated Key Vocabulary: Food Water Washing Dressing Sleep Brushing teeth health	Recognising relationships This unit focuses on feelings, family and healthy relationships. Learning objectives: Shows interest in the lives of people who are familiar to them. (R) Build constructive and respectful relationships. (R) Identify and moderate their own feelings socially and emotionally. (R) Think about the perspectives of others. (R) Talk about members of their immediate family and community. (R) Knowledge: They can identify their friends. They can identify their family. They can develop and maintain friendships Key vocabulary: Friend Family Play Share Support trust	Recognising safety This unit focuses on our keeping ourselves safe and how people around us keep us safe. Learning objectives: To be a safe pedestrian. (R) To talk about the lives of people around them and their roles in society. (ELG) To show sensitively to their own and to other's needs. (ELG) Knowledge: I will know how to cross a road. I will know not to speak to strangers. I will know what number to call for help. (contextual safeguarding) I know not to approach wild animals I will know to be safe around cars and tractors. Key vocabulary: Safety Road Key person Community Area Walker	Recognising Independence This unit focuses on developing resilience, perseverance and independence in the world around us. Learning objectives: To express preferences and decisions, they also try new things and start establishing their autonomy. (ELG) To form positive attachments to friendships with peers. (ELG) To work and play cooperatively and take turns with others. (ELG) To show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. (ELG) To be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. (ELG). Knowledge: To use a knife and fork. To zip up their coat. To get their bag ready for home. To eat on their own. To pour their own drink. Key vocabulary: Toilet Help Fork Knife New confidence

KS1 Year A Y1-2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																																														
Making friends: playing and learning together This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognise bullying. Prevent Link Our lessons: Ground rules, rule! – L1: KS1 Learning and playing together L1 KS1 Friendship and bullying – KS1 L1: Let’s be friends L2: Let’s make up L3: Let’s be kind Consent – KS1 L1: Asking for permission & pants rule Learning objectives: To learn what friendship is and what makes a good friend. To know how people make friends and how to be kind and caring in friendships and recognize bullying. To know that friends can argue, and they can also make To know that friends can argue, and they can also make up. To learn how to play collaboratively with politeness and respect. To learn simple ways to resolve arguments between friends positively. To know how to ask for help if a friendship is making them feel To know how to ask for help if a friendship is making them feel unhappy. To learn about when to ask for permission and when others should. Knowledge: Every action has a consequence both positive and negative. Kind acts make people feel happy and unkind acts make people feel sad. A friend is someone who we care about and that cares about us. If someone is unkind we need to tell an adult we trust. Key vocabulary: <table><tr><td>Friend</td><td>Change</td></tr><tr><td>Relationship</td><td>Difference</td></tr><tr><td>Respect</td><td>Safe</td></tr><tr><td>Teasing</td><td>Bullying</td></tr></table>	Friend	Change	Relationship	Difference	Respect	Safe	Teasing	Bullying	Mental health and wellbeing This unit supports pupils to notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them. Our lessons: Foundations for Wellbeing – Y1 L1: Noticing feelings L2: Distraction L3: Paying attention to pleasant feelings L4: Helpful and unhelpful thoughts L5: Reacting Learning objectives: To learn how to notice and name a range of feelings in themselves and others,. To be aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy To learn that someone’s feelings can affect how they behave; ways to manage strong feelings, reactions and responses. To distinguish trusted adults. Knowledge: We all have lots of emotions including sad, happy, calm and angry. We can calm ourselves down by counting to 10, going to a quiet space or breathing deeply. We can look after ourselves by eating healthy food and exercising. We can seek trusted adult support if we need help. I know 3 trusted adults I can go to. Key vocabulary: <table><tr><td>Feelings</td><td>Healthy</td></tr><tr><td>Unhealthy</td><td>Reactions</td></tr><tr><td>mental wellbeing</td><td>Trusted adult</td></tr></table>	Feelings	Healthy	Unhealthy	Reactions	mental wellbeing	Trusted adult	Being healthy This unit teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety. Our lessons: Keeping safe: Sun safety – KS1 L1: Keeping safe in the sun The sleep factor – KS1 L1: Ready for sleep Food for thought – KS1 L1: Keeping healthy with food and drink Dental health – KS1 L1: Looking after our teeth The importance of handwashing – KS1 Learning objectives: To know people who help keep us healthy and help when feeling unwell. To know healthy means being physical and ways to keep active daily. To learn simple hygiene routines that stop germs from spreading. To learn why sleep is important including bedtime routines and ways to rest. To know how to brush teeth correctly and that visiting a dentist is important. To know what food and drink choices keep us health and where it comes from. Knowledge: I know that sun cream, sun glasses/hat and staying in the shade/hydrated keeps me safe in the sun. I know that sleep helps to keep me healthy. I know calcium helps keep my teeth strong. We must brush our teeth twice a day for two minutes. Chocolate and sweets are bad for our teeth. Key vocabulary: <table><tr><td>Sun safety</td><td>Sleep</td></tr><tr><td>UV</td><td>Dentist</td></tr><tr><td>Harmful</td><td>Diet</td></tr><tr><td>Wash</td><td>Chemist</td></tr><tr><td>Nurse</td><td>Hygeine</td></tr></table>	Sun safety	Sleep	UV	Dentist	Harmful	Diet	Wash	Chemist	Nurse	Hygeine	Keeping safe online This unit explores how online content can impact feelings and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information). Prevent Link Our lessons: CEOP: Jessie and Friends – KS1 L1: Watching videos L2: Sharing pictures L3: Playing games BBFC: Watch out! – KS1 L1: Helping to make good viewing choices L2: Keeping viewing choices safe Learning objectives: To know different ways people use internet in daily life and age restrictions. To know that not everything online is real. To learn to use digital devices safely and respectfully to communicate with others. To know the importance of being kind online. To know that sometimes people behave differently online To learn basic online safety rules and what we should keep private and when to seek support To know benefits/risks of watching videos and playing online games. Knowledge: Age restrictions tell us how old you need to be in order to watch or play something. If we feel unsafe of uncomfortable we can tell a teacher or a parent. If something makes us uncomfortable online then we can tell an adult that we trust. When using the internet, we never share our personal details, arrange to meet with people or view things that make us uncomfortable. Key vocabulary: <table><tr><td>On/Offline</td><td>Risk</td></tr><tr><td>Rules</td><td>Safer</td></tr><tr><td>Stronger</td><td>Trusted adult</td></tr></table>	On/Offline	Risk	Rules	Safer	Stronger	Trusted adult	Keeping safe outside the home This unit builds on prior learning about risk through the context of road and rail safety. Pupils learn what an ‘emergency’ is and how to get help from an adult in an emergency or call 999 themselves if they need to. Our lessons: Road and rail safety – KS1 L1: Crossing the road L2: Keeping safe around railways lesson Environment agency – KS1 L1: Caring for the environment Learning objectives: To know basic safety rules and how these keep us safe in different situations and what adults can help us. To know how to recognize potentially harmful situations. To keep safe when out and about including railways and around water. To know how to cross the road safely with an adult. To know how to dial 999 in an emergency. Knowledge: A house fire could be started by leaving the oven on, leaving candles unattended or leaving hot things turned on. Smoke alarms tell us if there is a fire in the building. In an emergency we need to call 999. When we cross a road we need to hold an adults hand and look both ways. (contextual safeguarding) I know how to cross a road when there is a tractor. When we are on a farm we need to stay with an adult and stay away from big machinery. I know to use reflective lights when it is dark. Key vocabulary: <table><tr><td>999</td><td>Fire Detector/Alarm</td></tr><tr><td>Emergency</td><td>Highway code</td></tr><tr><td>Services</td><td>Water Safety</td></tr><tr><td>Trusted adult</td><td>Fire safetv</td></tr></table>	999	Fire Detector/Alarm	Emergency	Highway code	Services	Water Safety	Trusted adult	Fire safetv	Showing kindness to ourselves and others This unit revisits learning about feelings and explores the importance of kindness. Our lessons: OHID: Every mind matters – KS1 L1: Emotions L2: Kindness L3: Self-care Croydon Council: Wellbeing L1: 5 a day L1: Moving to a new class Learning objectives: To recognise kind/unkind behaviour and how to seek help if needed. To how to recognise and name different feelings and how feelings can affect people’s bodies and how they behave. To know how to recognise what others might be feeling. To know about how people may feel if they experience hurtful behaviour or bullying To learn about what is kind and unkind behaviour, and how this can affect others To know how to listen to other people and play and work cooperatively To learn about things that help people feel good and different things they can do to manage big feelings. To learn and prepare to move to a new class/year group and how to manage feelings during this time. Knowledge: I know that mental wellbeing is a normal part of daily life, in the same way as physical health. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity support wellbeing and happiness. Self care is important including rest, time spent with friends and family and having hobbies and interests. I know that sometimes my behavior can impact others. Key vocabulary: <table><tr><td>Trusted adult</td><td>Support</td></tr><tr><td>Feelings</td><td>Kindness</td></tr><tr><td>Self-care</td><td>Connect</td></tr><tr><td>Active</td><td>Respect</td></tr></table>	Trusted adult	Support	Feelings	Kindness	Self-care	Connect	Active	Respect
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Active	Respect																																																		

KS1 Year B Y1-2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																																																		
Mental health and wellbeing This unit builds on the learning in year A by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement) Prevent Link	Safety at home This unit introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines.	Me, my body and staying safe This unit explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe.	Money and work This unit examines people's different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money, and how to distinguish between needs and wants.	Celebrating me, you and our families This unit explores similarities and differences, as well as everyone's individuality. Pupils look at different families, and self-regulation strategies to manage them. how family members can show care and love for each other. Prevent Link	Looking back and moving on Use this unit to consolidate learning – this could include an extended project rehearsing skills and extending knowledge from previous units. It is also an opportunity to celebrate pupils' achievements and prepare them for their next stage.																																																		
Our Lessons: Foundations for Wellbeing – Y2 L1: Noticing and naming feelings L2: Different distractions L3: Changing thoughts and feelings L4: Managing unhelpful thoughts L5: Reactions and responses Change, loss and grief – KS1 L1: What happens when things change? Pants rule Learning objectives: To learn different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it To learn how to manage when finding things difficult. To learn how to recognise and name different feelings To recognise change and loss within friendships and who can help us. Knowledge: I can go to a trusted adult if I need help or support. I can use regulation to support with emotions and reactions. I know that sadness and happiness are emotions that can cause people to act differently. I know that change can look different and sometimes friendships change. Key vocabulary: <table><tr><td>Respectful relationships</td><td>Calm</td></tr><tr><td>Feelings</td><td>Mood changes</td></tr><tr><td>Change</td><td>Reactions</td></tr><tr><td>Emotions</td><td>Loss</td></tr></table>	Respectful relationships	Calm	Feelings	Mood changes	Change	Reactions	Emotions	Loss	Our Lessons: Keeping safe at home – KS1 L1: Keeping safe at home Drug education – KS1 L1: Keeping safe L2: Keeping healthy L3: Medicines and household products Learning objectives: To learn how to keep safe at home. To know that somethings that go into our bodies can be harmful and how we might know. To know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies. To learn about things that go into bodies and onto skin and how they can make people feel. To learn about keeping safe around medicines and other household products recognizing risks. Knowledge: I know that medication is given by a doctor and you may need adult support administering. I know that medication and household products should be stored securely away. I know that some medication can be bought from a shop. Medication can help us stay healthy. Key vocabulary: <table><tr><td>Hazard</td><td>Medicine</td></tr><tr><td>Household products</td><td>Healthy</td></tr><tr><td>Chemist</td><td>Tablets</td></tr><tr><td>Inhaler</td><td>Ear/Eye drops</td></tr><tr><td>Skin cream</td><td>Insulin pens</td></tr></table>	Hazard	Medicine	Household products	Healthy	Chemist	Tablets	Inhaler	Ear/Eye drops	Skin cream	Insulin pens	Our Lessons: Medway: Changing and growing up – KS1 L1: My special people L2: Growing up – the human life cycle L3: Everybody's body NSPCC: Talk PANTS – 5-7 L1: PANTS power L2: More PANTS power Learning objectives: To learn about growing and changing from young to old. To learn how peoples lives change. To know the special people in my life. To learn what is in our pants is private. To identify and name the main parts of the body including external genitalia. To learn that every ones body belongs to themselves and the PANTS rule. The importance of not keeping secrets and seeking help if you are worries. To learn basic strategies for resisting pressure or doing something unsafe. Knowledge: To understand how our bodies and our responsibilities change as we grow older. Everyone is special and unique in their own way and we all respect each other. A trusted adult is an adult in someone's life who they can go to for support and help. A vulva is the external female genital organs A penis is external male genital organs As we grow our bodies and responsibilities change. Key vocabulary: <table><tr><td>Emotions</td><td>Difference</td></tr><tr><td>Trusted adult</td><td>Respect</td></tr><tr><td>Worried</td><td>Private</td></tr><tr><td>Vulva</td><td>Penis</td></tr></table>	Emotions	Difference	Trusted adult	Respect	Worried	Private	Vulva	Penis	Our Lessons: The Careers and Enterprise Company: Careers explorers – KS1 L1: Strengths and interests L2: Different jobs Money and wellbeing – KS1 L1: What is money? L2: Money choices Learning objectives: To learn about strengths and interests to identify what they enjoy and are proud of. To learn about different jobs and how people earn money through jobs and strengths/interests that you may need for different jobs. To learn what money is, how you get money, what it is needed for and different ways to look after it. To learn how money is spent in different ways and how we can save. To learn the difference between needs and wants. Knowledge: Money is the way in which we buy things. Money can be on a card, in notes or in coins. People get paid money when they do a job. Money can be kept safe in a bank. A need is something that we have to have in order to survive. A want is something that we would like but we do not need to survive. We can find a job based on what we enjoy and what we are good at. Key vocabulary: <table><tr><td>Jobs</td><td>Pay</td></tr><tr><td>Community</td><td>Wants</td></tr><tr><td>Coins</td><td>Money</td></tr><tr><td>Notes</td><td>Spending</td></tr><tr><td>Debit cards</td><td>Needs</td></tr></table>	Jobs	Pay	Community	Wants	Coins	Money	Notes	Spending	Debit cards	Needs	Our Lessons: Personal identity – KS1 L1: All different, all special Belonging and community – KS1 L1: Sameness and difference Families – KS1 L1: What makes a family? L2: Different families Learning Objectives: To learn what makes us special and unique including our likes/dislikes.. To learn what a family is and who is in our family To know that there are different types of family, and that everyone's family is unique and special To learn how families show love and care, and different ways they can spend time together and share each other's lives To know what to do if anything about family life is upsetting or concerning. Knowledge: There are many different people who care for us including parents, siblings, grandparents and teachers. Teachers keep us safe in school, parents keep us safe at home and police keep us safe all the time. Families can be different for everybody, but they are typically made up of people who love and care for each other If we are worried about something we can tell an adult that we trust. Key vocabulary: <table><tr><td>Siblings</td><td>Parents</td></tr><tr><td>Relatives</td><td>Families</td></tr><tr><td>Role</td><td>Special</td></tr><tr><td>Single</td><td>Belonging</td></tr></table>	Siblings	Parents	Relatives	Families	Role	Special	Single	Belonging	Our Lessons: Foundations for Wellbeing: Revisit. – Class specific Embracing change and new challenges – KS1 L1: Moving to a new class Learning objectives: Revisiting from Key stage – class specific To learn and prepare to move to a new class/year group and how to manage feelings during this time. Knowledge: Revisiting from Key stage – class specific I know there can be good things that come from change as well as big feelings. I know different calming strategies through regulation. Key vocabulary: <table><tr><td>Develop</td><td>Unique</td></tr><tr><td>Differences</td><td>Respect</td></tr><tr><td>Independence</td><td>Regulation</td></tr></table>	Develop	Unique	Differences	Respect	Independence	Regulation
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LKS2 Year A Y3-4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																																															
Me, my friends and belonging This unit explores themes of personal identity and friendship. Pupils learn ways to make others feel welcome and included. Prevent Link	Mental health and wellbeing Building on the learning in year 2, this unit develops pupils' bank of self-regulation strategies and provides the opportunity to apply them in new contexts, such as managing worries.	Building healthy habits This unit develops pupils' understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity.	Making choices online This unit explores how to protect information online and make choices about online content, including understanding age ratings. Prevent Link	Keeping safe out and about This unit supports pupils to identify risk and keep safe in the sun, as well as around railways and water.	Looking out for each other This unit explores the basics of first aid, and revisits how to make an efficient call to the emergency services.																																															
Our lessons: University of Greenwich: Our Class – KS2 L1: Ground rules and meeting 'Our Class' L2: Friendships change L3: When should you keep a secret and what makes a good friendship L4: Making new friendships L5: Recognising healthy and unhealthy friendship Personal identity – KS2 L1: Personal identity Pants Rule Learning Objectives: To know the ground rules of our class. To know what is a healthy friendship and what makes a good friend. To learn about keeping something confidential/secret and when not to agree to keep. To learn how to make friends and build friendship skills. To learn about personal identity and what contributes to who someone is. Knowledge: We are all different and we find things in common within our communities. A good friend is someone who is kind, respectful and listens to us. That sometimes we don't all get along and that is ok. When something concerns us we can tell a teacher or a parent. A healthy relationship is when two people trust, respect and value each other. Key vocabulary: <table><tr><td>Positive friendships</td><td>Respect</td></tr><tr><td>Trusted</td><td>Community</td></tr><tr><td>Network</td><td>Belonging</td></tr><tr><td>Mutual</td><td></td></tr></table>	Positive friendships	Respect	Trusted	Community	Network	Belonging	Mutual		Our lessons: Foundations for Wellbeing – Y3 L1: Exploring emotions L2: Understanding distraction L3: Managing thoughts and emotions L4: Managing worries L5: Managing responses Learning Objectives: To know how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time To know how to direct attention and manage distractions to support mental health and wellbeing. To learn self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations To know that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad. Knowledge: Emotions can vary in type, intensity and duration and can change over time. Directing attention and managing distractions can support positive mental health and wellbeing. Self-regulation strategies can help people manage their feelings, thoughts, setbacks and responses in different situations. Everyone experiences feelings such as worry, loneliness and sadness at times, and talking to a trusted person can help to improve wellbeing. Key vocabulary: <table><tr><td>Emotion</td><td>Wellbeing</td></tr><tr><td>Focus</td><td>Self-regulation</td></tr><tr><td>Worry</td><td>Strategy</td></tr></table>	Emotion	Wellbeing	Focus	Self-regulation	Worry	Strategy	Our lessons: Food for thought – KS2 L1: Healthier eating and drinking habits L2: Healthier eating – choices and influences L3: Ready, set, cook! Dental health – KS2 L1: Exploring dental health Physical activity L1 Learning Objectives: To know how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health. To recognise the elements of a healthy, balanced diet and the benefits of eating a variety of nutritionally rich foods for health and wellbeing. To understand how to develop healthier eating and drinking habits and how to manage influences on their choices To learn about the effects of different food and drink within a healthy diet. To learn what good physical health means. Knowledge: Good oral hygiene includes brushing teeth twice a day, cleaning between teeth and visiting the dentist regularly to help prevent tooth decay and gum disease. A healthy, balanced diet includes a variety of foods, with some foods eaten more often than others to support good health and wellbeing. Food and drink choices can be influenced by factors such as advertising, cost, availability and personal preferences, but healthy habits can be developed over time. Planning and preparing meals at home can help people make healthier food choices and develop important life skills. Key vocabulary: <table><tr><td>Nutrition.</td><td>Hygiene</td><td>Decay.</td></tr><tr><td>Ingredient</td><td>Habit.</td><td>Wellbeing</td></tr><tr><td>Physical</td><td></td><td></td></tr></table>	Nutrition.	Hygiene	Decay.	Ingredient	Habit.	Wellbeing	Physical			Our lessons: NSCS: CyberSprinters – KS2 L1: Creating and managing passwords L2: Protecting your devices BBFC: Let's watch a film – KS2 L1: What can we watch? L2: Can we choose what to watch? Learning Objectives: To know about ways in which the internet can be used both positively and negatively as part of daily life. To understand the reasons for following rules and age restrictions. To know about the benefits of limiting time spent online and choosing online activities carefully. To know the importance of telling a trusted adult and getting support with anything that worries. Knowledge: The internet can have both positive and negative effects depending on how it is used. Age restrictions and online rules are designed to help protect children from inappropriate content and unsafe situations. Limiting screen time and choosing appropriate online activities can support physical health, mental wellbeing and healthy relationships. If something online causes worry, confusion or makes someone feel unsafe, it is important to tell a trusted adult and seek support. Key vocabulary: <table><tr><td>Screen time</td><td>Age restriction</td></tr><tr><td>Content</td><td>Trusted adult</td></tr><tr><td>Wellbeing</td><td>Balance</td></tr><tr><td>Privacy</td><td>Password</td></tr></table>	Screen time	Age restriction	Content	Trusted adult	Wellbeing	Balance	Privacy	Password	Our lessons: Keeping safe: Sun safety – KS2 L1: Managing risk in the sun Road and rail safety – KS2 L4: Risks and keeping safe Environment agency – KS2 L1: Canals and rivers L2: Flood alert! Learning Objectives: To learn about the benefits and risks of sun exposure and how to keep safe. To learn strategies for keeping safe in familiar and unfamiliar places. To know rules of keeping safe. To learn about peer pressure and managing influence. Knowledge: Children should stay with an adult near water. Always tell an adult if you think someone is in danger. (Contextual safeguarding) In an emergency, call 999. storms and high tides – big waves can bring sea water on to the land which can damage sea defences. Peer pressure is when someone pressures us to do something which we might not want to and can be dangerous. Key vocabulary: <table><tr><td>Hidden Danger</td><td>Exposure</td></tr><tr><td>Risks</td><td>Benefits</td></tr><tr><td>Emergency</td><td>Hazards</td></tr><tr><td>Environment Agency</td><td></td></tr></table>	Hidden Danger	Exposure	Risks	Benefits	Emergency	Hazards	Environment Agency		Our lessons: St John's Ambulance: First aid – KS2 L1: Allergies L4: Bites and stings L7: Calling for help Foundations for Wellbeing: Revisit the extension and embedding activities in year 3 lessons Learning Objectives: To know the role of adults and medical professionals to support health. To begin to learn basic first aid. To learn how to predict, assess and manage different risk situations. Revisiting Wellbeing from Key stage – class specific Knowledge: It is important to ensure the safety of myself and others in the event of an emergency. Be able to assist in an emergency by correctly calling for help I can explain the information I need to give to emergency services if they are called to an incident. People with a known allergy may wear 'medical alerts' such as jewellery, to show that they have an allergy. Key vocabulary: <table><tr><td>First Aid</td><td>Emergency</td></tr><tr><td>Emergency services</td><td>Allergies</td></tr><tr><td>Common injuries</td><td>Allergic reaction</td></tr><tr><td>Auto Injector</td><td></td></tr></table>	First Aid	Emergency	Emergency services	Allergies	Common injuries	Allergic reaction	Auto Injector	
Positive friendships	Respect																																																			
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LKS2 Year B Y3-4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mental health and wellbeing Building on the learning in year 4, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing. Prevent Link Our lessons: Foundations for Wellbeing – Y4 L1: Describing emotions L2: Understanding internal and external distractions L3: Exploring different thinking habits L4: Different ways to manage worries L5: Strategies for calm Change, loss and grief – Y3-4 L2: How do people manage change and loss? Pants Rule Learning Objectives: To understand the importance of taking care of mental health and wellbeing, as well as physical health. To know how feelings can impact people's behaviour and how they respond to others. To learn about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) To know about change, loss and grief, including bereavement. Knowledge: Mental health is just as important as physical health and both contribute to overall wellbeing. Feelings can influence the way people behave and respond to different situations and other people. Healthy habits such as getting enough sleep, being physically active, spending time outdoors, eating a balanced diet, enjoying hobbies and spending time with others help to maintain wellbeing. Change and loss are a normal part of life, and people experience and express grief in different ways, including after bereavement. Key words: Bereavement Wellbeing Transition Resilience Grief Lifestyle Resilience	Exploring ways to manage risk This unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety. Our lessons: Firework safety – KS2 L1: Firework safety Keeping safe at home – KS2 L2: Keeping safe at home Road and rail safety – KS2 L3: Independently crossing the road Exploring risk in relation to gambling – KS2 L1: Exploring risk Drug education – Y3-4 L1: Medicines and household products L2: Smoking, vaping and alcohol Learning Objectives: To keep safe on the road. To keep safe with fireworks. To predict, assess and manage risk in different situations. To learn about hazards that may cause harm. To learn how medicines support managing health. To learn facts and effects of legal drug products. To assess risk. Knowledge: I can follow the green cross code independently. It is the responsibility of adults to help keep you safe around fireworks, sparklers and bonfires. There are people at home and at school who I can go to if I am worried about a hazard. I should stop and think before taking a risk. Legal drugs are substances such as caffeine, alcohol or over-the-counter medication, these may have age-restrictions. Key words: Green cross code Peer influence Risk Continuum Alcohol Responsibility Gambling Vape Legal drug	Me, my body and growing up This unit focuses on the physical and emotional changes experienced during puberty and builds pupils' confidence in using the Talk PANTS rule to keep safe. Our lessons: Medway: Changing and growing up –Y3 L1: Good friends L2: Falling out with friends Medway: Changing and growing up: L1: Time to change L3: Personal hygiene L4: Emotions and feelings Y3&4 NSPCC: Talk PANTS – ages 7-9 L1: Building confidence Learning Objectives: To learn about what makes a good friend. To learn to resolve conflict. :To learn about developing crushes. To learn the pants rule and the confidence to seek help. To learn about how and why to maintain personal hygiene. Knowledge: Hygiene routines is keeping your body hygienic - cleaning your body, washing your hands with soap and water after going to the toilet, brushing and flossing your teeth. Puberty is the process the stage in a person's life when the person develops from a child into an adult. Everybody has different strengths and things that they are good at and this makes us who we are. When we go through puberty, our emotions can change. Key words: Anxious Hormones Identity Puberty Emotions Hygiene Conflict Deodorant	Money matters and news literacy This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically engage with news stories and recognise how they might affect emotions. Our lessons: Money and wellbeing – L1: How money is used L2: Making decisions about money Guardian Foundation: NewsWise – ages 7-9 L4: How news affects feelings L6: Fake or real news? L7: Questioning images in the news Learning Objectives: To learn about attitudes towards spending/saving and decisions/priorities. To learn about managing money and feelings around this. To discuss news stories and how they can make people feel. To use strategies to identify fake and real news stories. To understand how text/images in the media/online can be manipulated. To identify misinformation. Knowledge: We can pay for things by using coins, notes, debit cards or online payments. Doing charity work is the act of giving time, skills, resources, or other forms of support to people in need All jobs have different skills that you need to have in order to do them. A budget is when you give yourself a limit on the money that you spend. News is not always accurate or correct. Key words: Fake news Hoax Reliable Source Forced Perspective Budget News Organization's Emotions Misleading Influence Priorities	Forming respectful relationships This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of kindness. Prevent Link Our lessons: Friendship and bullying – Y3-4 L1: Valuing friendships L2: Friendship challenges L3: What is bullying Belonging and community –Y3-4 L2: Belonging to a community Learning Objectives: To learn about the value of friendships. To learn the challenges that friendships can face. To understand the importance of friendships and positive friendships to support wellbeing. To learn how to respond to bullying and hurtful behaviour. To learn about belonging to a group or community and the positive impact of belonging. Knowledge: That bullying is the repetitive, intentional hurting of one person or group by another person or group. To share 1 example of respect at school and 1 examples of respect at home. Respect in school is to treat each other with dignity, listen to each others' points of view, and recognising that there may be disagreement. Respect at home is listening to a trusted adult, following rules and valuing their feelings and their views. A community is made up of people who are all different. Differences is what makes us special. Key words: Conflict resolution Hurtful Behaviour Respect Belonging Bullying Include Differences Community	Families and growing together This unit supports pupils' understanding of diverse family structures, and how families can change. Our lessons: Families – KS2 L1: Family relationships L2: Diverse families L3: Family changes Committed relationships and family life – KS2 L1: Marriage and partnership Learning Objectives: To know how and why families differ and that all families should be respected . To learn that families should provide love, care, protection, and safety for children as they grow up To know that there are different types of relationships(marriage and civil partnerships). To learn that families can go through changes. To know what to do and who to talk to if someone is worried about their family or feels unsafe. Knowledge: A same sex relationship is a relationship between two people of the same sex. All families are different and are made from people who care for and respect us. If we are concerned about something, then we can talk to a trusted adult at home or at school. A 'committed relationship' means a relationship that is serious and intended to be long-lasting or permanent. Key words: Blended Personal Boundaries Privacy Legal Adoption Foster Stability

UKS2 Year A Y5-6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																																												
Friendships, stereotypes and bullying This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views. Prevent Link Our lessons: Friendship and bullying – Y5-6 L1: Including others L2: Positive and respectful friendships L3: Bullying and its impact Belonging and community – Y5-6 L3: Challenging stereotypes L4: Rumination and worry L4: Addressing extremism Pants rule Learning Objectives: To know that healthy friendships have positive experiences, safe and happy.. To learn that friendships have ups and downs and change overtime. To know how to balance our own needs with being kind to others. To recognize when a friendship feels unsafe and how to ask for help. To learn about stereotypes and how they can negatively influence others. To learn about prejudice and discrimination. To learn to reconcile conflict in effective ways. To learn about types of bullying and how to seek help. Knowledge: Falling out with friends is normal and can be solved. Challenges can be resolved by talking to each other, making compromises or telling an adult. It is good to have more than one friend. When we feel unsafe or uncomfortable we can tell a trusted adult. Key vocabulary: <table><tr><td>Assertive</td><td>Reconcile</td></tr><tr><td>Conflict</td><td>Resolution</td></tr><tr><td>Inclusion</td><td>Stereotype</td></tr><tr><td>Prejudice</td><td>Bullying</td></tr></table>	Assertive	Reconcile	Conflict	Resolution	Inclusion	Stereotype	Prejudice	Bullying	Mental health and wellbeing This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing. Our lessons: Foundations for Wellbeing – Y5 L1: Noticing and naming emotions L2: Directing attention and managing distractions L3: Changing thinking habits L4: Rumination and worry L5: Managing reactivity Learning objective: To understand that people feel, express, and manage grief in different ways; To know that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively To know how to manage emotional responses to events outside of their control. To understand how emotions range in intensity and can change over time Knowledge: People experience, express and manage grief in different ways, and there is no right or wrong way to grieve. Practising self-regulation strategies helps the brain use them more effectively over time. Some events are outside our control, but we can choose healthy ways to manage our emotional responses. Emotions can change over time and vary in intensity depending on experiences and circumstances. Key vocabulary: <table><tr><td>Adapt</td><td>Perspective</td></tr><tr><td>Coping.</td><td>Recovery</td></tr><tr><td>Trigger.</td><td>Reflection</td></tr></table>	Adapt	Perspective	Coping.	Recovery	Trigger.	Reflection	Embedding healthy habits and learning first aid This unit supports pupils to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid. Our lessons: Melanoma Fund: Sunguarding schools – KS2 Sure: Breaking limits – KS2 L1: Confident mover L2: Team player L3: Goal setter St John's Ambulance: First aid – KS2 L2: Asthma Learning objective: To learn the benefits of regular physical activity for mental and physical health are. To learn about choices that support a healthy lifestyle and what influences this. To know about the benefits and risks of sun exposure and how to keep safe and well in the sun and cool during heatwaves. To understand what is meant by first aid and some basic techniques for dealing with common injuries. To know when and how to make a clear and efficient call to the emergency services and that staying safe and reporting incidents are more important than filming them To understand the role of adults and medical professionals to support our health. Knowledge: Regular physical activity supports both physical health and mental wellbeing by improving fitness, mood and overall health. Too much sun exposure can damage the skin and increase the risk of heat-related illnesses, so it is important to stay protected and keep cool during hot weather. First aid is the immediate help given to someone who is injured or becomes unwell before professional medical help arrives. In an emergency, providing clear information when calling 999 helps emergency services respond quickly, and keeping people safe is always more important than recording or filming an incident. Key vocabulary: <table><tr><td>Hydration.</td><td>Heatstroke</td></tr><tr><td>Emergency</td><td>Casualty</td></tr><tr><td>Treatment.</td><td>Prevention</td></tr><tr><td>Inclusivity</td><td>Physical activity</td></tr></table>	Hydration.	Heatstroke	Emergency	Casualty	Treatment.	Prevention	Inclusivity	Physical activity	Developing our AI literacy This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use. Our lessons: Understanding AI: Rights, safety and wellbeing lessons L1: What is AI? L2: How does AI affect our rights? L3: What is an AI chatbot? Home office – Digital deception: Understanding deepfakes – Y5-6 L1: The impact of generative AI L2: The ethics of AI images Pick your pics – Y5-6 L1: Pick your pics Learning objective: To know what AI is and where you may encounter it. To understand how AI chatbots work. To learn how content on the internet is targeted and ranked online. To learn risks of sharing online and how to decide what is appropriate to share. Knowledge: We should not share information or images of ourselves online with someone we do not know. We do not have to send images to someone. We can say no to peer pressure. AI stands for artificial intelligence. It is a branch of computer science that builds machines and software to do tasks that normally need human brain power. This includes learning, solving problems, understanding speech, and making choices Key vocabulary: <table><tr><td>Artificial inelegance</td><td>Chat bot</td></tr><tr><td>Recommendations</td><td>Deepfake</td></tr><tr><td>Manipulation</td><td>Ethical</td></tr></table>	Artificial inelegance	Chat bot	Recommendations	Deepfake	Manipulation	Ethical	Safe connections This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime. Prevent Link Our lessons: CEOP: Play, like, share – ages 8-10 L1: Block him right good, Alfie! L2: Who's Magnus? L3: They have fans, we have friends! CEOP: Connect – Y5-6 L1: Respectful relationships L2: Socialising online City of London Police: Cyber Detectives – Y5-6 L1: What is online fraud? L2: Where can online fraud occur? Learning objective: To learn how to assess and manage risks on online games. To learn about age restrictions on social media. To learn about content and contact on social media. To learn how and why we have privacy/location settings. To learn similarities and differences of communicating online and how peoples behaviour may affect others. To learn to manage peer influence online and have respectful communication. To learn about rights and responsibilities online. Knowledge: Online challenges and dares can pose a risk to our health and safety. If we are concerned about our personal safety then we can tell a parent, teacher or childline. A positive role model is someone who inspires others to make the right choices by demonstrating the school values. Constructively challenging someone involves asking respectful questions to help develop better ideas. Key vocabulary: <table><tr><td>Conflict</td><td>Fraud</td></tr><tr><td>Challenge</td><td>Privacy</td></tr><tr><td>Respectful relationship</td><td>Permission</td></tr><tr><td>Risk assessment</td><td>Online behaviour</td></tr></table>	Conflict	Fraud	Challenge	Privacy	Respectful relationship	Permission	Risk assessment	Online behaviour	Positively engaging with our world This unit examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing. Our lessons: Guardian Foundation: NewsWise L3: Managing feelings about the news L5: Spotting fake news L6: Understanding that news is targeted UCL: Climate change - empathy and agency L1: Connecting with nature L2: Everyday actions L3: Doing it together Embracing change and new challenges – Y6 L1: Moving to secondary school (Y6 each year) Puberty & sex education overview (Each year – see Y5/6 YB Spring 1) Learning objective: To understand that not everything online is true and trustworthy. To understand that not everything online is real and can be manipulated. To learn about actions that people can take to help look after the environment. Y6: To prepare for opportunities and challenges of moving to a new class/school. Knowledge: It is everyone's responsibility to take care of the environment. We should never litter. Plastics can cause harm to animals, like seabirds and fish. Somethings that are published can be untrue. Reduce, Reuse, Recycle means less rubbish ends up in landfill. Key vocabulary: <table><tr><td>Miscaptioning</td><td>Reuse</td></tr><tr><td>Manipulation</td><td>Influence</td></tr><tr><td>Attitude</td><td>Opinions</td></tr><tr><td>Strategies</td><td></td></tr></table>	Miscaptioning	Reuse	Manipulation	Influence	Attitude	Opinions	Strategies	
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Strategies																																																	

UKS2 Year B Y5-6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mental health and wellbeing This unit revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transitions class/school.	Drug education: assessing risk and managing influences This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use.	Changes in puberty (and sex education*) This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns.	Managing money and online spending This unit explores economic wellbeing and online financial harms (incorporating elements of statutory RSHE) – including targeted advertising and other influences on online spending.	Respecting boundaries This unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission.	Looking to the future This unit explores career related learning (including different career pathways) and supports pupils to prepare for the transition to secondary school.
Prevent Link				Prevent Link	
Our lessons: Foundations for Wellbeing – Y6 L1: Regulating emotions L2: Managing distraction L3: Developing positive thinking habits L4: Managing rumination and worry L5: Managing stress Change, loss and grief – Y5-6 L3: How do people manage loss and support each other? Pants rule Learning objective: To understand that if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing this can be a sign of a mental health difficulty, and there is support available to help people manage this To explore strategies that can help with change, loss and grief To know about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition To understand when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school	Our lessons: Drug education – Y5-6 L1: Medicines L2: Legal and illegal drugs L3: Influences and pressure L4: Tobacco, vaping and alcohol in the media Learning objective: To recognize laws surrounding legal and illegal drugs. To learn what influences people to use/not use drugs. To learn there are organizations to seek support. To know strategies for recognizing and managing peer influence. To learn how the correct use of medicines, and vaccinations, can help to maintain health and wellbeing. To learn rules and laws around drugs.	Our lessons: Medway: Changing and growing up L1: Puberty – Menstruation and wet dreams L2: Puberty – change and becoming independent L3: Positive, healthy relationships L4: How a baby is made* (y6 each year) The sleep factor – KS2 L1: Getting a good night's sleep *The parental right to withdraw applies to sex education. Learning objective: To learn about periods, mood swings and wet dreams and strategies to support with changes. To learn the facts of the menstrual cycle and wellbeing. To learn about emotional and physical changes in puberty and naming body internal/external body parts. To learn about the process of reproduction and birth as part of the human life cycle. To learn about the quality of sleep and a healthy lifestyle. To understand the role of adults and medical professionals to support our health. To know how feelings can impact people's behaviour and how they respond to others. To learn about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep.)	Our lessons: Money and wellbeing – Y6 L1: Money and emotional wellbeing L2: Being a critical consumer Exploring risk in relation to gambling – KS2 L2: Chancing it! Online financial harms – KS2 L1: Spending influences L2: Wellbeing and support Learning objective: To learn about what people do with their money within the environment. To understand the advantages/disadvantages of paying for things. To learn ways to keep track of money. To understand identify different influences on people's spending and how these can be managed. To learn how spending money online can affect someone's wellbeing.	Our lessons: Consent – KS2 L1: Giving and seeking permission L2: Personal boundaries L3: Appropriate and inappropriate touch NSPCC: Talk PANTS – ages 9-11 L6: How can the PANTS rule help us? Learning objective: To learn different ways to respond safely and appropriately to unfamiliar adults. To learn boundaries and how to set them. To learn about seeking and giving permission. To learn to identify appropriate and inappropriate touch and how to seek support. To learn that body parts are private and belong to them. To learn about our right to privacy. To manage peer pressure that makes them feel unsafe. To learn how to report abuse within a relationship.	Our lessons: The Careers and Enterprise Company: Careers explorers – KS2 L1: Job skills L2: Choosing a career L3: Career routes Embracing change and new challenges – Y6 L1: Moving to secondary school (Y6 each year) Learning objective: To learn there is a broad range of jobs. To learn that a person's career aspirations should not be limited. To learn about different factors that might influence people career decisions. To learn that people are doing different jobs and are paid differently. To learn different career routes. To learn what I might want to do when I'm older. Y6: To prepare for opportunities and challenges of moving to a new class/school.
Knowledge: Mental health difficulties can affect a person's thoughts, feelings and daily life, and support is available to help. Different strategies can help people manage change, loss and grief, and these may be different for each person. Transition is a normal part of life and preparing for change can help people manage their thoughts and feelings. Seeking help early from trusted adults or appropriate sources can support positive mental health and wellbeing.	Knowledge: Peers can influence us - Friends' attitudes and opinions Pressure, teasing or friendly offers. A vaccine is medical preparation that protects a person from an illness by making them immune. An illegal drug is a substances that a person can be charged for if they possess it, intend to supply, or do supply it to someone else. These are not subject to quality controls so it is hard to know what is in each batch of a drug, which can increase risk.	Key vocabulary: Self-esteem Mood swings Body image Puberty Sperm Egg Wellbeing Reproduction	Key vocabulary: Financial risk Debt Gambling Emotional Wellbeing Critical consumer Targeted marketing	Key vocabulary: Personal boundary Consent Unacceptable touch Childline Permission Acceptable touch Respectful	Knowledge: To do the job that we would like we need to learn the skills that we need either in school, college or university. I am familiar with my new school and know what my school looks like by exploring their website. A job is a work activity or role carried out, usually to earn money. A career is someone's 'journey' through their working life, that often involves more than one job. Key vocabulary: Apprenticeships University Stereotyping Career opportunities Working conditions Diversity Inclusion Fair pay Career opportunities Working conditions