

PHSE Curriculum Overview

Curriculum Intent

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life. The PSHE Association

At Sileby Redlands Community Primary School, PSHCE is at the core of what we do and enables our children to become successful in their learning, confident, independent, and balanced individuals who thrive in society by becoming responsible citizens. PSHCE (like SMSC) is embedded throughout daily life at Sileby Redlands. We model positive relationships, self-image and communication skills with others in all our day-to-day interactions, as well as teaching skills explicitly in discrete subjects such as Circle Time, PSHE lessons and assemblies.

Curriculum Implementation

At Sileby Redlands, we follow the national guidance with the implementation for PSHE From 2020.

The Department for Education (25th June 2019) states: 'These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society'.

At Sileby Redlands Community Primary School, we teach the key skills through the areas of Family and Relationships, Health & Wellbeing, Safety and the changing body, Citizenship & Economic Wellbeing

Children at Sileby Redlands also experience some of these key skills through RE, history, geography, literacy, maths, art, music, and science, as well as outdoor learning, educational visits and links with the wider community.

With an ever-changing society, we aim to provide our children with a strong understanding of the diverse world around them and the ability to show empathy to others. We will encourage them and support them in playing a positive role in contributing to their school and their community, therefore become responsible citizens. We also aim to produce well-rounded, happy, and healthy children who have the confidence and skills to explore their own and others spirituality. Through PPSHE, we aim to help children develop the knowledge, skills, and attributes, they need to thrive as individuals, family members and members of society.

We follow our Sex and Relationship education policy which has been set up in accordance with Discovery School's Trust. We use the NSPCC, BBC Growing Up resources, Betty for schools and the living and growing resources, also linked to science, which provides focused learning for all year groups covering all areas of sex and relationship education.

Curriculum Impact

Children's progress is monitored by using informal assessments such as observations, evaluating work and questioning children to identify what they have understood, whilst also using teacher judgements when assessing against the learning intentions for this subject. This is tracked using end of unit assessments and recorded to identify which children are working towards age related expectations and those working below and above. These assessments are made termly, and this information is shared by the class teacher where our subject lead can map the overall impact of this subject.

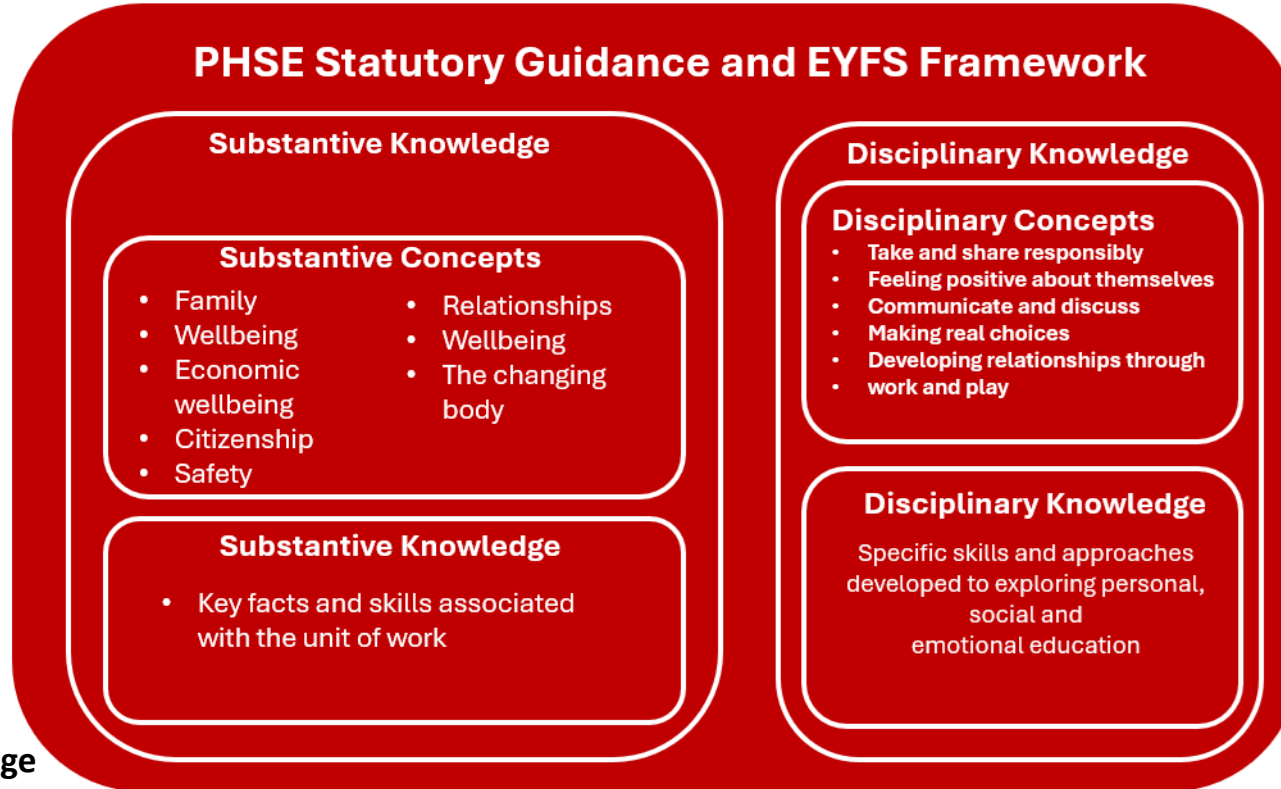
Pupil voice also plays an essential role in measuring the impact of our P.S.H.E. curriculum across the school. Through pupil interviews, children can reflect on what they have learnt and its impact on their skill development and understanding of their personal, social, health and economic education.

Year Group	Subject Context (2015- DFE Citizenship Guidelines/ EYFS Framework)	
EYFS	<p>Personal Social & Emotional Development: Self regulation</p> <ul style="list-style-type: none"> ● Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly ● Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate ● 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 <p>Personal Social & Emotional Development: Managing Self</p> <ul style="list-style-type: none"> ● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge ● Explain the reasons for rules, know right from wrong and try to behave accordingly ● Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices <p>Personal Social & Emotional Development: Building Relationships</p> <ul style="list-style-type: none"> ● Work and play cooperatively and take turns with others ● Form positive attachments to adults and friendships with peers 	
Year 1	<p>Pupils should be taught:</p> <ol style="list-style-type: none"> a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; b. to share their opinions on things that matter to them and explain their views; c. to recognise, name and deal with their feelings in a positive way; d. to think about themselves, learn from their experiences and recognise what they are good at; e. how to set simple goals. 	<p>3. Pupils should be taught:</p> <ol style="list-style-type: none"> a. how to make simple choices that improve their health and wellbeing; b. to maintain personal hygiene; c. how some diseases spread and can be controlled; d. about the process of growing from young to old and how people's needs change; e. the names of the main parts of the body; f. that all household products, including medicines, can be harmful if not used properly; g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.
Year 2	<p>. Pupils should be taught:</p> <ol style="list-style-type: none"> a. to take part in discussions with one other person and the whole class; b. to take part in a simple debate about topical issues; c. to recognise choices they can make, and recognise the difference between right and wrong; d. to agree and follow rules for their group and classroom, and understand how rules help them; e. to realise that people and other living things have needs, and that they have responsibilities to meet them; f. that they belong to various groups and communities, such as family and school; g. what improves and harms their local, natural and built environments and about some of the ways people look after them; h. to contribute to the life of the class and school; i. to realise that money comes from different sources and can be used for different purposes. 	<p>4. Pupils should be taught:</p> <ol style="list-style-type: none"> a. to recognise how their behaviour affects other people; b. to listen to other people, and play and work cooperatively; c. to identify and respect the differences and similarities between people; d. that family and friends should care for each other; e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Year Group	Subject Context (2015- DFE Citizenship Guidelines/ EYFS Framework)
Year 3	<p>1. Pupils should be taught:</p> <ul style="list-style-type: none"> a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society; b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action; d. to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way; e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;
Year 4	<ul style="list-style-type: none"> f. to look after their money and realise that future wants and needs may be met through saving. a. to research, discuss and debate topical issues, problems and events; b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;
Year 5	<ul style="list-style-type: none"> e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences; f. to resolve differences by looking at alternatives, making decisions and explaining choices; g. what democracy is, and about the basic institutions that support it locally and nationally; h. to recognise the role of voluntary, community and pressure groups; i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom; j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment;
Year 6	<ul style="list-style-type: none"> k. to explore how the media present information. a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices; b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread; c. about how the body changes as they approach puberty; d. which commonly available substances and drugs are legal and illegal, their effects and risks; e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable; f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong; g. school rules about health and safety, basic emergency aid procedures and where to get help. a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; b. to think about the lives of people living in other places and times, and people with different values and customs; c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships; d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help; e. to recognise and challenge stereotypes; f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability; g. where individuals, families and groups can get help and support.

Substantive concepts in PHSE

- Family
- Wellbeing
- Economic wellbeing
- Citizenship
- Safety
- Relationships
- Wellbeing
- The changing body



Disciplinary concepts in PHSE

- Take and share responsibly
- Feeling positive about themselves
- Communicate and discuss
- Making real choices
- Developing relationships through work and play

Substantive knowledge

Substantive knowledge sets out the subject-specific content that is to be learned - i.e. the PHSE Curriculum units This is the fingertip (specific) knowledge that children will learn and retain from each unit of work.

Disciplinary knowledge

Disciplinary knowledge tells us how we know what we know; it is through disciplinary knowledge that pupils learn and use the skills needed to understand how to be an effective citizen.

PHSE Disciplinary Knowledge Progression

Year	Take and share responsibility	Feel positive about themselves	Communicate and discuss	Make real choices	Develop relationships through work and play
EYFS	<p>Taking turns during play activities.</p> <p>Sharing toys and games with peers.</p>	Express their feelings, thoughts, and ideas in a safe environment.	<p>Contribute ideas during group discussions.</p> <p>Understand when to say no to a peer.</p>	<p>Identify skills that they are good at.</p> <p>Work towards own goals.</p>	Participate in group activities such as circle time.
Year 1	Take on age-appropriate responsibilities and make decisions can help them develop a sense of competence and autonomy.	Develop positive relationships with their peers can contribute to their sense of belonging and self-worth.	<p>Active listening, including maintaining eye contact, nodding to show understanding, and responding appropriately to what is being said.</p> <p>Expand their vocabulary by introducing new words and phrases, encouraging reading, and discussing the meanings of unfamiliar terms.</p>	See mistakes as opportunities for learning and growth can help them develop resilience and self-acceptance.	Identify the positive behaviours in others and celebrate these.
Year 2	<p>Collaborating on small projects or tasks.</p> <p>Working in small groups to complete projects.</p>	Understand how to manage their emotions appropriately and cope with challenges.	Being able to communicate through creative expression through arts, crafts, and imaginative play.	<p>Resolving conflicts peacefully within a group setting.</p> <p>Practising how to question and analyse information around them.</p>	Listen actively to the opinions of others.

PHSE Disciplinary Knowledge Progression

Year	Take and share responsibility	Feel positive about themselves	Communicate and discuss	Make real choices	Develop relationships through work and play
Year 3	Empathise with a friend's feelings and offering support. Engage in reciprocal sharing of thoughts and ideas.		<p>Articulate their thoughts clearly, use appropriate vocabulary, and speak confidently in class discussions.</p> <p>Expand their vocabulary by introducing new words.</p>	<p>Understand that your choices can affect others.</p> <p>Identify responsible adults who can help children make informed decisions.</p>	<p>Taking on specific roles and responsibilities within a team.</p> <p>Demonstrating leadership skills by guiding group activities.</p>
Year 4	Sharing with a group collaborating on complex projects that require division of tasks. Demonstrating accountability for group decisions and outcomes.	Teach children to interpret and use non-verbal cues such as facial expressions, body language, and gestures to enhance their communication effectiveness.	<p>Articulate their thoughts clearly, use appropriate vocabulary, and speak confidently in various situations such as class discussions and presentations.</p> <p>Expand their vocabulary by introducing new words and phrases, encouraging reading, and discussing the meanings of unfamiliar terms.</p>	<p>Think critically about their options. Weigh the pros and cons of different choices and consider which option aligns best with their values and beliefs.</p> <p>Consider whether their choices are safe for themselves and others, both physically and emotionally.</p>	<p>Engage in deep conversations on topics of mutual interest.</p> <p>Offering constructive feedback and support to friends.</p>

PHSE Disciplinary Knowledge Progression

Year	Take and share responsibility	Feel positive about themselves	Communicate and discuss	Make real choices	Develop relationships through work and play
5	Respect the choices of others, even if they may not agree with them. Understanding and valuing different perspectives is an important part of making choices in a diverse society.	<p>Encouraging children to embrace their individual strengths and differences helps them develop a positive self-image.</p> <p>Teaching children the importance of self-care activities such as exercise, healthy eating, and sufficient sleep can help them feel good about themselves</p>	<p>Offering children specific and constructive feedback can help them understand their strengths and areas for improvement without damaging their self-esteem.</p> <p>Guide children in developing social skills such as taking turns in conversations, showing empathy towards others, and resolving conflicts peacefully.</p>	<p>Introducing children to mindfulness practices can help them develop self-awareness and emotional regulation skills.</p> <p>Children consider the possible outcomes of their choices. Encourage them to think about how their decisions may impact themselves and others around them.</p>	Being a positive role model and demonstrating self-compassion can significantly influence how children perceive themselves.
6	Respect the choices of others, even if they may not agree with them. Understanding and valuing different perspectives is an important part of making choices in a diverse society.	Understand that making mistakes is a natural part of the decision-making process. Encourage children to view mistakes as learning opportunities and to reflect on how they can make better choices in the future.	<p>Educate children on appropriate ways to communicate digitally, including email etiquette, online safety, and responsible use of social media.</p> <p>Encourage children to give and receive constructive feedback on their communication skills, reflecting on areas for improvement and celebrating successes.</p>	<p>Think critically about their options. Weigh the pros and cons of different choices and consider which option aligns best with their values and beliefs.</p> <p>Consider whether their choices are safe for themselves and others, both physically and emotionally.</p> <p>Understand that instincts can often guide us towards making good choices. Encourage children to trust their instincts and listen to their inner voice when making decisions.</p>	Understand how it is important to know that you can always turn to trusted adults for advice and guidance when making choices. Parents, teachers, or other responsible adults can help children make informed decisions.

EYFS PSHE Substantive Knowledge

Unit Title	My Feelings	Special Relationships	Listening and Following Instructions
Substantive Concepts	Self-Regulation	Building Relationships	Self-Regulation
Substantive Knowledge	<ul style="list-style-type: none"> I can identify different feelings and emotions. I can identify and express my feelings. I can explore different coping strategies to help regulate our emotions. I can identify our own feelings. I can consider the reasons behind our emotions. I can explore the different adjectives that can be used to describe feelings. I can explore different facial expressions and what they mean. I can identify different feelings and how to moderate behaviour emotionally and socially. 	<ul style="list-style-type: none"> I can talk about our families. I can understand that all families are valuable and special. I can talk about people that hold a special place in my life. I can think about what it means to be a valued person. I can understand why it is important to shared and cooperate with others. I can develop strategies when trying to share with others. I can see myself as a valuable individual. I can understand that it is ok to like different things. I can share my interests with the group. I can explore diversity through thinking about similarities and differences. 	<ul style="list-style-type: none"> I can understand why it is important to listen carefully. I can listen attentively to a story. I can talk about and retell parts of a story I have deep familiarity with. I can understand how to listen carefully and why listening is important. I can understand why it is important to tell the truth and think about the feelings of others. I can follow instructions involving several ideas or actions. I can persevere when things are difficult. I can give simple instructions. I can listen and respond to phrases and instructions that involve several ideas or actions.
Unit Title	My Wellbeing	My Friends and Family	Taking on Challenges
Substantive Concepts	Managing Self	Building Relationships	Managing Self
Substantive Knowledge	<ul style="list-style-type: none"> I can learn about the importance of exercise. I can explore how exercise affects different parts of the body. I can explore of yoga, relaxation and guided meditation can help our bodies to stretch, relax and stay healthy. I can understand why it is important to be able to take care of ourselves. I know and discuss the factors that support overall health and well-being. I can understand what it means to be a safe pedestrian. I can understand what it means to eat healthily. I can understand the importance of healthy food choices and what it means to have a balanced diet. 	<ul style="list-style-type: none"> I can understand that we all have different beliefs and celebrate special times in different ways. I can think about the perspective of others in the class. I can understand why sharing is important. I can understand the characteristics that make a good friend. I can think about why it might be difficult for other's to be a good friend all the time. I can consider why it is important to support each other by being kind. I can learn how to help, listen to and support others when working in a time. I can plan a party to celebrate the special friendships in the class. 	<ul style="list-style-type: none"> I can understand why we have rules. I can understand the importance of persistence in the face of challenges. I can develop confidence in my own ability to solve problems. I can work together as a group to overcome challenges. I can communicate effectively with others. I can learn and practice 'grounding' coping strategies. I can learn new skills, showing resilience and perseverance in the face of challenge.

Year 1 PHSE Substantive Knowledge

Unit Title	Introduction/ Family and Relationships	Health and Wellbeing	Economic Wellbeing
Substantive Concepts	Family Relationships	Wellbeing	Economic Wellbeing
Substantive Knowledge	<p>I understand that families can include a range of people.</p> <ul style="list-style-type: none"> I understand who my friends are and what people like to do with friends. I can describe what people might look like if they are feeling: angry, scared, upset or worried. I can identify ways of responding to this by either offering help or giving them space. I understand how i can work in a group. I understand that friendships can have problems and learn ways to overcome these problems. I understand how the actions of others can affect people. 	<ul style="list-style-type: none"> I can describe how I feel I can describe situations which may provoke certain feelings. I can describe my own qualities and strengths and recognise something they want to get better at. I can describe my bedtime routine, I can explain why sleep is important. I can explain how rest and relaxation affects our bodies, I can identify examples where I could use relaxation to help manage difficult emotions. I understand that germs can be spread via our hands. I know how to wash my hands properly. I know how to keep safe in the sun. I know people can be allergic to certain things and how to help with an allergic reaction. I understand that there are a range of people who help to keep us healthy 	<ul style="list-style-type: none"> I can explain how children might get money. I can explain some different ways to keep money safe. I can discuss the role of banks and building societies. I can recognise that people may make different choices about spending or saving. I can explain that a range of jobs exist in and out of school and that different skills are needed for jobs
	Citizenship	Safety and the Changing Body	Safety and the Changing Body/ Transition
	Citizenship	Safety The changing body	Safety The changing body
Substantive Knowledge	<ul style="list-style-type: none"> I can explain why the class and school rules are important. I can discuss the different needs of a range of pets. I can describe some of the needs of babies and young children. I can recognise some similarities and differences between themselves and others. I can identify some groups which they belong to. I can recognise that different individuals belong to different groups. I can explain why voting is a fair way to make a decision involving a lot of people 	<ul style="list-style-type: none"> I know a number of adults in school. I know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult. I understand ways to keep safe and not get lost and know the steps to take if they do get lost. I know the number for the emergency services and their own address. I understand that some types of physical contact are never acceptable. I know what can go into or onto the body and when they should check with an adult. I understand that there are hazards in houses I understand and name jobs that people do to help keep us safe. 	<ul style="list-style-type: none"> I know a number of adults in school. I know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult. I understand ways to keep safe and not get lost and know the steps to take if they do get lost. I know the number for the emergency services and their own address. I understand that some types of physical contact are never acceptable. I know what can go into or onto the body and when they should check with an adult. I understand that there are hazards in houses I understand and name jobs that people do to help keep us safe.

Year 2 PHSE Substantive Knowledge

Unit Title	Families and Relationships	Economic Wellbeing	Economic Wellbeing
Substantive Concepts	Family	Economic Wellbeing	Economic Wellbeing
Substantive Knowledge	<ul style="list-style-type: none"> I understand what a family is. I understand that families can be made up of different people. I understand that I should respect different types of families. I can describe what someone else might be feeling. I can describe what emotions might look like on the outside. I can explain what I can do if a friendship is making me feel unhappy. I understand why manners and behaviour change in some situations. I understand how memories can make us feel. I can explain how objects can help us to remember people or events. I understand that remembering people or pets who have died or no longer live with us can be helpful. I can explain what a gender stereotype is. 	<ul style="list-style-type: none"> I can offer suggestions of the different ways people acquire money. I can discuss the different needs of myself and others. I can recognise that needs vary among different living beings. I can explain the importance of money in meeting people's needs. I can identify the difference between wants and needs. I can recognise how saving could help me to get the things I want. I can explain why people have to prioritise needs over wants. I can name different types of bank accounts and discuss how people use bank accounts. 	<p>I can consider my own skills and talents.</p> <ul style="list-style-type: none"> I can discuss how skills and talents relate to different jobs people do. I can suggest how different qualities could benefit a workplace. I can list some ways in which people are different. I can think of ways to include others. I can explain why equality is important.

Unit Title	Family and relationships	Health and wellbeing	Citizenship
Substantive Concepts	family, relationships	Health, wellbeing	Citizenship
Substantive Knowledge	<ul style="list-style-type: none"> I understand that families are all different. I know that families offer each other support but sometimes they can experience problems. I understand that problems occur in friendships and that violence is never right. I understand what bullying is and what to do if it happens. I know what a good listener is and know how to show that they are listening. I can list who I trust and why. I understand that people can have similarities and differences and explain how differences can be a positive thing. I understand how toys can reinforce gender stereotypes. I understand that stereotypes arise from a range of factors, including some of those associated with age. 	<ul style="list-style-type: none"> I create a healthy diary, where energetic activities and high-energy food are scheduled for the same day.. I understand the different aspects of my identity. Identify their own strengths and that they can help other people. Describe how they would break a problem down into small, achievable goals. I understand the benefits of healthy eating and dental health. 	<p>I know that children have rights and how these benefit them. Explain the responsibilities adults have for supporting children's rights. I can discuss the benefits of recycling. I can recognise some of the different groups within the local community and how they use local buildings. I can explain how charities support the local community. I know what democracy is I know why we need rules and the consequences of breaking rules.</p>

Year 3 PHSE Substantive Knowledge

Unit Title	Family and relationships	Health and wellbeing	Citizenship
Substantive Concepts	family, relationships	Health, wellbeing	Citizenship
Substantive Knowledge	<ul style="list-style-type: none"> I understand that families are all different. I know that families offer each other support but sometimes they can experience problems. I understand that problems occur in friendships and that violence is never right. I understand what bullying is and what to do if it happens. I know what a good listener is and know how to show that they are listening. I can list who I trust and why. I understand that people can have similarities and differences and explain how differences can be a positive thing. I understand how toys can reinforce gender stereotypes. I understand that stereotypes arise from a range of factors, including some of those associated with age. 	<ul style="list-style-type: none"> I create a healthy diary, where energetic activities and high-energy food are scheduled for the same day.. I understand the different aspects of my identity. Identify their own strengths and that they can help other people. Describe how they would break a problem down into small, achievable goals. I understand the benefits of healthy eating and dental health. 	<p>I know that children have rights and how these benefit them. Explain the responsibilities adults have for supporting children's rights.</p> <p>I can discuss the benefits of recycling.</p> <p>I can recognise some of the different groups within the local community and how they use local buildings.</p> <p>I can explain how charities support the local community.</p> <p>I know what democracy is</p> <p>I know why we need rules and the consequences of breaking rules.</p>

Unit Title	Economic wellbeing	Safety and the changing body	Coping strategies- Transition
Substantive Concepts	Economic wellbeing	Safety , changing body	wellbeing
Substantive Knowledge	<p>I know how different payment methods may be used in given scenarios.</p> <p>I can suggest why specific payment methods might be more beneficial.</p> <p>I know what a budget is and how we can benefit from budgeting.</p> <p>I Understand the impact our spending choices can have on others and the environment.</p> <p>I understand that a wide range of jobs are available.</p> <p>I know that skills and interests lead people to certain jobs.</p> <p>I know that job stereotypes sometimes exist but these should not limit anyone.</p>	<p>I understand that I must consider my own safety before helping others in an emergency situation.</p> <p>I understand how to help someone who has been bitten or stung.</p> <p>I can write an email with instructions written using positive language.</p> <p>I know how to deal with unkind online behaviour and cyberbullying.</p>	<p>I understand that there are different strategies I can use to deal with change</p> <p>I can explain the opportunities and responsibilities that change might bring</p>

Year 4 PHSE Substantive Knowledge

Unit Title	Y4 Citizenship	Y4 Safety and the changing body	Year 4 : Transition lesson (1 lesson)
Substantive Concepts	Y4 Citizenship	Y4 Safety and the changing body	Year 4 : Transition lesson Y4 Safety and the changing body
Substantive Knowledge	<p>I understand what human rights are and why they are important.</p> <p>I understand how reusing items benefits the environment.</p> <p>I understand the range of groups that exist in the wider community.</p> <p>I understand how community groups can focus on different areas of interest.</p> <p>I understand that diversity supports a community to work effectively.</p> <p>I understand the role of local councillors.</p>	<p>I understand the reasons for legal age restrictions.</p> <p>I understand how quickly information can spread on the internet and some of the risks associated with that.</p> <p>I understand what an asthma attack is</p> <p>I understand the difference between private and public, and secrets and surprises.</p> <p>I understand how search engines work and whether information is useful.</p> <p>I understand some of the risks of smoking and some of the benefits of being a non-smoker.</p>	<p>.I understand the changes they have already gone through and aware of some changes to come.</p> <p>I understand that they will change physically as they develop into adults.</p>

Unit Title	Families and relationships	Health and wellbeing	Economic wellbeing
Substantive Concepts	Families and relationships	Health and wellbeing	Economic wellbeing
Substantive Knowledge	<p>I understand that manners vary in different situations.</p> <p>I understand boundaries in friendships, including physical boundaries and expectations.</p> <p>I understand that what I do and say affects other people.</p> <p>I understand the impact of bullying and the role bystanders can take.</p> <p>I recognise male and female stereotyped characters.</p> <p>I understand that stereotypes about disabilities are usually untrue.</p> <p>I understand that families are all different and they offer each other support but sometimes they can experience problems.</p> <p>I know what bereavement is and how to support someone who has experienced a bereavement.</p>	<p>I can identify and share key facts about dental health.</p> <p>I can describe a calm place that helps them to feel relaxed.</p> <p>I can describe how they feel when they make a mistake and explain what can be learned from making mistakes.</p> <p>I know my strengths and how I could use these in school.</p> <p>I can describe what makes them happy, suggesting how they could work towards this as a goal.</p> <p>I can explain that there are some things they can control and others they cannot.</p> <p>I understand the range of emotions we can experience.</p> <p>I understand what mental health is and that sometimes people might need help.</p>	<p>I can identify and justify items they consider good value for money.</p> <p>I can identify multiple factors that influence whether something is good value for money.</p> <p>I can understand the importance of tracking spending.</p> <p>I can identify different ways to keep money safe.</p> <p>I can identify a range of influences on job choices.</p> <p>I can identify different reasons why people might change careers</p> <p>I can suggest proactive steps that can be taken to challenge and overcome these stereotypes.</p>

Year 5 PHSE Substantive Knowledge

Unit Title	Citizenship	Family and relationships	Economic and Well being
Substantive Concepts	Citizenship	Family and relationships	Economic and Well being
Substantive Knowledge	<p>Understand what happens when someone breaks the law.</p> <p>Understand what rights are</p> <p>Understand how reducing the use of materials and energy helps the environment</p> <p>Understand how people contribute to society and how this is recognised.</p> <p>Understand the role of pressure groups.</p> <p>Understand the basics of how parliament works</p>	<p>Describe what qualities a good friend should have and recognise which of these they have and which they could develop.</p> <p>Recognise that friendships have ups and downs.</p> <p>Understand what marriage is and know that it is a choice.</p> <p>Understand that we all have a range of attributes that make us who we are</p> <p>Understand that sometimes families can make children feel unhappy or unsafe.</p> <p>Understand why someone might bully others.</p> <p>Understand that attitudes and laws around gender equality have changed over time.</p> <p>Understand that stereotypes exist and these can lead to discrimination.</p>	<p>Prioritise needs over wants.</p> <p>Manage a weekly budget.</p> <p>Understand the responsibilities and consequences of borrowing and loaning.</p> <p>Recognise the risks and considerations associated with spending money online.</p> <p>Explain why workplace stereotyping needs to be challenged.</p> <p>Describe how interests and skills align with future careers.</p>

Unit Title	Health and Wellbeing	Safety and changing bodies
Substantive Concepts	Health and Wellbeing	Safety and changing bodies
Substantive Knowledge	<p>Perform some yoga poses and describe how yoga makes them feel.</p> <p>Describe how they can get a good night's sleep and explain why this is important.</p> <p>Describe a strategy to help manage feelings of failure.</p> <p>Set themselves goals and consider how they will achieve them.</p> <p>Describe a range of feelings and suggest two ways of dealing with a difficult situation.</p> <p>Demonstrate an understanding of how to plan healthy meals.</p> <p>Understand having a variety of food is important for having a balanced and healthy diet.</p> <p>Understand how to keep safe in the sun and some of the risks of the sun.</p>	<p>Understand what is safe to share online.</p> <p>Identify possible dangers online, suggesting ways to stay safe</p> <p>Accurately name all the relevant parts of the body.</p> <p>Understand and list the changes their own gender will go through during puberty.</p> <p>Assess a casualty's condition and seek medical help if required.</p> <p>Understand that other people can influence our decisions but we have the right to make our own choices.</p>

Year 6 PHSE Substantive Knowledge

Unit Title	Citizenship	Health and Wellbeing	Family and Relationships
Substantive Concepts	Citizenship	Wellbeing	Family Relationships
Substantive Knowledge	<ul style="list-style-type: none"> I know that education is a human right and why education is important. I know some environmental issues relating to food and food production. I know the importance of caring for others and that we all have a responsibility to care for things and people around us. I know what prejudice and discrimination are and why and how they should be challenged. I know the value of diversity in society, including significant individuals. Understand the roles and responsibilities of people in government. 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> I can describe the qualities or values I want to develop and create achievable goals. I can describe the importance of relaxation and suggest different strategies. I can describe how they take care of their physical wellbeing. I know that technology can have an impact on physical and mental health and know some strategies they can use to overcome this. I can describe what resilience is, why it is important and some useful resilience strategies. I know how vaccination works and why it is important to individuals. I know that habits can be good or bad for health. I know that changes in their body could indicate illness and know what to do if they notice them. 	<p>Family and Relationships</p> <ul style="list-style-type: none"> I know that everyone can expect a level of respect but this can be lost. I know what respect is and how they should be respected. I know how stereotypes influence our ideas and opinions. I know a range of stereotypes and share this information effectively. I can create a resolution guide that includes strategies to manage conflicts and describes situations where conflict is likely to arise. I know the term grief and describe some of the associated emotions.

Unit Title	Economic Wellbeing	Identity & Safety	The Changing Body
Substantive Concepts	Economic Wellbeing	Safety	Changing body Wellbeing
Substantive Knowledge	<p>I know feelings about money and the impact they can have.</p> <ul style="list-style-type: none"> I know how to safeguard money in both digital and physical environments. I know how money related manners develop at secondary school. I know the risks of gambling. I can explain how careers function in different settings and what roles and responsibilities come with them. I know the different career routes and their requirements. 	<p>I know the factors which make up identity.</p> <ul style="list-style-type: none"> I know that images can be manipulated by the professional media but also by individuals and that they are not realistic. I know some of the reasons adults decide to drink or not drink alcohol. I know some ways to check that a news story is real. I know how they should behave online and the impact negativity can have. 	<p>I know the changes that take place during puberty.</p> <ul style="list-style-type: none"> I know about the menstrual cycle and that a male and a female are needed to conceive a baby. I know that a baby changes in the womb and some of the baby's requirements during the first months of life. I can recognise when someone is choking; administer first aid to a casualty that is choking; and seek medical help if required for a choking casualty. I can conduct a primary survey; place a casualty who is unresponsive and breathing normally into the recovery position; and identify when it is necessary for CPR to be given.