

PSHE

Whole school Curriculum Cycles

Whole school units	Cycle 1		Cycle 2	
EYFS	Cycle 1		Cycle 2	
Year 1 and Year 2	Cycle 1		Cycle 2	
Years 3, 4 and 5	Cycle 1	Cycle 2		Cycle 3
Year 6	1 Year repeated cycle			

ANNUAL ASSEMBLY/EXTERNAL PROVIDERS CYCLE (1 YEAR)						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Assembly focus					Sun safety	Road safety
Whole School units	Black History Month	Anti-Bullying Week Citizenship: UK Parliament Week	Children's Mental Health Week	LGBTQ+ History Month	Careers/Looking after the environment – alternate years	Enterprise and finance
Workshops/external providers	Police: Halloween and bonfire night safety All year groups	Police: online safety (with parent talk) All year groups	Fire Service: fire safety at home Year 2 and 6 Red Cross: CPR Year 5 and 6	NSPCC: PANTS (KS1) – abuse (every 2 years) / NSPCC: Speak out, Stay Safe (all year groups) – abuse (Every 2 years)	First Aid (Red Cross. Mini First Aid) – R, Y1, 4, 5 and 6)	Police: County Lines and CCE (Year 6) University taster day (Year 6)

Whole School Units

Cycle 1

CYCLE 1 – AUTUMN ANTI-BULLYING WEEK – What is bullying?		WHOLE SCHOOL UNIT	
RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (granular knowledge)	
		KS1	KS2
<p>KS1: I can explain what bullying is I know how to report bullying</p> <p>KS2: I understand that personal space should be respected I know what to do if someone has touched me in a way that makes me worried or uncomfortable</p> <p>Linked EYFS learning: See themselves as a valuable individual Work and play cooperatively and take turns with others Build constructive and respectful relationships with adults and peers Express their feelings and consider the feelings and the perspective of others</p> <ul style="list-style-type: none"> I listen to what other people say I can say 'I don't like that' if something makes me feel upset 	(KS1 and 2) What is bullying?	<p>I know bullying is being unkind over and over to the same person</p> <p>I know when people are bullied they can feel scared</p>	<p>I know that bullying is when someone deliberately sets out to upset or hurt someone and that this happens over time</p> <p>I know that if someone is bullied they often feel scared of the bully</p> <p>I know bullying can involve unkind words (including online), physically hurting someone or leaving someone out</p>
	(KS1 and 2) What can I do about bullying?	<p>I know I can talk to a trusted adult about bullying</p> <p>I can role play asking someone to stop if they are being unkind</p>	<p>I can give examples of how to tackle bullying</p> <p>I can role play what I might say or do in a bullying situation</p>
	(KS1 and 2) How does the law protect people from bullying?	<p>I know that the law helps protect people from being bullied</p> <p>I know people cannot be bullied because of their age, race or sex</p>	<p>I understand that the law protects some characteristics to prevent bullying and discrimination</p> <p>I can list the protected characteristics</p>
	(KS2) What rights do children have?		<p>I know that the UN convention sets out the rights of a child</p> <p>I can give an example of three of these rights</p> <p>I can give examples of how we can uphold each other's rights at school</p>
	(KS2) What is personal space?		<p>I know that I should be respectful of the personal space of others</p> <p>I understand that touches can be appropriate and inappropriate</p> <p>I know that consent means I can say when I'm comfortable with touches</p>
KS1 vocabulary	Bully, online, trusted adult, race, polite		
KS2 vocabulary	Bullying, online, physical, assertive, rights, UN convention, uphold, appropriate, inappropriate, consent, personal space		

CYCLE 1 – AUTUMN BLACK HISTORY MONTH – What rights do we have?		WHOLE SCHOOL UNIT	
RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (granular knowledge)	
<p>I know that everyone should feel included and respected</p> <p>I know that race is protected by the law</p> <p>Linked EYFS learning:</p> <p>Think about the perspectives of others</p> <p>Recognise some environments that are different from the one in which they live</p> <ul style="list-style-type: none"> I can ask other people to join in playing with me I can say if something is fair or unfair I can talk about things that are the same and different in different situations 	Why do we celebrate black history month?	KS1	KS2
	What does discrimination mean?	I know that there are many black people who have contributed to the world	I understand that discrimination and inequality mean that black people can be left out of the history books
	(linked to yearly theme)	I know that black people haven't always been treated fairly and this is called discrimination.	I know that being inclusive means making sure that we celebrate the impact different groups of people have made to our society, culture and history
KS1 VOCABULARY	Race, racism, discrimination		
KS2 VOCABULARY	Discrimination, race, protected characteristics, equality, racism		

CYCLE 1 – SPRING – CHILD MENTAL HEALTH WEEK – What strengths, skills and interests do we have?		WHOLE SCHOOL UNIT	
RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (granular knowledge)	
<p>I know what self-esteem is I know when to ask for help if I'm finding my feelings hard to deal with</p> <p>EYFS linked learning: See themselves as a valuable individual Identify and moderate their own feelings socially and emotionally Know and talk about the different factors that support the overall health and well-being: regular physical activity, healthy eating, sensible amounts of screen time, having a good sleep routine Show resilience and perseverance in the face of a challenge</p> <ul style="list-style-type: none"> • I can talk about what makes me special • I can name some of my feelings including happy, sad, angry, excited, scared, shy • I can keep trying when things are difficult 	What makes me, me?	KS1 I can say what makes me special	KS2 I know what being an individual means I can identify positive things about myself
	What is self-esteem and why is it important?	I know that it is important to feel positive about myself	I know that feeling positive or negative about myself can be described as self-esteem I can list some things which contribute to good self-esteem
	How can I help other people develop good self-esteem?	I can give examples of how to make other people feel good about themselves	I know that my words and actions can affect someone else's self-esteem I can reflect on whether I am a positive influence on other people's self-esteem
	What goals can I set myself?	I can set a goal for myself in a lesson	I can give an example of a short term and an long term goal for myself I know that we achieve goals by breaking them down into small steps I know that failing is an important part of achieving goals
	How can I deal with set-backs?	I can talk about how I feel if I get stuck with my work I can give an example of what I can do to help myself I get stuck with my work	I can give some strategies for dealing with set-backs I know that failing is a key part to achieving goals
KS1 VOCABULARY	Unique, personality, self-esteem, goal, resilience		
KS2 VOCABULARY	Mental health, emotions, self-esteem, individual, personality, goals, perseverance, resilience		

CYCLE 1 – SPRING – LGBTQ+ HISTORY MONTH – What Makes A Family?		WHOLE SCHOOL UNIT	
RED LETTER LEARNING		LEARNING JOURNEY (Component knowledge)	
		MARKING LADDERS (granular knowledge)	
<p>I know that some people's families are different to mine and can give examples of different family make up</p> <p>I know that no-one in my family should make me feel scared or worried and that I can ask for help</p> <p>EYFS linked learning: Express their feelings and consider the feelings of others Recognise some environments which are different to the one in which they live Talk about children in their immediate family and community</p> <ul style="list-style-type: none"> I can name and describe people who are familiar to me I can talk about things that are the same and different in the context of families 	What types of family are there?	KS1 I can give examples of different families, including parents of the same sex, families made by fostering or adoption, or families where the grown ups might be different family members like aunts/uncles or grandparents	KS2 I can give examples of differently structured families including same sex parents, adoption or fostering, blended families or single parent families
	What makes a family a family?	I know that families care for each other I can give examples of how families care for each other	I know that families share common experiences like celebrations I know that families care for one another
	What do I do if someone in my family is making me feel worried, scared or uncomfortable?	I can identify someone I would talk to is something at home was making me scared or worried	I know that no-one should make me feel scared in my family Y6: I know that aggression, violence of controlling behaviour in a family is called domestic abuse I can give examples of how to find support if a relationship at home is worrying me
	Objectives linked to the LGBTQ+ history month theme		
KS1 VOCABULARY	Family, LGBTQ+, adoption, fostering		
KS2 VOCABULARY	adoption, fostering		

CYCLE 1 – SUMMER –OUR FUTURE– How can we look after each other and the world? (KS1)		WHOLE SCHOOL UNIT	
How can we make a difference to our community and the environment? (KS2)			
RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (granular knowledge)	
<p>I can give some examples of how to look after the environment</p> <p>I understand that everyone has a job to do to take care of the environment around us</p> <p>EYFS linked learning:</p> <p>Begin to understand the need to respect and care for the natural environment and all living things (3 and 4 year olds)</p> <p>Explore the natural world around them</p> <ul style="list-style-type: none"> I can talk about ways to be responsible at home and at school including using good manners, tidying up and recycling 	KS1: How have I changed?	I know that people start as babies, then become children, teenagers and adults I can give three ways that babies need special care	
	How do we care for animals?	I can give three ways to look after a pet at home I know that litter can affect wildlife	I can give examples of two animals which are endangered I know that humans can endanger animals through changes to habitat
	How do I look after my local area and the world?	I can I know what to do with my rubbish I know that some things like plastic can be recycled	I can choose an environmental issue and explain what the problem is I can describe some ways to address the issue at home or school I know that writing to my MP or working with an environmental group are ways I can help a wider change
KS1 VOCABULARY	Polite, kind, co-operate, team, responsibilities, environment, litter, plastic, pollution		
KS2 VOCABULARY	Pollution, climate change, environment, conservation, compassion, recycle, ethical, sustainable, global, fair trade		

Whole School Units

Cycle 2

CYCLE 2 – AUTUMN ANTI-BULLYING WEEK – What makes a good friend?		WHOLE SCHOOL UNIT	
RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (granular knowledge)	
<p>I can give some examples of how friends treat each other</p> <p>I can give an example of what I could do if I fall out with friends</p> <p>EYFS linked learning: See themselves as a valuable individual Work and play cooperatively and take turns with others Build constructive and respectful relationships with adults and peers Express their feelings and consider the feelings and the perspective of others</p> <ul style="list-style-type: none"> I listen to what other people say I can say 'I don't like that' if something makes me feel upset 	What makes a good friend?	<p>KS1</p> <p>I know what makes a good friend including playing together, taking turns and including people</p>	<p>KS2</p> <p>I know what makes a good friend including playing fairly, listening to each other and being supportive</p>
	How can we make friends with others?	I can give ideas for how to make friends including asking to join in, saying hello and asking someone's name	I have some ideas for making new friends I have tried out some conversation starters for meeting new people
	What can I do when I fall out with friends?	I know that I can say 'don't do that, I don't like it' if a friend is being unkind	I can describe some situations where friends might fall out I can give three ways to resolve a conflict
	What can I do if I am worried about friendships?	I can say who my trusted adult is I know that if a friend says 'no', that means 'no'	I can identify a trusted adult to speak to I know that I shouldn't be pressured into doing anything by friends that makes me feel uncomfortable I know that no means no
Vocabulary KS1	Friend, friendly, conversation, kind, unkind, include, exclude, bullying		
Vocabulary KS2	bullying, excluding, conflict, resolve, conversation		

CYCLE 2 – AUTUMN BLACK HISTORY MONTH – Who are we? What makes a person’s identity?		WHOLE SCHOOL UNIT	
RED LETTER LEARNING		LEARNING JOURNEY (Component knowledge)	
		MARKING LADDERS (granular knowledge)	
<p>I know that different things make me, me</p> <p>I know that it is wrong to treat someone unfairly because of their race</p> <p>Linked EYFS learning:</p> <p>Think about the perspectives of others</p> <p>Recognise some environments that are different from the one in which they live</p> <ul style="list-style-type: none"> I can ask other people to join in playing with me I can say if something is fair or unfair I can talk about things that are the same and different in different situations 	<p>KS1: What makes me, me?</p> <p>KS2: What makes up a person’s identity?</p>	<p>KS1</p> <p>I can talk about my interests, likes and dislikes</p> <p>I can describe what makes me special</p> <p>I can identify similarities and differences between myself and others</p>	<p>KS2</p> <p>I know that people’s identity can be made up of lots of different things such as race, gender, religion, sexuality, values and interests</p> <p>I know that some of these are protected from discrimination by law</p>
	<p>KS1: What job do people do?</p> <p>KS2: What is a stereotype?</p>	<p>I know that you can’t tell what someone’s job is by looking at them</p> <p>I know that people should be treated fairly whatever their age, gender or race</p>	<p>I can explain what a stereotype is</p> <p>I know that stereotypes can negatively influence people’s choices and opportunities</p> <p>I can talk about how I could challenge a stereotype</p>
	<p>Plus objectives linked to current year theme</p>		
Vocabulary KS1	similarity, difference, respect, hobbies, race, gender		
Vocabulary KS2	Identity, culture, gender, race, ethnicity, stereotypes, racism, sexism, protected characteristics, discrimination, similarities, differences, tolerance, mutual respect		

CYCLE 2 – SPRING CHILD MENTAL HEALTH WEEK – How can we manage our feelings?			WHOLE SCHOOL UNIT
RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (granular knowledge)	
		KS1	KS2
<p>I can name my feelings I can give some ideas about how to deal with worry</p> <p>EYFS linked learning: See themselves as a valuable individual Identify and moderate their own feelings socially and emotionally Know and talk about the different factors that support the overall health and well-being: regular physical activity, healthy eating, sensible amounts of screen time, having a good sleep routine Show resilience and perseverance in the face of a challenge</p> <ul style="list-style-type: none"> • I can talk about what makes me special • I can name some of my feelings including happy, sad, angry, excited, scared, shy • I can keep trying when things are difficult 	What feelings do I know?	<p>I can name some feelings that I might have</p> <p>I can identify feelings that are good and not so good (happy, sad, excited, scared, embarrassed, worried, proud, angry)</p> <p>I can use emotion words to describe how other's might be feeling</p>	<p>identify that feelings/emotions are part of a person's health and wellbeing</p> <p>recognise that feelings usually change throughout the day</p> <p>give examples of everyday things that can affect feelings</p>
	Big feelings, small feelings	<p>I can recognise that feelings can intensify and get stronger</p> <p>I can describe how big feelings can affect someone's behaviour</p>	<p>name a wide range of feelings and emotions including grief</p> <p>match feelings to a scale of intensity and identify strong feelings</p>
	How can I show my feelings?	<p>I know that people feel differently about things and situations</p> <p>I can suggest things that can help themselves and others to feel better</p> <p>I can describe how feelings can make my body feel inside</p>	<p>I understand what mental health means</p> <p>describe different feelings and how they are experienced in the body</p> <p>recognise why it is important for people to express their feelings</p>
	What can I do when I feel worried?	<p>I can say who can help me with feelings</p> <p>I can give one idea of what I can do if I am worried.</p>	<p>I can identify ways of coping with feelings in different situations</p> <p>I can explain why it is important to talk about feelings</p> <p>I can identify how it feels when I am anxious or worried and one thing that helps</p>
Vocabulary KS1	anger, strategies, happy, sad, scared, embarrassed, worried, proud		
Vocabulary KS2	Intensity, grief, bereavement, support, anxiety, thoughts, mental health		

CYCLE 2 – SPRING LGBTQ+ HISTORY MONTH – Who are we?			WHOLE SCHOOL UNIT
RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (granular knowledge) KS1	KS2
I know that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)	I know people's identity comes from different things and that people can have LGBTQ+ as part of their identity	I can identify what we, and others, are good at and what makes us special I know that my likes and dislikes are part of my identity.	I know that people's identity can be made up of lots of different things such as race, gender, religion, sexuality, values and interests I know that some of these are protected from discrimination by law
I recognise and respect similarities and differences between people	I can spot differences and similarities between people. I know what I have in common with others	I can identify similarities and differences between myself and others I know that everyone is different and that we include everyone	
I know that different groups of people, including LGBTQ+ people, contribute to our society in many ways	Challenging stereotypes	I know that people can choose any job they would like to	I know what stereotype means I can explain the effects of stereotyping, including on someone's behaviour, aspirations and feelings I can suggest positive actions to challenge stereotyping I know that using words about people's sexuality or gender as an insult is wrong
EYFS linked learning: Express their feelings and consider the feelings of others Recognise some environments which are different to the one in which they live Talk about children in their immediate family and community <ul style="list-style-type: none"> I can name and describe people who are familiar to me I can talk about things that are the same and different in the context of families 	Plus theme related objectives		
Vocabulary KS1	similarity, difference, respect, hobbies, gender, identity		
Vocabulary KS2	Identity, culture, gender, biological sex, stereotypes, homophobia, sexism, protected characteristics, discrimination, similarities, differences, tolerance, mutual respect		

CYCLE 2 – SUMMER OUR FUTURE– What jobs can people do?		WHOLE SCHOOL UNIT	
RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (granular knowledge)	
		KS1	KS2
<p>how jobs help people earn money to pay for things they need and want</p> <ul style="list-style-type: none"> • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life <p>VOCABULARY:</p> <p>EYFS linked learning:</p> <ul style="list-style-type: none"> • I can talk about people in the community who have different jobs and how they help me stay safe 	Why do people have jobs?	I know that jobs help people earn money to pay for things they need and want	I know that some jobs are paid more than others and some may be voluntary (unpaid)
	What jobs do people do?	I can talk about different jobs of people in the community or people who have come to talk to us I know how people use the internet and digital devices in their jobs and everyday life	I can give a broad range of different jobs in different sectors I know that people often have more than one during their careers and over their lifetime I can talk about different journeys into jobs and careers, including college, apprenticeships and university
	KS2: Dream big!		I question and challenge stereotypes about the types of jobs people can do I can give examples of the skills, attributes, qualifications and training needed for different jobs
	How do people know what job they would be good at?	I know that people have different strengths and interests that help them to do different jobs	I can give examples of how people choose a career/job and what influences their decision, including skills, interests and pay I can say some ideas for a career/job for myself and can say why I would choose it
Vocabulary KS1	Earn, pay, wages, internet, devices, job, Plus vocabulary related to the jobs covered		
Vocabulary Y2	Career, qualifications, voluntary, apprenticeship, university, stereotype, discrimination, sexism, racism, disability, career path		

Key stage one

Cycle 1

CYCLE 1 – AUTUMN Who and what helps us keep safe?		
RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (granular knowledge)
<p>I can phone 999 in an emergency I shouldn't keep a secret which makes me feel uncomfortable or scared</p> <p>EYFS linked learning:</p> <ul style="list-style-type: none"> • I can talk about the different jobs people in my community do and how they help me stay safe • I can phone 999 (this is a yearly EYFS objective) • I can ask for help if I need to 	Who helps me keep safe in the community?	I can identify key people who keep me safe including police officers, fire fighters, doctors and nurses
	How can I ask for help?	<p>I can identify people to ask for help if I am lost – police officers, people working in shops</p> <p>I can role play asking for help and I can give my name, my grown up's name and a phone number for someone in my family</p>
	What do I do in an emergency? (first aid course)	<p>I know that the emergency number is 999</p> <p>I can say my name, age and what the problem is on the phone</p> <p>I know to shout for help in an emergency</p> <p>I know a poorly person who isn't awake is better on their side</p>
	I will tell an adult if a secret makes me feel worried or uncomfortable	<p>I know who my trusted adult is</p> <p>I can use some sentence stems to help me talk to an adult:</p> <ul style="list-style-type: none"> • I want to tell you something that is worrying me. • I want to tell you something but it is hard to say.
Vocabulary	Community, adult, emergency, fire fighter, nurse, doctor, lollipop lady/man, dentist, Safety, online, secret, situation, trusted adult, emergency	

CYCLE 1 – SPRING What is the same and different about us?		
RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (granular knowledge)
<p>Where our pants cover is a private area I know to speak out to a trusted adult if anyone makes me feel uncomfortable</p> <p>EYFS linked learning:</p> <ul style="list-style-type: none"> I can ask for help if I need to I can name the main body parts 	What is the same, what is different about us?	<p>I can say something about myself which makes me special</p> <p>I know that people have different strengths and I can say something that makes someone else special</p> <p>I know that everyone's strengths and interests makes them unique</p>
	Which body parts are the same and which are different?	<p>I can name the large and small body parts which are the same for most people including head, arms, legs, feet, eyes</p> <p>I know that boys and girls have different private parts</p> <p>I can use the words vagina and penis to describe the parts covered by our pants</p>
	Where our pants cover is a private area	<p>I know the NSPCC PANTS rule</p> <p>I know that my body belongs to me and I can say 'no' to any touches</p>
	I know to speak out to a trusted adult if anyone makes me feel uncomfortable	<p>I know who my trusted adult is</p> <p>I can use some sentence stems to help me talk to an adult:</p> <ul style="list-style-type: none"> I want to tell you something that is worrying me. I want to tell you something but it is hard to say. Something is making me feel worried, can I tell you?
Vocabulary	Unique, special, body, private, head, arm, leg, knee, foot, neck, stomach, buttocks, penis, vagina, underpants	

CYCLE 1 – SUMMER What helps us grow and stay healthy?

RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (granular knowledge)
<p>I know how to stay safe in the sun I can talk about the effect of screen time on sleep</p> <p>EYFS linked learning:</p> <ul style="list-style-type: none"> • I know that exercise is good for me • I can go to the toilet by myself and wash my hands • I know how to brush my teeth • I know sleep helps me be healthy 	<p>What we eat helps us stay healthy</p>	<p>I can say what being healthy means and what helps people to be healthy I can describe some food and drinks that are good for keeping people healthy I can talk about when we can make choices about what to eat and drink Y1: I understand what choking is and that it is an emergency (first aid course) Y1: I know that I have to sit up when I eat, chop up my food and chew carefully (first aid course)</p>
	<p>Moving around helps us stay healthy</p>	<p>I can say some ways to be active everyday I can describe some things that happen to someone's body when they are physical active I can talk about when we can make choices about physical activity</p>
	<p>Getting enough rest and sleep helps us stay healthy</p>	<p>I can give some reasons why sleep is important I can say some things that may be stopping us getting to sleep and ideas to manage them I can talk about some things that might help us get to sleep (including rest and relaxation)</p>
	<p>How do I stay safe in the sunshine?</p>	<p>explain why being in the sun can be good and not so good for our health I can different ways to protect our skin in the sun including sunscreen, wearing a T shirt and hat. give examples of what can be used to provide protection from the sun</p>
<p>Vocabulary</p>	<p>Exercise, screen-time, healthy, skin, active, dentist, teeth, hygiene</p>	

Key stage one

Cycle 2

CYCLE 2 – AUTUMN What makes families happy and healthy?

RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (granular knowledge)
<p>I know what makes a loving family. I know that no-one at home should make me feel worried or scared. I know I can talk to a trusted adult if I am worried about a relationship at home.</p> <p>EYFS:</p> <ul style="list-style-type: none"> • I know that exercise is good for me • I can go to the toilet by myself and wash my hands • I know how to brush my teeth <p>I know sleep helps me be healthy</p> <ul style="list-style-type: none"> • I know that a healthy family looks after each other 	<p>What does it mean to belong?</p>	<p>I can describe what it means to belong I can talk about different groups people can belong to I can describe how it feels to belong</p>
	<p>What makes a family?</p>	<p>I can describe what a family is I can identify who might be in a family I know what makes a loving family I can describe ways families look after each other</p>
	<p>How do families show love and care?</p>	<p>I know what makes a loving family I can describe ways families look after each other</p>
	<p>How are families the same and different?</p>	<p>I can compare different families I can talk about ways in which families are the same and different</p>
	<p>What makes a family happy and healthy?</p>	<p>I can talk about occasions and celebrations that are important to families Say what makes a healthy family</p>
	<p>What can you do if you have family concerns?</p>	<p>I know that no-one at home should make me feel scared or worried I can identify my trusted adults I know I can talk to a trusted adult if I am worried about a relationship at home</p>
<p>Vocabulary</p>	<p>Family, special, same, different, belong</p>	

CYCLE 2 – SUMMER What can we do with money?		
RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (granular knowledge)
<p>I know the difference between wants and needs</p> <p>I know that people save money to help them buy things they need and want</p> <p>EYFS linked learning:</p> <p>I can explore using money through role play</p>	What is money?	I know that money can come in different forms – notes and coins or we can pay with a card
	Where do people get money from?	<p>I know that people can earn money from a job</p> <p>I know that people can borrow money</p> <p>I know that online people can sometimes try to trick others into giving them their money</p>
	I know the difference between wants and needs	<p>I can explain what the difference is between a want and a need</p> <p>I know that people can't always have what they want</p>
	What choices can people make with money?	<p>I know that people can save money</p> <p>I know that I can speak to a trusted adult if there isn't enough money at home for things we need like food or heating</p>
	How can I keep money safe?	<p>I know that people can save money</p> <p>I know that money can be kept safe in a bank, or a piggy bank or a purse or wallet</p> <p>I know that sometimes online people will try to trick others into giving them their money</p>
VOCABULARY	Money, spending, saving, coins, notes, bank, bank card, earn, pay	

YEARS 3, 4, 5

Cycle 1

CYCLE 1 – AUTUMN How can we keep safe and manage risks?		
RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (granular knowledge)
<p>What is peer pressure and how can we deal with it?</p> <p>How do we keep safe on the roads?</p>	How do we keep safe on the roads?	<p>I can talk about safe places to cross – crossings, away from bends and parked cars</p> <p>I can talk through a safe approach to crossing the road</p> <p>I can state some risks to think about including speed of cars, time of day, weather</p>
	What is peer pressure and how can we deal with it?	<p>I can explain what peer pressure is</p> <p>I can give examples of why someone might give in to peer pressure</p> <p>I can give examples of how to deal with peer pressure</p>
	Can we trust people online?	<p>I know that people might hide their identity online</p> <p>I know that people can have opinions or ideas which are dangerous or harmful</p> <p>I know how to report anything online which worries me</p>
	What can I do if I know about something that is against the law or anti-social?	<p>Y5: I can explain what is meant by prejudiced or extremist views</p> <p>I can describe where, when and how to seek support for themselves and others because of worries about prejudice or extremism</p>
Vocabulary	Safety, appropriate, decision, anti-social behaviour, influence, gambling, radicalisation, extremism, peer pressure	

CYCLE 1 – SPRING SRE (Year 5 only)		
RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (granular knowledge)
<p>I know how my body will change during puberty</p> <p>I can explain what privacy is regarding my own and others' bodies</p>	How will my body change?	<p>I can recognise what puberty is, including when and why it happens.</p> <p>I can identify some of the physical changes that happen to bodies during puberty.</p> <p>I can use scientific vocabulary for external male and female body parts, including genitalia.</p>
	How does puberty affect how I think or feel?	<p>I can identify some of the feelings experienced during puberty.</p> <p>I can describe how and why emotions can change during puberty.</p>
	How do I look after my physical and mental health during puberty?	<p>I can identify body parts or areas to keep clean during puberty.</p> <p>I can explain how to keep clean during puberty.</p> <p>I can describe ways to manage physical changes during puberty, including the use of products to keep clean.</p> <p>I can explain where to get help and support for managing my emotional well-being during puberty.</p>
	How do I stay safe at this stage in my life?	<p>I know that privacy and respect are very important as I grow up</p> <p>I understand that my body is my own and that no-one should touch me in a way that makes me feel uncomfortable</p> <p>I can identify where I could ask for help about anything that worries me about puberty</p>
Vocabulary	Puberty, penis, testicles, erection, vagina, womb, lining, emotions, hygiene, menstruation, menstrual cycle, sanitary towels	

CYCLE 1 SUMMER How can we help in an emergency?		YEAR 4
RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (granular knowledge)
I know how to call 999 I can put someone in the recovery position	Dealing with an emergency	I know how to call 999 I know what the primary survey is I can put someone in the recovery position
	Choking	I know what choking might look like I know that choking is treated with back blows and abdominal thrusts
Vocabulary	Emergency, primary survey, abdominal thrust, choking	

CYCLE 1 SUMMER How can we help in an emergency?		YEAR 5 and 6
RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (granular knowledge)
I know when and how to perform CPR	Dealing with an emergency	I am confident with following the primary survey and putting someone in the recovery position
	Carrying out CPR	I know the sequence for CPR and have practised it
Vocabulary	Emergency, primary survey, abdominal thrust, choking	

YEARS 3, 4, 5

Cycle 2

CYCLE 2 – AUTUMN Why should we keep active and sleep well?		
RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (granular knowledge)
<p>I can describe bedtime routines that help improve sleep</p> <p>I can explain the benefits of physical activity</p> <p>I take opportunities to be physically active during the day and week</p>	Why do we need to get enough sleep?	<p>I can explain why sleep is important for a healthy lifestyle</p> <p>I can describe bedtime routines that help improve sleep</p> <p>I can identify how our sleep patterns and needs might change as we grow up</p>
	Why should we be active?	<p>I can explain what it means to be physically active</p> <p>I can describe the benefits of physical activity</p> <p>I can explain the importance of healthy habits and balancing different kinds of activity</p> <p>I can identify opportunities to be physically active throughout the day and week</p>
	What is a healthy, balanced lifestyle?	<p>I can describe what is meant by a healthy, balanced lifestyle</p> <p>I can identify factors that contribute towards a healthy lifestyle</p> <p>I can explain the benefits of a balanced lifestyle</p> <p>I can recognise there may be challenges to living a balanced lifestyle, what these might be and how people can manage them</p>
Vocabulary	Physical, activity, routine, well-being, emotional, screen time, balanced	

CYCLE 2 – SPRING SRE (Year 5 only)		
RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (granular knowledge)
<p>I know how my body will change during puberty</p> <p>I can explain what privacy is regarding my own and others' bodies</p>	How will my body change?	<p>I can recognise what puberty is, including when and why it happens.</p> <p>I can identify some of the physical changes that happen to bodies during puberty.</p> <p>I can use scientific vocabulary for external male and female body parts, including genitalia.</p>
	How does puberty affect how I think or feel?	<p>I can identify some of the feelings experienced during puberty.</p> <p>I can describe how and why emotions can change during puberty.</p>
	How do I look after my physical and mental health during puberty?	<p>I can identify body parts or areas to keep clean during puberty.</p> <p>I can explain how to keep clean during puberty.</p> <p>I can describe ways to manage physical changes during puberty, including the use of products to keep clean.</p> <p>I can explain where to get help and support for managing my emotional well-being during puberty.</p>
	How do I stay safe at this stage in my life?	<p>I know that privacy and respect are very important as I grow up</p> <p>I understand that my body is my own and that no-one should touch me in a way that makes me feel uncomfortable</p> <p>I can identify where I could ask for help about anything that worries me about puberty</p>
Vocabulary	Puberty, penis, testicles, erection, vagina, womb, lining, emotions, hygiene, menstruation, menstrual cycle, sanitary towels	

CYCLE 2 – SUMMER Why should we eat well and look after our teeth?		
RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (granular knowledge)
<p>I can explain why a balanced diet is important</p> <p>I can describe healthier eating habits</p> <p>I know what to do to keep my teeth healthy</p>	What do we mean by a healthy diet?	<p>I can recognise the range of foods that make up a healthier balanced diet</p> <p>I can identify food/drinks that should be consumed regularly and those that should be consumed less often or in smaller amounts</p> <p>I can explain the effects different foods can have on bodies using words like protein, fibre, energy, nutrients, processed</p> <p>I can describe some healthier eating habits including choosing less processed foods</p>
	How do we choose what to eat and drink?	<p>I can explain some choices people can make about what to eat and drink</p> <p>I can identify who or what might influence choices about food including adverts, friends or family and I know these influences can be positive and negative influences on my food choices</p> <p>I can describe how people can manage less helpful influences when making choices about food</p>
	How do I keep my teeth healthy?	<p>I know what is harmful for my teeth: smoking, not visiting the dentist, eating foods high in sugar, drinking fizzy drinks</p> <p>I know what is helpful for my teeth: brushing teeth twice a day for 2 minutes, visiting dentist regularly, eating foods lower in sugar</p> <p>I know that grown ups at home should be taking me to the dentist regularly</p>
Vocabulary	Nutritious, diet, oral hygiene, balanced, plaque, acid, cavity	

CYCLE 2 SUMMER How can we help in an emergency?		YEAR 4
RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (granular knowledge)
<p>I know how to call 999</p> <p>I can put someone in the recovery position</p>	Dealing with an emergency	<p>I know how to call 999</p> <p>I know what the primary survey is</p> <p>I can put someone in the recovery position</p>
	Choking	<p>I know what choking might look like</p> <p>I know that choking is treated with back blows and abdominal thrusts</p>
Vocabulary	Emergency, primary survey, abdominal thrust, choking	

CYCLE 2 SUMMER How can we help in an emergency?		YEAR 5 and 6
RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (granular knowledge)
<p>I know when and how to perform CPR</p>	Dealing with an emergency	I am confident with following the primary survey and putting someone in the recovery position
	Carrying out CPR	I know the sequence for CPR and have practised it
Vocabulary	Emergency, primary survey, abdominal thrust, choking	

YEARS 3, 4, 5

Cycle 3

CYCLE 3 SPRING AUTUMN How do we treat each other with respect		
RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (granular knowledge)
<p>I can talk about what respect for others means</p> <p>I can explain what rights and responsibilities are</p> <p>I understand that secrets can be harmful</p>	Play the Right Way	<p>identify a variety of positive football behaviour traits</p> <p>I can talk about what it means to 'Play the Right Way'</p> <p>I can describe how poor playground behaviour can affect others</p> <p>demonstrate simple activities that promote positive behaviour traits</p>
	Rights and Responsibilities	<p>I can give examples of human rights</p> <p>I can give examples of responsibilities which go alongside rights</p> <p>I can explain how my choices impact others</p>
	Should we keep secrets?	<p>I know that I shouldn't keep secrets that hurt or upset myself or others</p> <p>I know that adults shouldn't ask me to keep something secret that worries or upsets me</p> <p>I know who I can talk to if I need help</p>
Vocabulary	Responsibility, secret, rights	

CYCLE 3 – SPRING SRE (Year 5 only)		
RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (granular knowledge)
<p>I know how my body will change during puberty</p> <p>I can explain what privacy is regarding my own and others' bodies</p>	How will my body change?	<p>I can recognise what puberty is, including when and why it happens.</p> <p>I can identify some of the physical changes that happen to bodies during puberty.</p> <p>I can use scientific vocabulary for external male and female body parts, including genitalia.</p>
	How does puberty affect how I think or feel?	<p>I can identify some of the feelings experienced during puberty.</p> <p>I can describe how and why emotions can change during puberty.</p>
	How do I look after my physical and mental health during puberty?	<p>I can identify body parts or areas to keep clean during puberty.</p> <p>I can explain how to keep clean during puberty.</p> <p>I can describe ways to manage physical changes during puberty, including the use of products to keep clean.</p> <p>I can explain where to get help and support for managing my emotional well-being during puberty.</p>
	How do I stay safe at this stage in my life?	<p>I know that privacy and respect are very important as I grow up</p> <p>I understand that my body is my own and that no-one should touch me in a way that makes me feel uncomfortable</p> <p>I can identify where I could ask for help about anything that worries me about puberty</p>
Vocabulary	Puberty, penis, testicles, erection, vagina, womb, lining, emotions, hygiene, menstruation, menstrual cycle, sanitary towels	

CYCLE 3 SUMMER How can we help in an emergency?		YEAR 4
RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (granular knowledge)
<p>I know how to call 999</p> <p>I can put someone in the recovery position</p>	Dealing with an emergency	<p>I know how to call 999</p> <p>I know what the primary survey is</p> <p>I can put someone in the recovery position</p>
	Choking	<p>I know what choking might look like</p> <p>I know that choking is treated with back blows and abdominal thrusts</p>
Vocabulary	Emergency, primary survey, abdominal thrust, choking	

CYCLE 3 SUMMER How can we help in an emergency?		YEAR 5 and 6
RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (granular knowledge)
<p>I know when and how to perform CPR</p>	Dealing with an emergency	I am confident with following the primary survey and putting someone in the recovery position
	Carrying out CPR	I know the sequence for CPR and have practised it
Vocabulary	Emergency, primary survey, abdominal thrust, choking	

YEAR 6

1 year repeated cycle

AUTUMN – How Can Drugs Affect Health?

RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (Granular knowledge)
<p>I can name some medicines and say how they should be used correctly</p> <p>I can name some reasons why people may use illegal drugs</p> <p>I can explain the meaning of addiction</p>	<p>I can say how medicines should be used correctly</p>	<p>I can describe how medicines, when used responsibly, can support health and wellbeing</p> <p>I can describe how medicines, when used responsibly, can support health and wellbeing</p> <p>I can explain the safe use of medicines to help manage illness and allergies</p> <p>I can identify where to find further advice and guidance about the correct use of medicines</p>
	<p>I can learn about some of the risks and effects of legal and illegal drug use</p>	<p>I can explain the risks of using illegal and illegal drugs</p> <p>I know the laws surrounding the use of particular drugs</p> <p>I can analyse the risks of using legal and illegal drugs in particular situations</p>
	<p>I can explore reasons why people use drugs; managing situations and peer influence</p>	<p>I can explain why people may choose to use or not use a drug, and the different factors that might influence them</p> <p>I can explain why people may choose to use or not use a drug, and the different factors that might influence them</p> <p>I can describe strategies for managing peer influence in situations that might involve drugs</p> <p>I can explain how to express worries about a person's drug use and why this is important</p>
	<p>I can discuss drugs and alcohol in the media</p>	<p>I can identify mixed messages in relation to smoking/vaping and alcohol</p> <p>I can identify mixed messages in relation to smoking/vaping and alcohol</p> <p>I can describe how these messages might affect a person's thoughts, feelings and actions</p> <p>I can explain what would help a person to make informed decisions about health and where they could find reliable information</p>
<p>Vocabulary</p>	<p>Illegal drugs, prescription drugs, addiction, caffeine, alcohol, abuse</p>	

SPRING – SRE		
RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (granular knowledge)
<p>I know the features of healthy and unhealthy relationships</p> <p>I understand how babies are conceived</p> <p>I can suggest some ways you can deal with puberty which support physical and mental well-being</p>	I can explain what puberty is and suggest ways I can support my physical and mental well-being throughout	<p>I know what changes occur during puberty</p> <p>I can discuss changes my body will go through and I know what to expect</p> <p>I can discuss similar and different changes that males and females will go through during puberty</p> <p>I can explain how to look after my changing body, how to protect my body and how to stay safe</p>
	I can say how gendered stereotypes can affect us	<p>I understand what stereotypes are and what gender stereotypes are</p> <p>I can explain how gender stereotypes and representations could affect people</p> <p>I can support myself and others who might be struggling with expectations, stereotypes and self-confidence</p>
	I know what makes a loving relationship	<p>I know what a loving relationship is</p> <p>I understand that there are lots of different types of loving relationships</p> <p>I know the qualities that a loving relationship possesses</p> <p>I can explain the importance of loving relationships being mutual and consensual</p>
	I know what sexual intercourse is and that this is how babies are conceived	<p>I understand what a sexual relationship is and who can have a sexual relationship.</p> <p>I can judge when physical contact is unacceptable and I know how to respond.</p> <p>I can describe the terms ‘sexual relationship’ and ‘sexual intercourse’ and explain who can have sexual intercourse according to the law</p>
	I can explain how a baby is born and how they grow	<p>I can use accurate vocabulary when talking about reproduction</p> <p>I can use accurate vocabulary when talking about reproduction</p> <p>I can explain how a baby grows and how it can be born</p> <p>I can explain the different stages of a foetus’ growth</p>
Vocabulary	Marriage, civil partnership, puberty, conception, sexual intercourse, labour, placenta, womb, umbilical cord, reproductive organs, ejaculation, fertility, consent, respect	

SUMMER – What Can People Do with Money?		
RED LETTER LEARNING	LEARNING JOURNEY (Component knowledge)	MARKING LADDERS (granular knowledge)
	Decisions about money	<p>I can recognise where money comes from and how it is used</p> <p>I can describe different attitudes people may have towards money</p> <p>I can evaluate different ways to pay and identify which options are more useful or appropriate in different contexts</p> <p>I know the difference between a debit and credit card is</p> <p>I can analyse what influences people's decisions about spending money and how they manage those influences</p>
<p>I understand how budget, value and needs can influence decisions about spending money</p> <p>I can talk about some of the risks with money</p> <p>I can name an organisation which could help with money worries</p>	Saving and spending money	<p>I can identify how budget, value, and needs can influence decisions about spending money</p> <p>I can explain different ways that money can be saved and kept safe, and why this is important</p> <p>I understand what debit and credit mean in a bank statement</p> <p>I can explain the importance of keeping track of money</p>
	Making good decisions with money	<p>I can identify different influences on people's spending and how these can be managed</p> <p>I can describe how companies encourage people to buy products or goods</p> <p>I can explain what should be considered before making a decision to buy a product or service</p> <p>I can explain how spending choices can affect others and identify ways to make positive spending decisions</p>
	Money and wellbeing	<p>I can explain how the decisions someone makes about their money might affect their feelings</p> <p>I can explain how and why money worries can have an impact on emotional wellbeing</p> <p>I can identify sources of information and support</p>
	Money – what are the risks?	<p>I understand some risks with money such as getting into debt, high interest loans and gambling</p> <p>I understand what gambling is and the risks associated with it</p> <p>I know that there are organisations to help with money worries</p>
Vocabulary	Credit, debit, savings, interest, accounts, credit card, overdrawn, debt, finances, budgeting, gambling, loan sharks, loans, mortgage, repayment	

See also first aid objectives for Y5