Kentmere Academy and Nursery- Knowledge and Skills- PSHE

Nursery

Term	Learning objective	Knowledge	Skills
Autumn 1	To understand the importance of rules, routine and behaviour. To know the PANTs rule. To develop confidence and self esteem	**I know where things belong in the classroom** **I know how to sit on the carpet.** **I know who my teachers are.** **I know what class rules are.** **I know that pants are private.** **To understand who I am and my own needs.** **To know that I am unique.**	**I can wait my turn.** **I can share with a friend.** **I can follow the class rules.** **I can listen to others.** **I can tell others my pants are private.** I can talk about how I am similar and different to my peers.
Autumn 2	To be able to manage their own needs.	**I know where the toilets are.** **I know how to line up.** **I know where to keep my coat.** **I know where to keep my bag.**	**I can wash my hands by myself.** **I can walk in a line, one behind the other.** **I can take my shoes off.** **I can put my own coat on.**

	To know and name some big feelings.	**I know where the snack table is.** **I know when to stop pouring.** **I know that we all have feelings.** **I know that feelings can change.**	**I can hang my coat up.** **I can choose a healthy snack.** **I can pour my own drink of water.** **I can name some big feelings.** **I can recognise some big feelings in others.**
Spring 1	To understand different feelings and emotions.	**I know how to make myself happy.** **I know that I can help to make others feel happy.** **I know that faces change depending on their feelings.** **I know to respect the ideas of others.**	**I can say when I feel happy.** **I can say when I feel sad.** **I can say when I feel angry.** **I can say when I feel frightened.** **I can say how others are feeling.** **I can be kind to others.**
Spring 2	To understand right and wrong.	**I know what a good choice is.** **I know what a bad choice is.** **I know the class rules.** **I know that rules keep me safe.**	**I can make good choices.** **I can follow the class rules.** **I can help others to make good choices.**

	To learn about forgiveness	**I know how to apologise and offer help to another.** **I understand what I am grateful for.**	**I can identify when I have made a mistake** **I can apologise if I have made a mistake or made a poor choice.** **I can say thankyou to someone who does something kind for me.** **I can name services that can help us in the community.**
Summer 1	To be able to build positive relationships.	**I know who I can ask for help.** **I know who my friends are.** **I know how to be a good friend.** **I know people have different hair colours.** **I know people have different skin colours.** **I know people wear different clothes.**	**I can play nicely with others.** **I can ask an adult for help.** **I can engage in conversation with a friend.** **I can engage in conversation with a familiar adult.** **I can share resources with my friends.** **I can talk with others to solve conflicts.**
	To know that homes around the world look different.	**I know that at home I should feel safe.**	I can explain how homes can look different but can provide shelter and safety.
Summer 2	To identify ways to keep safe.	**I know how to keep myself clean.** **I know how to clean my teeth.** **I know what to wear when it is sunny.**	I can keep myself safe in the sun by - Drinking lots of water - putting on suncream

		I know what to wear in different weather. **I know to hold a grown ups hand when crossing the road.** **I know that germs can make me ill.**	- finding shade. **I can clean my teeth.** **I can put my rubbish in the bin.**

Reception

Term	Learning objective	Knowledge	Skills
Autumn 1	To understand the importance of rules, routine and behaviour.	I know I am a valuable individual. I know how to talk positively about myself and others. **I am aware of boundaries set and of the behavioural expectations within the setting.** **I know what the class rules are and how to follow them.** **I know how to make good choices.** I know that my actions have consequences.	I can express my own preferences and interests. I can talk about myself positively. I can identify my likes and dislikes. **I can contribute towards and follow a set of classroom rules.**
	To know the PANTS rule.	**I know about the PANTS rule.**	I can talk about the PANTS rule. I know why the PANTS rule is important. **I can talk about how to keep myself safe.**
Autumn 2 *(Think Equal Weeks 1 - 6)*	**Marvellous Me** To understand similarities and differences between	**I have a strong sense of who I am.** I know and understand the concepts 'same' and 'different'	**I can talk about things that are the 'same' and things that are 'different'** I can celebrate similarities and differences. I can demonstrate self-confidence

	themselves and others.		
	These Feelings To understand different feelings and emotions.	**I know about different feelings and emotions.** I know and understand that feelings will come and go. I know strategies for managing feelings.	I am able to look after myself. **I am able to communicate my feelings and emotions.** **I can recognise different feelings in myself.** I can recognise the feelings of others.
	The Weather Inside Me. To understand different feelings and emotions and recognise these in themselves.	**I know about different feelings and emotions.** I know and understand that feelings will come and go. I know strategies for managing feelings.	**I can name different feelings.** **I can recognise different feelings in myself.** I can use a Mood Meter. I can give examples of how emotions in our bodies can feel like different types of weather.
	Exploring Kindness To understand kindness and how to show kindness to	**I know what kindness means.** I know how to show kindness to others.	I can identify similarities and differences in myself and others. **I can discuss what kindness is and what kindness looks like.**

	others.		I can show kindness to others.
	Ted the Tiger Tamer To understand how to control the emotion of anger.	**I know what 'angry' means.** **I know what strategies I can use to control my big emotions.**	I can name different emotions. **I can recognise what anger may look like.** I can link emotions to feelings inside the body. **I can use tools to help calm my body and brain.**
	The Secret Adventures of Anonymouse. To understand kindness and how to show kindness to others.	**I know how to build positive relationships with my peers.** **I know that small acts of kindness can inspire other acts of kindness.**	**I can discuss what kindness is and what kindness looks like.** **I can show kindness to others.** I can perform acts of kindness around the school and classroom.
Spring 1 *(Think Equal Weeks 7 - 12)*	**Curly the Chameleon** To name and recognise different emotions.	**I know the names of different emotions.** I understand the levels of energy and pleasantness on the Mood Meter.	**I can identify and name different emotions that I am feeling.** I can recognise feelings and emotions in others. I can use the Mood Meter.
	Practising Kindness To understand	**I know what kindness is and what it looks like.**	**I can show kindness to others.** I can talk about times that I have been kind.

	kindness and how to show kindness to others.	I know ways of showing kindness based on the group agreements.	I can identify acts of kindness.
	Ahmed's Journey To understand the five senses.	**I know the 5 senses.** I know how our senses help us.	**I can name the 5 senses.** I can describe how high and low energy can feel in my body. I can use my senses to talk about how I am feeling.
	Faisal's not Himself To understand how to recognise feelings and emotions within themselves and how to express these.	**I know the names of different emotions.** **I know how to express my own feelings.** I know that people like different things.	**I can recognise emotions within myself.** **I can talk about how others might be feeling.** I know that boys and girls can do the same things. I can talk about things that I like.
	Biyu the Brave Pea. To understand the feelings and views of others.	**I know the names of different emotions.** **I know how to express my own feelings.**	**I can recognise emotions within myself.** **I can talk about how others might be feeling.** **I can listen to the views of others.** I can show empathy to others.

	Thabo and the Trees. I understand ways to look after the environment and living things.	I understand the interconnectedness of all living things. **I know different ways to look after the environment and living things.**	**I can show a sense of responsibility for the environment.** **I can talk about some of the different ways to look after the environment and living things.**
Spring 2 *(Think Equal Weeks 13 - 18)*	**Exploring Sensations** To understand different sensations they may feel.	**I know that I have different feelings.** **I know what a sensation is.** I know that my senses can help my body understand what I am feeling.	**I can list vocabulary words that describe various sensations.** **I can list different emotions.**
	Passing Clouds To understand how to recognise and control their own feelings.	**I know the names of different emotions.** I know how to express my own feelings. **I know some strategies I can use to help me control my feelings.**	**I can recognise and name different feelings.** **I can talk about the ways I can control my feelings.**
	Yoshi is Different To recognise what makes us unique.	**I know about similarities and differences between myself and others.** **I know what makes me special.**	**I can demonstrate confidence in myself and my unique talents.** **I can talk about my own interests.** I can show empathy towards others who have different ideas and/or interests.

	Nisha and the Tiger To show kindness and compassion to others.	**I know what kindness is and what it looks like.** **I know how to show kindness to others.** I know that humans and creatures have feelings. I know that my feelings can change.	**I can show kindness to others.** I can talk about times that I have been kind. **I can show compassion for all creatures – animals and humans.** I can express empathy for others.
	Fransico's Family To understand similarities and differences between families.	**I know that families can look different.** I understand that different families often share similarities but are also different in many ways.	**I can talk about who is in my family.** I can talk about things I like to do with my family. I can identify things that make my family unique. I can recognise similarities and differences between my own family and the family of others.
	Help now! (Activities 5 and 6) To understand strategies to regulate the body.	**I know that I have different feelings.** **I know what a sensation is.** **I know what strategies I can use to regulate my body.**	**I can recognise and name different sensations.** I can discuss the feelings of different sensations on my body. I can practise paying attention to sensations.
Summer 1	**Zelda goes on Holiday**	**I know what empathy is.** I know how to show empathy to others.	**I can show empathy and compassion to others.**

(Think Equal Weeks 19 - 24)	To begin to show empathy to others.	**I know how I can help others.**	I can demonstrate an understanding of compassion for those less fortunate than me. I can see things from a different perspective
	The Monster in the Smoke To understand the difference between fair and unfair.	**I know what is fair and unfair.**	I can demonstrate critical thinking skills. **I can identify when something is unfair.** I can suggest ways to make things fair.
	Nothando's Journey To understand how to recognise and control their own feelings.	**I know how to help my body find calm when I am feeling unpleasant emotions.**	I can identify pleasant and unpleasant emotions. I can practise calming strategies I have learnt. **I can name the five senses.** **I can self-regulate.**
	Reha to the Rescue To recognise the different emotions can be expressed.	I can name different emotions. **I know what different emotions look like.** I understand that all humans and creatures are important and can be cared for in safe ways	I can recognise various emotions. I can recognise the various ways emotions can be displayed (face, body etc.) I can talk about the different ways to look after humans and creatures.
	My Amazing Brain A	**I know that we all have a brain.**	**I can name three things the brain can do.**

	To understand the basic function of the brain.	**I know why my brain is important.**	
	A Tiny Seed I can recognise ways I can make a positive difference.	**I know ways I can make a positive impact.** I know why trees are important.	**I can talk about ways I can make a positive impact on others.** **I can discuss the varying emotions.** I can talk about who is in my community.
Summer 2 *(Think Equal Weeks 25 - 30)*	**My Amazing Brain B** To understand the basic function of the brain.	**I know that we all have a brain.** **I know why my brain is important.** I know that neurons create pathways in the brain. I understand that the brain is growing, and can always become stronger.	I can name three things the brain can do. I can talk about what the different parts of the brain do.
	Our Home To begin to understand the concept of shared responsibility.	**I know ways I can look after the environment.** **I know why it is important to look after the environment.**	I can talk about ways to care for Earth. I can demonstrate a sense of responsibility towards the Environment. **I can explain the meaning of shared**

			responsibility and can explain my part in it.
	Gokul's Game To identify different emotions in themselves and others.	**I know the names of different emotions.** I know how to make others feel good.	I can name and identify emotions in myself and others. I can describe how someone might be feeling and discuss reasons for this. **I can name strategies that I can use to help others feel included.**
	My Dream in the Drawer To understand the meaning of ambition and set future aspirations for themselves.	**I know the meaning of ambition.** I know that boys and girls can do the same things. I know that people like different things.	I can talk about the meaning of ambition. I can set a long-term goal for myself. I can understand that different people have different ambitions.
	Sydney the Seahorse To recognise similarities and differences between themselves and	**I know about similarities and differences in myself and others.** I know that skin colours are different shades.	I can talk about the similarities and differences between myself and others. I can talk about what makes me unique. I can discuss diversity in skin colours positively.

	others.		
	Dehi and Nnedi and the Very Large Cushion To understand ways to resolve a conflict.	**I know how conflicts can be resolved.**	I can practise strategies for peaceful conflict resolution based on empathising with others and conversation. I can show perspective-taking skills.

Cycle A- Year 1/2

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
Year 1/2	**Relationships** **Y1 Families and Relationships Lesson 2**	**Autumn 1** **Week 1**	To begin to understand the importance and characteristics of positive friendships ***Pol Ed Y1 How can I make friends***	**I know positive friendships make me feel happy and secure** **I know the characteristics of a friendship**	I can explain what I like about my friends **I can explain some characteristics of a good friend**
	Relationships **Y1 Families and Relationships Lesson 3**	**Autumn 1** **Week 2**	To recognise how others show feelings and how to respond ***Pol Ed Y1 What do feelings feel like?***	**I can recognise when other people might feel sad, worried or angry** **I understand that people can feel differently from me**	I can show that I care by listening and thinking about what they say I can offer advice
	Relationships **Y1 Families and Relationships**	**Autumn 1** **Week 3**	To begin to understand that being friendly to others makes them feel welcome and included	**I know good friendships are welcoming towards others, and do not make others feel lonely**	**I can explain what friendly behaviour is** **I can explain how being unfriendly can affect other people**

	Lesson 6		***Pol Ed Y1 How can I be an ally?***	**I understand the difference between a friend and friendly behaviour**	
Year 1/2	**Relationships** **Y1 Families and Relationships** **Lesson 4**	**Autumn 2** **Week 1**	To begin to understand how friendships can make us feel ***Pol Ed Y2- How can I work with different people?***	I understand the feelings we may have about working with different people **I understand how to work together in a new group**	**I can work with people I don't know very well** I can explain what is good about working with different people
	Relationships **Y1 Families and Relationships** **Lesson 5**	**Autumn 2** **Week 2**	To begin to understand that friendships can have problems but we can overcome them ***Pol Ed - Y1 What if my friends are making me feel sad?***	**I understand that friends can sometimes fall out** **I know that sometimes I might need an adult to help solve the problem** **I know which adults can help me**	I can explain ways I can overcome problems with my friends
	Relationships **Y1 Families and Relationships**	**Autumn 2** **Week 3**	To begin to understand what is meant by a stereotype	**I know what a stereotype is** **I understand that stereotypes about boys and girls exist**	**I can explain why stereotypes are often incorrect** **I can challenge stereotypes**

	Lesson 7				
	Relationships Y1 Safety and changing body Lesson 5	**Autumn 2** **Week 4**	To begin to understand the difference between acceptable and unacceptable physical contact ***Pol Ed Y1 Why are safe hands important?***	**I understand what consent and permissions are** **I understand that some types of physical contact are never appropriate** **I understand that some types of physical contact are appropriate**	**I can explain what to do if someone hurts me** **I can explain what I should do if I don't like someone having contact with me**
Year 1/2	**Keeping Safe** Y1 Safety and changing body Lesson 1	**Spring 1** **Week 1**	To know how to respond to adults in a safe and familiar context ***Pol Ed Y1 Who are my trusted adults?***	I understand how I should speak to adults in school **I understand who I should speak to if I am worried about anyone in school**	I can explain who works in my school **I can explain how school keeps me safe** **I can discuss what to do in different situations when speaking to adults**
	Keeping Safe Y1 Safety and changing body	**Spring 1** **Week 2**	To understand how to respond to adults in a range of situations ***Pol Ed Y1 - How can I keep safe in new places?***	**I know what a stranger is** **I understand who I should speak to if I am worried about anything an adult says or does**	**I can explain how to talk to adults in different situations** **I can explain why we should be cautious around strangers**

	Lesson 2				
	Keeping Safe **Y1 Safety and changing body** **Lesson 3**	**Spring 1** **Week 3**	To understand what to do if you get lost	**I know what to do if I get lost** **I can tell someone my mum/dad/carer's name** **I know that I should not share further personal information with strangers**	I can explain what it feels like to be lost or to have lost something **I can explain what to do if I get lost**
Year 1/2	**Keeping Safe** **Y1 Safety and changing body** **Lesson 6**	**Spring 2** **Week 1**	To begin to understand how to use medicine safely ***Pol Ed - Y2 What are medicines?***	**I understand what medicine can safely go into my body** **I understand what medicine can safely go onto my body** **I know that medicines should be stored safely**	I can explain why I should never put some things into my body I can explain what to do if I am unsure about something **I understand that I should never take medicines without adult permission**
	Keeping Safe **Y1 Safety and changing body** **Lesson 7**	**Spring 2** **Week 2**	To understand that there are dangers at home and how these can be avoided. ***Pol Ed Y1 How can I use things at home safely?***	**I understand that there can be hazards in the home** **I know what I need to do if there is an accident at home**	**I can identify hazards in the home** **I can explain how I can make things safer by following simple rules**

	Keeping Safe **Y1 Safety and changing body Lesson 8**	**Spring 2** **Week 3**	To understand that there are services in the local community who help to keep us safe. ***Pol Ed - Y1 What is 999?***	**I know that some services have jobs which help to keep us safe** **I understand who I should speak to if I am worried about anything an adult says or does**	**I can explain how these services help to keep us safe** I can explain how I can help these services to keep me safe
Year 1/2	**British Values** **Y1 Citizenship Lesson 4**	**Summer 1** **Week 1**	To begin to recognise ways in which we are the same and different to other people ***Pol Ed Y2 How are we the same? How are we different?***	**I know what it means to be unique** **I know that differences are important and should be celebrated**	I can identify things that are the same about people in my class I can identify things that are different about people in my class
	British Values **Y1 Citizenship Lesson 5**	**Summer 1** **Week 2**	To understand the range of groups people belong to ***Pol Ed Y 2- What are different types of meetings?***	**I understand that there are a range of groups people belong to**	I can identify some groups I belong to **I can explain that some groups are chosen and some we just belong to**

	British Values **Y1 Citizenship Lesson 6**	**Summer 1** **Week 3**	To begin to understand how democracy works ***Pol Ed Y1 Why have different rules in different places?***	**I understand how voting works** **I understand what 'fair' means** **I know that democracy is a British Value**	**I can explain why voting is a fair way to decide something which affects a lot of people** I can explain how to decide on something fairly in class
Year 1/2	**Health and Wellbeing** **Y1 Health and Wellbeing Lesson 5**	**Summer 2** **Week 1**	To begin to understand how germs are spread and how we can stop them spreading	**I know that personal hygiene helps to stop the spread of germs** **I understand why I need to wash my hands** **I know when to wash my hands**	**I can explain how to wash my hands properly** **I can demonstrate how to wash my hands properly**
	Health and Wellbeing **Y1 Health and Wellbeing Lesson 6**	**Summer 2** **Week 2**	To begin to understand the risks associated with the sun ***Pol Ed Y2- How can I look after my body?***	**I understand that sunshine can be good for me** **I know the risks of too much sun**	I can explain the 5 things I need to do to keep myself safe in the sun

	Health and Wellbeing **Y2 Health and Wellbeing Lesson 7**	**Summer 2** **Week 3**	To understand ways of looking after our teeth	**I know that food and drink can affect my teeth** **I know what is good for my teeth** **I know what to avoid to keep my teeth healthy**	**I can explain how food and drink can affect my teeth and oral health** **I can explain what I can do to keep my teeth healthy**

Cycle B- Year 1/2

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
Year 1/2	**Rights and Responsibility** **Setting ground rules for RSE & PSHE Y2**	**Autumn 1** **Week 1**	I understand the rules within our school	**I know why we have rules in school** **I know the class charter** **I know the expectations set out in the behaviour curriculum**	I can take part in a class discussion I can explain some rules that help everyone learn
	Rights and Responsibility **Y2 Citizenship Lesson 1**	**Autumn 1** **Week 2**	To understand the importance of rules ***Pol Ed Y1 What can happen when rules are broken?***	**I understand why rules are important** **I know that the rule of law is a British Value**	I can identify different places where rules apply I can explain who makes rules and why
	Rights and Responsibility **Y2 Citizenship Lesson 7**	**Autumn 1** **Week 3**	To understand ways to share an opinion	**I understand that I can share my opinion on things which are important to me**	I can identify things I would like to make better in school I can give a short speech based on an idea using Kentmere's top tips for talking

			Pol Ed- Y1 How can I speak up?	**I know what makes a good speech using Kentmere's top tips for talking**	
Year 1/2	**Keeping safe** **Y2 Safety and the changing body** **Lesson 3**	**Autumn 2** **Week 1**	To begin to understand the difference between secrets and surprises	**I know what a surprise is** **I know what a secret is** **I understand when a secret should be shared with an adult**	**I can explain the difference between a secret and a surprise** **I can explain what to do if I am asked to keep a secret**
	Keeping safe **Y2 Safety and the changing body** **Lesson 4**	**Autumn 2** **Week 2**	To begin to understand the concept of privacy ***Pol Ed Y2 What are private body parts?***	**I understand what 'private' means** **I know that each person's body belongs to them**	**I can name parts of the body** **I can name the private parts of my body correctly (penis, testicles, vagina)**
	Keeping safe **Y2 Safety and the changing body**	**Autumn 2** **Week 3**	To understand safe and unsafe touches	**I know the PANTs rule** **I know what safe and unsafe touches are** **I know to ask for advice or help for myself or others**	**I can name someone I can talk to if I am worried about something** **I know how to report feelings of being unsafe or feeling bad about any adult.**

	Lesson 5			I know that my voice will be heard, and to keep trying	
Year 1/2	**Relationships** **Y2 Families and relationships Lesson 1**	**Spring 1** **Week 1**	To begin to understand the role of my family in my life ***Pol Ed Y2 What is a family?***	**I understand what a family is** **I understand that families are different**	I can explain how families care for children I can explain the positive features of a family
	Relationships **Y2 Families and relationships Lesson 2**	**Spring 1** **Week 2**	To begin to understand the range of families they may encounter now and in the future	**I understand that families can be made up of different people** **I understand that I should respect different types of families** **I know that tolerance is a British Value**	**I can discuss how families can be different and the same** **I can show respect and tolerance of families different from my own**
	Relationships **Y2 Families and relationships Lesson 3**	**Spring 1** **Week 3**	To recognise how others show feelings in different ways and how to respond	**I know that not everyone feels the same**	I can describe what someone else might be thinking I can describe what someone else might be feeling **I can describe what emotions might look like on the outside**
Year 1/2	**Relationships**	**Spring 2**	To learn how some friendships might make us feel unhappy and how to deal with this	**I know what makes a good friend** **I understand that friendships are not always positive**	**I can explain what I can do if a friendship is making me feel unhappy**

	Y2 Families and relationships **Lesson 4**	**Week 1**			**I know who in school can help with friendship problems**
	Relationships **Y2 Families and relationships Lesson 5**	**Spring 2** **Week 2**	To begin to understand courtesy and manners	**I understand that manners are important wherever I am** **I understand why manners and behaviours change in some situations**	I can explain where I might need to show extremely good manners I can demonstrate good manners using role play
	Relationships **Y2 Families and relationships Lesson 6**	**Spring 2** **Week 3**	To begin to understand how loss and change can affect us ***Pol Ed Y2 How can I deal with change?***	**I understand how memories can make us feel** I understand that remembering people or pets who have died or no longer live with us can be helpful	**I can discuss the happy memories I have** **I can explain how objects can help us to remember people or events**
Year 1/2	**Health and wellbeing** **PSHE Association (Mental health**	**Summer 1** **Week 1**	To recognise and describe different feelings in themselves and others	**I know that we all experience a range of feelings** **I know who can help me with feelings** **I know how I can help others**	I can name some feelings that I have I can explain how feelings can make my body feel I can describe how others might be feeling

	and emotional wellbeing pack) Lesson 1			**I know how I can help myself manage my feelings**	
	Health and wellbeing PSHE Association (Mental health and emotional wellbeing pack) Lesson 2	**Summer 1** **Week 2**	To understand that feelings change and that not everyone experiences the same feeling in the same situation	**To understand that people feel differently about things and situations** **To understand what can change my feelings**	**I can identify feelings that are good and not so good** I can suggest things that can help me with my feelings and how to make others feel better
	Health and wellbeing PSHE Association (Mental health and emotional wellbeing pack) Lesson 3	**Summer 1** **Week 3**	To learn about 'big' feelings and how to manage them	**I know that everyone has big feelings sometimes** **I know what helps me to feel better when I have a big feeling** I know that feelings can get stronger	I can describe how big feelings can affect my behaviour I can use words or phrases to ask for help with feelings

Year 1/2	**Keeping safe** **Y2 Safety and the changing body** **Lesson 6**	**Summer 2** **Week 1**	To understand ways to keep safe on and near roads	**I know that some roads are busier than others** **I know where the busy roads are near school**	**I can explain some rules to keep safe near traffic**
	Keeping safe **Y2 Safety and the changing body** **Lesson 7**	**Summer 2** **Week 2**	To learn how to cross roads safely	**I know the rules to cross the road safely** **I know the safe places to cross a road**	**I can practise crossing a road safely using role play** **I can explain ways that I can keep safe when coming to and from school**
	Keeping safe **Y2 Safety and the changing body** **Lesson 8**	**Summer 2** **Week 3**	To begin to understand how to stay safe with medicines	**I know what medicine is and what it is used for** **I understand that I should only take medicines if a grown up I trust says it is OK**	I can explain how I feel if I am unwell I can explain things that make me feel better

Cycle A- Year 3/4

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
Year 3/4	**Rights and responsibility** **Y3 Citizenship Lesson 1**	**Autumn 1 Week 1**	To begin to understand the UN convention on the rights of the child	**I understand that children have rights under the UN Convention** **I understand that not all children benefit from the rights** **I know that the rule of law is a British Value**	I can explain how some of these rights benefit me I can suggest what might stop me from benefiting from the rights I can suggest ways in which we can help others benefit from the rights

			Pol Ed Y3 What are children's rights?		
	Rights and responsibility **Y3 Citizenship Lesson 2**	**Autumn 1** **Week 2**	To understand the responsibilities of both children and adults to help all children benefit from their rights	**I understand that children have rights** **I understand that children have responsibilities to make sure other children can benefit from their rights**	I can explain how adults have responsibilities for maintaining children's rights I can explain what responsibilities I have for my own and other's rights
	Rights and responsibility **Y3 Citizenship Lesson 4**	**Autumn 1** **Week 3**	To understand the groups which make up the community ***Pol Ed Y4 Who makes up my community?***	**I know what community means** **I understand that there are buildings and places which are there for the community** I know that these community buildings are there for everyone	**I can explain what a community is** I can explain the links between the community groups and how they support each other **I can name some of the buildings in Smallbridge and Rochdale which are there for the community (library, playgroups, sports clubs, war memorials)**
Year 3/4	**Relationships** **Y3 Families and**	**Autumn 2** **Week 1**	To understand that families love and support each other but sometimes problems can occur	**I know that others' families, either in school or in the wider world,**	**I can show respect for the differences in family structures**

	Relationships Lesson 1		and help is available if needed ***Pol Ed Y3 Who are my key people?***	**sometimes look different from my family** I know that caring relationships are at the heart of happy families **I know there are people who can help if I am worried about anything in my family**	I can explain ways in which families support each other **I can recognise if relationships are making me feel uncomfortable** **I know where to seek help or advice**
	Relationships **Y3 Families and Relationships Lesson 2&3**	**Autumn 2** **Week 2**	To understand that friendships have ups and downs and that problems can be resolved ***Pol Ed Y3 What can I do when friendships go wrong?***	**I understand that I may experience problems with my friends and this is normal** **I understand that violence is never the right way to solve a problem** **I understand what bullying is** **I know the different types of bullying, including online bullying**	**I can explain some steps I can take to resolve problems with my friends** **I can explain some of the possible effects of bullying** **I know what help is available in my school if someone is being bullied**
	Relationships **Y3 Families and Relationships Lesson 5**	**Autumn 2** **Week 3**	To understand why trust is an important part of positive relationships	**I understand what trust is** **I understand how trust can be gained and lost** I know that there are times I might be less trusting	I can identify people I trust and why I can explain what I can do if I don't trust someone or they break my trust **I can explain what I would consider before trusting someone** **I can explain what I would do if I don't trust someone.**

	Relationships **Y3 Families and Relationships Lesson 6** (include stereotypes: gender and age lesson 7&8)	**Autumn 2** **Week 4**	To begin to understand the differences between people and why it is important to respect these differences ***Pol Ed Y3 How should we treat people?***	**I know the importance of respecting others, even when they are very different from me or make different choices or have different preferences or beliefs.** **I understand how I should treat people who are different to me** **I know that tolerance is a British value**	**I can identify similarities and differences between people** **I can explain how I should treat people who are different to me**
Year 3/4	**Money Matters** **Y4 Economic Wellbeing Lesson 1**	**Spring 1** **Week 1**	To begin to understand what makes something good value for money	**I understand what makes something good value for money**	I can explain why people see value for money differently I can explain other factors which might affect a decision to buy something
	Money Matters **Y4 Economic Wellbeing Lesson 2**	**Spring 1** **Week 2**	To begin to understand the importance of keeping track of money	I know the different ways in which we can spend money in our modern world **I understand why it is important to keep track of money**	I can explain the different ways in which we can spend money (Apple Pay, contactless card, chip and pin, cash) I can track how much money has been spent

				I know what budget means	I can work out how much money is left I can explain some ways of tracking money
	Money Matters **Y4 Economic Wellbeing Lesson 3**	**Spring 1** **Week 3**	To understand ways money can be lost and how this makes people feel	I understand that money can be lost in a variety of ways **I know ways that can be used to keep money safe**	**I can explain some feelings associated with losing money** **I can explain some ways to keep money safe**
Year 3/4	**Personal Safety** **Y3 Safety and the changing body Lesson 6**	**Spring 2** **Week 1**	To understand the choices people can make and those which are made by others	**I understand some choices I can make** **I understand why some decisions are made for me**	I can explain the choices that I make **I can explain who might make choices for me**
	Personal Safety **Y3 Safety and the**	**Spring 2** **Week 2**	To begin to recognise who and what can influence our decisions. To know how we can make sure we are making the right decision for ourselves.	I understand that there are people who will influence what I choose **I know some facts about legal and illegal harmful substances and risks, including smoking, alcohol use and drug-taking.**	I can use scenarios to identify influences on decision making I can explain how someone's influence might not be good for me **I can suggest ways to resist pressure to make bad decisions**

	changing body Lesson 7		***Pol Ed Y4 What is peer influence?***		
	Personal Safety **Y4 Safety and the changing body Lesson 4**	**Spring 2** **Week 3**	To develop understanding of privacy and the difference between secrets and surprises ***Pol Ed Y3 When should I break a secret?***	**I understand the difference between private and public** **I know that it is not always right to keep secrets if they relate to being safe** **I know who I can talk to if I am worried or uncomfortable about something an adult does**	**I can explain the difference between a secret and a surprise** **I can explain the NSPCC PANTS rule** **I can explain what I can do if I am worried or uncomfortable about something an adult does**
Year 3/4	**Personal Safety** **Y4 Safety and the changing body Lesson 1**	**Summer 1** **Week 1**	To understand that age restrictions are designed to protect us ***Pol Ed Y6- Why does media have age restrictions?***	**I know that age restrictions are designed to protect children** **I know why social media, some computer games and online gaming, for example, are age restricted.** I know that the CEOP website is a useful tool for reporting	I can give reasons to support a point of view **I can explain the importance of age restrictions**

	Personal Safety **Y4 Safety and the changing body Lesson 2**	**Summer 1** **Week 2**	To understand the benefits and risks of sharing material online ***Pol Ed Y3 What do we mean by risk?***	I understand that the internet can be a useful way to share information I know for most people the internet is an integral part of life I know how information and data is shared and used online **I know how to recognise and show respectful behaviour online and the importance of keeping personal information private**	**I can explain some of the risks of sharing some images online** **I know who I can talk to if I am worried about anything which has happened online**
	Personal Safety **Y4 Safety and the changing body Lesson 5**	**Summer 1** **Week 3**	To understand that not all information on search engines is valuable ***Pol Ed Y5- What is media literacy?***	I know how a search engine works. I can understand whether information will be useful or not **I know that all the information provided on the internet is not always reliable** **I know what 'reliable' means** I know that ads can be targeted based on my data	I can explain how a search engine works I can explain why some information might come up in my search that isn't relevant to me I can decide if a source of information is reliable
Year 3/4	**Mental Health**	**Summer 2** **Week 1**	To identify what's important to me and to take responsibility for my own happiness	**I understand that all emotions are important** I know that I can control some things but not others	**I can take some action to affect my own happiness** **I know some simple self-care techniques; rest, time spent with**

	Y4 Health and Wellbeing Lesson 5		***Pol Ed Y4 What are healthy habits?***	**I know what makes me happy**	**friends and family, hobbies and interests** **I know who to talk to if I feel unhappy or worried**
	Mental Health Y4 Health and Wellbeing Lesson 6	**Summer 2** **Week 2**	To understand a range of emotions ***Pol Ed Y3 How can intense feelings feel?***	**I understand it is normal to experience a range of emotions.** I know how to judge how I am behaving is appropriate and proportionate to what I am feeling.	**I can identify a range of emotions.** I can explain some emotions people might feel in different situations. **I can explain what to do if I experience negative emotions.**
	Mental Health Y4 Health and Wellbeing Lesson 7	**Summer 2** **Week 3**	To begin to understand what mental health is and who can help if I need it ***Pol Ed Y3 What is mental health?***	**I understand that we all have mental health as well as physical health.** **I understand that sometimes people need help with their mental health.**	**I can explain what mental health is.** **I can explain who I can talk to if I am worried about my mental health or someone else's.**

Cycle B- Year 3/4

Year Group	Topic	Week	Learning Objective	Knowledge	Skills

Year 3/4	**Healthy Me** Y4 Health and Wellbeing Lesson 1	**Autumn 1 Week 1**	To understand how we can look after our teeth	**I can understand what to do to keep my teeth healthy, including good oral hygiene and check ups at the dentist**	**I can explain key messages about dental health.** I can share this information effectively with my peers in a presentation
	Healthy Me Y3 Health and Wellbeing Lesson 1	**Autumn 1 Week 2**	To understand and plan for a healthy lifestyle including physical activity, rest and diet ***Pol Ed Y4 How do my choices help me to be healthy?***	**I understand what a balanced diet is** I know that what I eat affects my mood and behaviour I understand that I need more energy from food when I am more energetic **I know the risks associated with an inactive lifestyle**	**I can explain the mental and physical benefits of an active lifestyle** I can suggest ways of building regular exercise into weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile
	Healthy Me Y3 Health and Wellbeing Lesson 2	**Autumn 1 Week 3**	To understand the positive impact of relaxation on the body ***Pol Ed Y4 What is my body trying to tell me?***	**I understand the positive impact of relaxation on the body** I understand when is a good time to use this technique **I know that relaxation looks different for everyone**	To perform a range of relaxation stretches I can use stretching to ease muscle tension and relax **I can explain the impact of relaxation techniques on my physical and mental wellbeing**

Year 3/4	**Growing up** **Y4 Safety and the changing body** **Lesson 6**	**Autumn 2** **Week 1**	To recognise that change is part of growing up	**I understand I have changed physically and developed skills in my life so far**	**I can identify some physical changes I will go through before I become an adult** I can identify things I will be able to do when I am an adult which I cannot do now I can describe how I feel about growing up
	Growing up **Y3 Economic Wellbeing Lesson 5**	**Autumn 2** **Week 2**	To understand that there are a range of jobs available and to think about what job they might want to do ***Pol Ed Y4 How does school build my character?***	**I know that there are many jobs available to me when I am an adult I know that what job I do is up to me, my choices and my ambitions.**	I can aim high and be ambitious in my plans for a future job I can identify jobs I might want to do I can explain why I might be able to do a particular job I can explain jobs that I would not want to do
	Growing up **Y4 Economic Wellbeing Lesson 4**	**Autumn 2** **Week 3**	To understand that people's decisions about their careers can be influenced by a variety of things ***Pol Ed Y4 What can I be?***	**I understand that there are a range of influences on job choices** I understand that I am more likely to want to do a job that I am interested in	I can aim high and be ambitious in my plans for a future career I can identify positive and negative influences I can explain how someone might overcome negative influences

				I understand that my choices impact my career path	
	Growing up **Y4 Family and Relationships Lesson 8**	**Autumn 2** **Week 4**	To explore how we can help following a bereavement	**I know that change and loss is part of life that we all experience** **I understand what a bereavement is** **I understand that people deal with loss differently**	I can explain some things that might help someone who has experienced a bereavement I know where to go for help if I or someone I know needs it following a bereavement
Year 3/4	**Relationships** **Y4 Families and Relationships Lesson 1**	**Spring 1** **Week 1**	To develop understanding of courtesy and manners in a range of situations ***Pol Ed Y4 How can we be role models?***	**I know what good manners looks like** I understand that expectations for manners change in different situations I understand that good manners are one way of showing respect for others	I can identify some roles in society that are positions of authority I can explain what manners might be appropriate in a given situation **I can demonstrate courtesy and manners in a range of situations**
	Relationships	**Spring 1** **Week 2**	To begin to understand the physical and emotional boundaries in friendships	**I know that healthy friendships are positive and welcoming towards**	I can explain some boundaries in friendships (including digital boundaries)

	Y4 Families and Relationships Lesson 2		***Pol Ed Y4 What is a healthy friendship?***	**others, and do not make others feel lonely or excluded.** **I understand physical boundaries are different for different people** **I understand that I have the right to decide what happens to my body**	**I can explain what consent is**
	Relationships **Y4 Families and Relationships Lesson 3**	**Spring 1** **Week 3**	To understand that my behaviour can have an impact on others ***Pol Ed Y3 What do we mean by consent in friendships?***	**I know the characteristics of caring friendships** **I know the characteristics of healthy family life** **I understand that what I say and do affects others**	I can think of ways to make other people happy I can describe how making others happy makes me feel
Year 3/4	**Relationships** **Y4 Families and Relationships Lesson 4**	**Spring 2** **Week 1**	To understand the impact of bullying and the responsibility of bystanders to help ***Pol Ed Y3 What is bullying?***	**I know the different types of bullying (physical, verbal, social, cyber)** **I understand the impact bullying can have on individuals** **I understand the role bystanders can play in stopping bullying**	I can explain how each scenario makes the characters feel and why I can explain the reasons some children may bully others I can suggest things I could do if I saw bullying happening

	Relationships **Y4 Families and Relationships Lesson 5&6**	**Spring 2** **Week 2**	To explore stereotypes in fictional characters and think about how these might influence us	**I know what a stereotype is** **I know how stereotypes can be unfair and negative** **I understand that stereotypes can affect how I see people** I understand how stereotypes can relate to a number of factors	I can identify fictional characters who reinforce gender stereotypes I can explain the negative impact of stereotypes I can explain how stereotypes can influence children I can talk about people who do not conform to stereotypes
	Relationships **Y4 Families and Relationships Lesson 7**	**Spring 2** **Week 3**	To begin to understand that families are very varied, in this country and across the world	**I understand that families are all different and I should respect these differences** **I know that no country will have only one type of family**	I can identify differences and similarities in families in other countries

Year 3/4	**Health and Safety** **PSHE Association** **Water Safety- rivers and canals lesson pack**	**Summer 1** **Week 1**	To learn about keeping safe near canals and rivers ***Pol Ed Y4 How can I keep safe in my local area?***	I know why people might like to visit places with water, such as lakes, rivers, canals and reservoirs. I know where the reservoirs, lakes, rivers and canals are in our local area **I know that I should stay away from the edge and follow the signs when near water**	**I can identify hazards and hidden dangers near canals and rivers** **I can explain how to keep safe near canals and rivers** **I can demonstrate what to do if there is an incident or emergency**
	Health and Safety **Y3 Safety and the changing body Lesson 8**	**Summer 1** **Week 2**	To develop an understanding of safety on or near roads ***Pol Ed Y4 How can we keep safe on the road?***	**I understand the basic rules for keeping safe on or near roads** • **Staying on the pavement** • **Using a safe place to cross when you can** • **Stop, look, listen and think when you cross** **I know the dangers of playing near busy roads, such as Halifax road.**	**I can explain rules for keeping safe** **I can explain how to cross a road safely, including the use of a subway** I can create a road safety poster or video to share key messages for our local area
	Health and Safety	**Summer 1** **Week 3**	To understand the role they can take in an emergency situation	I understand it is most important to ensure the safety of myself and others in the event of an emergency	I can explain and demonstrate some of the steps to assist an emergency using role play

	Y3 Safety and the changing body Lesson 1		***Pol Ed Y3 What are emergency situations?***	**How to make a clear and efficient call to emergency services if necessary** **I know that I can call 999 or 112** I know that even if my phone has no credit, it can still be used to make this phone call	I can assist in an emergency by correctly calling for help **I can give the correct information to emergency services if they are called to an incident**
Year 3/4	**Diversity** **PSHE Association: Belonging Toolkit - Empathy towards migrant families**	**Summer 2** **Week 1**	To explore what it means to belong (Book - my name is not refugee)	**I know what belonging means** I understand what difficulties people may face when they move to a new place **I know that people can belong to different places and groups**	I can suggest ways to help someone who is new to my school to help them feel that they belong **I can explain how I can be sensitive and kind towards someone new**
	Diversity **Y4 Citizenship Lesson 5**	**Summer 2** **Week 2**	To understand the value of diversity in a community ***Pol Ed Y4 What is diversity?***	**I understand that communities are made up of different groups**	**I can explain what different people bring to community** I can explain why differences benefit a community **I can explain the ways in which diversity benefits Rochdale**

	Y4 Citizenship Lesson 6	**Summer 2 Week 3**	To develop an understanding of the role of local government	**I understand the role of local councillor** **I know that democracy is a British Value** I can name the local councillor for Smallbridge and Firgrove	I can explain how local residents can share their ideas with the local councillor **I can explain democracy within local government** I can identify some issues which a local councillor might be able to help with

Cycle A- Year 5/6

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
Year 5/6	**Ambition and Careers** Y5 Economic well being Lesson 1 and 2	**Autumn 1 Week 1**	To understand that a loan can be a way to pay for things but that it needs to be repaid To understand income and expenditure and how to track money	I understand that people sometimes borrow money to buy things **I understand that if you borrow money you have to return it** **I understand that there are different ways to borrow money and most will have a cost**	I can explain why people make different decisions about money I can recognise differences in how people deal with money and the the role of emotions in this **I can discuss what income and expenditure is**

			Pol Ed Y5 What are the risks with money?	I understand that there are choices to be made on how to earn money	I can track income and expenditure. I can explain why people might make different choices about money
	Ambition and Careers **Y5 Economic well being Lesson 4**	**Autumn 1** **Week 2**	To understand how to put together a weekly budget	**I understand that having a budget helps people know how much they can spend and prioritise spending.** **I understand some of the feelings associated with money.**	I can devise a budget based on priorities. **I can explain why income might change and how families might deal with this.**
	Ambition and Careers **Y5 Economic well being Lesson 5**	**Autumn 1** **Week 3**	To understand that stereotypes can exist in the workplace but they should not affect people's career aspirations	**I understand that stereotypes can exist in the workplace.** **I understand the different types of stereotyping.**	**I can explain how stereotypes might affect people.** I can discuss some ways that stereotypes can be overcome in the workplace.
Year 5/6	**Citizenship** **Y5 Citizenship**	**Autumn 2**	To begin to understand how parliament works	I understand how parliament works.	**I can explain what the parts of parliament are.**

	Lesson 6	**Week 1**	***Pol Ed- Y6 What is a debate?***	**I know that parliament is made up of the House of Commons, the House of Lords and the Monarch.** I know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.	**I can identify some qualities needed to be an MP.** **I can identify ways people can bring about change in society.**
	Citizenship **Y6 Citizenship Lesson 6**	**Autumn 2** **Week 2**	To begin to understand how government works	**I know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.**	I can explain how people can influence what happens in parliament. I can discuss the different ways to challenge prejudice and discrimination.
	Citizenship **Y5 Citizenship Lesson 2**	**Autumn 2** **Week 3**	To explore the links between rights and responsibilities	**I understand that rights apply to everyone.** **I understand that there are responsibilities as well as rights.**	**I can explain what freedom of expression means and what limitations there are.** **I can explain how rights and responsibilities link.**
Year 5/6	**Citizenship** **Y6 Citizenship**	**Spring 1** **Week 1**	To understand human rights, including the right to education.	**To know that education is an important human right.**	I can explain why education is important and is included as a human right.

	Lesson 1			**I understand human rights are there to protect everyone.** I understand why individuals campaign for causes they believe in.	**I can explain human rights.** I can discuss how education and other human rights protect us.
	Citizenship **Y6** **Citizenship** **Lesson 4**	**Spring 1** **Week 2**	To recognise prejudice and discrimination and learn how this can be challenged ***Pol Ed Y6 How can we challenge sexism?***	**I understand what prejudice and discrimination are and why they are wrong.** **I understand how and why people campaigned against discrimination in the past.**	**I can explain how I might challenge prejudice and discrimination.** I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.
	Citizenship **Y5** **Safety and the changing body** **Lesson 7**	**Spring 1** **Week 3**	To begin to understand the influence others have on us and how we can make our own decisions ***Pol Ed Y5 What is peer pressure?***	**I understand that other people might try to influence my decisions and choices.** **I understand that county lines are an example of criminal exploitation.** **I know how making poor choices can seriously affect my life.**	I can explain some things I can make my own decisions about. **I know some strategies I can use to overcome pressure from others.**

Year 5/6	**Relationships** **Y5 Families and relationships Lesson 3** **PSHE Association - Rosie's story lesson 1**	**Spring 2** **Week 1**	To understand the concept of marriage To know about the different types of families and how these can change. ***Pol Ed Y6 What does the law say about marriage?***	**I understand that marriage is a legal commitment** **I understand that marriage is an individual choice.** **I understand that marriage has to be consensual.** **I understand that it is against the law to marry before the age of 18.** **I understand that there are different types of families and these can change.**	**I can explain why people might decide to get married.** I can explain what happens if families change. **I can describe the different ways in which people can be a family.** I can describe the range of emotions that people feel when parents separate.
	Relationships **Y5 Families and relationships Lesson 4**	**Spring 2** **Week 2**	To begin to understand self-respect. ***Pol Ed Y5 What is my personal identity?***	**To know the importance of self-respect and how this links to my own happiness.** **I understand that having respect for myself will help me make good choices.**	I can identify positive attributes in my peers. I can identify positive attributes that make me who I am.
	Relationships **Y5 Families and relationships**	**Spring 2** **Week 3**	To begin to understand that family relationships can sometimes make children feel	**I understand that sometimes families can make children feel unhappy or unsafe.**	**I can explain why keeping secrets is not a good thing to do.** **I can explain why all families are different yet should be built around a similar kind of love and care.**

	Lesson 5		unhappy and what they can do if this happens.	**I know who can help me or my friends if something is making them feel unhappy or unsafe.**	
Year 5/6	**Relationships** **Y5** **Families and relationships** **Lesson 6**	**Summer 1** **Week 1**	To understand more about bullying and how to get help. ***Pol Ed Y5 How do words have power?***	**I understand what might lead to someone bullying others.** **I know who I can talk to if I am worried about bullying.**	I can explain how someone who is being bullied might feel. **I can discuss the different types of bullying.**
	Relationships **Y5** **Families and relationships** **Lesson 7**	**Summer 1** **Week 2**	To recognise how attitudes to gender have changed over time	**I know what a stereotype is, and how stereotypes can be unfair, negative or destructive.** **I understand that attitudes and laws relating to gender have changed over time.** I know that discrimination based on stereotyping is against the law.	I can explain why gender equality is important. **I can explore and question the assumptions we make about people based on how they look.** I can explain why our positive attributes are something to be proud of. I can explain the importance of self respect.

	Relationships **Y5** **Families and relationships** **Lesson 8**	**Summer 1** **Week 3**	To explore the impact of stereotypes and how they can lead to discrimination	**I understand that stereotypes around race and religion can be harmful.** **I understand that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.** **I know that discrimination based on stereotyping is against the law.**	I can explain how we make assumptions about people based on how they look. I can explain how stereotypes can affect the way people are treated and can lead to discrimination.
Year 5/6	**Health and Safety** **Y6** **Health and Wellbeing** **Lesson 3**	**Summer 2** **Week 1**	To understand and plan for a healthy lifestyle ***Pol Ed Y5 How might my activity levels impact the way I feel?***	**To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).** To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.	**I can take some responsibility for my mental and physical health.** I can set myself achievable goals. I can identify a variety of ways to maintain good habits.
	Health and Safety **Y6**	**Summer 2**	To understand the potential impact of technology on physical and mental health	**I understand that technology can have an impact on my health both physically and mentally.**	I can explain the pressures the use of technology can bring.

	Health and Wellbeing **Lesson 4**	**Week 2**	***Pol Ed Y5 How might being online impact the way I feel?***	I understand that developers design technology to make it as engaging as possible.	I can explain strategies to reduce the negative impact of technology on health. I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.
	Health and Safety **Y6** Safety and the changing body **Lesson 2**	**Summer 2** **Week 3**	To start to become a discerning consumer of information online ***Pol Ed Y5 What are online friendships?***	**I understand that not everything I read online is true.** **I understand that online relationships should be treated in the same way as face to face relationships.** **I know where to get help with online problems.**	I can explain some ways I can check if something is true. I can explain some signs that a news story is fake. I can discuss why information online isn't always reliable information.
After SATS - Money Management Week with Y6					

Cycle B- Year 5/6

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
Year 5/6	**Respect** **Y6 Families and relationships Lesson 1**	**Autumn 1** **Week 1**	To understand what we mean by respect and why it is important ***Pol Ed Y6- How can we respect different relationships?***	**I understand that everyone deserves a basic level of respect.** **I know that respect is a British Value.**	I can explain how I can earn respect from my peers and from adults. I can explain when respect might be lost.

	Respect **Y6** **Families and relationships** **Lesson 2**	**Autumn 1** **Week 2**	To understand that respect is two-way and how we treat others is how we can expect to be treated	**I understand respect is an important part of relationships.** **I understand that I should treat others how I expect to be treated myself.** **I know that respect is a British Value.**	I can explain how I want to be respected. I can recognise the difference between how we see ourselves and how others see us.
	Respect **Y6 Families and relationships** **Lesson 3**	**Autumn 1** **Week 3**	To explore other people's attitudes and ideas and to begin to challenge these	I understand that stereotypes can influence us without us really realising **I understand that I should treat others how I expect to be treated myself.** **I know that mutual respect is a British Value**	I understand that stereotypes can influence us without us really realising I can explore my opinions on a subject **I can listen to and respect other people's opinions** I can explain how people my age can make changes happen
Year 5/6	**Respect** **Y6**	**Autumn 2** **Week 1**	To understand stereotypes and be able to share information on them	**I understand a range of stereotypes.** **I can name the protected characteristics**	I can effectively share information on a topic. **I can explain how the media might influence our identity.**

	Families and relationships Lesson 4				
	Respect **Y6 Families and relationships** **Lesson 5**	**Autumn 2** **Week 2**	To resolve disputes and conflict through negotiation and compromise	**To know that a conflict is a disagreement or argument and can occur in friendships.** **To understand the concepts of negotiation and compromise.**	I can describe situations where conflict may arise. I can name different strategies to manage conflict. I can describe what conflict, negotiate and compromise mean.
	Respect PSHE association - Inclusion / Belonging and addressing extremism Lesson 4	**Autumn 2** **Week 3**	To understand how attitudes and opinions can sometimes be influenced by being exposed to prejudiced or extremist views To know how to how to resist and challenge these viewpoints ***Pol Ed Y6 How can we be allies against racism?***	**I understand how people can be influenced by those around them.** **I know where, when and how to seek support for self and others.** **I know what prejudice and extremist views are.** **I know what prejudice means** **I know what extremism means**	**I can describe some of the ways in which people may be influenced by others (positively and negatively).** **I can explain what is meant by someone having prejudiced or extremist views.** I can identify some different ways to manage negative influences

	Respect Y6 **Family and relationships** **Lesson 6**	**Autumn 2** **Week 4**	To begin to understand the process and emotions relating to grief ***Pol Ed Y6 What is grief?***	**I understand that loss and change can cause a range of emotions.** **I can explain what grief means** **I understand that grief is different for different people and in different situations.** **I know who I can talk to if I am worried about anything relating to grief.**	**I can explain what grief means.** **I can discuss the emotions related to grief.**
Year 5/6	**Identity** **Y6** **Identity** **Lesson 1**	**Spring 1** **Week 1**	To understand what factors contribute to identity	**I understand that a range of things make up identity.** I know that other people might see me differently to how I see myself.	**I can explain some factors which make up my identity.** I can explain how I might challenge how other people see me.
	Identity **Y6** **Safety and the changing body** **Lesson 2**	**Spring 1** **Week 2**	To start to become a discerning consumer of information online. ***Pol Ed Y5- What are deep fakes?***	**I understand that not everything I read online is true.**	**I can explain some ways I can check if something is true.** I can explain some signs that a news story is fake.

	Identity **Lesson 3**	**Spring 1** **Week 3**	To understand that the media manipulates images. ***PoI Ed Y5 What is media influence?***	**I understand that images can be manipulated and are not realistic.** **I know how to report inappropriate images.**	**I can explain why seeing these images all the time might be harmful.** I can explain what I can do about these images.
Year 5/6	**Personal Safety** **https://www.youthandpolicing.co.uk/wp-content/uploads/2018/09/County-Lines-Lesson-Plan.pdf**	**Spring 2** **Week 1**	To learn about county lines and gang activity	**To understand what county lines are.** **I can understand why people become involved in county lines operations.** **To understand when to get help.**	**I can make informed choices when being pressured by others.** **I can explain how to maintain resilience against becoming involved in county lines.**
	Personal Safety Grooming (Alright Charlie)	**Spring 2** **Week 2**	To understand the warning signs of grooming and CSE. ***PoI Ed Y5 What is grooming?***	**I know that unsafe adults can be strangers but also people that I know.** **I understand how to talk to trusted adults, when I do not feel safe.**	**I can identify the warning signs of grooming and CSE.** **I can identify at least one trusted adult I would talk to about grooming and CSE.**

	Personal Safety Gangs managing risks Lesson 1 (PSHE association KS3 unit- adapt) Use Silence the Violence resources- Rochdale youth violence team	**Spring 2** **Week 3**	Knife Crime / Gangs / Snitching culture (PSHE association KS3 unit- adapted) To know what the qualities of healthy and unhealthy social groups are To learn about the factors which contribute to a young person deciding to join or not join a gang ***Pol Ed Y6 What is a weapon?***	**I know what healthy and unhealthy relationships look like.** **I know the unhealthy characteristics which relate to gang activity.** **I understand why people join gangs.**	**I can differentiate between the features of healthy friendships and those associated with gang membership.** **I can explain why some young people may want to join a gang but most others do not.**
Year 5/6	**Permissions** **PSHE Association**	**Summer 1 Week 1**	To learn about giving and asking for permission (consent)	**I understand what consent means.** **I know when permissions should be granted.**	**I can identify situations where permission needs to be asked for.**

	Consent Pack			**I understand why permissions need to be asked for.**	**I can give examples of how to ask for, give, or not give permission.** **I can explain why asking for permission is important in different situations.**
	Permissions **PSHE Association Consent Pack**	**Summer 1** **Week 2**	To learn about personal boundaries ***Pol Ed Y5- What are my personal boundaries?***	**I know why boundaries are in place and that I have to respect them.** **I know that people have personal boundaries.** **I know who to go to for support or help.**	I can explain what is meant by 'personal space' and 'personal boundaries' and why these are important. I can describe how boundaries might be different for different people or in different relationships, e.g. with friends, family, at school or online. **I can identify what might make someone feel uncomfortable and what they could do, or who they could go to for help and support**
	Permissions **PSHE Association Consent Pack**	**Summer 1** **Week 3**	To learn about appropriate and inappropriate touch	**I understand the difference between appropriate and inappropriate touch.** **I know who to inform if physical contact feels unsafe or uncomfortable.**	**To know how to report concerns and identify differences between appropriate and inappropriate touch** **I can explain strategies for responding to unwanted physical contact.**

				I understand what FGM is and who to report my concerns to.	**I can identify who to tell and what to do if any physical contact makes them feel unsafe, uncomfortable, or worried.**
Year 5/6	**The changing body** **Y5 Safety and the changing body Lesson 3**	**Summer 2** **Week 1**	To understand physical changes during puberty ***Pol Ed Y5 How might puberty impact the way I feel?***	**I understand how the body changes as a child becomes an adult.** I understand what and who are the reliable sources of help with puberty. **I know that puberty happens at different ages for different people.**	**I can accurately label sexual external parts of the body.** **I can accurately label internal reproductive organs.** **I can explain the emotional changes during puberty.**
	The changing body **Y5 Safety and the changing body**	**Summer 2** **Week 2**	To understand the menstrual cycle	**I understand the process of the menstrual cycle.** I know who I can go to for help if I need to.	**I can explain some changes I will go through during puberty.** **I can discuss what a period is and how to deal with periods.**

	Lesson 4				
	The changing body **Y5 Safety and the changing body** **Lesson 5**	**Summer 2** **Week 3**	To understand emotional changes during puberty ***Pol Ed Y7 How can I cope with puberty?***	**I understand that puberty may change my feelings as well as my body.** **I understand that everyone is different and these differences are normal.** **I know who I can talk to if I am worried about anything.**	**I can explain the range of changes my body and emotions will go through during puberty.** I can explain the range of changes those of the opposite sex's body and emotions will go through during puberty.
After SATS - Transactional Analysis with Y6					