



PSHE including RSE

(subject progression)

Intent, Implementation and Impact



Intent

Our intent is to ensure that Knights Templar's Personal, Social, Health and Economic (PSHE) education develops the knowledge, skills and attributes that children need to manage their lives, now and in the future. It is our intention to ensure that all children and young people are equipped with the skills and knowledge to stay healthy and safe, build good, safe relationships while preparing them to make the most of life and work; providing them with the knowledge and skills to fulfill their academic potential.

Our PHSE curriculum is split into three core themes:

- 1) Health and Wellbeing
- 2) Relationships, including where appropriate, Relationships and Sex
- 3) The Wider World

The foundation of our PSHE Curriculum is our school values of *'For each child to be empowered to be the best they can be, with a thirst for learning, a zest for living and a spirit of kindness'*.

We aim to actively promote high self-esteem and high aspirations for all children, through an ethos that values every child. We support children to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others.

Our PSHE Curriculum encompasses many of the elements from our highly effective 'Spiritual, Moral, Social and Cultural' provision, including British Values.

Our intent is to ensure we fully adhere to the requirement of the latest statutory guidance and provide an environment that has safety, connection and compassion at its heart to ensure that we never unwittingly re-traumatise any of our community members and as such we have been recognised by Trauma Informed Schools UK as a Trauma and Mental Health Aware School.

Implementation

We implement a Question- Based Model approach to our PHSE curriculum and encourage the children to ask questions to help develop their understanding of the wider world.

*To ensure we meet **all** children's needs and learning we have adopted the PSHE Association Question-Based Model. The model is structured around an overarching question for each term or half term. These begin in key stage 1 as 'What?' and 'Who?' questions and build throughout Key Stage 2 into 'Why?' and 'How?' questions. The three core themes from the Programme of Study are fully covered - colour-coding highlights whether the overall topic focus is Health and Wellbeing, Relationships or Living in the Wider World, although some half term blocks will draw on more than one core theme. Teaching builds according to the age and needs of the pupils throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question.*

PHSE is also a way of living and being and we encourage, where possible skills to be utilized in everyday life not just in lessons. We encourage children to apply their understanding of society to their interactions within communities in order for them to become: a confident individual, a successful learner, a responsible citizen.

We ensure that teachers and any adult working with the children are skilled to deliver the depth and coverage that is needed. We have ensured that the planning in the medium-term planning is linked with resources provided by the PSHE Association in order that our staff are full supported.

Assessment

Assessment is as central to effective teaching and learning in PSHE education as it is in any other subject. Effective use of assessment allows pupils and teachers to reflect on the learning that has taken place, increases motivation for learning and helps to demonstrate impact. Thorough formative assessment processes; peer assessment, key questioning skills built into lessons and child-led self-assessment we are able to assess the impact of our PSHE Curriculum. 2

Curriculum portfolios are collected in half termly to assess how PSHE is being taught across the school. The impact of our findings help us to plan more effectively, identify any professional development needs, and identify any gaps in resourcing- all leading to enhanced progress, attainment and passion for the subject.

Impact

At the end of their time at Knights Templar, our young citizens will be:

- **Confident individuals** who feel valued members of our caring Christian school community; are self-disciplined to enable them to think for themselves and make the right choices; care for their own emotional and physical well-being; are proud of themselves, their school and their community.
- **Successful learners** who show initiative, perseverance and commitment to excel in their learning; have the vital skills to empower them in their future lives; are curious, adventurous and enthusiastic in their approach to challenges; are spiritually aware with a sense of wonder at the people and world around them.
- **Responsible citizens** who have a sense of Christian moral responsibility to others shown by fairness and generosity; have an understanding and empathy for others and show respect for different views and feelings; behave in a considerate and courteous manner to all; build and maintain friendships

Statutory Expectations:

Early Years Foundation Stage Framework:			
ELG	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
		Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
		Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs

By the end of Primary School, children should know:

Families and people who care for me

- *that families are important for children growing up because they can give love, security and stability.*
- *the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.*
 - *that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.*
 - *that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.*
- *that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.*
- *how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.*

Caring friendships

- *how important friendships are in making us feel happy and secure, and how people choose and make friends.*
- *the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.*
- *that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.*
- *that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.*
- *how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.*

Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

- *what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).*
- *about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.*
- *that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.*
- *how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.*
- *how to recognise and report feelings of being unsafe or feeling bad about any adult.*
- *how to ask for advice or help for themselves or others, and to keep trying until they are heard.*
- *how to report concerns or abuse, and the vocabulary and confidence needed to do so.*
- *where to get advice e.g. family, school and/or other sources.*

Knights Templar Long Term Plan and Linear Links

The following is taken from The PSHE Association, the national body for personal, social, health and economic (PSHE) education and organised to meet the specific needs of context:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 Year A	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
KS1 Year B	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
KS2 Year A	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
KS2 Year B	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?

Knights Templar

KS1 Learning opportunities in Health and Wellbeing

Pupils will know...

Healthy lifestyles (physical wellbeing)

- H1.** about what keeping healthy means; different ways to keep healthy
- H2.** about foods that support good health and the risks of eating too much sugar
- H3.** about how physical activity helps us to stay healthy; and ways to be physically active everyday
- H4.** about why sleep is important and different ways to rest and relax
- H5.** simple hygiene routines that can stop germs from spreading
- H6.** that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- H7.** about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- H8.** how to keep safe in the sun and protect skin from sun damage
- H9.** about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
- H10.** about the people who help us to stay physically healthy

KS2 Learning opportunities in Health and Wellbeing

Pupils will know...

- H1.** how to make informed decisions about health
- H2.** about the elements of a balanced, healthy lifestyle
- H3.** about choices that support a healthy lifestyle, and recognise what might influence these
- H4.** how to recognise that habits can have both positive and negative effects on a healthy lifestyle
- H5.** about what good physical health means; how to recognise early signs of physical illness
- H6.** about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
- H7.** how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
- H8.** about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
- H9.** that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
- H10.** how medicines, when used responsibly, contribute to health; that some

H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

Mental health

H11. about different feelings that humans can experience

H12. how to recognise and name different feelings

H13. how feelings can affect people's bodies and how they behave

H14. how to recognise what others might be feeling

H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things

H16. about ways of sharing feelings; a range of words to describe feelings

H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good

H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

	<p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>
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Ourselves, growing and changing

<p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p>	<p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p>
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H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹

H34. about where to get more information, help and advice about growing and changing, especially about puberty

H35. about the new opportunities and responsibilities that increasing independence may bring

H36. strategies to manage transitions between classes and key stages

Keeping safe

H28. about rules and age restrictions that keep us safe

H29. to recognise risk in simple everyday situations and what action to take to minimise harm

H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

H31. that household products (including medicines) can be harmful if not used correctly

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

H33. about the people whose job it is to help keep us safe

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

H35. about what to do if there is an accident and someone is hurt

H36. how to get help in an emergency (how to dial 999 and what to say)

H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

H38. how to predict, assess and manage risk in different situations

H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe

H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

H43. about what is meant by first aid; basic techniques for dealing with common injuries²

H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk³

Drugs, alcohol and tobacco

H37. about things that people can put into their body or on their skin; how these can affect how people feel

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);

H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping

H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

Linear Link 2: Relationships Progression

KS1 Learning opportunities in Relationships

Pupils will know...

- R1.** about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- R2.** to identify the people who love and care for them and what they do to help them feel cared for
- R3.** about different types of families including those that may be different to their own
- R4.** to identify common features of family life
- R5.** that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

KS2 Learning opportunities in Relationships

Pupils will know...

Families and close positive relationships

- R1.** to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- R2.** that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
- R3.** about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
- R4.** that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
- R5.** that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
- R6.** that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- R7.** to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
- R8.** to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
- R9.** how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

Friendships

R6. about how people make friends and what makes a good friendship

R7. about how to recognise when they or someone else feels lonely and what to do

R8. simple strategies to resolve arguments between friends positively

R9. how to ask for help if a friendship is making them feel unhappy

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

R13. the importance of seeking support if feeling lonely or excluded

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

Managing hurtful behaviour and bullying

R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online

R11. about how people may feel if they experience hurtful behaviour or bullying

R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R21. about discrimination: what it means and how to challenge it

Safe relationships

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R14. that sometimes people may behave differently online, including by pretending to be someone they are not

R15. how to respond safely to adults they don't know

R16. about how to respond if physical contact makes them feel uncomfortable or unsafe

R17. about knowing there are situations when they should ask for permission and also when their permission should be sought

R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. about seeking and giving permission (consent) in different situations

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Respecting self and others

R21. about what is kind and unkind behaviour, and how this can affect others

R22. about how to treat themselves and others with respect; how to be polite and courteous

R23. to recognise the ways in which they are the same and different to others

R24. how to listen to other people and play and work cooperatively

R25. how to talk about and share their opinions on things that matter to them

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

Linear Link 3: Living in the Wider World Progression

KS1 Learning opportunities in Living in the Wider World	KS2 Learning opportunities in Living in the Wider World
Pupils will know...	Pupils will know...
<i>Shared responsibilities</i>	
<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p>	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>
<i>Communities</i>	
<p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p>	<p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>

Media literacy & digital resilience

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others

L8. about the role of the internet in everyday life

L9. that not all information seen online is true

L11. recognise ways in which the internet and social media can be used both positively and negatively

L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

L13. about some of the different ways information and data is shared and used online, including for commercial purposes

L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Economic wellbeing: Money

L10. what money is; forms that money comes in; that money comes from different sources

L11. that people make different choices about how to save and spend money

L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want

L13. that money needs to be looked after; different ways of doing this

L17. about the different ways to pay for things and the choices people have about this

L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

L20. to recognise that people make spending decisions based on priorities, needs and wants

L21. different ways to keep track of money

L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations

L24. to identify the ways that money can impact on people's feelings and emotions

Economic wellbeing: Aspirations, work and career

L14. that everyone has different strengths

L15. that jobs help people to earn money to pay for things

L16. different jobs that people they know or people who work in the community do

L17. about some of the strengths and interests someone might need to do different jobs

L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life

L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them

L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid

L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

L31. to identify the kind of job that they might like to do when they are older

L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

Knowledge and Skills Progression Maps KS1 Year A:

KS1 Year A — MEDIUM-TERM OVERVIEW			
Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1 What is the same and different about us?	Relationships Ourselves and others; similarities and differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	<ul style="list-style-type: none"> what they like/dislike and are good at what makes them special and how everyone has different strengths how their personal features or qualities are unique to them how they are similar or different to others, and what they have in common to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private 	PSHE Association – Inclusion, belonging and addressing extremism, (KS1), ‘Sameness and difference’ Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 3, ‘Everybody’s body’ NSPCC – The underwear rule resources (PANTS) FPA – Growing up with Yasmine and Tom (5-7), Naming body parts (£)
Autumn 2 Who is special to us?	Relationships Ourselves and others; people who care for us; groups we belong to; families PoS refs: L4, R1, R2, R3, R4, R5	<ul style="list-style-type: none"> that family is one of the groups they belong to, as well as, for example, school, friends, clubs about the different people in their family / those that love and care for them what their family members, or people that are special to them, do to make them feel loved and cared for how families are all different but share common features – what is the same and different about them about different features of family life, including what families do / enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 1, ‘My special people’ Metro Charity, KS1, ‘Love and respectful relationships’ FPA – Growing up with Yasmine and Tom (5-7), Different families (£)

<p>Spring 1</p> <p>What helps us stay healthy?</p>	<p>Health and wellbeing</p> <p>Being healthy; hygiene; medicines; people who help us with health</p> <p>PoS refs: H1, H5, H6, H7, H10, H37</p>	<ul style="list-style-type: none"> • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy 	<p>1 decision (5-8) -Keeping/staying healthy £</p> <p>Islington Healthy Schools Team – DrugWise (£)</p> <p>FPA – Growing up with Yasmine and Tom (5-7), Keeping clean and taking care of myself (£)</p> <p>PSHE Association - Dental Health</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>
<p>Spring 2</p> <p>What can we do with money?</p>	<p>Living in the wider world</p> <p>Money; making choices; needs and wants</p> <p>PoS refs: L10, L11, L12, L13</p>	<ul style="list-style-type: none"> • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing • what money is - that money comes in different forms how • money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this 	<p>1decision (5-8) – Money matters £</p> <p>Experian - Values, Money and Me (KS1)</p>
<p>Summer 1</p> <p>Who helps to keep us safe?</p>	<p>Health and wellbeing</p> <p>Keeping safe; people who help us</p> <p>PoS refs: H33, H35, H36, R15, R20, L5</p>	<ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say how to respond safely to adults they don’t know what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard <p>how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</p>	<p>1 decision (5-8) – Keeping/staying safe £</p> <p>FPA – Growing up with Yasmine and Tom (5-7), Keeping safe (£)</p>

Summer 2

How can we look after each other and the world?

Living in the wider world

Ourselves and others; the world around us; caring for others; growing and changing

PoS refs: H26, H27, R21, R22, R24, R25, L2, L3

- how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively
- the responsibilities they have in and out of the classroom
- how people and animals need to be looked after and cared for
- what can harm the local and global environment; how they and others can help care for it
- how people grow and change and how people's needs change as they grow from young to old
- how to manage change when moving to a new class/year group

[Medway Public Health Directorate - Primary RSE Lessons – KS1, Lesson 2, 'Growing up: the human life cycle'](#)

[1 decision \(5-8\) - Being responsible £](#)

[Alzheimer's Society -Creating a dementia-friendly generation \(KS1\)](#)

[Experian - Values, Money and Me \(KS1\)](#)

KS1 YEAR B — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1 What makes a good friend?	Relationships Friendship; feeling lonely; managing arguments PoS refs: R6, R7, R8, R9, R25	<ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy 	FPA – Growing up with Yasmine and Tom (5-7), Friendships and feelings (£)

<p>Autumn 2</p> <p>What is bullying?</p>	<p>Relationships</p> <p>Behaviour; bullying; words and actions; respect for others</p> <p>PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25</p>	<ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	<p>1 decision (5-8) - Relationships £</p>
<p>Spring 1</p> <p>What jobs do people do?</p>	<p>Living in the wider world</p> <p>People and jobs; money; role of the internet</p> <p>PoS refs: L15, L16, L17, L7, L8</p>	<ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • 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>Spring 2</p> <p>What helps us to stay safe?</p>	<p>Health and wellbeing</p> <p>Keeping safe; recognising risk; rules</p> <p>PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p>	<ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them 	<p>Thinkuknow: Jessie and Friends</p> <p>1 decision (5-8) – Computer safety / Hazard watch £</p> <p>Red Cross – Life. Live it ‘Stay safe’</p> <p>Islington Healthy Schools Team – DrugWise £</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>

Summer 1

What can help us grow and stay healthy?

Health and wellbeing

Being healthy: eating, drinking, playing and sleeping

PoS refs: H1, H2, H3, H4, H8, H9

- that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest
- that eating and drinking too much sugar can affect their health, including dental health
- how to be physically active and how much rest and sleep they should have everyday
- that there are different ways to learn and play; how to know when to take a break from screen-time
- how sunshine helps bodies to grow and how to keep safe and well in the sun
- how to recognise, name and describe a range of feelings what helps them to feel good, or better if not feeling good how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)
- how feelings can affect people in their bodies and their behaviour
- ways to manage big feelings and the importance of sharing their feelings with someone they trust
- how to recognise when they might need help with feelings and how to ask for help when they need it

[1 decision \(5-8\) -Keeping/staying healthy £](#)

[PSHE Association - Dental Health](#)

Summer 2

How do we recognise our feelings?

Health and wellbeing

Feelings; mood; times of change; loss and bereavement; growing up

PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27

[PSHE Association – Mental health and wellbeing lessons \(KS1\)](#)

[1 decision \(5-8\) – Feelings and emotions £](#)

KS2 Year A — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1 How can we be a good friend?	Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments PoS refs: R10, R11, R13, R14, R17, R18	<ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 	Medway Public Health Directorate -Primary RSE lessons (KS2 - Y3), 'Friendship' FPA – Growing up with Yasmine and Tom (7-9), What makes a good friend? (£)

<p>Autumn 2</p> <p>What keeps us safe?</p>	<p>Health and wellbeing</p> <p>Keeping safe; at home and school; our bodies; hygiene; medicines and household products</p> <p>PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29</p>	<ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services 	<p>NSPCC – The underwear rule resources (PANTS)</p> <p>Red Cross – Life. Live it ‘Stay safe’</p> <p>Islington Healthy Schools Team – DrugWise £</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>
<p>Spring 1</p> <p>What are families like?</p>	<p>Relationships</p> <p>Families; family life; caring for each other</p> <p>PoS refs: R5, R6, R7, R8, R9</p>	<ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	<p>Coram Life Education – Adoptables Schools Toolkit</p> <p>FPA – Growing up with Yasmine and Tom (7-9), Families (£)</p>

Spring 2

What makes a community?

Living in the wider world

Community; belonging to groups; similarities and differences; respect for others

PoS refs: R32, R33, L6, L7, L8

Summer 1

Why should we eat well and look after our teeth?

Health and wellbeing

Being healthy: eating well, dental care

PoS refs: H1, H2, H3, H4, H5, H6, H11, H14

Summer 2

Why should we keep active and sleep well?

Health and wellbeing

Being healthy: keeping active, taking rest

PoS refs: H1, H2, H3, H4, H7, H8, H13, H14

- how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups
- what is meant by a diverse community; how different groups make up the wider/local community around the school how
- the community helps everyone to feel included and values the different contributions that people make
- how to be respectful towards people who may live differently to them
- how to eat a healthy diet and the benefits of nutritionally rich foods
- how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist
- how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health how
- people make choices about what to eat and drink, including who or what influences these
- how, when and where to ask for advice and help about healthy eating and dental care
- how regular physical activity benefits bodies and feelings how
- to be active on a daily and weekly basis - how to balance time online with other activities
- how to make choices about physical activity, including what and who influences decisions
- how the lack of physical activity can affect health and wellbeing
- how lack of sleep can affect the body and mood and simple routines that support good quality sleep
- how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried

[PSHE Association - Inclusion, belonging and addressing extremism \(KS2 -Y3/4\), 'Belonging to a community'](#)

[Premier League Primary Stars – Diversity](#)

[Worcester University - Moving and moving home \(KS2\)](#)

[PSHE Association - Dental Health](#)

KS2 YEAR B — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1 What strengths, skills and interests do we have ?	Health and wellbeing Self-esteem: self-worth; personal qualities; goal setting; managing set backs PoS refs: H27, H28, H29, L25	<ul style="list-style-type: none"> • how to recognise personal qualities and individuality to • develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking 	Premier League Primary Stars – Self-esteem / Resilience FPA – Growing up with Yasmine and Tom (7-9), Me, myself and I (£)
Autumn 2 How do we treat each other with respect?	Relationships Respect for self and others; courteous behaviour; safety; human rights PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10	<ul style="list-style-type: none"> • how people’s behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination how to respond to aggressive or inappropriate behaviour 	Premier League Primary Stars – Play the right way / Inclusion 1decision – Being responsible / A world without judgement £ Alzheimer’s Society -Creating a dementia-friendly generation (KS2)

		(including online and unwanted physical contact) – how to report concerns	
<p>Spring 1</p> <p>How can we manage our feelings?</p>	<p>Health and wellbeing</p> <p>Feelings and emotions; expression of feelings; behaviour</p> <p>PoS refs: H17, H18, H19, H20, H23</p>	<ul style="list-style-type: none"> • how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change how to access advice and support to help manage their own or others' feelings 	<p>PSHE Association – Mental health and wellbeing lessons (KS2 - Y3/4)</p>
<p>Spring 2</p> <p>How will we grow and change?</p>	<p>Health and wellbeing</p> <p>Growing and changing; puberty</p> <p>PoS refs: H31, H32, H34</p>	<ul style="list-style-type: none"> • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings how personal hygiene routines change during puberty how to ask for advice and support about growing and changing and puberty 	<p>Medway Public Health Directorate - Primary RSE lessons (Y4/5), 'Puberty'</p> <p>Betty – It's perfectly natural</p> <p>FPA – Growing up with Yasmine and Tom (7-9), Body care (£)</p> <p>FPA – Growing up with Yasmine and Tom (9-11), Changes at puberty (£)</p>

Summer 1

How can our choices make a difference to others and the environment?

Living in the wider world

Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions

PoS refs: L4, L5, L19, R34

- how people have a shared responsibility to help protect the world around them
- how everyday choices can affect the environment
- how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)
- the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues
- how to show care and concern for others (people and animals)
- how to carry out personal responsibilities in a caring and compassionate way

[Premier League Primary Stars / Sky Ocean Rescue – Tackling plastic pollution](#)

[RSPCA - Compassionate classroom lessons](#)

[Team Margot – Giving help to others \(resources on blood, stem cell and bone marrow donation\)](#)

[1decision – Being responsible / The working world](#)

[£](#)

[Experian - Values, Money and Me \(KS2\)](#)

Summer 2

How can we manage risk in different places?

Health and wellbeing

Keeping safe; out and about; recognising and managing risk

PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15

- how to recognise, predict, assess and manage risk in different situations
- how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)
- how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence
- how people's online actions can impact on other people
- how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online
- how to report concerns, including about inappropriate online content and contact
- that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law

[PSHE Association and GambleAware -Exploring risk \(KS2\)](#)

[Google & Parentzone – Be Internet Legends](#)

[NSPCC - Share Aware](#)

[Islington Healthy Schools Team – DrugWise £](#)

[FPA – Growing up with Yasmine and Tom \(7-9\), Is it risky? \(£\)](#)

*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020

In addition, the school takes part in Anti-Bullying Week each year in November. Themes relating to being a good friend, our core values and friendship issues including bullying are addressed each time we teach about health and wellbeing and relationships. In addition, assemblies, visiting speakers and story time are used to promote positive relationship models.

PSHE Vocabulary Progression

KS1 Vocabulary	KS2 Vocabulary
Health and Wellbeing	Health and Wellbeing
<p><u>Year A</u> Healthy, hygiene, care, unhealthy, balance, safe Unique, special, same, different, feelings, recognise Safe, restrictions, online, trust, feelings</p> <p><u>Year B</u> Routines, mental health, growing, changing, teeth, dentist, feelings, bereavement life cycle, human, bodies, responsibilities, goals, changes Medicines, safety, unsafe, danger, accident, emergency</p>	<p><u>Year A</u> Choices, healthy, unhealthy, influence, habits, lifestyle, physical Valuable, contributions, self-worth, setbacks, challenges, identity Hazards, risks, alarms, safety, rules, environment</p> <p><u>Year B</u> Balance, healthy, recognise, illness, support, care, dental health Identify, hygiene, emotion, help, puberty, information Drug, cigarettes, habit, e-cigarettes, vaping</p>
Relationships	Relationships
<p><u>Year A</u> Kindness, listening, honesty, friends, inclusion, arguments, help Online, bullying, feelings, differences, secrets, uncomfortable, worried Classmates, friends, common, differences, groups, situations, discussions, reasons</p> <p><u>Year B</u></p>	<p><u>Year A</u> Recognise, respect, stability, love, support, caring, unsafe Family, classmates, boundaries, respect, safe, behaviour, bullying Respect, help, responsible, self-respect, polite, cultures, society</p> <p><u>Year B</u> Friendships, positive, digital devices, communicating, contact, online, healthy Differentiate, experiences, bullying, dares, pressures, confidence, harmful, pretending</p>

<p>Kindness, listening, honesty, friends, inclusion, arguments, help</p> <p>Online, bullying, feelings, differences, secrets, uncomfortable, worried</p> <p>Classmates, friends, common, differences, groups, situations, discussions, reasons</p>	<p>Recognise, gender, race, faith, values, respect, differences</p>
<p>Living in the Wider World</p>	<p>Living in the Wider World</p>
<p><u>Year A</u></p> <p>Rules, care, environment, recycling, differences</p> <p>Internet, digital, devices, safety, online</p> <p>Strengths, interests, community, jobs, work</p> <p><u>Year B</u></p> <p>Groups, roles, teams, faiths, responsibilities, community</p> <p>Internet, purpose, value, content, currency, jobs, banks, savings, money, spending</p>	<p><u>Year A</u></p> <p>Laws, society, human rights, responsibilities, rights, police</p> <p>Leisure, online, reliable, websites, choices</p> <p>Jobs, vocation, myths, stereotypes, teamwork, achievements</p> <p><u>Year B</u></p> <p>Community, belonging, differences, volunteering, compassion, responsibilities</p> <p>digital footprint, organisations, online, adverts, fact/ fiction</p> <p>Budgets, value, important, payment, charities</p>

PSHE Non-negotiables

<i>Planning:</i>	<i>Resources:</i>	<i>Inclusion for All:</i>
<ul style="list-style-type: none"> • <i>School format for planning will be used and will identify: Learning Objective, Skills Progression, Teacher input, Practise It and Review It sections</i> • <i>Planning will be shared on p/drive with Key Stage Team</i> • <i>Resources will be identified on the planning</i> • <i>Links to other curriculum areas will be made where appropriate</i> 	<ul style="list-style-type: none"> • <i>PSHE overview</i> • <i>PSHE Association resources and website</i> • <i>KT Curriculum Overview</i> 	<ul style="list-style-type: none"> • <i>Pre-teaching of key vocabulary</i> • <i>Teacher modelling and scaffolding of language</i> • <i>Use of practical resources</i> • <i>Use of speaking and listening activities</i> • <i>Use of visual resources</i> • <i>Targeted vocabulary</i>