






PSHE at St Thomas' Primary School

Intent	<p style="text-align: center;"><i>'I have come that they may have life, and have it to the full.'</i> (John 10:10)</p> <p>At St Thomas', our PSHE curriculum focuses on providing children with positive and exciting opportunities to develop the knowledge, skills and understanding that are needed to flourish as individuals, so they are able to stay safe and healthy, living fulfilled lives in modern Britain. We believe that PSHE makes a significant contribution to the promotion of a child's sense of identity and self-esteem. It helps them to cherish themselves and others by understanding that they are uniquely and wonderfully made in the image of God. PSHE enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios, building resilience to handle setbacks and the challenges presented by an increasingly complex world. At St Thomas', we focus on developing children's emotional literacy which we feel is crucial to developing well-rounded individuals. PSHE lessons contribute to the development of self-awareness, social skills, managing feelings, motivation and empathy.</p>
Implement	<p>At St Thomas' we implement the three 'golden threads' of the PSHE curriculum progressively throughout the school, covering the PSHE Association's Programme of Study which is mostly compulsory ('Health & Wellbeing' and 'Relationships' is statutory, whilst 'Living in the Wider World' is non-statutory). We aim to provide this by delivering lessons and experiences that are dynamic, relevant and appropriate for the challenges and contexts of 21st century life as part of our commitment to broad outcomes for children. PSHE is delivered explicitly through planned and taught lessons / circle times each half term, but we recognise the need to embed many of these aspects and skills discretely through a 'hidden' curriculum as well, utilising cross-curricular links and everyday routines / strategies that we use instinctively and are in line with our school ethos, nurturing the children's personal development. For example, restorative approaches underpins so much of what we do and links to our Relationships & Behaviour Policy; HeartSmart is a resource we use across Collective Worship and lessons that helps build character and positively contributes to resilience and wellbeing, with a focus on healthy relationships... PSHE teaching focuses on developing skills as much as it does on teaching knowledge - both aspects are of importance and given prominence. A variety of teaching approaches are used and lessons are planned to include opportunities for children to work as pairs, in groups and to work independently. New information and knowledge is introduced in small steps. Effective questioning is a crucial component of all our lessons. Key questions are planned to encourage children to think about their learning, to reflect upon previous learning and to make connections between new and existing learning. Discussion is an important aspect of lessons and speaking & listening skills are practised and modelled regularly. Staff handle sensitive topics and questions carefully, following clear guidelines and making ground rules clear to children at the start of lessons. We encourage adults and children to use both rich language and precise vocabulary linked to the subject area that they are studying so that they can understand it and can then use it to reason, articulate and make generalisations. To ensure that the children get the best support in lessons adaptations are made in lesson design and resources.</p>
Impact	<p>We understand that we may not see the true impact of our PSHE curriculum on our children as our PSHE curriculum is just the beginning of a lifetime of learning. Our well-constructed and well-taught PSHE curriculum, once embedded, leads to great outcomes and contributes to positive behaviour and attitudes of our children. For example, relationships is a 'golden thread' within our curriculum. The starting point is nurturing a positive relationship with self to grow a sense of identity and self-esteem within individuals. They develop a high degree of empathy and social skills. Children learn about rights and responsibilities to themselves and others. Children are also equipped with a range of strategies to safeguard themselves and others, and to know how and when to access support. We ensure all groups of children are given the knowledge and cultural capital they need to flourish in life. We strive to ensure that our children are equipped with the skills (through a growth mindset approach) to fluently be able to retrieve key facts from their semantic memory and apply the skills to their own lives. The quality of our children's work, at every stage, is of a high standard. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage. The impact of St Thomas' PSHE curriculum is measured through the following:</p> <ul style="list-style-type: none"> • Assessment (formative and summative) • Pupil voice • Progress evident in floorbooks (KS1) and children books (KS2) • Staff voice • Seeking views of parents where appropriate • The behaviour and attitude of our pupils • Students are also equipped with a range of strategies to safeguard themselves and others
Context	<p>We are a school of faith and Christians believe that God came to give <i>'... life, and have it to the full.'</i> (John 10:10) We are committed to children's well-being and personal development in order to help them thrive and flourish across the whole curriculum, to experience this 'fullness' of life. The 'St Thomas' Way' and our core Christian values of perseverance, compassion, faith, joy, trust and community are at the heart of all that we do and are interwoven throughout our PSHE provision.</p>

PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map



Learning and Growing in the Sight of God

Learning	Growing	Sight of God
		
<p>At St Thomas' we have created a balance of knowledge and skills in each unit. Knowledge and therefore learning is built upon in each lesson, with regular opportunities given for knowledge retrieval. Children are given every chance of success in order to maximise motivation.</p>	<p>At St Thomas' the children are encouraged to grow in their understanding of themselves, others and the world around them, developing lifelong skills needed for learning, personal health, wellbeing, safety, healthy relationships, and to prepare them for the future.</p>	<p>Our church is at the centre of our community and our school. We link our Christian Values throughout our curriculum and work and learn together in the sight of God.</p>




Substantive

Substantive Knowledge

Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the key learning, such as democratic processes and law-making, ways to start SMART online (online safety), basic 1st aid procedures, how to maintain good dental hygiene, changes to expect in puberty etc... In this progression map, you will find a concise summary of the substantive knowledge for each unit.

Substantive Concepts - Golden Threads

There are key concepts that we have called 'golden threads' that children will repeatedly revisit throughout their time at St Thomas from Early Years upwards. By having our units centred around these concepts, pupils are able to make links between their learning from one unit and year group to another. We want the children to be able to develop these concepts over a long-time span.

Health and Wellbeing	Relationships	Living in the Wider World
		
<p>Healthy lifestyles (physical wellbeing, including physical health & fitness and healthy eating) Mental health Ourselves, growing and changing (including puberty and changing adolescent body) Keeping safe Drugs, alcohol & tobacco (including vaping) 1st Aid</p>	<p>Families & close positive relationships Friendships (including online relationships) Managing hurtful behaviour & bullying Safe relationships (including online relationships) Respecting self & others</p>	<p>Shared responsibilities Communities Media literacy & digital resilience Economic wellbeing: money Economic wellbeing: Aspirations, work & career</p>

PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map








Disciplinary

Disciplinary Knowledge

Disciplinary knowledge includes all the skills that children will need to develop over time, not only to use within lessons but also for their own personal development and to prepare them for the future as well. Emphasis is given to the development of social and emotional skills, and the interpretation of themselves and others through changes.

Disciplinary Concepts

Disciplinary concepts are concepts used across the PSHE curriculum that form the basis for the continual development of social and emotional skills. They enable children to develop self-awareness and self-management skills, social awareness and relationship skills, and develop responsible decision-making skills.

Self-Awareness Skills	Self-Management Skills	Social Awareness Skills
		
<p>The abilities to understand one's own emotions, thoughts, and values and how they influence behaviour across contexts. This includes skills to recognise one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:</p> <ul style="list-style-type: none"> • Identifying emotions • Demonstrating honesty and integrity • Linking feelings, values, and thoughts • Examining prejudices and biases <ul style="list-style-type: none"> • Experiencing self-efficacy • Having a growth mindset • Developing interests and a sense of purpose 	<p>The abilities to manage one's emotions, thoughts, and behaviours effectively in different situations and to achieve goals and aspirations. This includes the skills to manage stress and feel motivation to accomplish personal/collective goals. Such as:</p> <ul style="list-style-type: none"> • Managing emotions • Identifying and using stress-management strategies • Exhibiting self-discipline and self-motivation <ul style="list-style-type: none"> • Setting personal and collective goals • Using planning and organisational skills • Showing the courage to take initiative 	<p>The abilities to understand the perspectives of and empathise with others, including those from diverse backgrounds, cultures, & contexts. This includes the skills to feel compassion for others, understand broader historical and social norms for behaviour in different settings, and recognise family, school, and community resources and supports. Such as:</p> <ul style="list-style-type: none"> • Taking others' perspectives • Recognising strengths in others • Demonstrating empathy and compassion • Showing concern for the feelings of others • Understanding and expressing gratitude • Identifying diverse social norms, including unjust ones • Recognising situational demands and opportunities • Understanding the influences of organisations/systems on behaviour
Relationship Skills	Decision-Making Skills	
		
<p>The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the skills to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, and seek or offer help when needed. Such as:</p> <ul style="list-style-type: none"> • Communicating effectively & developing positive relationships <ul style="list-style-type: none"> • Demonstrating cultural competency • Practicing teamwork and collaborative problem-solving <ul style="list-style-type: none"> • Resolving conflicts constructively • Resisting negative social pressure • Showing leadership in groups • Seeking or offering support and help when needed <ul style="list-style-type: none"> • Standing up for the rights of others 	<p>The abilities to make caring and constructive choices about personal behaviour and social interactions across diverse situations. This includes the skills to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:</p> <ul style="list-style-type: none"> • Demonstrating curiosity and open-mindedness • Identifying solutions for personal and social problems • Learning to make a reasoned judgment after analysing information, data, facts <ul style="list-style-type: none"> • Anticipating and evaluating the consequences of one's actions • Recognising how critical thinking skills are useful both inside & outside of school <ul style="list-style-type: none"> • Evaluating personal, interpersonal, community impacts 	

PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map



PSHE: Overview of Topics						
Key of Resources: SEAL HeartSmart DATE RSE PSHE/Citizenship						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Transition to School Looking after myself (toileting/dressing)	Family Celebrations Black History Month Anti-Bullying Week	Healthy Eating & Exercise	Looking after our world Aspirations Gifts and talents	(fairy tales) Good and bad characters/good bad choices Being safe	Looking after animals Transition to Reception
Reception	Transition to School Looking after myself (toileting/dressing) Get Heartsmart (Meet Boris)	Family Celebrations Black History Month Anti-Bullying Week Don't rub it in, Rub it out (I am a good friend)	Healthy Eating & Exercise Community (Warm Hub) Internet Safety Day No way through, Isn't true (I can do it!)	Looking after our world Aspirations Gifts and talents Don't forget to let love in (I am special)	(fairy tales) Good and bad characters/good bad choices Being safe Too much selfie isn't healthy (I love others)	Looking after animals Transition to year 1. Memories, what I enjoyed about Reception What could I get better at? Fake is a mistake (I tell the truth)
Year 1	Get HeartSmart! x6 lessons	Don't Forget to Let Love In! x6 lessons	Too Much Selfie Isn't Healthy! x6 lessons	Don't Hold on to What's Wrong! x6 lessons DATE x3 lessons	Fake is a Mistake! x6 lessons RSE x3 lessons	No Way Through Isn't True! x6 lessons
Year 2	Get HeartSmart! x6 lessons	Don't Forget to Let Love In! x6 lessons	Too Much Selfie Isn't Healthy! x6 lessons	Don't Hold on to What's Wrong! x6 lessons DATE x3 lessons	Fake is a Mistake! x6 lessons RSE x3 lessons	No Way Through Isn't True! x6 lessons
Year 3	New Beginnings (inc. School Councillor elections) x6 lessons Get HeartSmart! x6 lessons	Getting On & Falling Out (inc. Friendship Week) X5 lessons Don't Forget to Let Love In! x6 lessons	Going for Goals (inc. Safer Internet Day) X4 lessons Too Much Selfie Isn't Healthy! x6 lessons	Smoking (DATE) X3 lessons Don't Hold on to What's Wrong! x6 lesson	RSE X3 lessons Fake is a Mistake! x6 lessons	Changes x6 lessons No Way Through Isn't True! x6 lessons

PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map



<p style="text-align: center;">Year 4</p>	<p>Laws & Lawmaking (inc. School Councillor elections) x7 lessons</p> <p>Get HeartSmart! x6 lessons</p>	<p>Getting On & Falling Out (inc. Friendship Week) x4 lessons</p> <p>Don't Forget to Let Love In! x6 lessons</p>	<p>I am Special (inc. Safer Internet Day) x4 lessons</p> <p>Too Much Selfie Isn't Healthy! x6 lessons</p>	<p>Alcohol (DATE) x4 lessons</p> <p>Don't Hold on to What's Wrong! x6 lessons</p>	<p>RSE x5 lessons</p> <p>Fake is a Mistake! x6 lessons</p>	<p>Keeping Healthy, Staying Healthy x6 lessons</p> <p>No Way Through Isn't True! x6 lessons</p>
<p style="text-align: center;">Year 5</p>	<p>New Beginnings (inc. School Councillor elections) x6 lessons</p> <p>Get HeartSmart! x6 lessons</p>	<p>Democracies (inc. Friendship Week) x6 lessons</p> <p>Don't Forget to Let Love In! x6 lessons</p>	<p>Going for Goals (inc. Safer Internet Day) x4 lessons</p> <p>Too Much Selfie Isn't Healthy! x6 lessons</p>	<p>Drugs (DATE) x6 lessons</p> <p>Don't Hold on to What's Wrong! x6 lessons</p>	<p>RSE x5 lessons</p> <p>Fake is a Mistake! x6 lessons</p>	<p>1st Aid; Loss & Bereavement x6 lessons (& 2 extras)</p> <p>No Way Through Isn't True! x6 lessons</p>
<p style="text-align: center;">Year 6</p>	<p>Looking After Myself (inc. School Councillor elections) x6 lessons</p> <p>Get HeartSmart! x6 lessons</p>	<p>Getting On & Falling Out (inc. Friendship Week) x4 lessons</p> <p>Don't Forget to Let Love In! x6 lessons</p>	<p>In the Media (inc. Safer Internet Day & Holocaust Memorial Day) x4 lessons</p> <p>Too Much Selfie Isn't Healthy! x6 lessons</p>	<p>DATE x3 lessons</p> <p>Don't Hold on to What's Wrong! x6 lessons</p>	<p>RSE x7 lessons</p> <p>Fake is a Mistake! x6 lessons</p>	<p>Moving On, Moving Up x9 lessons</p> <p>No Way Through Isn't True! x6 lessons</p>

PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map



Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question						
St Thomas' Life Question						
Topics	Transition to School Looking after myself (toileting/dressing)	Family Celebrations Black History Month Anti-Bullying Week	Healthy Eating & Exercise Community (Warm Hub) Internet Safety Day	Don't forget to let love in (I am special)	Too much selfie isn't healthy (I love others)	Fake is a mistake (I tell the truth)
Teaching Sequence & Substantive Concepts (Knowledge) KEY HeartSmart resource SEAL resource RSE (CWP resource) DATE (CWP resource)	<ul style="list-style-type: none"> I know how to show kind behaviour I know how to take turns with a friend. I know how to make good choices. I can go to the toilet on my own. I know why we need to wash our hands I know what the emotions of happy and sad. I know why Christians celebrate Christmas I know about different festivals 	<ul style="list-style-type: none"> I know my actions affect others. I can make friends I know that children can enjoy different things. I know examples of healthy foods I know how to keep trying if something is tricky. I can say how I am feeling. I can help others. 	<ul style="list-style-type: none"> I can talk about my friends and family. I know how to help others when they are sad or angry, I know what helps me to calm down. I know why sleep is important. I know how to exercise. I can help my friends when they feel sad. 	<ul style="list-style-type: none"> I know how to show kind behaviour I know how to take turns with a friend. I know how to make good choices. I can go to the toilet on my own. I know why we need to wash our hands I know what the emotions of happy and sad. I know why Christians celebrate Christmas I know about different festivals 	<ul style="list-style-type: none"> I know my actions affect others. I know how to make friends I know that children can enjoy different things. I know examples of healthy foods I know how to keep trying if something is tricky. I can say how I am feeling. I can help others. 	<ul style="list-style-type: none"> I know who my friends are. I know who is in my family I know how to help others when they are sad or angry, I know what helps me to calm down. I know why sleep is important. I know how to exercise. I can help my friends when they feel sad.

PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map



	<p>celebrated in the world.</p> <ul style="list-style-type: none"> I know the rules of the Nursery class I know about people in my family 			<p>celebrated in the world.</p> <ul style="list-style-type: none"> I know the rules of the Nursery class I know about people in my family 		
Key Vocabulary	<p>Nursery School Classroom Toilet Friend Outside Sharing (provision areas)</p>	<p>Family Mum Dad Brother Sister Christmas Kind respect</p>	<p>Fruit Vegetables Exercise Energy Heart bones Computer Safe Community</p>	<p>Friend Good choice Feelings Family Rules Festival celebrate</p>	<p>Persevere Share Interests Help</p>	<p>Calm Help Honest Truth</p>
Disciplinary Concepts (Skills)	<ul style="list-style-type: none"> I can go to the toilet on my own I can wash my hands I can make friends I can take turns and share I can separate from my carer in the morning I understand the emotions happy and sad Be increasingly independent in meeting their own care needs 	<ul style="list-style-type: none"> I can control my behaviour in different situations I can have my own likes and dislikes I can persevere if something is difficult I can help my friends if they are in need 	<ul style="list-style-type: none"> I can talk about why exercise is important I can give examples of healthy and unhealthy foods. I can tell you why my body needs sleep Develop their sense of responsibility and membership of a community. 	<ul style="list-style-type: none"> I can tell you why Christians celebrate Christmas I can look after my own personal hygiene I can talk about my emotions and how I am feeling I can make good choices and understand right from wrong 	<ul style="list-style-type: none"> I can adapt my behaviour for different situations I can initiate play with others I understand that my friends might have different interests I can persevere if I find something difficult 	<ul style="list-style-type: none"> I can play cooperatively with my friends I can tell you who is in my family I can help others when they are sad or angry, I can regulate my emotions or know strategies that work to help me calm down I can tell you why my body needs sleep. I can show you different ways to exercise

PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map



						<ul style="list-style-type: none"> I can help my friends when they feel sad.
Experiential Knowledge & Cross-Curricular Links (discrete learning)	<ul style="list-style-type: none"> Dentist visit Parents talks – new baby 	St Thomas church visit	Mini beast hunt at KS2	Wild roadshow	St Thomas church visit	Reddish Vale farm trip
Protected Characteristics						

PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question						
St Thomas' Life Question						
Topics	Transition to School Looking after myself (toileting/dressing)	Family Celebrations Black History Month Anti-Bullying Week	Healthy Eating & Exercise Community (Warm Hub) Internet Safety Day	Don't forget to let love in (I am special)	Too much selfie isn't healthy (I love others)	Fake is a mistake (I tell the truth)
Teaching Sequence & Substantive Concepts (Knowledge) KEY HeartSmart resource SEAL resource RSE (CWP resource) DATE (CWP resource)	I know how to describe and show friendly behaviour I know how to take turns with my friends I know what a poor choice is and what the consequences are. I know how to make good choices I know how use the toilet and wash my hands independently I know why we need to wash our hands I know the names of emotions. I know why different people celebrate different things I know about different festivals celebrated in the world.	I know how to talk about the effect my behaviour has on others. I know ways to solve problems with my friends I know that other children do not always enjoy the same things. I know how to live a healthy lifestyle I know how to persevere when faced with a challenge. I know the emotions that link with how I am feeling. I know that other people need help and how to help them. Heartsmart - Too Much Selfie Isn't Healthy / Don't Rub It In, Rub It Out	I know how to talk about the relationships I have I know how to help others when they are sad or angry, I know and use strategies to help me self-regulate I know why sleep and exercise is important for my body. I know ways of being helpful to others and how this will make them feel. Heartsmart - Fake is a Mistake No Way Through Isn't True	I know how to describe and show friendly behaviour I know how to take turns with my friends I know what a poor choice is and what the consequences are. I know how to make good choices I know how use the toilet and wash my hands independently I know why we need to wash our hands I know the names of emotions. I know why different people celebrate different things I know about different festivals celebrated in the world.	I know how to talk about the effect my behaviour has on others. I know ways to solve problems with my friends I know that other children do not always enjoy the same things. I know how to live a healthy lifestyle I know how to persevere when faced with a challenge. I know the emotions that link with how I am feeling. I know that other people need help and how to help them. Heartsmart - Too Much Selfie Isn't Healthy / Don't Rub It In, Rub It Out	I know how to talk about the relationships I have I know how to help others when they are sad or angry, I know and use strategies to help me self-regulate I know why sleep and exercise is important for my body. I know ways of being helpful to others and how this will make them feel. Heartsmart - Fake is a Mistake No Way Through Isn't True



PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map

	<p>I know the expectations of the Reception class I know about different family structures.</p> <p>Heartsmart - Get Heartsmart / Don't Forget to Let Love In</p>			<p>I know the expectations of the Reception class I know about different family structures.</p> <p>Heartsmart - Get Heartsmart / Don't Forget to Let Love In</p>		
Key Vocabulary	<p>Nursery School Classroom Toilet Friend Outside Sharing (provision areas) Challenge Metacognition</p>	<p>Family Mum Dad Brother Sister Christmas Kind Respect Safe Internet healthy</p>	<p>Fruit Vegetables Exercise Energy Heart healthy bones Computer Safe Community</p>	<p>Friend Good choice Feelings Family Rules Festival Celebrate Apologise Compromise</p>	<p>Persevere Share Interests Help</p>	<p>Calm Help Honest Truth</p>
Disciplinary Concepts (Skills)	<p>Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</p>	<p>Talk about the different factors that support their overall health & well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian Can describe their competencies, what they can do well and are getting better at describing themselves in positive but realistic terms Is proactive in seeking adult support and able to articulate their wants and needs</p>	<p>Further develop the skills they need to manage the school day successfully: lining up & queuing, mealtimes, personal hygiene Recognise that they belong to different communities and social groups and communicates freely about own home and community Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</p>	<p>Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</p>	<p>Talk about the different factors that support their overall health & well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian Can describe their competencies, what they can do well and are getting better at describing themselves in positive but realistic terms Is proactive in seeking adult support and able to articulate their wants and needs</p>	<p>Further develop the skills they need to manage the school day successfully: lining up & queuing, mealtimes, personal hygiene Recognise that they belong to different communities and social groups and communicates freely about own home and community Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</p>
Experiential Knowledge & Cross-Curricular Links (discrete learning)	<p>Dentist Parent with new born baby</p>	<p>Bishop Michael visit St Thomas Church visit</p>	<p>Careers and aspiration day</p>	<p>Mini beast roadshow Outdoor learning at KS2</p>	<p>Outdoor learning at KS2</p>	<p>St Thomas Church visit Trip to Smithills farm End of reception celebration party</p>

PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map



Protected Characteristics						
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PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question						
St Thomas' Life Question						
Topics	Get heartsmart	Don't forget to let love in	Relationships – too much selfie isn't healthy	Don't hold onto what's wrong	Fake is a mistake	No way through isn't true
Teaching Sequence & Substantive Concepts (Knowledge) KEY HeartSmart resource SEAL resource RSE (CWP resource) DATE (CWP resource)	<u>Relationships</u> <ul style="list-style-type: none"> to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences to recognise that their behaviour can affect other people to recognise when people are being unkind to them or others, how to respond, who to tell and what to say 	<ul style="list-style-type: none"> to communicate their feelings to others, to recognise how others show feelings and how to respond. to recognise what is fair and unfair, kind and unkind, what is right and wrong 	<ul style="list-style-type: none"> to know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	<ul style="list-style-type: none"> Our behaviour affects others We need to make amends when we upset someone We need to have different strategies to deal with negative emotions 	<ul style="list-style-type: none"> The importance of being yourself Being positive about yourself Different Friends Families and Care 	<ul style="list-style-type: none"> Working hard to meet our goals Friendship & support Memories and using the past to help us now. Good secrets and bad secrets








PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map



	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> to communicate their feelings to others, to recognise how others show feelings and respond about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings 	<ul style="list-style-type: none"> to know the importance of self-respect and how this links to their own happiness. 	<ul style="list-style-type: none"> To understand friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 	<ul style="list-style-type: none"> The children that they should always tell a grown up if someone uses unkind words about them or someone they know. Being HeartSmart means always looking for a way to let the ouch out. 	<ul style="list-style-type: none"> Looking after our teeth. Who we can talk to when we are sad or mad. 	<ul style="list-style-type: none"> Mental wellbeing Dreamboards Understanding how we are feeling
	<p>Living in the Wider World</p> <ul style="list-style-type: none"> to recognise that their behaviour can affect other people 	<ul style="list-style-type: none"> to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different peoples faiths, feelings and values 	<ul style="list-style-type: none"> To know how they can contribute to the life of the classroom and school 	<ul style="list-style-type: none"> Don't Rub it in, Rub it Out helps us to remember that nothing is permanent and we can always try again or find a way through. I will say sorry when I have done something wrong. 	<ul style="list-style-type: none"> Being the best you, you can be. Signs of energy and ways to conserve it. 	<ul style="list-style-type: none"> There is potential in all of us.

PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map



<p>Key Vocabulary</p>	<p>Choice Help Heart Love feelings</p>	<p>Actions Respect Unique faith</p>	<p>Friendship Respect Support Help community</p>	<p>Forgiveness Feelings Kind Unkind Resolve Negative feelings Sad Angry Cross disappointed</p>	<p>Family Friend Unique Relationship Positive Trustworthy Lies Teeth Healthy energy</p>	<p>Different World Care Family Relationship baby Toddler Teenager Adult Elder Private parts</p>
<p>Disciplinary Concepts (Skills)</p> <ul style="list-style-type: none"> * Self-awareness * Self-management * Social awareness * Relationship skills * Decision-making 				<ul style="list-style-type: none"> • Forgiveness & saying sorry • Kind & Unkind words • Effects of actions on others • Identifying difference • Valuing difference 	<ul style="list-style-type: none"> • Looking after our teeth • Regulating our emotions • Showing awareness of how to save energy • Valuing yourself - identifying strengths 	<ul style="list-style-type: none"> • Working hard to reach our full potential • What can we remember about being little and how has that changed • Talking about physical wellness and mental wellness
<p>Experiential Knowledge & Cross-Curricular Links (discrete learning)</p>				<ul style="list-style-type: none"> • Friends of Heaton Chapel train station—blue plaque outside school • RE topic - Joseph 		<p>Visit to Manchester airport</p>
<p>Protected Characteristics</p>		 		 	 	

PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map



Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question						
St Thomas' Life Question						
Topics	Get Heartsmart	Don't forget to let love in	Too much selfie isn't healthy	Don't hold onto what's wrong	Fake is a mistake	No way through isn't through
Teaching Sequence & Substantive Concepts (Knowledge) KEY HeartSmart resource SEAL resource RSE (CWP resource) DATE (CWP resource)	Relationships Understanding my choices What we are grateful for	Understanding a range of emotions	Looking for opportunities to be kind to others. Identifying different behaviours. Feelings can get hurt and the art of listening.	Saying sorry and offering forgiveness. Appropriate and inappropriate behaviours-teasing and bullying Identifying difference.	Self-positivity – not all thoughts I have about me are true. Showing good manners and being polite	Setting goals and recognising what we are good at – thinking about our strengths
	Health & Wellbeing The reputations we would like. What is in our hearts?	Being positive about me & recognising ways we are unique	Rules for keeping safe	How holding onto unforgiveness can make us feel. Ways to deal with hurt & negative emotion.	How emotions feel. Staying safe in the sun.	Finding alternative solutions to problems. Overcoming challenges.
	Living in the Wider World There is a choice in spending and saving. Expectations when living in the wider community & looking after it.	Keeping track of money How to spend money safely	Noticing differences around you People who look after us in our community Looking at how we are the same and how we are different. Secret kindness agent	Valuing differences	There will never be another one of me.	Looking for signs of energy and thinking about ways to conserve it.
Key Vocabulary	unique special rules emotions feelings	anger calming down friendship fall-outs Remembrance Day	Behaviour Feelings Listen Same Different	Apologise Forgiveness Bully Emotion differences	Positive Manners Polite Safe unique	Goals Achieve Strengths Problem-solving Resolve







PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map



	happy sad angry	money	community			help Environment Respect Care conserve
<p style="text-align: center;">Disciplinary Concepts (Skills)</p> <ul style="list-style-type: none"> * Self-awareness * Self-management * Social awareness * Relationship skills * Decision-making 	<ul style="list-style-type: none"> • To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • To know that mental wellbeing is a normal part of daily life, in the same way as physical health. • to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences • to know that their behaviour can affect other people 	<ul style="list-style-type: none"> • to be able to communicate their feelings to others, to recognise how others show feelings and how to respond • to know and recognise what is fair and unfair, kind and unkind, what is right and wrong • to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals • that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand 	<ul style="list-style-type: none"> • about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency • to communicate their feelings to others, to recognise how others show feelings and how to respond • to recognise that their behaviour can affect other people • to know that they belong to different groups and communities such as family and school • to recognise what is fair and unfair, kind and 	<ul style="list-style-type: none"> • to know what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences • to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, 	<ul style="list-style-type: none"> • to communicate their feelings to others, to recognise how others show feelings and how to respond • to know ways in which they are all unique; understand that there has never been and will never be another 'them' • to know about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings • to know and respect the differences and similarities between people 	<ul style="list-style-type: none"> • to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals • about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings • what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) • to know how they can contribute to the life of the

PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map



		the need to return things that have been borrowed)	unkind, what is right and wrong	and that resorting to violence is never right.		classroom and school
Experiential Knowledge & Cross-Curricular Links (discrete learning)	Royal lifeboat visit RNLI		Fire Service visit			Rock pool visit
Protected Characteristics		 			 	



PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	What is a fresh start?	How do you build and maintain friendships?	How can we achieve our dreams?	How can we make good choices?	How can we value each other's differences?	How can we overcome life's hurdles?
St Thomas' Life Question	What should we learn from a fresh start?	How can I be a member of a community ?	How can I grow my success and support others in theirs?	How can we promote and celebrate joy other lives?	How do we show compassion to others?	How to persevere through life?
Topics	New Beginnings (including School Councillor elections) Get HeartSmart!	Getting On & Falling Out (including Friendship Week) Don't Forget to Let Love In!	Going for Goals (including Safer Internet Day) Too Much Selfie Isn't Healthy!	Smoking (DATE) Don't Hold on to What's Wrong!	RSE Fake is a Mistake!	Changes No Way Through Isn't True!
Teaching Sequence & Substantive Concepts (Knowledge) KEY HeartSmart resource SEAL resource RSE (CWP resource) DATE (CWP resource)	<p>Relationships Giving and accepting compliments All about me: celebrating each other as unique individuals Recognising feelings & emotions Loving others & being kind People I'm grateful for</p> <p><i>Key Knowledge:</i> * I am valued at school; I am unique and that's a great thing! * It's important to celebrate our similarities and differences – we are all special and unique. * Compliments can be given and received – like a gift. They encourage us and are really special. * There are lots of emotions we can feel: happy, sad, scared or excited. It's important to be able to tell if other people are feeling these emotions, and also know what I can do if I feel overwhelmed with an emotion.</p>	<p>Relationships Getting On & Falling Out Triggers for anger & ways to calm down Teamwork & peaceful problem solving to resolve conflict Maintaining good friendships Kind words & actions What love is & isn't</p> <p><i>Key Knowledge:</i> * Different things can trigger anger. It's important to understand how our bodies change when we start to get angry, and know some ways to calm down when we start feeling angry. * Peaceful problem solving helps sort out difficulties. Seeing things from someone else's point of view is important when maintaining good friendships and sorting out fall-outs.</p>	<p>Relationships Showing love to others Acts of kindness Honouring others for kindness</p>	<p>Relationships Effects of saying sorry Responding to scenarios Benefits of letting go of hurt Trust Challenging stereotypes</p>	<p>Relationships Respecting people's uniqueness & differences Different types of families The real me is best Truth to build strong friendships</p> <p><i>Key Knowledge:</i> * Everyone is unique and special. * We all have things that are similar and different. * Male and female bodies have similarities and differences. * There are different types of families.</p>	<p>Relationships How others feel about us</p>

PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map



	<p>Health & Wellbeing Transition work to KS2 e.g. orientation of new school site, routines, safety, who is who, who to ask for support, 1st aid procedures etc... Loving myself Feelings associated to memories Benefits of a healthy lifestyle & risks of an unhealthy lifestyle</p>	<p>Health & Wellbeing Bonfire & firework safety Giving & receiving compliments Being positive about myself Being grateful Choices that affect my health</p> <p><i>Key Knowledge:</i> * An important part of growing up and becoming more independent is recognising risk and deciding how to manage this responsibly. * Bonfire and firework safety is important (see poster).</p>	<p>Health & Wellbeing Myself as a learner Setting goals Achieving goals Choices & consequences Responding in an emergency Keeping personal info private</p> <p><i>Key Knowledge:</i> * Reflect on myself as a learner. * Identify advantages and disadvantages of the goals set. * Foresee obstacles and plan how to overcome them. * Predict the consequences of actions or goals for individuals or groups. * Manage frustration by using a number of strategies. * Know how to break down a goal into a number of steps. * Know how others can help people achieve goals and how we can help each other. * Recognise my own successes. * Recognise / predict the consequences of actions, solutions and goals. * Make choices based on likely consequences.</p>	<p>Health & Wellbeing Why people smoke Physical effects of smoking Prevention of smoking Impact of forgiveness Dealing with difficult emotions</p> <p><i>Key Knowledge:</i> * Consider smoking and its effects (include vaping too). * Understand the impact of smoking, vaping and passive smoking. * Know some strategies to prevent starting smoking.</p>	<p>Health & Wellbeing Appropriate & inappropriate physical contact Consent Who can help & support us Truth instead of shame Appropriate & inappropriate contact Allergies</p> <p><i>Key Knowledge:</i> * Each person's body belongs to them. * Physical contact can be appropriate and inappropriate. * People should only touch me if they have my consent. I can ask people not to touch me if I feel uncomfortable. This is my personal space.</p>	<p>Health & Wellbeing Positive changes Feeling stuck & learning to persevere Importance of resilience Emergency 1st aid Right attitudes needed to achieve our dreams Managing change well Swimming lessons (including Water Safety) Moving on, moving up (transition activities)</p> <p><i>Key Knowledge:</i> * I know that changes can be good and that it can be a positive thing. * I know how change can feel and how we can deal with these feelings. * I know how to set goals and plan ahead to deal with upcoming changes (links to work done in Autumn 1 "New Beginnings" about "turning over a new leaf"). * I know what I want to change before I move to Yr4.</p>
	<p>Living in the Wider World Class Charter / Rights & Responsibilities Starting somewhere new & dealing with our feelings</p> <p><i>Key Knowledge:</i> * A 'right' is a choice to make your own opinion and entitlement to things such as education, religion and freedom of speech. * A 'responsibility' is a duty or something you should do, such as following the law and rules.</p>	<p>Living in the Wider World Encouraging others</p>	<p>Living in the Wider World Working together, listening to one another & respecting other's views</p>			




























PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map



	* We need to have different rules in different places and know what the rules are in school.					
Key Vocabulary	<p>beginnings unique special compliments rules rights responsibilities emotions feelings happy sad excited scared angry surprised</p>	<p>anger triggers calming down risk bonfire safety firework safety peaceful problem-solving point of view friendship fall-outs bullying Remembrance Day</p>	<p>learning myself as a learner goals obstacles overcoming successes growth mindset strengths areas to improve</p>	<p>legal illegal smoking tobacco nicotine cigarette vape lung chemicals passive second hand smoking quitting toxic addictive <i>Also include vocabulary from all previous years (accumulative)</i></p>	<p>biological male female private parts penis testicles vulva vagina uterus breasts nipples PANTS rule personal space <i>Also include vocabulary from all previous years (accumulative)</i></p>	<p>change new transition routine challenge expected unexpected support help</p>
Disciplinary Concepts (Skills) * Self-awareness * Self-management * Social awareness * Relationship skills * Decision-making	<p>* Respecting others' similarities differences. * Giving and receiving compliments (empathy). * Understanding rules and following these. * Emotional literacy – understanding the emotions I'm feeling. * Understanding who I can go to for help and support if I feel overwhelmed with my emotions (trusted adults).</p>	<p>* Recognising triggers for anger and ways to calm down. * Understanding who I can go to for help and support if I feel overwhelmed with my emotions (trusted adults). * Recognising risk and managing this responsibly. * Taking on a role in a group. * Being a good listener. * Peaceful problem-solving to sort out difficulties. * Giving and receiving compliments (empathy).</p>	<p>* I can reflect on myself as a learner. * I can foresee obstacles and plan how to overcome them. * I can manage frustration using different strategies. * I can recognise my own successes. * I can make choices based on likely consequences.</p>	<p>* I can make reasoned judgements and wise decisions based on facts, to ensure my safety and long term health. * I can recognise peer pressure and the negative impact this can have on my decisions and behaviour. * I can say 'no' when I need to.</p>	<p>* Respecting others' differences. * Understanding what is appropriate and inappropriate touch (physical contact). * Understanding who I can go to for help and support (trusted adults).</p>	<p>* I can identify changes that I've already been through, and ones in the future e.g. moving to Year 4, reflecting on how I dealt with these experiences and what lessons can be learnt from these. * I can use different strategies to deal with feelings associated to change, and know who I can talk to about these. * I can plan for a change and set goals.</p>
Experiential Knowledge & Cross-Curricular Links (discrete learning)	<p>* Buddying activities with Y5 class * Restorative Approaches * Use of 'Ask it Baskets' * School councillor vote * British Values Week * Black History Month * Harvest & Sukkot (RE) – outdoor learning work * 10 Commandments - laws and rules (RE)</p>	<p>* Anti-Bullying Week or 'Friendship Week' * Buddying activities with Y5 class * Restorative Approaches * Use of 'Ask it Baskets' * Remembrance Day * Stone Age Day</p>	<p>* Buddying activities with Y5 class * Restorative Approaches * 'I asked the little boy who cannot see' (poetry unit) – appreciating differences & diversity * Use of 'Ask it Baskets' * Safer Internet Day</p>	<p>* Buddying activities with Y5 class * Restorative Approaches * Use of 'Ask it Baskets'</p>	<p>* Buddying activities with Y5 class * Restorative Approaches * Use of 'Ask it Baskets'</p>	<p>* Buddying activities with Y5 class * Restorative Approaches * 'Iron Man' (English unit of work) – stereotypes and prejudices * Use of 'Ask it Baskets'</p>



PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map

Protected Characteristics	 Age	 Race	 Biological Sex	 Age	 Race	 Biological Sex	 Disability	 Age	 Race	 Biological Sex	 Age	 Race	 Sexual Orientation	 Race
	 Religion	 Disability	 Marriage & Civil Partnership	 Religion	 Disability	 Religion	 Disability	 Marriage & Civil Partnership	 Religion	 Disability	 Marriage & Civil Partnership	 Marriage & Civil Partnership	 Biological Sex	



PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	Why do we need laws?	How can we be a good friend?	Is it ok to be different?	Do you always need to apologise?	Is it important to be honest?	How do we stay healthy?
St Thomas' Life Question	What is justice?	How do we show compassion?	Why are we special to God?	What does being gentle to others look like?	How can you be happy in your own life?	Why does our health affect our future?
Topics	Laws & Lawmaking (including School Councillor elections) Get HeartSmart!	Getting On & Falling Out (including Friendship Week) Don't Forget to Let Love In!	I am Special (including Safer Internet Day) Too Much Selfie Isn't Healthy!	Alcohol (DATE) Don't Hold on to What's Wrong!	RSE Fake is a Mistake!	Keeping Healthy, Staying Healthy No Way Through Isn't True!
Teaching Sequence & Substantive Concepts (Knowledge) KEY HeartSmart resource SEAL resource RSE (CWP resource) DATE (CWP resource)	<p>Relationships Problem-Solving Consequences of actions Loving others & being kind Power of words Growing a desired characteristic Knowing who we can trust Healthy family life</p> <p><i>Key Knowledge:</i> * Solutions don't always resolve all the issues. * Actions and decisions have consequences for themselves and others.</p>	<p>Relationships Getting On & Falling Out Qualities of a good friend Kind words & actions Ways we feel loved</p> <p><i>Key Knowledge:</i> * Celebrating difference and equality, and taking individual and collective action to prevent bullying is everyone's responsibility.</p>	<p>Relationships Appreciating our differences Recognising & challenging stereotypes Appreciating & tolerating others Showing love to others Understanding facial expressions & body lang Asking for help Working collaboratively</p> <p><i>Key Knowledge:</i> * Understand and appreciate that everybody is different. * Recognise and challenge stereotypes. * Recognise and challenge racism. * Recognise that we need to appreciate and tolerate other people.</p>	<p>Relationships Assertiveness Saying sorry, repairing broken relationships Personal boundaries Dealing with online abuse Dealing with difficult emotions</p> <p><i>Key Knowledge:</i> * Express myself assertively in many ways.</p>	<p>Relationships Healthy relationships Importance of honesty & being truthful Kind and unkind voices in our life Dares</p>	<p>Relationships</p>
	<p>Health & Wellbeing Transition work e.g. routines, safety, who to ask for support etc... Swimming lessons (including Water Safety) Managing feelings in new situations Calming down</p>	<p>Health & Wellbeing Bonfire & firework safety Swimming lessons (including Water Safety) Dealing with anger Being positive about myself Celebrating strengths & achievements</p>	<p>Health & Wellbeing Effective learning & taking responsibility for this Being aware of surroundings and people around you Honouring heroes in the community (H23) Using mobile phones &</p>	<p>Health & Wellbeing Effects of alcohol Alcohol & risk Limits to drinking alcohol Value of forgiveness Good stress, bad stress & managing this</p>	<p>Health & Wellbeing Changes What is puberty? Menstruation Celebrating one another for who we are (not what we do) Risks of smoking</p>	<p>Health & Wellbeing Bacteria & viruses; Stopping the spread Recognising risks; Road Safety; Stranger danger (inc. online) Loss & bereavement Persevering when feeling</p>



PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map

	<p>Loving myself Knowing who we can trust to help us Positive & negative things that affect mental health</p>	<p>Positive body image Hand washing Things that affect mental health</p> <p><i>Key Knowledge:</i> * Our bodies change when we get angry - our heart rate, blood pressure and breathing increases; our body temperature rises (we may feel hot); we sweat; our hands might clamp into fists; we feel the urge to 'fight or flight' (run away and hide). * An important part of growing up and becoming more independent is recognising risk and deciding how to manage this responsibly. * Staying safe when I'm near bonfires and fireworks is essential.</p>	<p>tablets responsibly</p> <p><i>Key Knowledge:</i> * Know how to learn effectively. * Know how to take responsibility for my own learning.</p>	<p><i>Key Knowledge:</i> * Understand the effect alcohol has on the body. * Understand that everyone will be affected differently by alcohol. * Understand the risks related to drinking alcohol. * Consider how society limits the drinking of alcohol. * Consider ways of persuading people to drink alcohol sensibly.</p>	<p><i>Key Knowledge:</i> * Human lifecycle: baby, toddler, child, teenager / adolescent, adult, elder. * Puberty is the time it takes adolescents to reach maturity and become capable of reproduction. * Puberty usually happens between 8-16 years old. * Physical AND emotional changes take place in your body during puberty. * Girls start their period during puberty. This lasts between 3-8 days, usually once a month. * During a period, an unfertilised egg, the lining of the womb and a small amount of blood pass through the vagina. * Pads (sanitary towels), tampons, period pants and cups are available to use when a girl is on their period. * Males might start having a wet dream during puberty, with a sticky patch in their PJs in the morning. This is a sign that they have started to produce sperm.</p>	<p>stuck (endurance & hope) Good habits for reaching our goals Dreaming of the future Moving on, moving up (transition activities)</p> <p><i>Key Knowledge:</i> * I know about bacteria and viruses and how these are spread. * I know of simple routines that help prevent germs spreading. * I know of the dangers that I'm likely to encounter e.g. water, medicines, in play areas... * I know the Road Safety rules. * I know what 'Stranger Danger' is and how this links to internet safety with strangers on the web. * I know what loss and bereavement is, and am aware of some coping strategies to help deal with this.</p>
	<p>Living in the Wider World Class Charter / Rights & Responsibilities; Importance of school rules Safe & fair classroom Democracy: Does it solve problems? School councillor vote (links to 'Laws & Law-Making' unit) Role of the Council on local society and its impact. People in community-based jobs and their impact on the local community.</p> <p><i>Key Knowledge:</i></p>	<p>Living in the Wider World</p>	<p>Living in the Wider World Appreciating & tolerating others</p>	<p>Living in the Wider World</p>	<p>Living in the Wider World</p>	<p>Living in the Wider World</p>

PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map



	<p><i>* The electoral process within the United Kingdom is a democratic system. This means that everyone over the age of 18 gets to vote for who they would like to represent them on the council and in government.</i></p> <p><i>* In school, we hold an election each year to democratically vote for our school councillors, who will help make decisions in school on how it's run and what happens.</i></p> <p><i>* Democracy can be used to solve problems and reach agreements.</i></p> <p><i>* A 'right' is a choice to make your own opinion and entitlement to things such as education, religion and freedom of speech.</i></p> <p><i>* A 'responsibility' is a duty or something you should do, such as following the law and rules.</i></p> <p><i>* We need to have different rules in different places and know what the rules are in school.</i></p> <p><i>* There are 5 British Values: Democracy, Individual Liberty, Respect, Tolerance and Rule of Law.</i></p>					
<p>Key Vocabulary</p>	<p>election democracy laws law-making councillors rights responsibilities solutions consequences local community British Values</p>	<p>anger triggers calming down risk bonfire safety firework safety friendship fall-outs bullying Remembrance Day</p>	<p>special unique differences diversity stereotypes racism tolerance respect British Values protected characteristics growth mindset fixed mindset</p>	<p>legal illegal tobacco nicotine alcohol drink unit volume media advertising choice vomit unconscious</p>	<p>life cycle puberty genitals penis testicles sperm wet dream vulva vagina uterus / womb egg / ovum breasts pubic hair menstruations / periods sanitary products hormones fertilisation reproduction</p>	<p>bacteria virus germs healthy hygiene medicine stranger danger internet safety SMART rules road safety water safety bereavement coping strategies</p>



PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map

<p>Disciplinary Concepts (Skills)</p> <ul style="list-style-type: none"> * Self-awareness * Self-management * Social awareness * Relationship skills * Decision-making 	<ul style="list-style-type: none"> * Making someone feel welcome and valued in school. * Joining a group. * Taking responsibility for my actions and decisions. * Managing my feelings and finding a way to calm myself down when necessary. * Valuing the role of people in community-based jobs and their impact on the local community. 	<ul style="list-style-type: none"> * Recognising triggers for anger and ways to calm down. * Understanding who I can go to for help and support if I feel overwhelmed with my emotions (trusted adults). * Recognising risk and managing this responsibly. * I can think of lots of ways to give 'friendship tokens'. 	<ul style="list-style-type: none"> * I can understand and appreciate that everyone is different. * I can recognise and challenge stereotypes. * I can recognise and challenge racism. * I can appreciate and tolerate others. * I know how to learn effectively, and take responsibility for this. 	<ul style="list-style-type: none"> * I can understand the effect alcohol has on the body to help inform my choices as I grow older. * I know what contributes towards a healthy lifestyle and can use this to make informed choices. * I can be assertive when making my own informed choices, resisting peer pressure when necessary. 	<ul style="list-style-type: none"> * Know who I can speak with and get support from (trusted adult). * Empathise with and support my friends during puberty. * Show respect towards others. * Grow in independence when it comes to taking care of myself and my personal hygiene. * Recognise the difference between a healthy and unhealthy relationship. 	<ul style="list-style-type: none"> * I can take responsibility for my own hygiene. * I can take responsibility for my own safety when crossing the road, and grow in independence with this. (This includes safe use of pedestrian crossings too.) * I can stay safe when using the internet, using the SMART rules if something happens that worries me or I'm unsure of. * I can use coping strategies to help deal with loss and/or bereavement, and know who I can talk to if needed.
<p>Experiential Knowledge & Cross-Curricular Links (discrete learning)</p>	<p>Buddying activities with Y6 class Restorative Approaches Ask it Baskets British Values Week Black History Month</p>	<p>Anti-Bullying Week or 'Friendship Week' Buddying activities with Y6 class Restorative Approaches Use of 'Ask it Baskets' Healthy Eating (D&T) Bikeability Remembrance Day</p>	<p>Buddying activities with Y6 class Restorative Approaches Use of 'Ask it Baskets' Safer Internet Day Visit from Dental Health Nurse</p>	<p>Buddying activities with Y6 class Restorative Approaches Use of 'Ask it Baskets' Visit from Dental Health Nurse River Pollution</p>	<p>Buddying activities with Y6 class Restorative Approaches Use of 'Ask it Baskets' Child Poverty – Barnardo's 'Street Child' (English unit of work)</p>	<p>Buddying activities with Y6 class Restorative Approaches Use of 'Ask it Baskets' Looking After the Planet and Habitats</p>
<p>Protected Characteristics</p>						



PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	If I have rights, what are my responsibilities? How do these link?	What is a democracy and what does it mean to live in a democracy?	How do we 'learn to learn' and why is this important?	What is so bad about drugs anyway?	Why puberty? How does it impact us physically and emotionally?	Changes: Are these fun, tough or even necessary?
St Thomas' Life Question	How can I 'be the change that I want to see' this year?	How can I be part of my local community to affect positive change?	How can I help others learn and flourish in school?	Is it OK to just 'go along' with my friends?	Who needs me when I need support, help or advice?	How can we move /journey through the changes we face in life?
Topics	New Beginnings (including School Councillor elections) Get HeartSmart!	Democracies (including Friendship Week) Don't Forget to Let Love In!	Going for Goals (including Safer Internet Day) Too Much Selfie Isn't Healthy!	Drugs (DATE) Don't Hold on to What's Wrong!	RSE Fake is a Mistake!	1st Aid; Loss & Bereavement No Way Through Isn't True!
Teaching Sequence & Substantive Concepts (Knowledge)	Relationships Exploring Feelings	Relationships Getting On & Falling Out <i>Key Knowledge:</i> <i>* By celebrating difference and equality, we can also take individual and collective action to prevent bullying.</i>	Relationships Showing love and compassion for others Listening to others well	Relationships Recognising bullying behaviours and ways to deal with this	Relationships Real Love Rocks Resource: Healthy & unhealthy relationships; Ways to be equal & fair in a relationship Lying, being 'fake' Vulnerability & building trust Receiving feedback <i>Key Knowledge:</i> <i>* Respect and a balance of power is essential to a healthy relationship.</i>	Relationships Pick me up, don't put me down Challenging stereotypes <i>Key Knowledge:</i> <i>* I understand that different people show feelings in different ways.</i> <i>* I can recognise how to break friends without hurting someone, although sometimes breaking friends might be the best thing to do.</i>
	Health & Wellbeing Transition work e.g. routines, safety, who to ask for support etc... Exploring Feelings Caring for my heart and other people's hearts Appropriate and inappropriate viewing of content online and on TV / making positive choices Importance of sleep & strategies to help, including limiting screen time and	Health & Wellbeing Bonfire & firework safety Kind words and actions to build myself & others up, and how negative words or thoughts can impact me Knowing my value and purpose Responding to pressured scenarios Knowing who can help me	Health & Wellbeing Skills and attributes of a learner Learning from our role models Planning to reach a goal and reflecting on learning journey When I'm feeling lonely Sharing appropriately online Swimming lessons (including Water Safety) <i>Key Knowledge:</i> <i>* I know the skills and attributes of an effective learner and can reflect on my</i>	Health & Wellbeing Dangers of tobacco & alcohol (recap from Y3 & 4) Dealing with peer pressure Legal & illegal drugs - their risks and effects Strategies for resisting drug use 'Habits' and why these can be hard to change Importance of forgiveness (links to Nelson Mandela) Resolving conflict Describing emotions and	Health & Wellbeing Talking about puberty: exploring the physical & emotional changes Male & female reproduction system Impact of puberty on the body Importance of personal hygiene Strategies to help if want to hide Risks of alcohol (recap) <i>Key Knowledge:</i>	Health & Wellbeing Basic emergency 1 st aid & where to get help Loss & bereavement (links to RE topic 'Loss, Death & Christian Hope') Moving on, moving up (transition activities) Persevering when we feel 'stuck' Internal success & goals Tools for living with hope Looking after myself as I grow up

KEY

HeartSmart resource
SEAL resource
RSE (CWP resource)
DATE (CWP resource)

PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map



	<p>turning off devices at night etc...</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> * I know some of the things that help us in school to learn and play well together (building community). * I understand how it feels to do or start something new and why. 		<p>own strengths and areas for improvement.</p> <ul style="list-style-type: none"> * I can set myself a goal or challenge. * I can recognise that some role models for young people may portray the wrong image. * I can be a critical friend to others and myself. * I can recognise and celebrate achievements. 	<p>recognising their importance</p> <p>Healthy ways to respond to mistakes</p> <p>Dealing with negative emotions</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> * Risks of tobacco and alcohol, and how they can damage my immediate and future health. * Making informed choices, recognising that they can have positive, neutral and negative consequences. * Peer pressure can lead to risky choices and behaviour, and can come from different sources. * Know of a range of legal and illegal drugs, their risks and effects. * Different strategies to resist drug use. * Know what a 'habit' is, and why these can be hard to change. 	<ul style="list-style-type: none"> * Puberty occurs some time between the ages of 8 and 16. * Each person will start puberty at a slightly different time and will develop in their own way. * Male and female hormones become very active and are responsible for growth and development during puberty. * Many physical and emotional changes happen to everyone, some only happen to females; some only happen to males. * During puberty, the male and female reproduction systems develop and mature. Males might start to have wet dreams or erections as sperm production starts, and females will begin their period, when an egg is released once a month. * Physical hygiene is important as you reach puberty and will become your responsibility as you get older. 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> * In 1st aid, DRSABC stands for: Danger - Responsive - Shout for help - Airways - Breathing - CPR REMEMBER: 5 breathes, 30 chest compressions (2 verses of 'Baby Shark'). Repeat. * The recovery position: Say hi to Miss - I have toothache - I need to go to the toilet (triangle shape with leg). Then turn them on their side, leg moved in front of them, airways open. * I know some strategies to manage feelings associated with loss.
	<p>Living in the Wider World</p> <p>School councillor vote (links to 'Democracies' unit)</p> <p>Class Charter / Rights & Responsibilities</p> <p>Understanding Rules</p> <p>Creating a Community</p> <p>New Beginnings</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> * I understand democracy and the need for rules in society. * I understand my rights and responsibilities in the school. * I know that I am valued at school. 	<p>Living in the Wider World</p> <p>Democracies</p> <p>Me as a Citizen</p> <p>Allocating council budgets</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> * Democracy is when people get to vote and have a 'say' on who runs the country or serves on a council. * Democracy impacts on my daily life and is an important part of the way our country is run. It's even one of the British Values! * Local democracy is where we vote for our local councillors who run our local area and council e.g. bin collections, schools, roadworks, tackling 	<p>Living in the Wider World</p> <p>Showing honour to others</p> <p>Role & purpose of charities</p>	<p>Living in the Wider World</p>	<p>Living in the Wider World</p> <p>Impact of unrealistic images</p>	<p>Living in the Wider World</p>

PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map



		<p><i>crime, tackling issues within your local area...</i></p> <p><i>* National democracy is where we vote for our MPs who represent our local areas in Westminster, London. The party with the most MPs becomes the ruling party for 5 years. The Prime Minister runs the 'winning' party.</i></p> <p><i>* Politicians have an important job and are involved in policy making – policies set out the jobs and issues that the government and local councils will tackle. Politicians have to decide which issues are the most important to focus on and fund.</i></p> <p><i>* Not everyone agrees with the government, and there are groups that conflict with government policies.</i></p>				
Key Vocabulary	<p>rights</p> <p>responsibilities</p> <p>rules</p> <p>community</p> <p>belonging</p> <p>emotions</p> <p>feelings</p> <p>self-regulating</p> <p>calming down</p>	<p>democracy</p> <p>autocracy</p> <p>British Values</p> <p>local democracy</p> <p>national democracy</p> <p>election</p> <p>voting</p> <p>MP</p> <p>councillor</p> <p>Prime Minister</p> <p>cabinet</p> <p>Westminster</p> <p>politician</p> <p>policy-making</p> <p>manifesto</p>	<p>goals</p> <p>celebrating achievements</p> <p>successes</p> <p>learning to learn</p> <p>skills</p> <p>effective learner</p> <p>reflecting</p> <p>taking responsibility</p> <p>perseverance</p> <p>resilience</p> <p>growth mindset</p> <p>role model</p> <p>critical friend</p>	<p>legal</p> <p>illegal</p> <p>alcohol</p> <p>tobacco</p> <p>vapes</p> <p>drugs</p> <p>cocaine</p> <p>heroin</p> <p>cannabis</p> <p>volatile substances</p> <p>Class A / B / C drugs</p> <p>habit</p> <p>peer pressure</p> <p>risk</p> <p>stereotypes</p>	<p>puberty</p> <p>genitals / private parts</p> <p>penis</p> <p>testicles</p> <p>scrotum</p> <p>foreskin</p> <p>sperm – make sex cells</p> <p>erection</p> <p>ejaculation / wet dream</p> <p>vulva</p> <p>vagina</p> <p>fallopian tube</p> <p>uterus / womb</p> <p>egg / ovum – female sex cells</p> <p>breasts</p> <p>menstruation / periods</p> <p>sanitary products</p> <p>hormones</p> <p>reproduction</p>	<p>1st aid</p> <p>asthma attack</p> <p>bleeding</p> <p>broken bone</p> <p>burns</p> <p>choking</p> <p>head injury</p> <p>unresponsive</p> <p>loss</p> <p>bereavement</p> <p>coping strategies</p> <p>transition</p>
Disciplinary Concepts (Skills)	<p>* I have some strategies to cope with uncomfortable feelings and to calm myself when necessary.</p>	<p>* I can prepare, rehearse and deliver a short manifesto.</p> <p>* I know how to access local democracy and use my right to have a say in my community.</p>	<p>* I can reflect on my strengths and celebrate my achievements.</p> <p>* I can reflect on my areas for improvement.</p>	<p>* I can make informed choices, recognising that they can have positive, neutral and negative consequences.</p> <p>* I can recognise peer pressure and say NO when</p>	<p>* Respect each other and our differences.</p> <p>* Know who I can speak with and get support from (trusted adult).</p>	<p>* I understand what first aid is and why it's important.</p> <p>* I understand basic emergency 1st aid procedures, and where / how to get help.</p>
* Self-awareness						



PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map

<ul style="list-style-type: none"> * Self-management * Social awareness * Relationship skills * Decision-making 		<ul style="list-style-type: none"> * I can recognise risks and decide how to manage this responsibly. * I know how I can stay safe when I'm near bonfires and fireworks. 	<ul style="list-style-type: none"> * I can set myself a goal or challenge and work towards it. * I am developing my growth mindset / learning to learn skills: resilience, perseverance, taking responsibility, reflecting... * I can be a critical friend and give constructive feedback. 	<p>needed, knowing different strategies to resist drug use.</p>	<ul style="list-style-type: none"> * Grow in independence when it comes to taking care of myself and my personal hygiene. * Feel comfortable chatting about different types of relationships. * Recognise ways to be equal and fair in a relationship. * Recognise the difference between a healthy and unhealthy relationship. 	<ul style="list-style-type: none"> * I understand some of the feelings people have when someone close dies or leaves. * I am able to support someone who is unhappy because they have lost someone. I know who I can talk to if needed.
<p style="text-align: center;">Experiential Knowledge & Cross-Curricular Links (discrete learning)</p>	<p>Buddying activities with Y3 class <i>There's a Boy in the Girls' Bathroom</i> by Lois Sachar (English unit of work, covering bullying, a range of friendship issues & handling emotions) Restorative Approaches Use of 'Ask it Baskets' Young Leaders Award tasks & visit to Newlands Care Home or Dementia Friendly Group British Values Week Black History Month</p>	<p>Anti-Bullying Week or 'Friendship Week' Buddying activities with Y3 class as part of Friendship Week Restorative Approaches Use of 'Ask it Baskets' Millie's Trust Workshop (1st Aid) Stockport County E-Safety sessions (x6) Local councillor visit Remembrance Day Geography topic: "South America." Appreciate and celebrate diversity of other cultures. Similarities and differences explored / ways of life... Young Leaders Award tasks & visit to Dementia Friendly Group</p>	<p>Buddying activities with Y3 class Restorative Approaches Use of 'Ask it Baskets' DT cooking, nutrition & seasonality topic "Soup" (hygiene /food prep/nutrition) Safer Internet Day Holocaust Memorial Day Young Leaders Award tasks & visit to Newlands Care Home or Dementia Friendly Group</p>	<p>Buddying activities with Y3 class Restorative Approaches Swimming lessons (including Water Safety) Use of 'Ask it Baskets' Tatton Park Trip (appreciating our British heritage) Young Leaders Award tasks & visit to Newlands Care Home or Dementia Friendly Group</p>	<p>Buddying activities with Y3 class Restorative Approaches Science topic: Animals including humans (links to RSE) Swimming lessons (including Water Safety) Use of 'Ask it Baskets' Young Leaders Award tasks & visit to Newlands Care Home or Dementia Friendly Group, & organise a social enterprise fundraiser for a local and national charity</p>	<p>Buddying activities with Y3 class Restorative Approaches RE Topic: Loss, Death & Christian Hope (links to bereavement work) Use of 'Ask it Baskets' Science Topic: "Life Cycles." Importance of conservation and our role in caring for the planet & endangered animals English: Stories with issues (refugees themed) Young Leaders Award tasks & visit to Newlands Care Home or Dementia Friendly Group, & organise a social enterprise fundraiser for a local and national charity</p>
<p style="text-align: center;">Protected Characteristics</p>						

PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	How can I effectively promote my own health and wellbeing?	What makes a healthy friendship?	How can we ensure our safety while engaging online?	How can we let go of things that aren't good for us?	What are the consequences of adopting a fake persona?	How can we effectively navigate the transition of our next chapter?
St Thomas' Life Question	What does joy look and feel like to me?	Why choose compassion?	Who can we trust when using the internet?	What can we do in challenging situations?	Why am I enough?	How can we put our faith in God to guide us through our next chapter?
Topics	Looking After Myself (including School Councillor elections) Get HeartSmart!	Getting On & Falling Out (including Friendship Week) Don't Forget to Let Love In!	In the Media (including Safer Internet Day & Holocaust Memorial Day) Too Much Selfie Isn't Healthy!	DATE Don't Hold on to What's Wrong!	RSE Fake is a Mistake!	Moving On, Moving Up No Way Through Isn't True!
Teaching Sequence & Substantive Concepts (Knowledge) KEY HeartSmart resource SEAL resource RSE (CWP resource) DATE (CWP resource)	Relationships A Confident Me: Having an opinion & listening to others respectfully Secrets Importance of commitment in marriage or partnership	Relationships Getting On & Falling Out Working collaboratively Difference & diversity: How prejudice can be a barrier to friendship Conflict resolution Ways people show me love through kindness Significant events & people in our lives (R4) <i>Key Knowledge:</i> * Recognising and celebrating each other's similarities and differences is important, and helps us build respect and tolerance towards others. However, sometimes difference can be a barrier to friendship. * 'Prejudice' is when someone 'pre-judges' someone or	Relationships Demonstrating love for others All the same, all different Being a good listener Supporting one another	Relationships Strategies to resolve conflict & disputes Power of forgiveness Using tone of voice & body language to communicate Building trust Impact of bullying	Relationships Communication in relationships Online relationships Dealing with opinions respectfully Establishing boundaries for respectful relationships <i>Key Knowledge:</i> * Good communication is important in healthy relationships, and we need to communicate when we don't feel comfortable with someone. * Consent and giving someone permission is important in any relationship. * Respect and a balance of power is essential to a healthy relationship. * Not everything on the internet is the truth.	Relationships

PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map



		<p><i>something, having made up their mind before they know them. It's important to overcome presumptions and 'never judge a book by its cover'. This can lead to racism, sexism etc... if left unchallenged.</i></p> <p><i>* Behaviour is linked to thoughts and feelings. We act out how we are feeling but also what we are thinking e.g. if we dislike someone, this comes through in our actions towards that person.</i></p> <p><i>* It's important to stop and try to get an accurate picture before acting in a situation. This can help resolve fall-outs in friendships.</i></p>				
	<p>Health & Wellbeing Transition work e.g. routines, safety, who to ask for support etc...</p> <p>Thinking About Me: Strengths & goals</p> <p>Making Decisions for Me: Informed decisions & consequences</p> <p>Choices that help (not hurt) our hearts</p> <p>Powerful body language</p> <p>Keeping our hearts soft but strong</p> <p>Eatwell plate & planning a healthy meal</p>	<p>Health & Wellbeing Bonfire & firework safety</p> <p>Knowing my worth</p> <p>Giving & receiving positive words</p> <p>Cultivating gratefulness</p> <p>Early signs of illness</p>	<p>Health & Wellbeing Benefits & dangers of social media</p>	<p>Health & Wellbeing Effects, risks and law relating to cannabis</p> <p>Volatile substances; Abuse & getting help</p> <p>Help, advice & support</p> <p>Choosing forgiveness</p> <p>Strategies to help deal with negative emotions</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> * Understand the effects, risks and law relating to cannabis. * Understand the risk of volatile substance abuse (VSA). * Know how to get help and how to give help. * Being aware of the options for getting help, advice and support. * I have practised communicating with adults. 	<p>Health & Wellbeing Puberty & reproduction</p> <p>Families, conception & pregnancy</p> <p>Real Love Rocks (Barnardos):</p> <p>Online safety & awareness of online grooming</p> <p>Being proud of who we are</p> <p>Negative & positive self-talk</p> <p>Vaccinations</p> <p>Legal & illegal substances & their risks</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> * Puberty occurs some time between the ages of 8 and 16. * Male and female hormones become very active and are responsible for growth and development during puberty. Physical AND emotional changes occur. * During puberty, the male and female reproduction 	<p>Health & Wellbeing Moving on, moving up (transition activities)</p> <p>Persevering when we feel 'stuck'</p> <p>Impact of developing a 'can do' attitude</p> <p>Self-awareness of how we're feeling & why</p> <p>Power of hope</p> <p>Stepping out of comfort zones</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> * I understand what the 'secrets of success' are when thinking about transition & moving on. * I understand what it means to take risks and facing a fear of failure. * I know of coping strategies to help me when I'm facing changes in life.

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					<p>systems develop and mature. Males might start to have wet dreams or erections as sperm production starts, and females will begin their period, when an egg is released once a month.</p> <p>* Conception happens when a male sex cell (sperm) meets a female sex cell (egg) through intercourse or IVF. This is how babies are made (reproduction).</p> <p>* There are four stages of grooming and I need to understand how I can reduce these risks to keep myself safe. Always talk to a trusted adult if in doubt!</p>	<p>* I know of different strategies to help deal with worries about Secondary School.</p> <p>* I understand the importance of embracing my own uniqueness and other people's too.</p> <p>* I know that it's quite common for people to face fallouts in their friendships, and that first impressions are not always accurate.</p> <p>* Healthy habits are essential for my wellbeing as I grow older and more independent e.g. good sleep habits, good mobile phone & screen-time habits...</p>
	<p><u>Living in the Wider World</u> A Future Me: Skills for jobs A Money-Minded Me: Spending & Saving Class Charter / Rights & Responsibilities School councillor vote</p> <p><i>Key Knowledge:</i> * I have rights and responsibilities in school e.g. I have the right to bring a water bottle in school to stay hydrated and healthy. It's my responsibility to look after my bottle, make sure it's labelled and follow the class rules for appropriate use. * Rules are used in society and also in school. We have rules to ensure that everyone knows what is expected of them and how to behave. * Certain jobs require specific skills and many jobs require different skills. * People spend their money on a variety of things – some of these things are 'needs' (basic necessities you need to live on)</p>	<p><u>Living in the Wider World</u></p>	<p><u>Living in the Wider World</u> How the media presents information; Bias in the media; Advertising How people before us have overcome challenges</p> <p><i>Key Knowledge:</i> * I am beginning to explore how the media present information. * I can research and discuss topical issues. * I know that different sources of news select their information to suit their target audience. * I can talk and write about my opinions and explain their views. * I can appreciate that advertising can have a strong influence on people's behaviour. * I understand that the language used in advertising may be misleading.</p>	<p><u>Living in the Wider World</u></p>	<p><u>Living in the Wider World</u></p>	<p><u>Living in the Wider World</u></p>

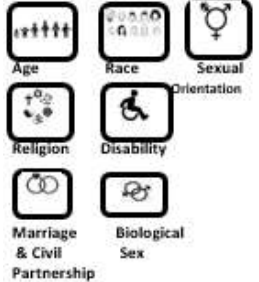
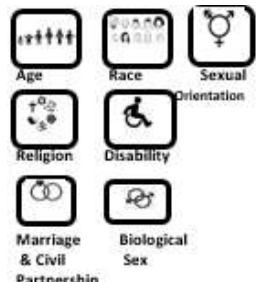
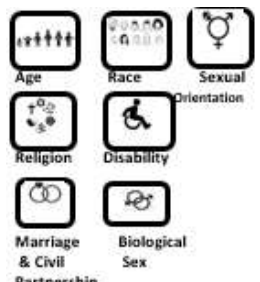




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	<p>and some are 'wants' (things we can live without but are nice to have).</p> <p>* Saving is important and a good habit to get into as you start to manage your money.</p> <p>* People in poorer countries live on much less money than we do, and their list of 'basics' will differ to ours.</p>					
Key Vocabulary	<p>rights</p> <p>responsibilities</p> <p>rules</p> <p>jobs</p> <p>career</p> <p>skills</p> <p>money</p> <p>economic well-being</p> <p>savings</p> <p>financial capability</p>	<p>respect</p> <p>tolerance</p> <p>similarities</p> <p>differences</p> <p>diversity</p> <p>prejudice</p> <p>racism</p> <p>sexism</p> <p>empathy</p> <p>constructive criticism</p> <p>communication</p>	<p>media</p> <p>article</p> <p>news</p> <p>information</p> <p>misinformation</p> <p>bias</p> <p>influencers</p> <p>propaganda</p> <p>anti-Jewish</p> <p>holocaust</p> <p>advertising</p> <p>false advertising</p>	<p>legal</p> <p>illegal</p> <p>drugs</p> <p>cannabis</p> <p>volatile substances</p> <p>Class A/B/C drugs</p> <p>accident</p> <p>dangerous</p> <p>unconscious</p> <p>choking</p> <p>sniffing / huffing</p> <p>inhaling</p> <p>recovery</p> <p>emergency</p>	<p>puberty</p> <p>genitals / private parts</p> <p>penis</p> <p>testicles</p> <p>scrotum</p> <p>foreskin</p> <p>sperm – male sex cells</p> <p>erection</p> <p>ejaculation / wet dream</p> <p>vulva</p> <p>vagina</p> <p>fallopian tube</p> <p>uterus / womb</p> <p>clitoris</p> <p>egg / ovum – female sex cells</p> <p>breasts</p> <p>menstruation / periods</p> <p>sanitary products</p> <p>hormones</p> <p>fertilisation</p> <p>reproduction</p> <p>sex / sexual intercourse</p> <p>conception</p> <p>umbilical cord</p> <p>foetus</p> <p>multiple births</p>	<p>secrets of success</p> <p>risks</p> <p>change</p> <p>worries</p> <p>secondary school</p> <p>'normal'</p> <p>unique</p> <p>bouncebackability (resilience)</p> <p>first impressions</p> <p>good habits</p>
Disciplinary Concepts (Skills)	<ul style="list-style-type: none"> * Self-evaluate and set targets for the future. * Recognise and value my achievements. * Having my own opinions and being aware of others' opinions that may differ to my own. * Listening to others expressing their own thoughts and opinions sensibly and respectfully. 	<ul style="list-style-type: none"> * Using good communication skills when working in a group. * Use a variety of ways to criticise constructively and respond to criticism. * Listen to people when they don't agree and think about what they have said. * To see a situation from another person's perspective (empathy). 	<ul style="list-style-type: none"> * I can research and make sense of topical issues and news. * I can recognise bias within the news and reporting. * I can reflect on the information presented to me, and come to my own conclusions (looking past stereotypes, bias, influence and misinformation). 	<ul style="list-style-type: none"> * I understand the risk of misusing drugs and volatile substance abuse (VSA), using this to inform my choices and behaviour to make healthy choices. * I know how to get help and how to give help. * I am aware of the options for getting help, advice and support. * I have practised communicating with adults. 	<ul style="list-style-type: none"> * Respect each other and our differences. * Know who I can speak with and get support from (trusted adult). * Know where to report abuse online. * Grow in independence when it comes to taking care of myself and my personal hygiene. * Recognise ways to be equal and fair in a relationship. 	<ul style="list-style-type: none"> * I can take risks which will help me to reach my goals and dreams. * I am resilient and can 'bounce back' in given situations. * I can use different coping strategies to help me when I'm facing changes in my life. * I can use different strategies to help deal with worries about Secondary School.



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	<p>* I have a choice to say no, and understand the consequences of not making the right decision. * Making an informed decision.</p>	<p>* Understand how it might feel to be excluded or treated badly because of being different in some way.</p>			<p>* Know some of the positive and negative ways of communicating in a relationship.</p>	<p>* I value my own and other people's uniqueness. * I can keep an open mind before judging new people I've met. * I can use different restorative strategies when dealing with fallouts. I am growing in independence to make good choices when it comes to healthy habits.</p>
<p>Experiential Knowledge & Cross-Curricular Links (discrete learning)</p>	<p>Buddying activities with Y4 class Restorative Approaches <i>Pig Heart Boy</i> by Malorie Blackman (English unit of work covering themes of friendship, betrayal and forgiveness) Use of 'Ask it Baskets' British Values Week Black History Month Budgeting (Maths) Stockport County Financial Capability sessions (x6) Speed Awareness Course</p>	<p>Anti-Bullying Week or 'Friendship Week' Buddying activities with Y4 class Restorative Approaches Use of 'Ask it Baskets' Fire Safety workshops Remembrance Day Impact of war on the planet (History/Geography topics)</p>	<p>Buddying activities with Y4 class Restorative Approaches Use of 'Ask it Baskets' Safer Internet Day Bikeability Holocaust Memorial Day</p>	<p>Buddying activities with Y4 class Restorative Approaches Use of 'Ask it Baskets' STEM week - organising and facilitating activities for the events</p>	<p>Buddying activities with Y4 class Restorative Approaches Use of 'Ask it Baskets' Well-being workshops (prep for SATs) Residential activity holiday</p>	<p>Buddying activities with Y4 class Restorative Approaches Use of 'Ask it Baskets' CIST transition workshops—preparation for high school and moving on Leaver's service at Manchester Cathedral and St Thomas' Church Transition days at high schools</p>
<p>Protected Characteristics</p>					 <p>Pregnancy & Maternity</p>	 <p>Race</p>

PSHE - Teaching Sequence Including Substantive Knowledge and Disciplinary Concepts Progression Map



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