

PSHE Intent

The scheme is linked to the knowledge and skills identified in the statutory Framework for the EYFS and the National Curriculum. The scheme of work is knowledge-based but we have placed skills at the heart of PSHE. The scheme is enhanced by community projects and links and by trips and visits. We have developed six clear strands: financial, health, character, relationships and personal education and citizenship.

We have built a scheme of work that is ambitious but give our children a world perspective, for example, by incorporating the role of citizens around the world in social change. The needs of our children mean that we have made reading, language and vocabulary development to be key features of PSHE. The scheme has been designed and planned to give children the knowledge and skills that they need for later life such as: questioning, problem solving, freethinking, resilience, confidence, debating and presenting skills. We have planned end points for pupils to attain by the end of the topic and year and these are written as knowledge and key skills. These skills have been carefully sequenced to enable our children to know more and remember more. There is a degree of repetition to help pupils to retain knowledge and skills.

The subject has been planned and to develop pupils' personal development such as their social skills, empathy, compassion, respect and British Values. The scheme of work embeds personal development expectations. Through PSHE, we develop pupils' spiritual, moral and cultural understanding.

Equality and diversity are important to us at St Margaret's. The curriculum has been designed to give pupils an understanding of different groups in modern society such as different genders including gender identity, disability, culture, faith, ethnicity, sexuality and different ages.

The scheme of work has been designed and planned to develop pupils' practical skills and provide learning experiences they would not normally be able to access.

We have a number of international new arrivals. These children will as much as possible, follow the same curriculum as others, however for the first few months transitioning into school their curriculum will be focused more heavily on reading, writing and language acquisition. The pupils who are disadvantaged and who have special needs and/or disabilities cover the same content as all pupils. Some pupils, who have specific needs or physical needs, these will be withdrawn occasionally from lessons for specific exercises or interventions. Where a pupil has severe needs, they will have a bespoke curriculum matched to their ECHP plan.

PSHE	Nursery	Reception	Year one	Year two	Year three	Year four	Year five	Year six
Knowledge – by the end of the year pupils should know:								
Autumn One		Key:	HEALTH AND KEEPING SAFE 1 LO: To understand that fruit and vegetables help us to stay healthy 2 LO: To know how to look after our teeth 3 LO: To learn about the importance of washing our hands after using the toilet and before eating 4 LO: To learn about rules for keeping safe in different situations and who keeps me safe in my community 5 LO: To learn about how household products, including medicines, can be harmful and dangerous if not used correctly. 6 End point: To create a poster demonstrating 'How to Look After Myself'	CITIZENSHIP 1 LO: To learn about what groups and communities I belong to. 2 LO: To learn about how to look after our environment 3 LO: To know what councils and councillors do and the laws that they make 4 4 LO: To know the laws of the road 5 LO: To know how to cross the road safely. 6 End point: To know and understand who is responsible for looking after the local community	MANAGING FEELINGS 1. to know how I can manage my feelings 2. LO: To know what I am good at and what my goals are 3. LO: To know that we all make mistakes and that we can learn from our mistakes 4. LO: To know about slavery and what slaves could and couldn't do 5. LO: To know that breaking the law can lead to imprisonment 6. LO To know about resilience for overcoming challenges and problems	HEALTH AND KEEPINGSAFE 1. LO: To understand what a good sleep routine is. 2. LO: To understand that food provides energy for the body 3. LO: To understand what good health means and knowing signs of physical illness 4. LO: To understand what good health means and knowing signs of physical illness 5. To understand about self-control 6. To know types of drugs 7. To understand how using self-control helps us to be more responsible for ourselves	BUILDING CHARACTER 1 LO: To understand self-respect and what good self-respect is. 2. LO: To understand how personal strengths and skills link to self-esteem 3. LO: To understand that knowing our personal strengths and weaknesses helps us to set goals 4. LO: To understand that a self-identity helps us to feel self-pride 5. LO: To understand that self-identify leads to a sense of self-pride 6. LO: To understand about the importance of self-reliance and independence	FINANCIAL EDUCATION 1. LO: To understand how people budget 2. LO: To understand the different types of accounts 3. LO: To understand capitalism and the Great Depression 4. LO: To understand communism and the Cold War 5. LO: To understand the freedoms and restrictions of different types of government 6. LO: To design a poster educating tourists entering a communist country
Autumn Two			MANAGING FEELINGS 1. LO: to understand what makes me happy 2. LO: To understand what makes me special and unique 3. LO: To understand what good and bad secrets are 4. LO: To understand how my behaviour affects others	HEALTH & KEEPING SAFE 1. LO: To understand how to keep myself healthy 2. LO: To understand why it is important to stay active 3. LO: To understand how I can prevent diseases spreading 4. LO: To understand how medicines help us when we are feeling unwell	BUILDING CHARACTER 1. LO: To understand what bravery is 2. LO: To understand situations that make me feel relaxed and nervous 3. LO: To understand what courage is 4. LO: To understand how to overcome negative emotions when finding solutions	CITIZENSHIP 1. LO: To understand what Human Rights are 2. LO: To understand what the rights of the child are 3. LO: To understand about citizenship and ostracism in Ancient Greece meant 4. LO: To understand what British Democracy is 5. LO: To understand how the Brexit referendum worked	FINANCIAL EDUCATION 1. LO: To understand what a salary and income tax is 2. LO: To understand about different careers (employed) 3. LO: To understand about different careers (self-employment) 4. LO: To understand Fair Trade	HEALTH AND KEEPING SAFE 1. LO: To understand about mental and physical wellbeing 2. LO: To understand why it is important to stay physically active 3. LO: To know how to plan and prepare a healthy meal

			5. LO: To know the difference between good and bad secrets 6. LO To understand the importance of rules	5. LO: To understand how to keep safe at home 6. LO: To understand my responsibility for keeping myself and others safe?	5. LO: To understand how personal courageous challenges can be achieved successfully 6. LO: To understand how parents and carers successfully overcome personal courageous challenges.	6. LO: To understand what sustainability is	5. LO: To understand Fair Trade – workshop 6. LO: To develop enterprise skills 7. LO: To understand about state benefits	4. LO: To understand how different drugs affect our mind and body. 5. LO: To understand peer pressure and how to be assertive 6. LO: To know the basic skills of first aid
Spring One			CITIZENSHIP 1. LO: To understand what an environment is 2. LO: To understand what our class rules are 3. LO: To understand what it means to be from Manchester, England and Britain 4. LO: To understand the rule of law. 5. LO: To understand about democracy 6. LO: To promote British Values	BUILDING CHARACTER 1. LO: To understand what special and unique means 2. LO: To understand what a reward is 3. LO: To know how to explore or discover purpose 4. LO: To understand about determination 5. LO: To understand about determination – experiment 6. LO to know my goals, how to reach them and the non-physical rewards of reaching them	HEALTH & KEEPINGSAFE 1. LO: To understand what a healthy diet is 2. LO: To know how to keep safe in the sun 3. LO: To understand the importance of personal hygiene 4. LO: To know what happens when I breathe smoke in the air. 5. LO: To know how to recognise risks in my life 6. LO: To understand what to do in an emergency	MANAGING FEELINGS 1. LO: To understand what resilience is 2. LO: To understand about taking responsibility for your own choices and actions 3. LO: To understand about discrimination 4. LO: To know the stereotypes about physical disabilities and visible differences 5. LO: To know the gender stereotypes that exist 6. LO: To know how to challenge stereotypes	CITIZENSHIP 1. LO: To understand how rules and laws are made 2. LO: To understand about the UN Rights Respecting Charter 3. LO: To understand when children’s rights are denied 4. LO: To know about old slavery 5. LO: To understand about modern slavery 6. LO: To understand the methods of Suffragist and Suffragette protest	CITIZENSHIP 1. LO: To understand the importance of being critical of the media online and offline 2. LO: To know what I aspire to be 3. LO: To know how laws are changed 4. LO: To understand the role of MP’s and Local Councillors 5. LO: To know what a peaceful protest is 6. LO: To protest peacefully
Spring Two			BUILDING CHARACTER 1. LO: to know what goals and ambitions are 2. LO: to know what dreams are 3. LO: to plan a team challenge 4. LO: to complete a team challenge 5. LO: to know what an action plan it 6. LO: to create a personal action plan with an end goal	MANAGING FEELINGS 1. LO: to know the difference between small feelings and big feelings 2. LO: to know how to keep safe online 3. LO: to know the difference between joking, bullying and teasing 4. LO: to know about generalisations 5. LO: to know about boy and girl stereotypes 6. LO: to freeze frame stereotype scenes	CITIZENSHIP 1. LO: to know how rules and laws protect 2. LO: to know the difference between my local British communities and global communities 3. LO: to know what an MP’s role is including flood defences 4. LO: to know about flood effects and flood defences 5. LO: to know the democratic process to vote-in MPs 6. LO: to know about the work that MPs do in Parliament	FINANCIAL EDUCATION 1 LO: to know how to look after our money 2. LO: to know about making spending choices 3. LO: to know what tax and VAT is 4. LO: to know what banks do 5. LO: interview with a local bank personnel 6. LO: to know about the cost of living abroad and how this informs holiday choices	MANAGING FEELINGS 1. LO: to know what mental health is 2. LO: to know how to negotiate and compromise 3. LO: to know how to stay safe on a mobile or a tablet 4. LO: to know how to be happy being me 5. LO: to recognise stereotypes about how people look and know how to react appropriately 6. LO: to know about racism 7. LO: to know about cultural conflict can be resolved	MANAGING FEELINGS 1. LO: to know how to challenge negative thoughts and feelings 2. LO: to know what stereotyping is 3. LO: to know how the internet positively and negatively affects our health 4. LO: to challenge the concepts of being ‘normal’ 5. LO: know how to behave around people with disabilities 6. LO: to know about the challenges that disabled children face
Summer One			RELATIONSHIPS AND SEX EDUCATION 1) Who are the people in my life who love and care for me? 2) What are the differences	RELATIONSHIPS AND SEX EDUCATION 1) What is private? (body parts) 2) What happens when the body grows young to old? 3) What is fair, unfair, kind and	RELATIONSHIPS AND SEX EDUCATION 1) What is personal space? 2) What does a healthy relationship look like? 3) Why is being equal	RELATIONSHIPS AND SEX EDUCATION 1) What is diversity? 2) Do boys and girls have different roles? 3) What changes happen to my	RELATIONSHIPS AND SEX EDUCATION 1) to know what puberty is 2) to know about the different relationships in my life 3) to know what unwanted	RELATIONSHIPS AND SEX EDUCATION 1) to know what changes happen in my life 2) to know what happens in a loving relationship

			<p>and similarities between people</p> <p>3) to know the similarities between girls and boys</p> <p>ONLINE SAFETY</p> <p>4) to know that there may be people online who could make me feel sad, embarrassed or upset and how to speak to an adult for help</p> <p>5) to know that some people might find things funny or sad online and others don't</p> <p>6) to understand that information posted online can be accessed by others</p>	<p>unkind? (friendship)</p> <p>ONLINE SAFETY</p> <p>4) to know how other people may look and act differently online and offline</p> <p>5) to understand about my online safety rights</p> <p>6) to know who to talk to if something has been put online without consent or if it is incorrect</p>	<p>important in relationships?</p> <p>ONLINE SAFETY</p> <p>4) to know that people can have different identities online depending on what they are doing</p> <p>5) to understand that knowing, liking and trusting someone online can be different to knowing someone offline.</p> <p>6) to know what online bullying looks like</p>	<p>body?</p> <p>ONLINE SAFETY</p> <p>4) to know that people can pretend to be someone else on line to build a relationship</p> <p>5) to understand that shared content online will affect people in different ways</p> <p>6) to know that online information can be created, copied or shared by others</p> <p>7) Peer on peer abuse (online bullying)</p>	<p>touch is</p> <p>ONLINE SAFETY</p> <p>4) to understand how to have an appropriate online identity depending on context</p> <p>5) to know about the positives and possible risks of being online</p> <p>6) to know that information can be represented in different ways about a person online</p> <p>7) Peer on peer abuse (online bullying)</p>	<p>and what forced marriage is</p> <p>3) to know what FGM is</p> <p>ONLINE SAFETY</p> <p>4) to identify and evaluate content and know the importance of challenging and rejecting inappropriate representations</p> <p>5) to understand the impact of sharing content online with or without permission</p> <p>6) to know to protect my digital personality and online reputation</p> <p>7) Peer on peer abuse (online bullying)</p>
Summer Two			<p>FINANCIAL EDUCATION</p> <p>1. LO: to know where our money comes from</p> <p>2. LO: To know that people earn money</p> <p>3. LO: To know that we earn money by working or selling something.</p> <p>4. LO: To understand that we buy things from money</p> <p>5. LO: To understand what is cheap or expensive</p> <p>6. LO: To know we might have to wait for things we want to buy</p>	<p>FINANCIAL EDUCATION</p> <p>1. LO: To know how we make choices about spending and saving money</p> <p>2. LO: To know how people are paid for work</p> <p>3. LO: To know how much things cost in a garden centre</p> <p>4. LO: To know different jobs are linked to the garden centre</p> <p>5. LO: To know about the interview process for different jobs at the garden centre</p> <p>6. LO: To role play a garden centre scene</p>	<p>FINANCIAL EDUCATION</p> <p>1. LO: To know the links between jobs and wages</p> <p>2. LO: To know that in different countries there are different jobs</p> <p>3. LO: To know the different jobs in China</p> <p>4. LO: To know about imports and exports</p> <p>5. LO: To know how Fairtrade bananas help farmers in poorer countries.</p> <p>6. LO: To present information about Fairtrade farmers</p>	<p>BUILDING CHARACTER</p> <p>1. LO: To know the difference between aims, targets and ambitions</p> <p>2. LO: To know that career ambitions can change throughout primary school</p> <p>3. LO: To know that we review and amend our targets</p> <p>4. LO: To know about perseverance despite difficulties</p> <p>5. LO: To know how to deal with disappointments</p> <p>6. LO: To create a poster giving advice for disappointment</p>	<p>HEALTH AND KEEPING SAFE</p> <p>1. LO: To know how to stop the spread of infections</p> <p>2. LO: To know the nutritional benefits of food</p> <p>3. LO: To plan a nutritious meal and know the nutritional benefits</p> <p>4. LO: To know how to respond to dares</p> <p>5. LO: To know what habits are</p> <p>6. LO: To know who or what influences me</p>	<p>BUILDING CHARACTER</p> <p>1. LO: To know how to cope with loss</p> <p>2. LO: To know how to have a positive mindset</p> <p>3. LO: To know how to deal with change</p> <p>4. LO: To know how to be resilient</p> <p>5. LO: To identify the skills of resilience required to meet a set target.</p> <p>6. LO: To consider upcoming changes and applying resilience strategies</p>
Skills – by the end of the year pupils should be able to:								
Autumn One			<p>HEALTH AND KEEPING SAFE</p> <p>recognise healthy, fresh foods</p> <p>know how to brush teeth</p> <p>know safe and unsafe situations and household products at home and around school</p>	<p>CITIZENSHIP</p> <p>recognise what it feels like to be part of a group or community</p> <p>identify how Manchester is a large city so needs 3 councillors per ward to enable fair representation,</p> <p>recognise various road users and how each user has a responsibility or keeping safe</p> <p>recognise how to use the Green Cross Code themselves and for keeping others safe too.</p>	<p>MANAGING FEELINGS</p> <p>recognise our fears and how we overcome challenges</p> <p>identify the mistakes we have made and how we learnt from them</p> <p>identify what mistakes lead to imprisonment e.g. dangerous driving</p> <p>decide on the degree of a series of challenges</p>	<p>HEALTH AND KEEPING SAFE</p> <p>recognise good sleep routines</p> <p>identify which groups of people need more kjs and why they might need more.</p> <p>recognise signs of illness/sickness and steps to self-care</p> <p>to know the names of legal and illegal drugs and the side effects of tobacco</p> <p>identify how we can use self-control to either not have something for later, or the help us to deal with risks and</p>	<p>BUILDING CHARACTER</p> <p>plot out personal skills</p> <p>plot out refined goals to improve them over the year</p> <p>plot out ways to become more confident in subjects</p> <p>plot out how to lead groups</p> <p>consider Kagan style leadership group</p>	<p>FINANCIAL EDUCATION</p> <p>FINANCIAL EDUCATION</p> <p>understand how capitalism works so only a few people hold vast majority of wealth</p> <p>understand how communist countries work</p> <p>know the wars between capitalism and communist countries</p> <p>understand about wage differences</p>

						dangers.		
Autumn Two			<p>MANAGING FEELINGS</p> <p>recognise good and bad manners</p> <p>know what makes us special</p> <p>identify important rules for</p>	<p>HEALTH AND KEEPING SAFE</p> <p>to identify foods for a healthy diet</p> <p>to recognise cheese</p>	<p>BUILDING CHARACTER</p> <p>be courageous in a scary situation</p> <p>learn how you can learn from mistakes</p>	<p>CITIZENSHIP</p> <p>apply knowledge of rights to various scenarios and consider what this means</p> <p>identify how human rights</p>	<p>FINANCIAL EDUCATION</p> <p>recognise what degree would chn would like to have</p> <p>consider what income/salary</p>	<p>HEALTH AND KEEPING SAFE</p> <p>understand the skills of relationships</p> <p>understand the benefits</p>

		<p>class have an agreed system for following class rules know the consequent feelings associated with others who don't follow the rules</p>	<p>and milk are good for bones to recognise apples are good for heart to recognise that food gives us energy recognise safety rules for walking to school, crossing the road and car parks</p>	<p>learn from mistakes activities that build resilience and require self-patience</p>	<p>apply to different situations / scenarios apply how Charter of HR helps protect people</p>	<p>they would like and be willing to work for use a HMRC calculator to work out tax know how taxes are used in Manchester know how the disadvantaged are supported through benefits</p>	<p>of yoga on mental health and physical health know limits of alcohol to the body know what it does to the body when misused - link to liver & pancreas</p>
--	--	---	--	---	---	---	--

				<p>knowing about correctly washing hands</p> <p>knowing not to take random drugs</p> <p>know how to use a tissue to prevent spread of germs</p>			<p>know how Fairtrade benefits disadvantaged communities</p>	<p>understand behavioural inhibitions</p> <p>know how smoking affects the hearts & lungs</p> <p>understand about secondary smoke</p> <p>know how to perform CPR on a person having a heart attack</p>
Spring One			<p>CITIZENSHIP</p> <p>recognise how people are similar and different</p> <p>recognise the consequences if you break the law</p> <p>understand what freedom means: that people are free</p> <p>learn how to respect other people if they look different</p> <p>people can vote for councillors under a democracy</p>	<p>BUILDING CHARACTER</p> <p>understand determination and bravery to do new things</p> <p>understand ways of finding solutions to overcoming difficulties and challenges</p> <p>recognise some rewards are intrinsic and some are extrinsic</p> <p>eg getting there / achievement or reaching a goal as oppose to actually getting an award</p>	<p>HEALTH AND KEEPING SAFE</p> <p>recognise practical ways to get to safety</p> <p>learn how to ask for help from the police or at a shop</p> <p>understand how running, walking & climbing affects muscles and mental health</p> <p>understand some drugs are good and some are bad</p> <p>recognise that too much of any drug is dangerous</p> <p>know how smoking affects the body</p> <p>know how drinking affects the body</p>	<p>MANAGING FEELINGS</p> <p>understand how working to team strengths are important but having a go something that isn't your strength enables you to see your potential</p> <p>knowing that empathy is important for teamwork</p> <p>identifying what is physically abled and disabled</p> <p>identifying the inaccurate stereotypes that exist around age, dress and appearance</p>	<p>CITIZENSHIP</p> <p>apply knowledge to skills eg abolition of slavery banning of capital punishment</p> <p>overthrowing of apartheid</p> <p>discuss fall of the Berlin wall</p> <p>discuss the law was abolished so LGBT 1967</p>	<p>CITIZENSHIP</p> <p>campaign to make things better eg climate change</p> <p>research a famous person in children's life who has made social change</p>
Spring Two			<p>BUILDING CHARACTER</p> <p>identify what were good and less good at</p> <p>identify targets and goals for the near future and longer term future</p> <p>identify some of steps to reach goals</p> <p>identify the route to going a job – for example steps to become a doctor</p> <p>how to overcome diffis or obstacle</p>	<p>MANAGING FEELINGS</p> <p>Understand how team work works for the good of all</p> <p>ID the difficulties of teamwork for example, being brave, having a go</p> <p>look at a stereotypes for boys and girls and seeing if they fall into those stereotypes or not</p>	<p>CITIZENSHIP</p> <p>know what councils decide on</p> <p>know what MPs decide on eg cycle lane - MP or local councillor?</p> <p>know how to vote or contact an MP</p>	<p>FINANCIAL EDUCATION</p> <p>know that VAT is added on – recognise the amount we pay in tax</p> <p>look at some taxes put on different things from abroad</p> <p>know that wholesale price is different to what others pay</p> <p>know about savings & bank accountt</p> <p>know banks lend money</p> <p>know banks work with currency</p> <p>know about actual spending power abroad</p>	<p>MANAGING FEELINGS</p> <p>identify set phrase for manners in various scenarios</p> <p>identify racist attitudes</p> <p>identify cultural conflict</p> <p>reasons like not wearing a hijab means you're not a Muslim woman or a day off for a religious festival.</p> <p>identify how empathy paves way for conflict resolution</p> <p>identify wars caused by sectarianist views</p>	<p>MANAGING FEELINGS</p> <p>consider what is considered normal or not normal</p> <p>recognise that without empathy bullying can occur</p> <p>know how to appropriately challenge someone behaving inappropriately about disability.</p> <p>know about laws made about homophobia and hate crime</p>
Summer One			<p>Recognising similarities and differences in people</p> <p>knowing about private body parts</p> <p>Knowing that people can make us feel sad, embarrassed or upset online, know that people understand funny or unfunny differently, know that people can access their information online</p>	<p>know what is private on a body</p> <p>know what fairness and unfairness is in friendship</p> <p>know how people represent themselves differently online and understanding safety and consent rights online</p>	<p>know about personal space</p> <p>know what equal relationships look like and</p> <p>knowing people have various identities online</p> <p>knowing the difference between knowing and trusting someone online</p> <p>knowing about online bullying</p>	<p>knowing about diverse families</p> <p>knowing about what happens during puberty</p> <p>questioning stereotypes</p> <p>know about grooming online</p> <p>know about how content can be shared by others</p> <p>know about peer-on-peer abuse</p>	<p>know what happens in puberty</p> <p>know the relationships in my life</p> <p>know about unwanted touch</p> <p>know about online identities and misrepresentations online</p> <p>know about peer-on-peer abuse</p>	<p>know about changes throughout life</p> <p>know about FGM</p> <p>know about loving relationships and forced marriage</p> <p>knowing about taking care with own identity online</p> <p>knowing risks of sharing content online</p> <p>know about peer-on-peer</p>

								abuse
Summer Two			FINANCIAL EDUCATION understand people charge money for a service eg hotel / beach / putting & bowling recognise when something is expensive eg a bucket & spade they decide what is expensive and how do they know	FINANCIAL EDUCATION understand some people get paid annually, monthly, hourly salaries for different jobs understand some are paid more than others interview someone about their work with plants things cost more than the cost to make know about profits learn you can save money over time to buy something	FINANCIAL EDUCATION compare how we live and how people live in China know where products come know the idea of trade recognise how people in different jobs make a profit eg how miners in Chinese mine	BUILDING CHARACTER know difference scenarios where dreams went wrong eg Einstein, Michael Jordan, David Beckham know how it might feel but what people might do know how to persevere and find solutions know how to deal with disappointment positively have a goal to reach by the end of the year and plot some milestones to help eg learn a new language	HEALTH AND KEEPING SAFE understand not to make appearance judgements recognise that on social media there will be challenging images - in glossy mag snapchat Instagram facebook understand how to create a balanced meal understand the harm that body-shaming does to mental health choose a balanced diet - Eatwell Plate	BUILDING CHARACTER to know the stages of grief understand that some mistakes you learn from and don't do again and some help you to learn to improve at that activity understanding the harm of dwelling on negatives to our physical and mental state understand that change is inevitable and recognise the skills required to manage change

General skills including questioning, problem solving, presenting and curiosity

FINANCIAL EDUCATION Yr 1 idea of value concept of earnings - jobs pay more or less sorting grouping ordering least expensive / most expensive Yr 2 ordering least to most expensive some things are per pot or per tray so divide to find out cost for 1 Yr 3 know that people trade with each other know what an economy is Yr 4 saving money depositing money security with online banking Yr 5 set up a community in class – each has a salary/role, calculate total taxes and decide on how to spend taxes Yr 6 consider stocks and shares over time with	CITIZENSHIP Yr 1 consider how people look similar in Manchester or look diff in different communities in Manchester, England and Britain Yr 2 recognise groups and communities know how look after the environment, recognise councils and councillors make laws like road laws. Yr 3 write a letter to MP know how to be safe near rivers know how to protect your house from flooding Yr 4 know people's right to vote weigh evidence for or against an argument e.g. independence Yr 5 Listen to someone else's views respectfully and respond respectfully understand that ppl have diff viewpoints and change over time growth change Yr 6 change laws lawfully protests history of protest marches	HEALTH AND KEEPING SAFE Yr 1 understanding hygiene understanding risks of products at home and at school Yr 2 people who help us doctors nurses vets lolly pop person understand balanced diet what balanced diet means Understand how to treat food how to use a knife & fork or spoon Yr 3 learning to say no peer pressure being unique not following your own mind strength to be own person and not follow skills of knowing how to get help - know of organisations to get help Yr 4 know how to look after yourself know adult teeth don't grow back know you can change your diet know the effects of tobacco Yr 6 know basic first aid know health agencies and know how to contact them	RELATIONSHIPS EDUCATION Yr 1 show the similarities and differences in people, know private parts and how to say 'no' to someone who wants to see or touch them, know how to tell an adult Yr 2 learning the PANTS rule and it's importance, know who to tell if someone breaks the PANTS rule, learning the key stages in the human life-cycle, learning what fairness or unfairness in friendship Yr 3 learning what acceptable or unacceptable verbal or physical actions are, know who can enter their close or far proximity, knowing what healthy and unhealthy relationships are Yr 4 naming different types of families and gender / sexual orientations, learning that gender roles are unhelpful, knowing the changes that happen in puberty Yr 5 label main body parts, recognize physical and	BUILDING CHARACTER Yr 1 understand team work working together to see what a person is good and proud of Yr 2 finding solutions to problems, reacting to problems instead of having a sulk overcoming fears Yr 3 be courageous in a scary situation e.g. blind folded through wooded area fall back & friend catches you learn how you can learn from mistakes learn from mistakes e.g. Jenga or a card tower activities that building resilience and require patience Yr 5 group work team work taking on responsibilities in a group working on small steps working towards a goal	MANAGING FEELINGS Yr 1 make a class charter order class rules from most to least important Yr 2 list all stereotypes that they have debunked Yr 3 present best ways to overcome challenges Yr 4 recognise your own weakness in a team sport and aim to challenge yourself Yr 5 present ways of conflict resolution in friendships and family relationships Yr 6 map out the disabilities and challenges Tom Daley faced know how he overcame them focusing on reliance, determination, overcoming fears	ONLINE SAFETY Yr 1 give advice to friends who are feeling negatively about online activities, making a class pictogram to show the most popular activities in class, decide if information is OK to share or not to share Yr 2 decide what makes them feel negatively online, knowing when to give permission, not give permission and when to ask for advice about giving permission online when, knowing who to seek support for information shared without giving permission / is incorrect Yr 3 learning that people have different profiles depending on the platform, knowing that online and offline relationships differ, learning netiquette Yr 4 learning how people online adopt different personas and why, learning how online content affects us and how online information is created, copied and shared Yr 5 learning what an appropriate online identify is, know the
---	---	--	---	---	---	--

	well-known companies	protesting against unjust laws	emotional changes in puberty, know who cares for us, learn what healthy relationships look like, know where to get support Yr 6 learn about types of FGM, learn about loving relationships and the importance of consent in marriage, name main body parts and the physical and emotional changes during puberty			risks of inappropriate content on online profiles, knowing how identities can be misrepresented online Yr 6 learning how to evaluate content and challenge misrepresentations online, design an advert to demonstrate stereotyping, give possible consequences/outcomes based on each scenario, learning about how to have positive digital personalities that	

							represent us in a good light	
--	--	--	--	--	--	--	------------------------------	--

Experiences/community project/world perspective

--

	<p>FINANCIAL EDUCATION Yr 1 visit to a bank / call in banker Yr 2 Hulme Garden Centre Yr 3 OXFAM teaching materials under Millennium Yr 4 trip to Costco with VAT and total cost Yr 5 trip to Asda to see Fairtrade products on the shelf Yr 6 trip from a school community member from a communist country sharing their experiences, talk about challenges, differences and difficulties</p>	<p>CITIZENSHIP Yr 1 SUM 1 local councillor to visit or visit town hall Mayor visit Citizenship Yr 2 lolly pop person teaches chn to cross the road safety and highlights dangers on the road virtual 360 tour of a town hall Yr 3 walk along a canal or river highlights dangers on the road virtual 360 tour of a town hall Yr 4 world perspective - some countries very diff rules china and Russia North Korea Yr 5 putting point of view based on evidence and listening to others' points of views use debating skills Yr 6 from view of south African apartheid east/ West Germany in the war New Zealand - first women's vote Saudi Arabia - some citizens can't vote Korea – can only vote for one person</p>	<p>HEALTH AND KEEPING SAFE Yr 1 AUT 1 brush teeth practice making an emergency call Yr 2 chef canteen and kitchen staff Yr 3 watch a video about what goes on around the world - how different cultures treat smoking and drinking visit from smoking / drugs Yr 4 experiment about tobacco effects sports coach Yr 6 staff / specialist to teach mindfulness and yoga</p>	<p>RELATIONSHIPS EDUCATION Yr1 rehearsing saying 'no' to someone who wants to break the underwear rule. practice saying who your trusted adults are Yr 2 rehearsing saying 'no' to someone who wants to break the underwear rule. saying who your trusted adults are know stages of human life cycle, decide decide on what is unkind or kind behavior Yr 3 deciding on acceptable and unacceptable forms of behaviour, decide who can come close to you or not regarding personal space knowing healthy and unhealthy behaviour in relationships, Yr 4 knowing about foster, adoptive, single parent families, with LGT parents in wider society questioning bou and girl stereotypes, identifying signs of puberty Yr 5 identifying benefits fo relationships and considering isolation identifying signs of puberty discussing forms of unwanted touch Yr 6 discussion of changes being a normal part of human experience, discussion forced marriage as a form of unacceptable and unlawful marriage, consideration of consent albeit with family involvement, discussion of FGM being an unlawful practice, consideration of consent albeit with family involvement</p>	<p>BUILDING CHARACTER Yr 1 SPR 2 visit from a person in a job to talk about the job – for example, a teacher, volunteer or lunch time organiser Yr 2 Year 2 teachers make a short video for a partner Yr2 class about how they set and met a goal Yr 3 South American culture - climb trees at night to tree houses tales of strengths from around the world Yr 4 Stephen Hawking Yr 5 task where everything fallsdown Motivational speaker and set challenges Yr 6 Japanese camps and it effects letters by people imprisoned in war Anne Frank</p>	<p>Managing Feelings Yr 1 share what makes me unique with other year 1 classes Yr 2 Camfed (Education) African charity educating girls to make them into future leaders Yr 3 Cat Sparks Courage – Fred the catworked to detect a fake vet (National Geographic) Yr 4 Sara Hossain – Bengali Barrister working to protect civil & political rights in Bangladesh Yr 5 Learn about Michael McCann's (14) experiences of the 1969 Belfast sectarian riots Yr 6 Formation of the Paralympic Games</p>	<p>ONLINE SAFETY Yr 1 see report on how information online is shared https://www.bbc.co.uk/cbbc/financialmore/help-me-out-your-digital-rights Yr 2 earn who to go to for support if information is shared without consent Yr 3 Mr Goulden to teach about online bullying Yr 4 Hate Crime GMP visit includes online Yr 5 Cyber Crime Unit visit Yr 6 Cyber Crime Unit visit</p>	
--	---	---	---	---	--	--	---	--

				Vocabulary/Text				
--	--	--	--	------------------------	--	--	--	--

	<p>FINANCIAL EDUCATION Yr 1 coins notes money cheap expensive cost price hire My money choices Clare Llewellyn Yr 2 salary wage cost price money notes coins cheap expensive Grandad Briny and the Seaweed Garden Centre Hilary Sharp Yr 3 Empathy sympathy import export cargo trade economy The World Came to My Place Today Jo Readman Yr 4 deposit saved euro dollar wholesale cost VAT The Story of Money Martin Jenkins Yr 5 salary wages income income tax, careers, professions, self- employed, benefits, housing benefit, income support, poor, benefits, Fairtrade Yr 6 money, virtual money, budgeting, communism, capitalism, rich, poor, Great Depression Communism for Kids</p>	<p>CITIZENSHIP Yr 1 citizen Britain British England English Manchester Mancunian law respect freedom voting My brother is different Louise Garrod Yr 2 Town hall, councils, councillors, law, speeding, pedestrian, crossings, parking, rules, environment Mr Gumpy's Motor Car, John Birmingham Yr 3 parliament MP local councillor voting laws elect elections government The Class Vote Deborah Chancellor Yr 4 citizenship Greek ostracism Athenian democracy modern British democracy UN Human Rights Citizens of the Yr 5 UN RR Charter old slavery Vikings modern slavery trafficking peaceful illegal protest protect militant The Autobiography of Nelson Mandela – Long Walk to Freedom Yr 6 camp protest social change political change slavery Slave Girl Patricia C McKissack world right UN Convention for the Rights of the Child The Autobiography of Eleanor Roosevelt</p>	<p>HEALTH & KEEPING SAFE Yr 1 Healthy, Unhealthy, Safe, Unsafe, Risk, Risky, Medicine, Crossing Patrol, Warnings, Rules, Emergency, Emergency helpline, Decay, Gums, Bones, Bacteria, Food groups, crops Toilets from History Eliz Newbury Yr 2 balance healthy unhealthy energy diet bones heart lungs Eukee the Jumpy Jumpy Elephant Clifford L Corman Yr 3 muscle tobacco cigarettes cigar vaping name some alcohol safe and lost emergency call stuck on an app exactly pinpoint The Hundred- Mile An-Hour Dog Jeremy Strong Yr 4 Sleep, sleep routines, energy, kilojoules, consumption, heathy, illness, danger, risk, self-control, peer-pressure Julia Cook Peer Pressure Gauge Yr 5 body shaming stereotyping generalisation protein calcium fats carbohydrates The Illustrated Mum by Jacqueline Wilson Yr 6 stress emotion mindfulness pressure emergency first aid procedure CPR cardiopulmonary resuscitation pancreas liver lung heart Think Good Feel Good by Paul Stellard</p>	<p>RELATIONSHIPS EDUCATION Yr 1 people, care, special, same, different main body parts, 'private' parts, unsafe, uncomfortable Yr 2 pantosaurus, private body parts, good touch, bad touch human life-cycle (baby, child, adult), changes fair and unfair, kind, unkind, right and wrong Yr 3 privacy and personal boundaries, appropriateness, respond safely, unwanted physical touch, positive healthy friendship, mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support, equal, unequal Yr 4 single parents, same-sex parents, step-parents, blended families, foster parents, adoptive parents, lesbian, gay, transgender attitudes, stereotypes, discrimination, vulva, foot, vagina, shoulders, Knee, Stomach Hair, Bottom, Hands, Nose, Penis, Eyes, Testicles Yr 5 Hair, Pubic hair, discharge, ovaries, eggs, periods/menstruation, Breasts, hips, moods, emotions, conflict, Testicles, sperm, erections, wet dreams, Penis, inappropriate touch Yr 6 responsibilities, duties, independence, consent, marriage, civil partnership, FGM, Fallopian tube, Labia Majora, Vagina Urethra, Ovary</p>	<p>BUILDING CHARACTER Yr 1 goal ambition dream challenge job / career target Who says women can't be Doctors Tanya Lee Stone Yr 2 goal target explore discover obstacle challenge overcome reward On a beam of light – A Story of Albert Einstein Jennifer Berne Yr 3 brave courageous strong resilient the extraordinary life of Alan Turing WW2 Michael Lee Richardson Yr 4 disappointment defeat Salt in His Shoes: Michael Jordan in Pursuit of his Dreams by Deloris Jordan and Roslyn Jordan Yr 5 self-confidence, self- belief, self-respect, empowerment A Biography of Elizabeth Garret Anderson. Yr 6 bereaved loss cope positive goals change Hidden Figures: The True Story of Four Black Women and the Space race by Margot Lee Shetterly</p>	<p>MANAGING FEELINGS Yr 1 name-calling good name bad names special, unique, rules choices consequences Derek the Alien and the Raspberry Milkshake by Sarah Isaacs Yr 2 slavery challenges, mistakes, consequences Dulcie Dando Football Player by Debi Gliori Yr 3 slavery, slavery abolishment overcoming challenges bravery mistakes law-breaking consequences imprisonment The Dreamer Pam Munoz Yr 4 stereotypes generalisations young old fashion appearance goth brands The Boy in the Dress David Walliams Yr 5 racism, cultural conflict, conflict- resolution, empathy, sectarianism Now or Never, Bali Rai Yr 6 disabilities challenges overcoming difficulties self-reliance determination overcoming fears Donovan's Double Trouble by Monalisa Degross</p>	<p>ONLINE SAFETY Yr 1 sad, upset, frustrated, embarrassed, online, offline, sharing information Yr 2 sad, frustrated, upset, embarrassed, online, offline, personal, private Yr 3 online, offline, online profile, like, trust, netiquette Yr 4 online, offline, identity, personas, respect, disrespect, identities created, copied and shared Yr 5 positive online identity, negative online identity, managing your online identity, responsible choices, online community Yr 6 target audience, advertisements, gender stereotyping, sharing online, oversharing online, anonymous, consequences, judgements, anonymous</p>	
--	---	--	---	---	---	---	--	--

People

People								
	FINANCIAL EDUCATION Yr 1 price is right Yr 2 Jeff Bezos richest man in the world Yr 3 Chairwoman Sun Yafang Huawei Yr 4 Titus Pomponius Atticus Ancient Roman Banker Yr 5 Edna Ruth Byler 1946 began importing needlecrafts from low-income south American women Yr 6 Jesse Binga	CITIZENSHIP Yr 1 The Queen Yr 2 lolly-pop person Yr 4 Nelson Mandela Yr 3 PM Year 5 votes for women Millicent Fawcett Year 6 Marcus Rashford	HEALTH & KEEPING SAFE Yr 1 Florence Nightingale Yr 2 Jamie Oliver Yr 3 Joe Wicks Yr 4 sports coach Yr 5 model with acid who does documentaries Katy Piper Yr 6 Buddha chanting	RELATIONSHIPS EDUCATION Yr 1 school nurse Yr 2 Marriage photos - South Asian marriage Yr 3 maternity nurse or midwife Yr 4 My Naughty Little Sister Dorothy Edwards or a peacemaker Nobel Peacemaker Shirin Ebadi rights for women and children Yr 5 Tom Daley baby Yr 6 Karma Nirvana charity - honour based marriage	BUILDING CHARACTER Yr 1 David Blunkett Sheffield MP Yr 2 Clare Francis first to sail around the world Yr 3 Alan Turing Yr 4 Yuichiro Miura oldest person to climb mount Everest (80) Yr 5 Elizabeth Garret Anderson Yr 6 Anne Frank	MANAGING FEELINGS Yr 1 invite a mum and dad in to see howthey help their children to deal with feelings Yr 2 Hope Patricia Powell CBE women's first team manager Yr 3 Emily Pankhurst Yr 4 Yuichiro Miura oldest person to climb mount Everest (80) Yr 5 The UN sent 12000 peacekeepers to Central African Republic after sectarian violence flared in 2014 Yr 6 Malala Yousafzai	Online Safety	