

Term/ Week	Knowledge, Skills and Understanding (KSU)						
	Topic/Lesson content	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	Behaviour For Learning	<p>T1</p> <p>Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>	<p>T1</p> <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p>	<p>T1</p> <p>Can recognise what is fair and unfair, kind and unkind, what is right and wrong.</p>	<p>T1</p> <p>About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.</p> <p>How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable.</p>	<p>T1</p> <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise.</p> <p>To recognise that their behaviour can affect other people</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong</p>	<p>T1</p> <p>SRE – Girls and Boys Can</p> <p>To understand and respect the differences and similarities between people</p> <p>Can define difference and similarity</p> <p>Understand that boys and girls can both do the same tasks and enjoy the same things; but that</p> <p>stories, TV and people sometimes say that boys do this, and girls do that</p> <p>What is Male and Female?</p>

<p>Term 4</p>		<p>T4</p> <p>What can I do well?</p> <p>What are my learning goals? (where possible).</p> <p>How can I get help in class? Who from?</p>	<p>T4</p> <p>To know...</p> <p>how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>(Why we should not exclude others)</p> <p>Take part in games, activities to build friendships</p>	<p>T4</p> <p>Recognise and celebrate their strengths and set simple but challenging goals.</p> <p>Recognise that their behaviour can affect other people.</p> <p>Learn strategies for identifying and accessing appropriate help and support.</p>	<p>T4</p> <p>To know...</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The importance of self-respect and how this links to their own happiness.</p>	<p>T4</p> <p>To know...</p> <p>Where and how to report concerns and get support with issues online.</p> <p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</p> <p>the risks associated with an inactive lifestyle (including obesity).</p>	<p>T4</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices and acting.</p> <p>Becoming an independent learner.</p> <p>Who can help me, in school? At home? In the community?</p> <p>That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p> <p>Conversational and negotiation skills and practise.</p> <p>Debating relevant issues in the classroom. Carrying out surveys.</p> <p>School council.</p>
---------------	--	---	--	---	--	--	--

Term 2	Social Awareness and Relationships	<p>T2</p> <p>Know... that families are important for children growing up because they can give love, security and stability.</p> <p>Recognise the characteristics of healthy family life, commitment to each other, the importance of spending time together and sharing each other's lives</p>	<p>T2</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</p> <p>that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations how to judge whether what they are feeling and how they are</p>	<p>T2</p> <p>Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds, choices).</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others.</p>	<p>T2</p> <p>To know that families are important for children growing up because they can give love, security and stability.</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p>	<p>T2</p> <p>To know...</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p>	<p>T2</p> <p>SRE – Growing Up</p> <p>The way they grow and change throughout the human life cycle</p> <p>Can identify changes during the human life cycle</p> <p>Understand that change is ongoing</p>
--------	------------------------------------	---	---	---	--	---	---

<p>Term 5</p>		<p>T5</p> <p>To Know what a friend is.</p> <p>To identify some key characteristics of friendships.</p> <p>To understand that healthy friendships are positive and welcoming to others.</p> <p>Take part in games, activities to build friendships.</p>	<p>T5</p> <p>To know how important friendships are making us feel happy and secure, and how people choose and make friends.</p> <p>Why we should not exclude others and make others feel lonely.</p> <p>Take part in games, activities to build friendships.</p>	<p>T5</p> <p>Know that families are important for children growing up because they can give love, security and stability.</p> <p>Recognise the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable.</p> <p>Learn that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences.</p>	<p>T5</p> <p>To know...</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.</p>	<p>T5</p> <p>To be aware of the similarities, differences and diversity among people of different race, culture, disability, sex, gender identity, age, sexual orientation and the impact of prejudice on individuals and communities.</p> <p>To recognise, clarify and, if necessary, challenge their own core values and how they influence their choices.</p>	<p>T5</p> <p>Celebrating festivals of local and national and world significance.</p> <p>Feelings of a pupil. What pressures do they feel and how do they cope? Who can help with these issues?</p> <p>Society. How should we act and be responsible?</p>
---------------	--	--	--	--	--	--	--

Term 3	Independence and Self Care	<p>T3</p> <p><i>Learn that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</i></p>	<p>T3</p> <p>To know if something they have done has hurt/upset someone.</p> <p>How can I get help at home?</p> <p>In the community?</p>	<p>T3</p> <p>Know the benefits of physical exercise, time outdoors, community participation on mental wellbeing and happiness.</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p><i>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</i></p>	<p>T3</p> <p>Know that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>	<p>T3</p> <p>To critically examine what is presented to them in social media and why it is important to do so.</p> <p>To understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.</p>	<p>T3</p> <p>To use websites research, discuss and debate topical issues, problems and events as a class.</p> <p>To reflect on spiritual, moral social and cultural issues, using imagination to understand other people's experiences.</p> <p>What are your thoughts and beliefs? And why? Accepting the views of others.</p> <p>That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p> <p>Understanding own and others behaviour and the effects of</p>
--------	----------------------------	--	--	--	---	--	---

Curriculum Progression Plan – Subject PHSE and SRE



								<p>their behaviour both positive and negative.</p> <p>Looking at conflict and mediation</p> <p>Respectful Relationships.</p>
--	--	--	--	--	--	--	--	--

<p>Term 6</p>		<p>T6</p> <p>Understand how they may feel if unwell and who can help.</p> <p>Basic hygiene routines to keep yourself from being unwell – regular hand washing/bathing</p>	<p>T6</p> <p>What is bullying.</p> <p>Different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>	<p>T6</p> <p>About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.</p> <p>How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable.</p>	<p>T6</p> <p>To know...</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>	<p>T6</p> <p>To know...</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>Where to get advice from e.g. family, school and/or other sources.</p>	<p>T6</p> <p>What are drugs?</p> <p>What are legal and illegal drugs.</p> <p>What are the dangers of illegal drugs?</p> <p>What are the benefits of legal drugs?</p> <p>Dangers in society and how to keep yourself safe.</p> <p>What are the school rules? What set of class rules can we agree on and why?</p> <p>Basic first aid for children.</p>
---------------	--	---	--	--	---	--	---

Resources:

Discovery Education

Twinkl

Useful subject links:

PHSCE and SRE SOW

Based on the outcomes from the SOW which was revised in November 2020 and June 2021.