Woodlands Park Primary and Nursery School
Personal Social and Health Education (PSHE) (including Relationships and Sex Education (RSE)) Curriculum Map 2024 - 2025

Term	Early Years (Dormice/Owls)	Year 1 & 2 (Hedgehogs)	Year 3 & 4 (Foxes)	Year 5 (Otters)	Year 6 (Wolves)
AUTUMN TERM 1 **BEING ME IN MY WORLD PUZZLE**	**THEMES …** Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities **KNOWLEDGE … I will …** - **recognise** special things about myself - **recognise** that some people are different from me - **know** how happiness and sadness can be expressed - **know** that hands can be used kindly and unkindly - **know** that being kind is good - **know** that I have a right to learn and play, safely and happily **SOCIAL & EMOTIONAL SKILLS … I will …** - **identify** feelings associated with belonging - **identify** feelings of happiness and sadness - play cooperatively with others - **consider** the feelings of others be **responsible** in my classroom	**THEMES …** Hopes & fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings **KNOWLEDGE … I will …** - **identify** hopes and fears for the year ahead - **understand** the rights and responsibilities of class members - **know** that it is important to listen to other people - **understand** that my own views are valuable - **know** about rewards and consequences and that these stem from choices - **know** that positive choices impact positively on self-learning and the learning of others **SOCIAL & EMOTIONAL SKILLS … I will …** - **recognise** my own feelings and know when and where to get help - **know** how to make my class a safe and fair place - show good listening skills - **recognise** the feeling of being worried - be able to work cooperatively **PSHE LI:** I can explain why my behaviour can impact on other people in my class. **SED LI:** I can compare my own and my friends' choices and can express why some choices are better than others	**THEMES …** Being part of a class team Being a school citizen Rights and responsibilities and democracy Rewards and consequences Group decision making Having a choice What motivates behaviour **KNOWLEDGE … I will …** - **know** how individual attitudes and actions make a difference to a class - **know** about the different roles in the school community - **know** my place in the school community - **know** what democracy is (applied to pupil voice in school) - **know** that my own actions affect me and others - **know** how groups work together to reach a consensus - **know** that having a voice and democracy benefits the school community **SOCIAL & EMOTIONAL SKILLS … I will …** - **identify** the feelings associated with being included or excluded - make others feel valued and included - be able to take on a role in a group discussion / task and contribute to the overall outcome - make others feel cared for and welcomed - **recognise** the feelings of being motivated or unmotivated - **understand** why the school community benefits from a Learning Charter - be able to help friends make positive choices - **know** how to regulate my emotions **PSHE LI:** I can explain why being listened to and listening to others is important in my school community. **SED LI:** I can explain why being democratic is important and can help me and others feel valued.	**THEMES …** Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating **KNOWLEDGE … I will …** - **know** how to face new challenges positively - **understand** how to set personal goals - **understand** the rights and responsibilities associated with being a citizen in the wider community and their country - **know** how an individual's behaviour can affect a group and the consequences of this - **understand** how democracy and having a voice benefits the school community - **understand** how to contribute towards the democratic process **SOCIAL & EMOTIONAL SKILLS … I will …** - be able to **identify** what I value most about school - **identify** my hopes for the school year - display empathy for people whose lives are different from my own - **consider** my own actions and the effect they have on me and others - be able to work as part of a group, listening and contributing effectively - **understand** why the school community benefits from a Learning Charter - be able to help my friends make positive choices **know** how to regulate my emotions **PSHE LI:** can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. **SED LI**: I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	**THEMES …** Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role modelling **KNOWLEDGE … I will …** - **know** how to set goals for the year ahead - **understand** what fears and worries are - **know** about children's universal rights (United Nations Convention on the Rights of the Child UNCRC) - **know** about the lives of children in other parts of the world - **know** that personal choices can affect others locally and globally - **understand** that my own choices result in different consequences and reward - **understand** how democracy and having a voice benefits the school community - **understand** how to contribute towards the democratic process **SOCIAL & EMOTIONAL SKILLS … I will …** - be able to make others feel welcomed and valued - **know** my own wants and needs - be able to compare my life with the lives of those less fortunate - **demonstrate** empathy and understanding towards others - **demonstrate** attributes of a positive role model - take positive action to help others - be able to **contribute** towards a group task - **know** what effective group work is - **know** how to regulate my emotions **PSHE LI:** I can explain how my choices can have an impact on people in my immediate community and globally. **SED LI:** I can empathise with others in my community and globally and explain how this can influence the choices I make.

AUTUMN TERM 2

CELEBRATING DIFFERENCE PUZZLE

THEMES …

Identifying talents
Being special
Families
Where we live
Making friends
Standing up for yourself

KNOWLEDGE … I will …

- **know** what being proud means and that people can be proud of different things
- **know** that people can be good at different things
- **know** what being unique means
- **know** that families can be different
- **know** that people have different homes and why they are important to them
- **know** different ways of making friends
- **know** different ways to stand up for myself
- **know** the names of some emotions such as happy, sad, frightened, angry
- **know** that I don't have to be 'the same as' to be a friend
- **know** why having friends is important
- **know** some qualities of a positive friendship

SOCIAL & EMOTIONAL SKILLS … I will …

- **identify** feelings associated with being proud
- **identify** things I am good at

be able to vocalise success for myself and about others successes

- **identify** some ways I can be different and the same as others
- **recognise** similarities and differences between my family and other families
- **identify** and use skills to make a friend
- **identify** and use skills to stand up for myself
- **recognise** emotions when I or someone else is upset, frightened or angry

THEMES …

Assumptions and stereotypes about gender
Understanding bullying
Standing up for self and others
Making new friends
Gender diversity
Celebrating difference and remaining friends

KNOWLEDGE … I will ...

- **know** there are stereotypes about boys and girls
- **know** that it is OK not to conform to gender stereotypes
- **know** it is good to be yourself
- **know** that sometimes people get bullied because of difference
- **know** the difference between right and wrong and the role that choice has to play in this
- **know** that friends can be different and still be friends
- **know** where to get help if I am being bullied
- **know** the difference between a one-off incident and bullying

SOCIAL & EMOTIONAL SKILLS … I will …

- **understand** that boys and girls can be similar in lots of ways and that is OK
- **understand** that boys and girls can be different in lots of ways and that is OK
- **explain** how being bullied can make someone feel
- choose to be kind to someone who is being bullied
- **know** how to stand up for myself when I need to
- **recognise** that I shouldn't judge people because they are different
- **understand** that everyone's differences make them special and unique

PSHE LI: I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.

SED LI: I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.

THEMES …

Challenging assumptions
Judging appearance
Accepting self and others
Understanding influences
Understanding bullying
Problem solving
Identifying how special and unique everyone is
First impressions

KNOWLEDGE … I will ...

- **know** that sometimes people make assumptions about a person because of the way they look or act
- **know** there are influences that can affect how we judge a person or situation
- **know** that some forms of bullying are harder to identify e.g. tactical ignoring, cyber--bullying
- **know** what to do if I think bullying is, or might be taking place
- **know** the reasons why witnesses sometimes join in with bullying and don't tell anyone
- **know** that first impressions can change

SOCIAL & EMOTIONAL SKILLS … I will …

- try to accept people for who they are
- **identify** influences that have made me think or feel positively/negatively about a situation
- **identify** feelings that a bystander might feel in a bullying situation
- **identify** reasons why a bystander might join in with bullying
- revisit the 'Solve it together' technique to practise conflict and bullying scenarios
- **identify** their own uniqueness be comfortable with the way I look
- **identify** when a first impression I had was right or wrong
- be non-judgemental about others who are different

PSHE LI: I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.

SED LI: I can explain why it is good to accept myself and others for who we are.

THEMES …

Cultural differences and how they can cause conflict
Racism
Rumours and name calling
Types of bullying
Material wealth and happiness
Enjoying and respecting other cultures

KNOWLEDGE … I will ...

- **know** what culture means
- **know** that differences in culture can sometimes be a source of conflict
- **know** what racism is and why it is unacceptable
- **know** that rumour spreading is a form of bullying on and offline
- **know** external forms of support in regard to bullying e.g. Childline
- **know** that bullying can be direct and indirect
- **know** how their life is different from the lives of children in the developing world

SOCIAL & EMOTIONAL SKILLS … I will …

- **identify** my own culture and different cultures within their class community
- **identify** my own attitudes about people from different faith and cultural backgrounds
- **identify** a range of strategies for managing my own feelings in bullying situations
- **identify** some strategies to encourage children who use bullying behaviours to make other choices
- be able to support children who are being bullied
- appreciate the value of happiness regardless of material wealth
- **develop** respect for cultures different from my own

PSHE LI: I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.

SED LI: I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.

THEMES …

Perceptions of normality
Understanding disability
Power struggles
Understanding bullying
Inclusion/exclusion
Differences as conflict
Difference as celebration
Empathy

KNOWLEDGE … I will ...

- **know** that there are different perceptions of 'being normal' and where these might come from
- **know** that being different could affect someone's life
- **know** that power can play a part in a bullying or conflict situation
- **know** that people can hold power over others individually or in a group
- **know** why some people choose to bully others
- **know** that people with disabilities can lead amazing lives
- **know** that difference can be a source of celebration as well as conflict

SOCIAL & EMOTIONAL SKILLS … I will …

- empathise with people who are different and be aware of my own feelings towards them
- **identify** feelings associated with being excluded
- be able to **recognise** when someone is exerting power negatively in a relationship
- use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict
- **identify** different feelings of the bully, bullied and bystanders in a bullying scenario
- be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens
- appreciate people for who they are
- show empathy

PSHE LI: I can explain ways in which difference can be a source of conflict or a cause for celebration.

SED LI: I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.

SPRING TERM 3

DREAMS & GOALS PUZZLE

THEMES …

Links to EYFS Characteristics of Effective Learning (CoEL)

Challenges
Perseverance
Goal setting
Overcoming obstacles
Seeking help
Jobs
Achieving goals

KNOWLEDGE … I will …

- **know** what a challenge is
- **know** that it is important to keep trying
- **know** what a goal is
- **know** how to set goals and work towards them
- **know** which words are kind
- **know** some jobs that I might like to do when I am older
- **know** that I must work hard now in order to be able to achieve the job I want when I am older
- **know** when I have achieved a goal

SOCIAL & EMOTIONAL SKILLS … I will …

- **understand** that challenges can be difficult
- **recognise** some of the feelings linked to perseverance
- talk about a time that I kept on trying and achieved a goal
- be ambitious
- be resilient
- **recognise** how kind words can encourage people
- feel proud

celebrate success

THEMES …

Achieving realistic goals
Perseverance
Learning strengths
Learning with others
Group co-operation
Contributing to and sharing success

KNOWLEDGE … I will …

- **know** how to choose a realistic goal and think about how to achieve it
- **know** that it is important to persevere
- **know** how to recognise what working together well looks like
- **know** what good group working looks like
- **know** how to share success with other people

SOCIAL & EMOTIONAL SKILLS … I will …

- be able to describe my own achievements and the feelings linked to this
- **recognise** my own strengths as a learner
- **recognise** how working with others can be helpful
- be able to work effectively with a partner
- be able to choose a partner with whom I work well
- be able to work as part of a group **recognise** how it feels to be part of a group that succeeds and store this feeling

PSHE LI: I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.

SED LI: I can explain how it felt to be part of a group and can identify a range of feelings about group work.

THEMES …

Hopes and dreams
Overcoming disappointment
Creating new, realistic dreams
Achieving goals
Working in a group
Celebrating contribution
Resilience
Positive attitude

KNOWLEDGE … I will …

- **know** what my own hopes and dreams are
- **know** that hopes and dreams don't always come true
- **know** that reflecting on positive and happy experiences can help me to counteract disappointment
- **know** how to make a new plan and set new goals even if I have been disappointed
- **know** how to work out the steps I need to take to achieve a goal
- **know** how to work as part of a successful group
- **know** how to share in the success of a group

SOCIAL & EMOTIONAL SKILLS … I will …

- talk about my hopes and dreams and the feelings associated with these
- **identify** the feeling of disappointment
- **identify** a time when they have felt disappointed
- be able to cope with disappointment
- help others to cope with disappointment
- **identify** what resilience is
- have a positive attitude
- enjoy being part of a group challenge
- share my success with others
- store feelings of success (in my internal treasure chest) to be used at another time

PSHE LI: I can plan and set new goals even after a disappointment.

SED LI: I can explain what it means to be resilient and to have a positive attitude.

THEMES …

Future dreams
The importance of money
Jobs and careers
Dream job and how to get there
Goals in different cultures
Supporting others (charity)
Motivation

KNOWLEDGE … I will …

- **know** that I will need money to help me to achieve some of my dreams
- **know** about a range of jobs that are carried out by people I know
- **know** that different jobs pay more money than others
- **know** the types of job I might like to do when I am older
- **know** that young people from different cultures may have different dreams and goals
- **know** that communicating with someone from a different culture means that I can learn from them and vice versa
- **know** ways that I can support young people in their own culture and abroad

SOCIAL & EMOTIONAL SKILLS … I will …

- **verbalise** what I would like my life to be like when I am grown up
- appreciate the contributions made by people in different jobs
- appreciate the opportunities learning and education can give me
- **reflect** on the differences between my own learning goals and those of someone from a different culture
- appreciate the differences between myself and someone from a different culture
- **understand** why I am motivated to make a positive contribution to supporting others

PSHE LI: I can compare my hopes and dreams with those of young people from different cultures.

SED LI: I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.

THEMES …

Personal learning goals, in and out of school
Success criteria
Emotions in success
Making a difference in the world
Motivation
Recognising achievements
Compliments

KNOWLEDGE … I will …

- **know** my own learning strengths
- **know** how to set realistic and challenging goals
- **know** what the learning steps I need to take to achieve my goal
- **know** a variety of problems that the world is facing
- **know** how to work with other people to make the world a better place
- **know** some ways in which I could work with others to make the world a better place
- **know** what my classmates like and admire about me

SOCIAL & EMOTIONAL SKILLS … I will …

- **understand** why it is important to stretch the boundaries of my current learning
- set success criteria so that I know when I have achieved my goal
- **recognise** the emotions I experience when I consider people in the world who are suffering or living in difficult circumstances
- empathise with people who are suffering or living in difficult situations
- be able to give praise and compliments to other people when I recognise that person's achievements

PSHE LI: I can explain different ways to work with others to help make the world a better place.

SED LI: I can explain what motivates me to make the world a better place.

SPRING TERM 4

HEALTHY ME PUZZLE

THEMES …

Exercising bodies
Physical activity
Healthy food
Sleep
Keeping clean
Safety

KNOWLEDGE … I will …

- **know** the names for some parts of my body
- **know** what the word 'healthy' means
- **know** some things that I need to do to keep healthy
- **know** that I need to exercise to keep healthy
- **know** how to help myself go to sleep and that sleep is good for me
- **know** when and how to wash my hands properly
- **know** what to do if they I get lost
- **know** how to say No to strangers

SOCIAL & EMOTIONAL SKILLS … I will …

- **recognise** how exercise makes me feel
- **recognise** how different foods can make me feel
- **explain** what I need to do to stay healthy
- give examples of healthy food
- **explain** how I might feel if I don't get enough sleep
- **explain** what to do if a stranger approaches me

THEMES …

Different types of family
Physical contact boundaries
Friendship and conflict
Secrets trust and appreciation
Expressing appreciation for special relationships

KNOWLEDGE … I will …

- **know** what my body needs to stay healthy
- **know** what relaxed means
- **know** what makes me feel relaxed / stressed
- **know** how medicines work in my bodies
- **know** that it is important to use medicines safely
- **know** how to make some healthy snacks
- **know** why healthy snacks are good for my body
- **know** which foods give my body energy

SOCIAL & EMOTIONAL SKILLS … I will …

- desire to make healthy lifestyle choices
- **identify** when a feeling is weak and when a feeling is strong
- feel positive about caring for my body and keeping it healthy
- have a healthy relationship with food
- express how it feels to share healthy food with my friends

PSHE LI: I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.

SED LI: I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.

THEMES …

Healthier friendships
Group dynamics
Smoking
Alcohol
Assertiveness
Peer pressure
Celebrating inner strength

KNOWLEDGE … I will …

- **know** how different friendship groups are formed and how I fit into them
- **know** which friends I value most
- **know** that there are leaders and followers in groups
- **know** that I can take on different roles according to the situation
- **know** the facts about smoking and its effects on health
- **know** some of the reasons some people start to smoke
- **know** the facts about alcohol and its effects on health, particularly the liver
- **know** some of the reasons some people drink alcohol
- **know** ways to resist when people are putting pressure on me
- **know** what I think is right and wrong

SOCIAL & EMOTIONAL SKILLS … I will …

- **identify** the feelings that I have about my friends and different friendship groups
- **recognise** how different people and groups I interact with impact on me
- **identify** which people I most want to be friends with
- **recognise** negative feelings in peer pressure situations
- **identify** the feelings of anxiety and fear associated with peer pressure
- tap into my inner strength and know how to be assertive

PSHE LI: I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.

SED LI: I can identify feelings of anxiety and fear associated with peer pressure.

THEMES …

Smoking and vaping
Alcohol
Alcohol and anti-social behaviour
Emergency aid
Body image
Relationships with food
Healthy choices
Motivation and behaviour

KNOWLEDGE … I will …

- **know** the health risks of smoking
- **know** how smoking tobacco affects the lungs, liver and heart
- **know** some of the risks linked to misusing alcohol, including antisocial behaviour
- **know** basic emergency procedures including the recovery position
- **know** how to get help in emergency situations
- **know** that the media, social media and celebrity culture promotes certain body types
- **know** the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure
- **know** what makes a healthy lifestyle

SOCIAL & EMOTIONAL SKILLS … I will …

- make informed decisions about whether or not I choose to smoke when I am older
- make informed decisions about whether I choose to drink alcohol when I am older
- **recognise** strategies for resisting pressure
- **identify** ways to keep myself calm in an emergency
- reflect on my own body image and know how important it is that this is positive
- accept and respect myself for who I am
- respect and value my own body
- be motivated to keep themselves healthy and happy

PSHE LI: I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.

SED LI: I can summarise different ways that I respect and value my body.

THEMES …

Taking personal responsibility
How substances affect the body
Exploitation, including 'county lines' and gang culture
Emotional and mental health

KNOWLEDGE … I will …

- **know** how to take responsibility for my own health
- **know** how to make choices that benefit my own health and well-being
- **know** about different types of drugs and their uses
- **know** how these different types of drugs can affect people's bodies, especially their liver and heart
- **know** that some people can be exploited and made to do things that are against the law
- **know** why some people join gangs and the risk that this can involve
- **know** what it means to be emotionally well
- **know** that stress can be triggered by a range of things
- **know** that being stressed can cause drug and alcohol misuse

SOCIAL & EMOTIONAL SKILLS … I will …

- be motivated to care for my own physical and emotional health
- be motivated to find ways to be happy and cope with life's situations without using drugs
- **identify** ways that someone who is being exploited could help themselves
- suggest strategies someone could use to avoid being pressured
- **recognise** that people have different attitudes towards mental health / illness
- use different strategies to manage stress and pressure

PSHE LI: I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.

SED LI: I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.

SUMMER TERM 5

RELATIONSHIPS PUZZLE

THEMES …

Family life
Friendships
Breaking friendships
Falling out
Dealing with bullying
Being a good friend

KNOWLEDGE … I will …

- **know** what a family is
- **know** that different people in a family have different responsibilities (jobs)
- **know** some of the characteristics of healthy and safe friendship
- **know** that friends sometimes fall out
- **know** some ways to mend a friendship
- **know** that unkind words can never be taken back and they can hurt
- **know** how to use Jigsaw's Calm Me to help when feeling angry
- **know** some reasons why others get angry

SOCIAL & EMOTIONAL SKILLS … I will …

- **identify** what jobs I do in my family and those carried out by my parents/carers and siblings
- suggest ways to make a friend or help someone who is lonely
- use different ways to mend a friendship
- **recognise** what being angry feels like use Calm Me when angry or upset

THEMES …

Different types of family
Physical contact boundaries
Friendship and conflict
Secrets trust and appreciation
Expressing appreciation for special relationships

KNOWLEDGE … I will …

- **know** that everyone's family is different
- **know** that families function well when there is trust, respect, care, love and co-operation
- **know** that there are lots of forms of physical contact within a family
- **know** how to stay stop if someone is hurting me
- **know** some reasons why friends have conflicts
- **know** that friendships have ups and downs and sometimes change with time
- **know** how to use the Mending Friendships or Solve-it-together problem-solving methods
- **know** there are good secrets and worry secrets and why it is important to share worry secrets
- **know** what trust is

SOCIAL & EMOTIONAL SKILLS … I will …

- **identify** the different roles and responsibilities in my family
- **recognise** the value that families can bring
- **recognise** and talk about the types of physical contact that is acceptable or unacceptable
- use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict
- **identify** the negative feelings associated with keeping a worry secret
- **identify** the feelings associated with trust
- **identify** who I trust in my own relationships
- give and receive compliments
- say who I would go to for help if I were worried or scared

PSHE LI: I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.

SED LI: I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships

THEMES …

Jealousy
Love and loss
Memories of loved ones
Getting on and falling out
Girlfriends and boyfriends
Showing appreciation to people and animals

KNOWLEDGE … I will …

- **know** some reasons why people feel jealousy
- **know** that jealousy can be damaging to relationships
- **know** that loss is a normal part of relationships
- **know** that negative feelings are a normal part of loss
- **know** that memories can support us when we lose a special person or animal
- **know** that change is a natural part of relationships/ friendship
- **know** that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe

SOCIAL & EMOTIONAL SKILLS … I will …

- **identify** feelings and emotions that accompany jealousy
- suggest positive strategies for managing jealousy
- **identify** people who are special to me and express why
- **identify** the feelings and emotions that accompany loss
- suggest strategies for managing loss
- tell you about someone I no longer see
- suggest ways to manage relationship changes including how to negotiate

PSHE LI: I can recognise how people are feeling when they miss a special person or animal.

SED LI: I can give ways that might help me manage my feelings when missing a special person or animal.

THEMES …

Self-recognition and self-worth
Building self-esteem
Safer online communities
Rights and responsibilities online
Online gaming and gambling
Reducing screen time
Dangers of online grooming
SMARRT internet safety rules

KNOWLEDGE … I will …

- **know** that a personality is made up of many different characteristics, qualities and attributes
- **know** that belonging to an online community can have positive and negative consequences
- **know** that there are rights and responsibilities in an online community or social network
- **know** that there are rights and responsibilities when playing a game online
- **know** that too much screen time isn't healthy
- **know** how to stay safe when using technology to communicate with friends

SOCIAL & EMOTIONAL SKILLS … I will …

- suggest strategies for building self-esteem of themselves and others
- **identify** when an online community /social media group feels risky, uncomfortable, or unsafe
- suggest strategies for staying safe online/social media
- say how to report unsafe online / social network activity
- **identify** when an online game is safe or unsafe
- suggest ways to monitor and reduce screen time
- suggest strategies for managing unhelpful pressures online or in social networks

PSHE LI: I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.

SED LI: I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.

THEMES …

Mental health
Identifying mental health worries and sources of support
Love and loss
Managing feelings
Power and control
Assertiveness
Technology safety
Take responsibility with technology use

KNOWLEDGE … I will …

- **know** that it is important to take care of my own mental health
- **know** ways that I can take care of my own mental health
- **know** the stages of grief and that there are different types of loss that cause people to grieve
- **know** that sometimes people can try to gain power or control me
- **know** some of the dangers of being 'online'
- **know** how to use technology safely and positively to communicate with my friends and family

SOCIAL & EMOTIONAL SKILLS … I will …

- **recognise** that people can get problems with their mental health and that it is nothing to be ashamed of
- help myself and others when worried about a mental health problem
- **recognise** when I am feeling grief and have strategies to manage them
- **demonstrate** ways I could stand up for myself and my friends in situations where others are trying to gain power or control
- resist pressure to do something online that might hurt myself or others
- take responsibility for my own safety and well-being

PSHE LI: I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.

SED LI: I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.

SUMMER TERM 6

CHANGING ME PUZZLE

THEMES …

Bodies
Respecting my body
Growing up
Growth and change
Fun and fears (Transitions)
Celebrations

KNOWLEDGE … I will ...

- **know** the names and functions of some parts of the body (see vocabulary list)
- **know** that we grow from baby to adult
- **know** who to talk to if I am feeling worried
- **know** that sharing how I feel can help solve a worry
- **know** that remembering happy times can help me move on

SOCIAL & EMOTIONAL SKILLS … I will …

- **identify** how I have changed from a baby
- say what might change for me as I get older
- **recognise** that changing class can illicit happy and/or sad emotions
- say how I feel about changing class/ growing up
- **identify** positive memories from the past year in school/ home

Vocabulary list: *eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest, knee, nose, tongue, finger, toe, stomach, hand,*

THEMES …

Lifecycles in nature
Growing from young to old
Increasing independence
Differences in female and male bodies (external parts - correct terminology)
Assertiveness
Preparing for transition

KNOWLEDGE … I will ...

- **know** that life cycles exist in nature
- **know** that aging is a natural process including old-age
- **know** that some changes are out of an individual's control
- **know** how my body has changed from when I was a baby and that I will continue to change as I age
- **know** the physical differences between male and female bodies
- **know** the correct names for private body parts
- **know** that private body parts are special and that no one has the right to hurt these
- **know** who to ask for help if I am worried or frightened
- **know** there are different types of touch and that some are acceptable and some are unacceptable

SOCIAL & EMOTIONAL SKILLS … I will …

- appreciate that changes will happen and that some can be controlled and others not
- be able to express how I feel about changes
- show appreciation for people who are older than me
- **recognise** the independence and responsibilities I have now compared to being a baby or toddler
- say what greater responsibilities and freedoms I may have in the future
- say who I would go to for help if I am worried or scared
- say what types of touch I find comfortable/ uncomfortable
- be able to confidently ask someone to stop if I am being hurt or frightened
- can say what I am looking forward to in the next year

Vocabulary list: *vagina, penis, testicles, vulva, anus,*

PSHE LI: I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.

I**SED LI:** I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.

THEMES …

Being unique
Having a baby
Girls and puberty
Confidence in change
Accepting change
Preparing for transition
Environmental change

KNOWLEDGE … I will ...

- **know** that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm
- **know** that babies are made by a sperm joining with an ovum
- **know** the names of the different internal and external body parts that are needed to make a baby
- **know** how the female and male body change at puberty
- **know** that personal hygiene is important during puberty and as an adult
- **know** that change is a normal part of life and that some cannot be controlled and have to be accepted
- **know** that change can bring about a range of different emotions

SOCIAL & EMOTIONAL SKILLS … I will …

- appreciate my own uniqueness and that of others
- **express** how I feel about having children when I am grown up
- **express** any concerns I have about Puberty
- say I can talk to about puberty if I am worried
- apply the circle of change model to myself to have strategies for managing change
- have strategies for managing my emotions relating to change

Vocabulary list: *sperm, egg / ovum, penis, testicles, vagina / vulva, womb / uterus, ovaries, making love, having sex, sexual intercourse, fertilise, conception, puberty, menstruation, periods,*

PSHE LI: I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over.

SED LI: I can offer some suggestions about how I might manage my feelings when changes happen

THEMES …

Self and body image
Influence of online and media on body image
Puberty in girls
Puberty in boys
Conception (including IVF)
Growing responsibility
Coping with change
Preparing for transition

KNOWLEDGE … I will ...

- **know** what perception means and that perceptions can be right or wrong
- **know** how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally
- **know** that sexual intercourse can lead to conception
- **know** that some people need help to conceive and might use IVF
- **know** that becoming a teenager involves various changes and also brings growing responsibility

SOCIAL & EMOTIONAL SKILLS … I will …

- **celebrate** what I like about my own and others' self- image and body-image
- suggest ways to boost my self-esteem and that of others
- **recognise** that puberty is a natural process that happens to everybody and that it will be OK for me
- ask questions about puberty to seek clarification
- **express** how I feel about having a romantic relationship when I am an adult
- **express** how I feel about having children when I am an adult
- **express** how I feel about becoming a teenager
- say who I can talk to if concerned about puberty or becoming a teenager/adult

Vocabulary list: *uterus, womb, oestrogen, fallopian tube, cervix, develops, puberty, breasts, vagina, vulva, hips, penis, testicles, Adam's apple, scrotum, genitals, hair, broader, wider, sperm, semen, erection, ejaculation, urethra, wet dream, growth spurt, larynx, facial hair, pubic hair, hormones, scrotum, testosterone, circumcised, uncircumcised, foreskin, epididymis, ovaries, egg (ovum), period, fertilised, unfertilised, conception, having sex, sexual intercourse, making love, embryo, umbilical cord, IVF, foetus, contraception, pregnancy, menstruation,*

PSHE LI: I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.

SED LI: I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.

THEMES …

Self- image
Body image
Puberty and feelings
Conception to birth
Reflections about change
Physical attraction
Respect and consent
Boyfriends and girlfriends
Sexting
Transition

KNOWLEDGE … I will ...

- **know** how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally
- **know** how a baby develops from conception through the nine months of pregnancy and how it is born
- **know** how being physically attracted to someone changes the nature of the relationship
- **know** the importance of self-esteem and what I can do to develop it
- **know** what I am looking forward to and what I am worried about when thinking about transition to secondary school / moving to my next class

SOCIAL & EMOTIONAL SKILLS … I will …

- **recognise** ways I can develop my own self-esteem
- express how I feel about the changes that will happen to me during puberty
- **recognise** how I feel when I reflect on the development and birth of a baby
- **understand** that mutual respect is essential in a boyfriend / girlfriend relationship and that I shouldn't feel pressured into doing something that I don't want to
- **celebrate** what I like about my own and others' self- image and body-image
- use strategies to prepare myself emotionally for the transition (changes) to secondary school

Vocabulary list: *uterus, womb, oestrogen, fallopian tube, cervix, develops, puberty, breasts, vagina, vulva, hips, penis, testicles, Adam's apple, scrotum, genitals, hair, broader, wider, sperm, semen, erection, ejaculation, urethra, wet dream, growth spurt, larynx, facial hair, pubic hair, hormones, scrotum, testosterone, circumcised, uncircumcised, foreskin, epididymis, ovaries, egg (ovum), period, fertilised, unfertilised, conception, having sex, sexual intercourse, making love, embryo, umbilical cord, IVF, foetus, contraception, pregnancy, midwife, labour, menstruation, sanitary products, tampon, pad, towel, liner, hygiene, age appropriateness, legal, laws, responsible, teenager, responsibilities, rights, opportunities,*

PSHE LI: I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.

SED LI: I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.

NOTE: Taken from Woodlands Park Primary PSHE & RSHE Policy*: 'At Woodlands Park Primary and Nursery School, we believe children should understand the facts about human reproduction before they leave primary school. As a school we define Sex Education as Human Reproduction. It is our intention to teach Sex Education within National Curriculum Science and not within PSHE. Lessons in Years 4, 5 & 6 concerning 'conception' will be taught within NC Science.*