



Heamoor School Non-Negotiables

PSHE

All skills linked to each subject should be taught through project based learning whenever possible.

Theme	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical health and wellbeing	<p>Begin to understand the importance of a healthy diet.</p> <p>Know what foods are healthy/unhealthy.</p> <p>Know why we exercise and explore fun ways to keep fit.</p> <p>Manage own personal hygiene.</p> <p>Explore different parts of the body through song and dance.</p>	<p>Identify healthy foods and explore the Eat Well plate.</p> <p>Continue personal hygiene, diseases and keeping our bodies safe.</p> <p>Know the different names of core parts of our body and differences/ similarities between girls/boys.</p>	<p>Begin to make healthy life choices and discuss reasons for these choices.</p> <p>Identify how our needs change as we grow.</p> <p>Discuss how diseases spread and how to control them.</p> <p>Be able to name and label different parts of our body with an understanding of what they are used for and why we need them.</p> <p>Continue discussing similarities/ differences in boys/ girls bodies.</p>	<p>Be able to explain how to make healthy life choices and our reasons for doing so.</p> <p>Understand how bacteria spreads and how this can impact on our body.</p> <p>Explore illnesses and viruses.</p>	<p>Begin to explore and discuss the changes our bodies go through.</p> <p>Continue looking at viruses and illnesses, how they effect the body and how to prevent them.</p>	<p>Discuss body changes in more detail, focusing on the way our body changes throughout puberty,</p> <p>Know how to prevent diseases and viruses from spreading further.</p>	<p>A focus on change and transition, discussing how to manage it effectively.</p> <p>Understand impact of disease on the wider world.</p> <p>Understand effects of mental healthy problems.</p>



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Emotional health and wellbeing	Start to make choices and decisions based on likes and dislikes.	Explore likes/ dislikes and how this informs choices.	Have an understanding of their personal likes/ dislikes and make informed decisions based on this.	Make informed choices with an understanding of consequences.	Discuss consequences of decisions and actions.	Begin to develop understand of how to create a 'balanced lifestyle making informed choices based on likes/dislikes.	Understand concept of having a 'balanced lifestyle' and how decisions we make can support this.
	Identify and discuss positive qualities and strengths of themselves and others.	Recognise own worth. Identify ways to deal with changes and challenges in life.	Focus on independence and taking responsibility.	Show confidence and understanding in own worth, also supporting others to do so.	Express views and opinions with confidence, reflecting and listening to others. Show how their views can develop and change in light of others.	Begin to recognise how individual circumstances can effect views and perspectives.	Recognise how images in the media do not always reflect reality and can affect how people feel about themselves.
	Express and identify causes for different feelings.	Discuss becoming more independent.	Continue recognition of own worth and others.	Identify and discuss ways to overcome difficulties, challenges and set backs.	Identify clear strategies for dealing with changes in their emotional health and wellbeing.	Understand impact of puberty on emotional wellbeing, discuss how to manage changes.	Discuss how to manage the changes that puberty brings,
	Explore vocabulary and strategies linked to loss.	Express views and listen to those of others.	Express views with confidence reflecting on views of others.	Recognise how the media can impact on the way people feel about themselves.	Extend understanding of strengths and areas for improvement.	Discuss empathy and understanding emotions of others.	Discuss further how empathy can help us as a tool to support positive relationships.
	Set goals and share views/ opinions giving reasons.	Identify how people think and feel, discussing causes.	Identify factors that can effect our emotional wellbeing.	Reflect on and celebrate achievements identifying strengths.		Continue developing awareness of personal strengths and how to extend this.	Explore, reflect and celebrate individual strengths, achievements and future goals.
		Continue exploring vocabulary and ways of dealing with loss.	Explore loss in more depth, discussing ways of coping and support strategies.				Discuss loss, separation, divorce and bereavement with coping and support strategies.



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<p>Living in the wider world</p> <p>British Values</p> <p>Key Elements of Tolerance, Democracy to underpin all Year Groups.</p>	<p>To understand why we have and need rules.</p> <p>To be able to follow simple rules and instructions.</p> <p>To begin to say why and how things are right or wrong.</p> <p>To begin to understand the importance of money in our world.</p> <p>To listen carefully to others when they are speaking.</p>	<p>To begin to understand the difference between right and wrong.</p> <p>To be able to discuss rules in our world.</p> <p>To be able to respond to simple questions.</p> <p>To be aware of the significance of their own views and listen to the views of others.</p> <p>To understand the importance of money in our world.</p>	<p>To understand that to be a good citizen we should be aware of fairness in our world.</p> <p>To talk about their own views and give reasons why they think/believe it.</p> <p>To listen and respond to others views in a constructive manner.</p> <p>To understand where money comes from and how it should be used effectively.</p> <p>To understand how to look after our environment.</p>	<p>To develop an understanding about our values.</p> <p>To share discussions on moral and social issues.</p> <p>To discuss and debate topical issues that affect themselves and others.</p> <p>To understand the importance of saving money and using it effectively.</p>	<p>To explore media resources/sources and discuss topical events/issues.</p> <p>To be able to ask and respond to questions.</p> <p>To understand people's roles within society and meet them to discuss and share information e.g. local MP</p> <p>To know why it is important to manage money.</p> <p>To show an awareness and understanding of why it is important to care for our Environment.</p> <p>To know and appreciate the impact of others actions not just our own.</p>	<p>To show an awareness and some understanding about rights and responsibilities - How these will impact on their own and others lives.</p> <p>To be able to justify their own opinions linked to Local; National and International topics.</p> <p>To appreciate that decision-making has a profound impact on others.</p> <p>To develop an understanding of 'enterprise'.</p> <p>Discuss how we can protect the environment and support others in doing so.</p>	<p>To share and explore the need for Democracy—links with Government; Justice and Laws</p> <p>To analyse different sources and understand media interpretation.</p> <p>To develop a deeper understanding of business enterprise and the economic world.</p> <p>To understand and explore the term sustainable development.</p>



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Relationships	<p>To be aware that we are all different and that is acceptable.</p> <p>To be aware that some behaviour is not acceptable or tolerated.</p> <p>To work collaboratively in a small group, taking turns.</p> <p>Show an awareness of who is special to them and why.</p>	<p>To be able to recognise similarities and differences between people.</p> <p>To be able to recognise bullying and understand that it is wrong.</p> <p>To begin to offer constructive feedback and support to others.</p> <p>Identify their special people and what makes them special.</p>	<p>To be able to understand that their own behaviours and actions will have impact on others - (children and adults)</p> <p>To show respect for and identify differences between people.</p> <p>Know how to identify and deal with bullying using our High 5 procedure.</p> <p>To continue to offer constructive feedback and support to others.</p>	<p>Children should be able to identify how their behaviour impacts on peers and adults.</p> <p>To be aware there are different kinds of relationships and understand they are accepted in today's world.</p> <p>To appreciate that bullying may be seen in many different forms.</p> <p>Do they know where to go for support?</p>	<p>To know that any behaviour choices will have consequences.</p> <p>To understand and value the need to maintain a positive Relationship with peers/family/other adults.</p> <p>To be aware and appreciate the nature and consequences of bullying and racism.</p> <p>Create class shared goals, discuss how we can achieve this together.</p>	<p>Encourage children to see their own actions from a different perspective.</p> <p>Define what 'stereotyping' means.</p> <p>To understand and appreciate there are different values, traditions and customs in our world.</p> <p>Explore and discuss differences between people—for example Religion; Race; Disability.</p> <p>Work collaboratively towards shared goals.</p>	<p>Encourage discussions about behaviour choices in our society and the impact of their consequences.</p> <p>To be able to recognise and challenge stereotypes.</p> <p>To be able to recognise positive and negative relationships.</p> <p>Discuss where they could find support.</p> <p>To demonstrate a respectful approach to equality and diversity between people.</p> <p>To begin to understand sexual relationships.</p> <p>Show an awareness of marriage/civil partnership as a commitment.</p>



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Safety	<p>Know how to keep ourselves and others safe.</p> <p>Recognise when to say 'yes', 'no'.</p> <p>Know that we need adults to help keep us safe.</p> <p>Think about people who look after us.</p> <p>Be aware of dangerous household/school product.</p> <p>Begin to explore how to stay safe on the computer, introducing Hector the dolphin.</p>	<p>Explore personal safety, with a focus on keeping our bodies safe.</p> <p>Know who to go to if we are not feeling safe, coping strategies.</p> <p>Discuss how best to attract attention.</p> <p>Rules and ways of staying safe online, on the road, cycle safety and safety in the environment.</p> <p>Continue to discuss household/school products that may not be safe.</p>	<p>Understand how to keep ourselves physically and emotionally safe.</p> <p>Explore responsible use of ICT and staying safe online.</p> <p>Understanding not to keep adults' secrets.</p> <p>Continue road safety, cycle safety and safety in the environment.</p> <p>Know who looks after them, their family network and who to go to if they are worried.</p> <p>Explore how they can help people look after them.</p>	<p>Begin to differentiate between 'risk', 'danger' and 'hazard'.</p> <p>Begin to deepen understanding of risk through recognising, predicting and assessing, finding ways to manage risks.</p> <p>Recognise that independence brings increased responsibility to keep themselves and others safe.</p> <p>Discuss pressure to behave in unacceptable, unhealthy or risky ways comes from a variety of sources.</p>	<p>Deepen understanding of risk through regularly recognising risks in different situations, discussing how to manage them responsibly.</p> <p>Understand how to use the computer safely, never sharing personal information.</p> <p>Recognise when and how to ask for help.</p> <p>Understand school rules about health and safety as well as basic procedures.</p> <p>Begin to explore commonly available substances and the damage they can have.</p>	<p>Recognise and use basic techniques for resisting pressure to do something dangerous, unhealthy or anxious.</p> <p>Be aware of school procedures, where and how to get help.</p> <p>Explore the legality of substances.</p> <p>Understand that they have a right to protect their body from abuse and crime, discussing how to get support if they have fears for themselves or others.</p> <p>The importance of protecting personal information and the distribution of images of themselves and others.</p>	<p>Understand how to assess and recognise everyday risks and dangers, discussing resilience.</p> <p>Continue learning about E-safety, including social media and the responsible use of ICT and mobile phones.</p> <p>What is meant by the term 'habit' and why habits can be hard to change.</p> <p>Continue to explore legal and illegal substances i.e. tobacco, alcohol, and what is meant by illegal and restricted.</p>