



# SEQUENCING DOCUMENT FOR LIFEWISE PSHE AND ACTIVITY SCHEME

Our Sequencing Document is based on the end of Primary Stage goals for the new **DfE Relationships, Physical Health and Mental Well-Being Education Programme** (2019). It shows how these could be achieved in your school through the **Lifewise PSHE and Activity Scheme**. (Schools choosing to teach additional Health and Well-being information also have our incorporated Primary Sex Education, Drugs Education and Female Genital Mutilation (FGM) resources available, which work alongside the **Lifewise Scheme**).

Our Topic lesson plans set out the specific knowledge and skills that we **intend** the pupils to know.

The Sequencing Document shows how we suggest the curriculum can be **implemented** to allow for knowledge and skills to be introduced, revisited, consolidated and assessed across Key Stages 1 and 2. Teachers of a specific year group can clearly see previous and future learning intentions for pupils.

Short assessment opportunities, further discussion and follow up activities show the **impact** of your pupils' PSHE and Sports learning at the end of every 6 weeks (3 topics). These demonstrate individual achievement with evidence of pupil learning. Our Teacher Record Sheets prompt next step planning for learning.

Pupil achievement can be rewarded and celebrated with our coveted '**Lifewise Certificates**'.

## How the 'Lifewise PSHE and Activity Scheme' sequences learning

### DfE 'RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION' 2019

1. Learning objectives in the **Lifewise** topic lesson plans are introduced, developed, revised and consolidated throughout KS1 and KS2 to meet the End of Primary Key Stage Goals set out in this Government Document
2. Learning objectives in the **Lifewise** topic lesson plans relate to the Statutory and Non-Statutory recommendations from this document

### NATIONAL CURRICULUM SUBJECTS AND CURRICULUM PLANNING

1. Learning objectives in the **Lifewise** topic lesson plans reference a range of National Curriculum subjects, where applicable
2. Learning objectives in the **Lifewise** topic lesson plans for Sex, Drugs and FGM education reference the relevant year group learning objectives in the Science National Curriculum, where applicable, and highlight additional content included in the **Lifewise Scheme**
3. In KS1, the learning objectives for the **Lifewise** topics focus on areas within the pupil's own personal experience eg: their family life, sense of safety and immediate relationships such as friends and family
4. In KS2, the learning objectives for the **Lifewise** topics build on KS1 learning. They further develop pupils' understanding of personal experiences, helping them to apply this learning to situations in every-day life, the wider world and their future health and well-being
5. The **Lifewise** lesson plans indicate knowledge expectations prior to teaching new learning objectives, allowing for assessment, revision, consolidation and development of previous knowledge and skills
6. Skills and knowledge are introduced, assessed, revisited and consolidated throughout the Primary year groups in the **Lifewise Scheme**
7. The **Lifewise** topic content and learning objectives aim to be age appropriate and, where possible, linked to common school topics or themes to allow for cross-referencing learning opportunities and experiences
8. The **Lifewise Sequencing Document** explicitly shows what teachers **intend** pupils to know by the end of the lesson
9. The **Lifewise Sequencing Document** shows how the topics can be **implemented** in the school curriculum to achieve the End of Primary Stage goals
10. The **Lifewise PSHE and Activity Scheme** allows for assessment opportunities, further discussion, follow up activities, evidence and celebration of pupil achievement to show the regular and ongoing **impact** of PSHE and Sports learning in school

## A SUGGESTED SEQUENCE OF TEACHING TOPICS ACROSS KS 1 AND KS 2

	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>YEAR 1</b>	BRAVING THE WEATHER  ROAD SAFETY  EMERGENCY SERVICES	COMMUNICATION  TRUST  <i>FIREWORK SAFETY</i>	SAFETY SYMBOLS  FOOD AND WHAT NOT TO EAT  WATER SAFETY	<i>MY BODY BELONGS TO ME</i>  CARING FOR ANIMALS  <i>ANIMALS AND OUR LIVES</i>	<i>CARING FOR NATURE</i>  SIGNALLING AND SIGN LANGUAGE  <i>SAVE OUR EARTH!</i>	<i>GROW YOUR OWN!</i>  <i>RUNNING OUT OF RESOURCES</i>  <i>RECYCLING AND WASTE</i>
<b>YEAR 2</b>  FOREST SURVIVAL NAVIGATION	HAPPINESS  IT'S OKAY NOT TO BE OKAY  ANGER - DIFFICULT FEELINGS AND BEHAVIOUR	FEELING SAD  A PROBLEM SHARED IS A PROBLEM HALVED  DEALING WITH LOSS	PERSONAL GOAL SETTING  THE ART OF FAILURE  RELAXATION	<i>MY BODY IS GROWING</i>  FIRE SAFETY  FIRST AID/CPR	FIGHT OR FLIGHT  DESERT ISLAND  MEDICINES AND DRUGS	ENVIRONMENT  WILDLIFE  CYBER SAFETY
<b>YEAR 3</b>	RELATIONSHIPS WITH OTHERS  HELPING OTHERS TO GET HELP  GROWTH MINDSET	MINDFULNESS  SELF-IMAGE  ANXIETY	STRESS  PROBLEM SOLVING AND TIME MANAGEMENT  SELF-WORTH	<i>MY BODY, YOUR BODY</i>  <i>RENEWABLE ENERGY</i>  <i>LIVING WITH LITTLE</i>	<i>PLAYING OUTSIDE</i>  <i>DARES AND CRAZES</i>  <i>BULLYING AND TEASING</i>	<i>SAFETY AT HOME</i>  <i>HONESTY</i>  <i>YOUNG CARERS</i>
<b>YEAR 4</b>	RESPECT  PROBLEM SOLVING AND RESOURCEFULNESS  LEADERSHIP	A BALANCED DIET  HEALTHY EATING  THE IMPORTANCE OF PHYSICAL ACTIVITY	WHERE DOES MY FOOD COME FROM?  SLEEP  SCREEN TIME	<i>KEEPING MY BODY SAFE</i>  <i>VACCINATIONS AND DISEASE</i>  <i>FOOD ALLERGIES</i>	<i>FOOD HYGIENE</i>  <i>DRINKING AND DRIVING</i>  <i>PANIC ATTACKS</i>	<i>TAKING CARE OF OUR ELDERLY</i>  <i>ALZHEIMER'S AND DEMENTIA</i>  <i>GOING INTO HOSPITAL</i>
<b>YEAR 5</b>  *FGM RESOURCES AVAILABLE	LEARNING  RESILIENCE  TEAMWORK	DEALING WITH ADVERSITY  RESPONSIBILITY AND INSPIRATION  BODY LANGUAGE AND COMMUNICATION	YOU GET OUT WHAT YOU PUT INTO LIFE  COMMUNICATING EFFECTIVELY  THE DIGITAL WORLD	RESPECTING OTHERS - BOUNDARIES AND BELIEFS  <i>MY BODY CHANGES</i>  THE NHS	SUPPORTING THE COMMUNITY  SAVING MONEY  BORROWING MONEY	JUNK FOOD  NUTRITIONAL VALUES  THE HUMAN BODY
<b>YEAR 6</b>	FROM LEARNING TO WORKING  HOW TO WRITE A CV  ENTREPRENEURSHIP/ ENTERPRISE AND BUSINESS	THE POWER OF NEGOTIATION  THE GOVERNMENT  THE LAW	THE ORGANISATION OF LIFE  TAX  BANKS	PENSIONS  <i>MY AMAZING BODY</i>  <i>DRUGS, ALCOHOL AND SMOKING</i>	<i>SPORT AND RACISM</i>  <i>RADICALISATION</i>  <i>TERRORISM AND KEEPING SAFE</i>	<i>CARRYING WEAPONS</i>  <i>GAMBLING AND DEBT</i>  <i>PUBLIC TRANSPORT</i>
<p>* SURVIVAL * WELL-BEING * LIFESTYLE * LIFE PREP * SEX EDUCATION * DRUGS AWARENESS * FGM YEAR 5 RESOURCES *</p> <p>* TOPICS IN ITALICS = COMING SOON *</p>						

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**RELATIONSHIPS EDUCATION – FAMILIES AND PEOPLE WHO CARE FOR ME**

<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>	<b>I know...</b>
<p>Uses a fairy story to discuss <b>TRUST</b> and talks about who pupils can trust in their family and in their own lives. What happens if this trust is broken?</p>	<p>Discusses how pupils can be reassured by families/carers and keep safe if they understand <b>FIRE SAFETY</b>.</p>		<p>Discusses the importance of showing and being treated with <b>RESPECT</b> in their families and society. <b>KEEPING MY BODY SAFE</b> looks at who to talk to inside or outside of the family about concerns for personal safety. Who else cares for them that they can trust?</p>	<p>How families can support them to make responsible decisions about <b>SAVING MONEY</b> and making future life choices.</p>	<p><b>MY AMAZING BODY</b> looks at loving and caring partner relationships and how these are important for all families and children in society.</p>	<p>that families are important for children growing up because they can give love, security and stability.</p>
<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>	<b>I know...</b>
<p>Discusses how parents/carers protect them by reinforcing rules around <b>ROAD SAFETY</b> and <b>WATER SAFETY</b>. Discusses how to contact the <b>EMERGENCY SERVICES</b> if they or anyone in their family needs them. Discusses how parents/carers look after them but know that <b>MY BODY BELONGS TO ME</b>. Discusses who they can trust and talk to if they need help.</p>	<p>Discusses that families work together to keep each other safe and to understand <b>FIRE SAFETY</b>. Discusses how families can support them in difficult times and help them build resilience and refine <b>THE ART OF FAILURE</b>. Discusses that they can talk to a trusted family member/adult/friend, know who these are and know that <b>A PROBLEM SHARED IS A PROBLEM HALVED</b>.</p>	<p>Talks about the qualities of good relationships and how <b>RELATIONSHIPS WITH OTHERS</b> and sharing interests are important. Talks about having a duty of care towards their family and being active in <b>HELPING OTHERS TO GET HELP</b>.</p>	<p>Discusses becoming independent learners but know that there is a support network if needed in <b>PROBLEM SOLVING AND RESOURCEFULNESS</b>. Discusses why <b>RESPECT</b> in a family is important for everyone. Talks about how families are there to protect and be responsible for <b>KEEPING MY BODY SAFE</b>. Teaches pupils to know what to do if they need help with this.</p>	<p>Know that parents/carers and they have a responsibility to keep themselves healthy and that too much <b>JUNK FOOD</b> is unhealthy. Discusses how <b>The NHS</b> can support parents/carers with looking after their health. Talks about what they may be <b>LEARNING</b> when spending time with the family as well as in other settings. Discusses how spending time with family is often beneficial and helps them understand that <b>YOU GET OUT OF LIFE WHAT YOU PUT IN</b>. <b>KEEPING MY BODY THE SAME</b> highlights how their body should be cared for and protected by parents/carers and to remind them who they know they can talk to if they need help.</p>	<p>Discusses how family and friends might offer useful guidance about <b>HOW TO WRITE A CV</b> to prepare them for future job and career searching.</p>	<p>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>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**RELATIONSHIPS EDUCATION – FAMILIES AND PEOPLE WHO CARE FOR ME**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
		<p><b>RELATIONSHIPS WITH OTHERS</b> looks at what a relationship is and that there are different types of relationships that make up families in their society.</p>	<p>Looking at who they should <b>RESPECT</b> in society and in their families and why.</p>	<p><b>RESPECTING OTHERS - BOUNDARIES AND BELIEFS</b> looks at differences in religion, gender, culture, relationships etc and that families all look different in their society.</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>
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
<p>Discusses <b>TRUST</b> and how important it is. Talks about who they can trust in their family and in their own lives and what happens if this trust or security is broken.</p>		<p><b>RELATIONSHIPS WITH OTHERS</b> looks at what the characteristics of a good relationship is and that there are different types of relationships that make up happy, loving and caring families in their society.</p>	<p>Discusses the importance of <b>RESPECT</b> in society and raises awareness of different relationships, including same sex marriage/partnership.</p>	<p><b>RESPECTING OTHERS – BOUNDARIES AND BELIEFS</b> looks at differences in religion and culture and how families all look different in their society but that care, love and happiness in relationships are important for all families and children.</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>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**RELATIONSHIPS EDUCATION – FAMILIES AND PEOPLE WHO CARE FOR ME**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
		<p><b>RELATIONSHIPS WITH OTHERS</b> looks at what a relationship, how relationships can be different and what marriage and civil partnership are.</p>		<p><b>RESPECTING OTHERS - BOUNDARIES AND BELIEFS</b> looks at different types of partnerships and relationships and looks at arranged marriage, same sex partnerships, civil partnerships and marriage and how respect is essential to maintain happy relationships.</p>		<p>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p>
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
<p>Talks about who they know that they can <b>TRUST</b> and talk to if they feel unhappy, unsafe or need help. <b>MY BODY BELONGS TO ME</b> discusses who to talk to and what to say to keep their body safe.</p>		<p><b>HELPING OTHERS TO GET HELP</b> talks about who to ask for help and how to do this if they are feeling unsafe or unhappy and how they can help others who may be having these feelings too. <b>RELATIONSHIPS WITH OTHERS</b> looks at what a good relationship is and who to talk to and what to say if they are in a relationship that does not make them happy.</p>		<p>Discusses how to practise <b>RESILIENCE</b> in relationships and how to keep working at them. <b>RESPECTING OTHERS – BOUNDARIES AND BELIEFS</b> looks at respecting others' beliefs but recognising when laws are being broken or when to seek help if they or someone else feels afraid or unsafe. <b>COMMUNICATING EFFECTIVELY</b> looks at how communication is important to stay safe.</p>	<p><b>MY AMAZING BODY</b> looks at relationships and intimacy and reminds pupils about talking to someone they trust if they feel uncomfortable or afraid about what they are being asked to do,</p>	<p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**RELATIONSHIPS EDUCATION – CARING FRIENDSHIPS**

<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>	<b>I know...</b>
<p>Talks about how it is important to have friends that they can <b>TRUST</b> and talk to if they feel unhappy, unsafe or need help.</p>	<p><b>FEELING SAD</b> looks at how friends can help when they feel sad and how friendships may strengthen when support is shared. <b>HAPPINESS</b> looks at how being positive helps make and maintain friendships.</p>	<p><b>RELATIONSHIPS WITH OTHERS</b> looks at how sharing common interests with others can create friendships and how friendships are made. <b>SELF-WORTH</b> talks about how friendships can help to improve their personal feelings.</p>		<p><b>YOU GET OUT OF LIFE WHAT YOU PUT IN</b> highlights how friendships can be made through being kind and by showing acts of kindness and by spending time with others. Discusses how friendships can be made and the value of <b>SUPPORTING THE COMMUNITY</b> and working alongside others with a common goal.</p>		<p>how important friendships are in making us feel happy and secure, and how people choose and make friends</p>
<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>	<b>I know...</b>
<p>Explores the meaning of <b>TRUST</b> and how it can positively or negatively affect friendships. <b>MY BODY BELONGS TO ME</b> discusses how friends and family show their mutual respect regarding appropriate and inappropriate touch.</p>	<p>Discusses how friends can offer support, loyalty and trust and talk about shared experiences to show that <b>A PROBLEM SHARED IS A PROBLEM HALVED.</b></p>	<p><b>HELPING OTHERS TO GET HELP</b> underlines the importance of supporting friends with their problems and difficulties. <b>RELATIONSHIPS WITH OTHERS</b> discusses the characteristics of a good relationship and what they can do if a relationship makes them feel uncomfortable.</p>	<p><b>RESPECT</b> discusses mutual respect and kindness towards others, regardless of cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability.</p>	<p><b>TEAMWORK</b> discusses the qualities needed to be a good team player to work well with others and the trust involved in working as a team.</p>		<p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**RELATIONSHIPS EDUCATION – CARING FRIENDSHIPS**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
Discusses that <b>TRUST</b> plays an important part in a healthy friendship which does not make others feel upset or excluded.		To understand that positive <b>RELATIONSHIPS WITH OTHERS</b> will make them feel valued and safe and give them a sense of belonging.		<b>BODY LANGUAGE AND COMMUNICATION</b> raises awareness that some people have difficulties with understanding or communicating and that caring friends are inclusive of others.		that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
	<b>IT'S OKAY NOT TO BE OKAY</b> looks at bullying and teasing and how friendships have their 'ups and downs'. It talks about who to talk to and how to tackle these issues. <b>ANGER AND DIFFICULT BEHAVIOURS</b> talks about how resorting to violence or revenge is a negative reaction and how to choose to do the right thing in difficult situations. <b>A PROBLEM SHARED IS A PROBLEM HALVED</b> looks at how talking to someone about friendship issues can help.			<b>RESILIENCE</b> discusses how they can learn to 'bounce back' after friendship breakdowns or issues. <b>DEALING WITH ADVERSITY</b> looks at a variety of scenarios involving friends or class mates and how to deal with situations that could pose long-lasting issues in friendships. <b>COMMUNICATING EFFECTIVELY</b> discusses who to talk to when friendships break down or when there are problems or worries. <b>YOU GET OUT WHAT YOU PUT INTO LIFE</b> highlights the importance of solving issues within friendships showing that you care about others and that you have a desire to improve relationships.		that most friendships have their ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right

**SEQUENCING OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**RELATIONSHIPS EDUCATION – CARING FRIENDSHIPS**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
<p><b>TRUST</b> looks at what trust is, the importance of being trusted and having someone to trust to talk to.</p>	<p><b>A PROBLEM SHARED IS A PROBLEM</b>  <b>HALVED</b> looks at how talking to someone about friendship worries can help.  <b>ANXIETY</b> reminds pupils to talk to a trusted adult or friend if something is making them worried in a relationship.</p>	<p><b>RELATIONSHIPS WITH OTHERS</b> talks about issues with friends and what to do if they are having problems in a relationship.</p>	<p><b>RESPECT</b> talks about why we should respect each other and what disrespect looks like and the harm it can cause to relationships and health.  <b>KEEPING MY BODY SAFE</b> looks at who to talk to and trust if they feel afraid or uncomfortable about a friendship that feels inappropriate.  <b>KEEPING MY BODY THE SAME</b> reminds pupils who they can trust to talk to and what to do if they feel unsafe or afraid. It talks about what to do if they are not listened to the first time.</p>	<p><b>COMMUNICATING EFFECTIVELY</b> discusses who to talk to when friendships break down or there are problems or worries.  <b>DEALING WITH ADVERSITY</b> discusses a variety of friendship scenarios and talks about solving these or getting help if similar issues arise.</p>	<p><b>MY AMAZING BODY</b> reminds pupils who they can talk to if a relationship is making them feel afraid or uncomfortable.</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, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**RELATIONSHIPS EDUCATION – RESPECTFUL RELATIONSHIPS**

<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>	<b>I know...</b>
<p><b>COMMUNICATION</b> looks at different languages and cultures in their class, school and in society and how we can learn to communicate with others.</p>			<p><b>RESPECT</b> looks at how everyone deserves respect regardless of age, disability, gender, race, religion etc and that there are protected characteristics in law to safeguard this respect.</p>	<p><b>DEALING WITH ADVERSITY</b> discusses a variety of scenarios highlighting differences in society and that everyone deserves respect from each other.</p> <p><b>RESPECTING OTHERS - BOUNDARIES AND BELIEFS</b> talks about how society is diverse with people from different backgrounds, race, religion etc and that it is wrong to be disrespectful, intolerant or aggressive towards others who may be different to them.</p>		<p>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs</p>
<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>	<b>I know...</b>
<p><b>COMMUNICATION</b> encourages them to learn to communicate in different ways with others and also learn different languages.</p>	<p><b>A PROBLEM SHARED IS A PROBLEM HALVED</b> discusses who to talk to about troublesome or disrespectful relationships.</p>	<p><b>HELPING OTHERS TO GET HELP</b> discusses how to recognise the feelings of others and what to do to help them.</p> <p><b>RELATIONSHIPS WITH OTHERS</b> talks about how to recognise damaging relationships and what to do to improve or help with these.</p>	<p><b>RESPECT</b> raises awareness of what a disrespectful relationship might look like and how to support others who are suffering with this. It teaches pupils that there are laws to protect against these attitudes towards others.</p>	<p><b>DEALING WITH ADVERSITY</b> discusses scenarios where disrespect is being shown in a relationship and how to report or solve the problem.</p> <p><b>RESILIENCE</b> looks at how 'bouncing back' and developing a mindset which tackles adverse effects on relationships might help them and others to cope better.</p> <p><b>TEAMWORK</b> looks at how working as a team in sport, in school and at work can strengthen relationships and how respect can be improved when working as a team.</p> <p><b>COMMUNICATING EFFECTIVELY</b> discusses how communication can be improved to include others and support and improve relationships.</p> <p><b>SUPPORTING THE COMMUNITY</b> looks at how getting involved in their community can lead to an improvement in relationships in the community in general.</p>		<p>practical steps they can take in a range of different contexts to improve or support respectful relationships</p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**RELATIONSHIPS EDUCATION – RESPECTFUL RELATIONSHIPS**

<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>	<b>I know...</b>
<p><b>SIGNALLING AND SIGN LANGUAGE</b> provides the opportunity to discuss different forms of communication and to show consideration and understanding for those who communicate in different ways.</p>	<p><b>ANGER – DIFFICULT FEELINGS AND BEHAVIOURS</b> looks at why rules, taking turns, sharing and understanding what is right and wrong are important.</p>		<p><b>RESPECT</b> looks at what disrespect might look like in a variety of situations and understanding right and wrong. It looks at morals and courtesy towards others.</p>	<p><b>TEAMWORK</b> talks about how listening to others and considering their views is courteous and promotes a stronger team relationship.</p> <p><b>COMMUNICATING EFFECTIVELY</b> looks at the characteristics of good communication which involves being considerate and courteous towards others.</p> <p><b>THE NHS</b> looks at courtesy and manners around those who help them in life and the respect due to them.</p>	<p><b>POWER OF NEGOTIATION</b> looks at being considerate and recognising the views, beliefs and possible limitations of others.</p> <p><b>RESPECTING OTHERS BOUNDARIES AND BELIEFS</b> looks at society as a whole and how tolerance, understanding and appreciation of difference is a demonstration of courtesy, respect and good manners.</p>	<p>the conventions of courtesy and manners</p>
<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>	<b>I know...</b>
<p><b>TRUST</b> talks about how being trusted is a valuable asset and how it may make them feel happy if they are trusted by others.</p> <p><b>MY BODY BELONGS TO ME</b> introduces the idea that their body is their own and that they decide who touches or cares for their body.</p>	<p><b>ANGER – DIFFICULT FEELINGS AND BEHAVIOURS</b> looks at 'triggers' and how to use rules and other strategies to self-regulate anger or help others to calm down and feel happier.</p> <p><b>HAPPINESS</b> looks at their feelings and actions and how these can have a positive effect on their health and well-being.</p> <p><b>IT'S OKAY NOT TO BE OKAY</b> discusses how their own feelings matter and how important it is to talk to someone they trust if they feel unhappy.</p> <p><b>PERSONAL GOAL SETTING</b> shows how important it is to their well-being to have personal goals and ambitions in life.</p>	<p><b>GROWTH MINDSET</b> looks at how having a positive outlook and making the effort to succeed and improve helps us to become happier and more successful.</p> <p><b>MINDFULNESS</b> teaches pupils to look at themselves and their well-being and to give themselves the time to respect their minds and bodies and to feel happier about themselves.</p> <p><b>SELF-IMAGE</b> talks about how they perceive themselves and how this affects well-being and happiness. It talks about what to do about a negative self-image.</p> <p><b>SELF-WORTH</b> looks at how having a positive, healthy view of themselves leads to happiness and healthy relationships with others. <b>MY BODY, YOUR BODY</b> talks about their body being their own and that they have a right to decide who touches their body. This is an opportunity to discuss self-respect and feelings.</p>	<p><b>RESPECT</b> talks about how self-respect helps them to have a positive self-image and become more able to disregard risks or dangers that they may be tempted to take.</p> <p><b>KEEPING MY BODY SAFE</b> reminds pupils that their body belongs to them and that they have a right to say 'no' to inappropriate or unwanted touch.</p>	<p><b>RESILIENCE</b> develops the idea that a positive self-image and respect for themselves empowers them to make appropriate choices and decisions in life.</p>	<p><b>MY AMAZING BODY</b> discusses talking to those they can trust if they feel uncomfortable about a relationship that they are involved in. This is an opportunity to remind them about self-respect and feelings.</p>	<p>the importance of self-respect and how this links to their own happiness</p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**RELATIONSHIPS EDUCATION – RESPECTFUL RELATIONSHIPS**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
	<p><b>ANGER – DIFFICULT FEELINGS AND BEHAVIOURS</b> discusses scenarios when they may find it difficult to show respect to others but that this is an expectation. It discusses how to manage feelings of anger.</p> <p><b>RELATIONSHIPS WITH OTHERS</b> looks at the characteristic of respect in a relationship and its importance.</p>		<p><b>LEADERSHIP</b> looks at respecting the decisions and opinions of others who are leaders in a variety of situations.</p> <p><b>RESPECT</b> looks at who should be treated with respect. Discusses scenarios where people in positions of authority and advisors have been treated disrespectfully and what damage this may cause to them, the people in authority and society.</p>	<p><b>TEAMWORK</b> looks at working as a team in sport, at school or in a job and how positions of authority need to be respected and listened to and how communication in the team is important for relationships.</p> <p><b>RESPECTING OTHERS - BOUNDARIES AND BELIEFS</b> reminds them that they live in a society where there are diverse cultures, religions, race, opinions etc and that they should treat others with the respect that they would wish to receive themselves.</p> <p><b>THE NHS</b> looks at how this supports them in life and how respect is an expectation if they are to continue to receive care from any medical professionals.</p> <p><b>YOU GET OUT WHAT YOU PUT INTO LIFE</b> talks about how they treat others and the relationships that they make will have an impact on their life and happiness.</p>	<p><b>THE GOVERNMENT</b> discusses how they have a right to make their own decisions but must be mindful that the Government believes that the decisions they make will be their own responsibility. This includes how they treat others and they are expected to maintain respectful relationships with those in authority and wider society otherwise they risk breaking the law.</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, including those in positions of authority</p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**RELATIONSHIPS EDUCATION – RESPECTFUL RELATIONSHIPS**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
<p><b>TRUST</b> looks at who they can speak to if they need to tell someone how they feel.</p>	<p><b>CYBER SAFETY</b> looks at internet rules and social media. It looks at how social media can be a source of bullying and who they can talk to if they are suffering cyberbullying.</p> <p><b>FIGHT OR FLIGHT</b> helps pupils to recognise how being bullied may make them feel and know what to do about it.</p> <p><b>A PROBLEM SHARED IS A PROBLEM HALVED</b> is an opportunity to talk about times when they may feel worried eg: being bullied or pressured and what to do about this feeling and who to talk to.</p> <p><b>ANGER – DIFFICULT FEELINGS AND BEHAVIOURS</b> is an opportunity to reinforce why rules help to guard against bullying and pressure from others.</p> <p><b>FEELING SAD</b> is an opportunity to discuss scenarios where they may feel sad eg: bullying and what to do about this.</p>	<p><b>ANXIETY</b> looks at what might cause this feeling, including the behaviour of others and how to cope with this anxiety to feel better.</p> <p><b>HELPING OTHERS TO GET HELP</b> looks at how they can help others to find help in adverse situations like bullying and the strategies for helping those who are reluctant to find help.</p> <p><b>RELATIONSHIPS WITH OTHERS</b> talks about how to recognise unhealthy relationships with others and what to do about these.</p>	<p><b>RESPECT</b> looks at the protected characteristics in society and how bullying is unacceptable and may even break the law. It looks at the importance of self-respect and using this model to treat others with respect.</p>	<p><b>DEALING WITH ADVERSITY</b> presents scenarios where bullying, teasing or pressure are present and what this looks and feels like. It looks at how bystanders have a duty to report bullying to an adult and how bullying can affect mental health.</p> <p><b>RESILIENCE</b> reminds them to remember what is right and wrong and to build the confidence to stand up to bullying and pressure that is forcing them to choose to do things that they know are wrong.</p> <p><b>RESPECTING OTHERS - BOUNDARIES AND BELIEFS</b> looks at how society is diverse and how tolerance and understanding of others is essential. It talks about how bullying or pressuring others is wrong and may break the law.</p> <p><b>THE DIGITAL WORLD</b> reminds pupils of internet rules and the use of social media and its age restrictions.</p>	<p><b>THE LAW</b> reminds pupils that standing by and watching bullying, aggression or negative behaviour is wrong and that this can be punishable by law if the bystander does nothing to help.</p>	<p>about different types of bullying (including cyberbullying) the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**RELATIONSHIPS EDUCATION – RESPECTFUL RELATIONSHIPS**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
		<p><b>SELF-IMAGE</b> allows for discussion around how stereotyping can cause negative self-images.</p> <p><b>RELATIONSHIPS WITH OTHERS</b> allows for discussion about what stereotyping is and how stereotyping can make people feel and why it can be unfair or negative.</p>	<p><b>RESPECT</b> looks at how we are responsible for our own morals and that it is up to us to challenge negativity and disrespect, including stereotyping.</p>	<p><b>DEALING WITH ADVERSITY</b> allows for discussion about how to cope with negativity from others and where to get help.</p> <p><b>RESILIENCE</b> discusses how there will be times in life when unkind or unfair comments or actions may be made to them and that learning to deal with this situation, find help and 'bounce back' is essential for well-being.</p> <p><b>RESPECTING OTHERS - BOUNDARIES AND BELIEFS</b> looks at how disrespecting the boundaries and beliefs of others and holding stereotypical views of others may be damaging and affect their health and well-being.</p>	<p><b>THE LAW</b> talks about how treating others unfairly can be breaking the law in some cases.</p>	<p>what a <b>stereotype is, and how stereotypes can be unfair, negative or destructive</b></p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**RELATIONSHIPS EDUCATION – ONLINE RELATIONSHIPS**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
	<p><b>CYBER SAFETY</b> looks at social media and how contact with others can be made across these platforms which may not be age appropriate or genuine.</p>	<p><b>RELATIONSHIPS WITH OTHERS</b> looks at how to recognise if a relationship is not healthy and allows for discussion around relationships online that may not be all they seem to be.</p>	<p><b>RESPECT</b> talks about self-respect and allows for discussions around online friendships and what they may be being asked to do or say online.</p>	<p><b>DEALING WITH ADVERSITY</b> looks at a scenario where an online invitation to meet has been made and to discuss what to do.  <b>COMMUNICATING EFFECTIVELY</b> talks about how online relationships may want them to buy, do or 'post' something that is not genuine or safe.  <b>RESPECTING OTHERS - BOUNDARIES AND BELIEFS</b> allows for discussion around pressure from online contacts to do, say or act in a way that they know is wrong.  <b>THE DIGITAL WORLD</b> reminds them of internet rules and how they can be sure that contacts that they make online are genuine.</p>	<p><b>THE LAW</b> looks at what to do in a scenario where threatening digital messages are being sent to them.</p>	<p>that people sometimes behave differently online, including by pretending to be someone they are not</p>
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
	<p><b>CYBER SAFETY</b> looks at internet safety rules, agreeing to use these and to respect others when using the internet.</p>	<p><b>RELATIONSHIPS WITH OTHERS</b> is an opportunity to look at the characteristics of a good relationship and reminds them to apply these to online and digital relationships.</p>	<p><b>RESPECT</b> looks at how self-respect guides us to treat others with respect, including if this is contact made anonymously and in all forms of relationships, whether face to face or online.</p>	<p><b>DEALING WITH ADVERSITY</b> looks at scenarios involving negative digital communication and how to cope, report it, talk to a trusted adult and deal with these.  <b>COMMUNICATING EFFECTIVELY</b> reminds pupils that posting unkind or negative comments about others is wrong and that what they say may cause damage to the health and well-being of others.  <b>RESPECTING OTHERS - BOUNDARIES AND BELIEFS</b> allows for the opportunity to discuss how we treat others with respect in society and should continue to do this online or digitally.  <b>THE DIGITAL WORLD</b> reminds them of 'netiquette' and the rules around using the internet.</p>	<p><b>THE LAW</b> looks at what to do in a scenario where threatening digital messages are being sent to them.</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>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**RELATIONSHIPS EDUCATION – ONLINE RELATIONSHIPS**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
<p><b>COMMUNICATION</b> teaches them to know what to say and do if someone who is in contact with them is making them feel uncomfortable or sad.</p>	<p><b>CYBER SAFETY</b> looks at internet safety rules, agreeing to use these and how to talk to someone they trust if they are worried about their online contacts.</p> <p><b>A PROBLEM SHARED IS A PROBLEM HALVED</b> provides the opportunity to discuss relationships that are making them unhappy and what to do if these are digital relationships.</p>		<p><b>RESPECT</b> looks at how self-respect can prevent them from doing or saying inappropriate things online which may get them into trouble.</p>	<p><b>DEALING WITH ADVERSITY</b> looks at a scenario which prompts a discussion around online safety and risks.</p> <p><b>COMMUNICATING EFFECTIVELY</b> looks at how they can report or talk to someone they trust about an online contact that is causing them to worry.</p> <p><b>RESPECTING OTHERS - BOUNDARIES AND BELIEFS</b> looks at critically examining what they are seeing and being asked to do or say online and how this could present risks. It reminds them who to speak to about concerns.</p> <p><b>THE DIGITAL WORLD</b> reminds them of 'netiquette' and the rules around using the internet and age limits of social media platforms.</p>	<p><b>THE LAW</b> looks at what to do in a scenario where threatening digital messages are being sent to them.</p>	<p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p>
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
	<p><b>CYBER SAFETY</b> looks at internet safety rules, agreeing to use these and to talk to someone they trust if they are worried about their online contacts.</p>			<p><b>DEALING WITH ADVERSITY</b> looks at a scenario which prompts a discussion around online safety and risks.</p> <p><b>COMMUNICATING EFFECTIVELY</b> raises awareness of what they are being asked to post online by strangers.</p> <p><b>THE DIGITAL WORLD</b> reminds them of 'netiquette' and the rules around using the internet and reporting abuse, bullying, harassment, trolling or pressure.</p> <p><b>RESPECTING OTHERS - BOUNDARIES AND BELIEFS</b> looks at critically examining what they are seeing and being asked to do or say online and how this could present risks. It reminds them who to speak to about concerns.</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>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**RELATIONSHIPS EDUCATION – ONLINE RELATIONSHIPS**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
	<p><b>CYBER SAFETY</b> looks at how 'cookies' collect data and information and the reasons why this is done.</p>			<p><b>DEALING WITH ADVERSITY</b> looks at scenarios where content has been posted online, what can be done about the content and how this content can be negative or damaging. <b>COMMUNICATING EFFECTIVELY</b> looks at how once information is posted then it can remain in the public domain and affect future jobs or relationships.</p>	<p><b>THE LAW</b> provides the opportunity to discuss the law around data and information that is shared online and digitally and the relevance of Terms and Conditions and reading these.</p>	<p>how information and data is shared and used online</p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**RELATIONSHIPS EDUCATION – BEING SAFE**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
<p><b>COMMUNICATION</b> looks at friendships and how to treat others. It looks at what to do if they are unhappy in a friendship.</p> <p><b>TRUST</b> talks about good friendships and what to do if friendships are making them unhappy.</p>	<p><b>CYBER SAFETY</b> discusses how it is not appropriate to send personal information online or digitally to peers and others.</p> <p><b>IT'S OKAY TO BE OKAY</b> looks at teasing and bullying and to know that this is wrong, especially if it is making them feel unhappy.</p>	<p><b>RELATIONSHIPS WITH OTHERS</b> looks at what a good relationship looks like and what to do if they are not in a good relationship.</p>	<p><b>RESPECT</b> looks at how self-respect helps them to decide what is right and wrong and helps them to decide boundaries in their relationships.</p>	<p><b>RESPECTING OTHERS - BOUNDARIES AND BELIEFS</b> discusses respecting others and their beliefs and customs. It talks about sharing information they know or find out about with a trusted adult to keep them and others safe.</p>	<p><b>THE LAW</b> looks at scenarios involving friends that may be harmful to their well-being and how these may need to be reported to the police.</p>	<p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p>
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
<p><b>COMMUNICATION</b> looks at the difference between good/bad secrets and that some secrets should not be kept to themselves.</p> <p><b>TRUST</b> discusses secrets and when they should talk to others about these.</p> <p><b>MY BODY BELONGS TO ME</b> teaches that nobody needs to see or touch their body if they don't want them to.</p>	<p><b>A PROBLEM SHARED IS A PROBLEM HALVED</b> discusses how some secrets are not good and that they should be reported to someone that they trust.</p>	<p><b>RELATIONSHIPS WITH OTHERS</b> looks at what a good relationship looks like and what to do if they are not in a good relationship.</p>		<p><b>RESPECTING OTHERS BOUNDARIES AND BELIEFS</b> talks about diversity of culture, race, religion etc in society It talks about sharing information they know or find out about with a trusted adult to keep them and others safe.</p> <p><b>KEEPING MY BODY THE SAME</b> talks about secrets and ones that may be harmful and that need to be reported.</p>	<p><b>THE LAW</b> discusses how laws are there to protect them and keep them safe.</p>	<p>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**RELATIONSHIPS EDUCATION – ONLINE RELATIONSHIPS**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
<p><b>COMMUNICATION</b> reminds them that their bodies belong to them and that nobody has the right to touch them without good reason.</p> <p><b>MY BODY BELONGS TO ME</b> teaches pupils that their body belongs to them and that they have a right to decide who touches their body.</p>			<p><b>RESPECT</b> teaches pupils that self-respect helps them to decide what is appropriate and inappropriate behaviour.</p> <p><b>KEEPING MY BODY SAFE</b> teaches pupils that parts of their body are private and that nobody has the right to touch or look at these unless they are happy with this.</p>	<p><b>RESPECTING OTHERS - BOUNDARIES AND BELIEFS</b> discusses that society has diverse beliefs and customs but that practices which break the law or that are unsafe must be reported.</p> <p><b>KEEPING MY BODY THE SAME</b> reminds them that their body belongs to them and that nobody has the right to touch, change or harm their body.</p>		<p>that each person's body belongs to them, and the difference between appropriate and inappropriate or unsafe physical, and other, contact</p>
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
<p><b>COMMUNICATION</b> talks about adults they may know and looks at scenarios where they may have reason to talk to someone about an adult's behaviour if it makes them unhappy.</p> <p><b>TRUST</b> looks at scenarios involving adults where they may need to take care.</p> <p><b>ROAD SAFETY</b> introduces the Crossing Patrol Officer and how they need to be trusted to help them with road safety.</p> <p><b>WATER SAFETY</b> introduces the Coastguard and Emergency Services and how these adults can help them in an emergency.</p> <p><b>EMERGENCY SERVICES</b> looks at who these people are, how they are recognised and how they can be trusted to help them in an emergency.</p>	<p><b>MY BODY IS GROWING</b> talks about who they can talk to if they feel unhappy or uncomfortable with anyone they know or have met.</p>	<p><b>RELATIONSHIPS WITH OTHERS</b> looks at what a good relationship looks like and what to do if they are not in a good relationship.</p>			<p><b>THE LAW</b> discusses how laws are there to protect them and keep them safe.</p>	<p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**RELATIONSHIPS EDUCATION – ONLINE RELATIONSHIPS**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
<p><b>COMMUNICATION</b> looks at how they are feeling and that if they feel unsafe or uncomfortable then it is right to report this.</p> <p><b>TRUST</b> reminds them to report any feelings they have where they feel unhappy or uncomfortable in a relationship.</p> <p><b>EMERGENCY SERVICES</b> looks at how to call on these services and who to talk to if they feel unsafe.</p> <p><b>MY BODY BELONGS TO ME</b> teaches them to report their feelings if they feel unsafe or uncomfortable around others.</p>	<p><b>A PROBLEM SHARED IS A PROBLEM HALVED</b> discusses different types of problems and how they may be solved if they are shared with a trusted adult.</p> <p><b>IT'S OKAY NOT TO BE OKAY</b> looks at how our feelings need to be shared if they are making us feel unhappy or uncomfortable.</p> <p><b>MY BODY IS GROWING</b> talks about talking to a trusted adult if they feel unsafe or worried.</p> <p><b>MEDICINES AND DRUGS</b> looks at medicines, alcohol and tobacco and what to do if they are offered any of these.</p>	<p><b>A PROBLEM SHARED IS A PROBLEM HALVED</b> looks at scenarios which may help them to recognise feelings of being unsafe and what to do about this.</p>		<p><b>COMMUNICATING EFFECTIVELY</b> reminds them how they can report feelings about their safety and well-being.</p> <p><b>KEEPING MY BODY THE SAME</b> reminds them that they need to report bad feelings or feelings of being unsafe to others that they can trust.</p>	<p><b>THE LAW</b> discusses how laws are there to protect them and keep them safe.</p> <p><b>DRUGS, ALCOHOL AND SMOKING</b> looks at how they can get help if they are worried about others who are using these substances or if they feel unsafe or are offered these.</p>	<p>how to recognise and report feelings of being unsafe or feeling bad about any adult</p>
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
<p><b>COMMUNICATION</b> reminds them that they must report feelings of being unsafe and keep reporting this until they are listened to.</p> <p><b>TRUST</b> looks at who to talk to if they feel unsafe.</p> <p><b>EMERGENCY SERVICES</b> looks at who these services are and how they can help.</p> <p><b>MY BODY BELONGS TO ME</b> talks about asking for help from others if they feel unsafe.</p>	<p><b>A PROBLEM SHARED IS A PROBLEM HALVED</b> looks at who they can talk to if they have worries or problems.</p>	<p><b>HELPING OTHERS TO GET HELP</b> reminds them that they can ask for help and help others to do this too.</p>	<p><b>KEEPING MY BODY SAFE</b> looks at speaking up about their worries or concerns.</p>	<p><b>COMMUNICATING EFFECTIVELY</b> discusses the different ways that we can communicate our worries or concerns to others.</p> <p><b>KEEPING MY BODY THE SAME</b> reminds them to keep trying to get help from someone they trust if they are worried or concerned about their well-being or others.</p>	<p><b>THE LAW</b> discusses how it is there to protect them and keep them safe and that some issues may need to be reported to the police.</p> <p><b>DRUGS, ALCOHOL AND SMOKING</b> looks at how they can get help if they are worried about others who are using these or if they feel unsafe or are offered these. It reminds them to keep talking to somebody about their concerns until they are heard.</p>	<p>how to ask for advice or help for themselves or others, and to keep trying until they are heard</p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**RELATIONSHIPS EDUCATION – ONLINE RELATIONSHIPS**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
<p><b>COMMUNICATION</b> looks at vocabulary and phrases to help them to report feelings of being unsafe.</p> <p><b>TRUST</b> looks at phrases and vocabulary to help them report feelings of being unsafe.</p> <p><b>MY BODY BELONGS TO ME</b> looks at what to say if they need help if they feel unsafe.</p>	<p><b>A PROBLEM SHARED IS A PROBLEM HALVED</b> reminds them who they can talk to if they feel worried or unhappy.</p> <p><b>IT'S OKAY NOT TO BE OKAY</b> looks at who to talk to if they are feeling unhappy or unsafe.</p>	<p><b>HELPING OTHERS TO GET HELP</b> looks at how they can help themselves and others find help and advice if they need it.</p>	<p><b>KEEPING MY BODY SAFE</b> looks at what to say to someone to report concerns about their safety or well-being.</p>	<p><b>COMMUNICATING EFFECTIVELY</b> talks about the variety of ways that they can get their message heard by others if they are feeling unsafe.</p>	<p><b>THE LAW</b> discusses how laws are there to protect them and keep them safe and that some issues may need to be reported to the police.</p>	<p>how to report concerns or abuse, and the vocabulary and confidence needed to do so</p>
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
<p><b>COMMUNICATION</b> teaches them about who they can talk to if they need to report feelings of being unsafe.</p> <p><b>TRUST</b> reminds them where to get help if they feel unsafe.</p> <p><b>EMERGENCY SERVICES</b> talks about who these services are, how to contact them and how they might help.</p> <p><b>MY BODY BELONGS TO ME</b> reinforces who they can talk to if they need to report that they feel unsafe.</p>	<p><b>A PROBLEM SHARED IS A PROBLEM HALVED</b> reminds them who they might talk to if they feel unhappy or unsafe.</p> <p><b>IT'S OKAY NOT TO BE OKAY</b> talks about talking to someone they can trust if they are feeling unsafe.</p> <p><b>MY BODY IS GROWING</b> teaches them that there are trusted people that they can talk to if they are worried or afraid.</p>		<p><b>KEEPING MY BODY SAFE</b> looks at who they can talk to if they feel worried or unsafe.</p>	<p><b>COMMUNICATING EFFECTIVELY</b> reminds them who they can talk to if they are feeling concerned or worried.</p> <p><b>KEEPING MY BODY THE SAME</b> reminds them about who they can talk to if they are worried or afraid about their safety or that of others.</p>	<p><b>THE LAW</b> discusses how laws are there to protect them and keep them safe and that some issues may need to be reported to the police. Talking to a trusted adult about this is helpful.</p> <p><b>DRUGS, ALCOHOL AND SMOKING</b> looks at how they can get help if they are worried about others who are using these or if they feel unsafe or if they are offered these. It talks about how the emergency services can help in an emergency involving these substances.</p>	<p>where to get advice from eg: family, school and/or other sources</p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**PHYSICAL HEALTH AND MENTAL WELL-BEING EDUCATION – MENTAL WELL-BEING**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
	<p><b>FOREST SURVIVAL</b> looks at the importance of being positive to improve mental health.</p> <p><b>DESERT ISLAND</b> looks at the importance of appreciating the environment around you for mental well-being.</p>		<p><b>SLEEP</b> looks at how this is important for resting the brain and for maintaining their physical and mental well-being.</p>		<p><b>ORGANISATION OF LIFE</b> talks about how being prepared and organised reduces stress and the effects on mental health.</p>	<p>that mental well-being is a normal part of daily life, in the same way as physical health</p>
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
<p><b>COMMUNICATION</b> looks at how to communicate a range of emotions in different ways.</p>	<p><b>FOREST SURVIVAL</b> allows for discussion around feelings and how to cope.</p> <p><b>DESERT ISLAND</b> allows for discussion around feelings and the effects of these on their mental health.</p> <p><b>FEELING SAD</b> looks at a range of emotions that we feel and discusses why we may feel sad.</p> <p><b>FIGHT OR FLIGHT</b> discusses a range of normal emotions that we may feel and looks at fear.</p> <p><b>DEALING WITH LOSS</b> discusses the range of emotions that they may feel when they lose someone they love.</p> <p><b>HAPPINESS</b> discusses a range of emotions that we may feel and looks at degrees of happiness.</p> <p><b>ANGER</b> looks at what anger is, what it can look like and why they may feel this.</p> <p><b>ANXIETY</b> looks at what anxiety is and when they may feel anxious.</p> <p><b>IT'S OKAY TO NOT BE OKAY</b> explores what makes them feel happy, sad or just okay.</p>	<p><b>STRESS</b> looks at what stress is, what might cause it and how it can damage mental health.</p>		<p><b>MY BODY CHANGES</b> allows for discussion around mood swings in puberty.</p>	<p><b>MY AMAZING BODY</b> allows for discussion around different feelings and emotions around puberty, growing up and relationships.</p>	<p>that there is a normal range of emotions (eg: happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**PHYSICAL HEALTH AND MENTAL WELL-BEING EDUCATION – MENTAL WELL-BEING**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
<p><b>COMMUNICATION</b> looks at how to communicate a range of emotions in different ways and how to recognise these feelings. <b>TRUST</b> discusses what trust is and who they may trust. It helps to identify situations when their trust may be broken.</p>	<p><b>A PROBLEM SHARED IS A PROBLEM</b> teaches about how knowing how they are feeling and talking to a trusted adult may help solve a problem.</p>	<p><b>RELATIONSHIPS WITH OTHERS</b> looks at what qualities a good relationship has and encourages them to talk about how they feel about a relationship.</p>		<p><b>BODY LANGUAGE AND COMMUNICATION</b> highlights that there are various ways of communicating feelings and emotions to send messages to others. <b>COMMUNICATING EFFECTIVELY</b> discusses various ways of communicating to others and how to take care when expressing themselves online or digitally.</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>
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
	<p><b>FIGHT OR FLIGHT</b> looks at a range of emotions that they feel and talks about how to cope with these feelings. <b>THE ART OF FAILURE</b> looks at success and failure and how they learn from these. It talks about facing challenges.</p>	<p><b>SELF-IMAGE</b> talks about what self-image is and the importance of having a positive self-image for well-being. <b>SELF-WORTH</b> looks at how to measure self-worth and what effects this has on their well-being.</p>		<p><b>RESILIENCE</b> talks about how to recognise bullying, teasing and unkindness and to know that this is wrong. It talks about how to learn to manage this, report it and stand up to it.</p>		<p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**PHYSICAL HEALTH AND MENTAL WELL-BEING EDUCATION – MENTAL WELL-BEING**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
	<p><b>FOREST SURVIVAL</b> allows for discussion around the importance of keeping body and mind active.</p> <p><b>DESERT ISLAND</b> looks at the importance of keeping body and mind active.</p> <p><b>DEALING WITH LOSS</b> discusses the importance of physical activity, the outdoors and time to reflect to help with the grieving process.</p>	<p><b>MINDFULNESS</b> encourages pupils to appreciate the importance of being outdoors, undertake physical activity and being with others to help their mental and physical well-being.</p>	<p><b>THE IMPORTANCE OF PHYSICAL ACTIVITY</b> looks at the effect this has on our well-being, our body and how we learn.</p>	<p><b>SUPPORTING THE COMMUNITY</b> looks at how supporting others and the community is beneficial for their well-being, mental and physical health and that of others.</p> <p><b>YOU GET OUT WHAT YOU PUT INTO LIFE</b> looks at the importance of supporting the community and putting effort into projects, events and the environment around you to promote personal well-being.</p>		<p>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness</p>
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
	<p><b>FOREST SURVIVAL</b> looks at how to look after yourself in a challenging environment.</p> <p><b>DESERT ISLAND</b> looks at how to look after yourself in a challenging environment.</p> <p><b>RELAXATION</b> talks about how to rest and relax and why this is important for mental well-being.</p> <p><b>DEALING WITH LOSS</b> discusses the importance of spending time with others to help with the grieving process.</p> <p><b>IT'S OKAY NOT TO BE OKAY</b> looks at simple self-care techniques to cope with the feelings they may have.</p>	<p><b>MINDFULNESS</b> looks at how they can use the environment around them to improve their mental and physical well-being and how they can self-assess to measure how they are feeling.</p> <p><b>RELATIONSHIPS WITH OTHERS</b> looks at who they could talk to and the importance of having friends or people you can trust around them.</p>	<p><b>SCREEN TIME</b> looks at the positive and negative effects of using screens and how these may damage their friendships.</p>	<p><b>YOU GET OUT WHAT YOU PUT INTO LIFE</b> looks at the importance of family and friends and spending time with them to improve their mental health.</p> <p><b>THE DIGITAL WORLD</b> looks at screens, digital devices and social media and how too much time spent on this could cause damage to their relationship and health.</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>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**PHYSICAL HEALTH AND MENTAL WELL-BEING EDUCATION – MENTAL WELL-BEING**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
	<p><b>FOREST SURVIVAL</b> allows for discussion about loneliness and isolation.</p> <p><b>DESERT ISLAND</b> allows for discussion about loneliness and isolation.</p>	<p><b>HELPING OTHERS GET HELP RELATIONSHIPS WITH OTHERS</b> looks at what makes a good relationship and what to do if they are in a relationship that makes them unhappy or lonely.</p>				<p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p>
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
	<p><b>CYBER SAFETY</b> looks at internet safety rules and allows for discussion about cyberbullying.</p> <p><b>IT'S OKAY NOT TO BE OKAY</b> looks at how bullying or teasing can have a negative effect on their health and that of others.</p>			<p><b>RESPECTING OTHERS - BOUNDARIES AND BELIEFS</b> talks about understanding that there are a variety of different cultures, religions etc in society and that bullying or disrespect may be breaking the law and damaging to well-being.</p> <p><b>DEALING WITH ADVERSITY</b> looks at scenarios and allows for discussion about what they would do in this situation and how the situation could be damaging to well-being.</p>		<p>that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being</p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**PHYSICAL HEALTH AND MENTAL WELL-BEING EDUCATION – MENTAL WELL-BEING**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
<p><b>COMMUNICATION</b> looks at how to communicate and who to talk to if they are worried about their well-being or that of others.</p> <p><b>EMERGENCY SERVICES</b> looks at who to call if they are concerned about their health or the health of others.</p> <p><b>TRUST</b> talks about recognising who they can talk to if they need support.</p>	<p><b>FIGHT OR FLIGHT</b> and looking at who they can talk to if they are afraid or worried.</p> <p><b>A PROBLEM SHARED IS A PROBLEM HALVED</b> talks about who they can talk to if they have concerns about their well-being or that of others.</p>	<p><b>HELPING OTHERS TO GET HELP</b> looks at who they can go to if they need support or how they can help others get support.</p>		<p><b>KEEPING MY BODY SAFE</b> looks at how to recognise that support may be needed either before or after FGM for themselves or others.</p>		<p>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</p>
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
<p><b>COMMUNICATION</b> looks at how worries can be solved or eased when they talk to a trusted adult.</p>		<p><b>HELPING OTHERS TO GET HELP</b> looks at recognising if others might need help and how to help them even if they are reluctant to ask for it.</p>			<p><b>DRUGS, ALCOHOL AND SMOKING</b> talks about recognising how they or others they know may be addicted to these substances and how they can be helped with these addictions.</p>	<p>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

<b>PHYSICAL HEALTH AND MENTAL WELL-BEING EDUCATION – INTERNET SAFETY AND HARMS</b>						
<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>	<b>I know...</b>
<p><b>SIGNALLING AND SIGN LANGUAGE</b> talks about how they communicate now using text and email.</p>	<p><b>CYBER SAFETY</b> discusses the positive and negative sides to social media.</p>	<p><b>RELATIONSHIPS WITH OTHERS</b> allows for discussion around the benefits and ease of staying in contact with friends and family online or digitally.</p>	<p><b>PROBLEM SOLVING AND RESOURCEFULNESS</b> allows for discussion around how useful the internet can be to find answers to questions or problems.</p>	<p><b>LEARNING</b> looks at the different ways that we learn and how the internet is part of our everyday learning. <b>COMMUNICATING EFFECTIVELY</b> discusses the various forms of communication that they use including digital communication. <b>SUPPORTING THE COMMUNITY</b> allows for discussion around how to find out about how they can help the community online. <b>THE DIGITAL WORLD</b> looks at how technology can improve communication for everyone.</p>		<p>that for most people the internet is an integral part of life and has many benefits</p>
<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>	<b>I know...</b>
	<p><b>CYBER SAFETY</b> discusses how they may be redirected to unsafe websites online and what to do. <b>A PROBLEM SHARED IS A PROBLEM HALVED</b> allows for discussion about any concerns they or anyone they know may have around online or digital contact.</p>	<p><b>SELF-IMAGE</b> allows for discussion about how they view and relate to images that they may see in the media and online and how this can have positive and negative effects on their mental and physical well-being. <b>SELF-WORTH</b> allows for discussion around how spending excessive time online may affect mood, mental and physical health.</p>	<p><b>THE IMPORTANCE OF PHYSICAL ACTIVITY</b> looks at how to keep fit and well and how rationing time on screens will help. <b>SCREEN TIME</b> looks at the positive and negatives of using technology, how this can become a habit and how to moderate time spent on screens. <b>SLEEP</b> discusses how sleep can be disturbed by screen technology affecting their health.</p>	<p><b>THE DIGITAL WORLD</b> reminds them to keep posts positive that they make online and digitally.</p>		<p>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical well-being</p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

<b>PHYSICAL HEALTH AND MENTAL WELL-BEING EDUCATION – INTERNET SAFETY AND HARMS</b>						
<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>	<b>I know...</b>
	<p><b>CYBER SAFETY</b> discusses internet rules and teaches about not sharing personal information online or digitally.</p>	<p><b>RELATIONSHIPS WITH OTHERS</b> talks about the characteristics of good friendships and allows for reflection about whether this can and should be maintained online or digitally.</p>	<p><b>RESPECT</b> looks at how self-respect helps them to be safe when they choose what to post online.</p>	<p><b>COMMUNICATING EFFECTIVELY</b> looks at communicating with others in the way that they would expect to be treated themselves.</p> <p><b>RESPECTING OTHERS - BOUNDARIES AND BELIEFS</b> allows for discussion around believing information or carrying out requests made online or digitally that they know are wrong or may break the law.</p> <p><b>THE DIGITAL WORLD</b> talks about internet safety rules and how to treat those they speak to online or digitally.</p>	<p><b>THE LAW</b> looks at a scenario involving text messaging and knowing what to do if they receive threatening, abusive or concerning digital posts.</p>	<p>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p>
<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>	<b>I know...</b>
	<p><b>CYBER SAFETY</b> discusses social media platforms, their age restrictions and why they have these.</p>			<p><b>THE DIGITAL WORLD</b> reminds them about the age limits on social media platforms.</p>	<p><b>THE LAW</b> allows for discussion around the age limits placed on computer games, social media platforms and online information and how the law can be broken by using these if they are underage.</p>	<p>why social media, some computer games and online gaming, for example, are age restricted</p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

<b>PHYSICAL HEALTH AND MENTAL WELL-BEING EDUCATION – INTERNET SAFETY AND HARMS</b>						
<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>	<b>I know...</b>
	<p><b>CYBER SAFETY</b> discusses cyberbullying and what to do if this is happening to them.</p> <p><b>A PROBLEM SHARED IS A PROBLEM HALVED</b> allows for discussion around any concerns they or others they know may have around digital or online contact.</p> <p><b>IT'S OKAY NOT TO BE OKAY</b> allows for discussion about online or digital teasing and bullying and what to do about it.</p>	<p><b>SELF-WORTH</b> allows for discussion around how online or digital communication may affect their self-esteem and feelings about themselves in negative and positive ways.</p>	<p><b>RESPECT</b> looks at how self-respect can help them to decide what to post online or understand what is inappropriate communication.</p> <p><b>PROBLEM SOLVING AND RESOURCEFULNESS</b> discusses how online safety issues and concerns need to be sorted and how to do this.</p> <p><b>SCREEN TIME</b> looks at how some online content can have a negative effect on our well-being.</p>	<p><b>RESPECTING OTHERS - BOUNDARIES AND BELIEFS</b> allows for discussion about the beliefs of others and how they may be expressed online and what to do if they know this information is threatening or harmful.</p> <p><b>THE DIGITAL WORLD</b> reminds them about internet rules.</p>		<p>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p>
<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>	<b>I know...</b>
	<p><b>CYBER SAFETY</b> looks at cookies and how websites and companies can use their data or information to target them to sell them items or contact them.</p>		<p><b>PROBLEM SOLVING AND RESOURCEFULNESS</b> discusses how information found online may not be a true representation of the facts and to be aware of this.</p>	<p><b>THE DIGITAL WORLD</b> reminds them to be truthful online and allows for discussion around checking that what they receive or read is a fact.</p>		<p>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**PHYSICAL HEALTH AND MENTAL WELL-BEING EDUCATION – INTERNET SAFETY AND HARMS**

<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>	<b>I know...</b>
<p><b>COMMUNICATION</b> allows for discussion around who to talk to if they are feeling unsafe or afraid.</p> <p><b>EMERGENCY SERVICES</b> allows for discussion about how they may need to talk to the police about other issues such as online or digital safety.</p>	<p><b>CYBER SAFETY</b> talks about who they can talk to if they are worried about anything they have been seen or asked to do online or digitally.</p> <p><b>A PROBLEM SHARED IS A PROBLEM HALVED</b> allows for discussion around seeking help if they or anyone they know is worried about online or digital contacts.</p>	<p><b>HELPING OTHERS TO GET HELP</b> allows for discussion about helping others who may be experiencing problems with online or digital communication.</p>	<p><b>PROBLEM SOLVING AND RESOURCEFULNESS</b> talks about reporting online concerns and who to report these to.</p>	<p><b>DEALING WITH ADVERSITY</b> looks at a scenario involving texting and looks at what to do if they feel afraid, unsafe or uncomfortable about anything that has been posted.</p> <p><b>THE DIGITAL WORLD</b> reminds them where to get help if they need this around any communication they have received online or digitally.</p>	<p><b>THE LAW</b> allows for discussion about how to get support if they feel that a law has been broken or that they have seen something that concerns them online or digitally.</p>	<p>where and how to report concerns and get support with issues online</p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**PHYSICAL HEALTH AND MENTAL WELL-BEING EDUCATION – PHYSICAL HEALTH AND FITNESS**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
		<p><b>GROWTH MINDSET</b> allows for discussion around trying new sports or exercise routines to improve mental and physical well-being.</p>	<p><b>THE IMPORTANCE OF PHYSICAL ACTIVITY</b> looks at how much time they spend on being active, what they could do to improve this and how exercise helps them to learn.</p> <p><b>SCREEN TIME</b> looks at how screens can encourage them to lead an inactive and unhealthy lifestyle.</p> <p><b>SLEEP</b> looks at how this can affect activity and how activity can affect sleep.</p>	<p><b>THE HUMAN BODY</b> looks at how our bodies are not designed to be inactive for long periods of time.</p>		<p>the characteristics and mental and physical benefits of an active lifestyle</p>
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
			<p><b>THE IMPORTANCE OF PHYSICAL ACTIVITY</b> looks at how they can improve their physical activity and encourages them to present this information to encourage others to be more active.</p> <p><b>SCREEN TIME</b> looks at striking a balance between screen time and activity for the benefit of their health.</p>	<p><b>THE HUMAN BODY</b> looks at how they can improve their physical activity in a variety of ways.</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>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**PHYSICAL HEALTH AND MENTAL WELL-BEING EDUCATION – PHYSICAL HEALTH AND FITNESS**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
			<p><b>THE IMPORTANCE OF PHYSICAL ACTIVITY</b> looks at the negative effects of an inactive lifestyle.</p> <p><b>SCREEN TIME</b> discusses how too much time spent being inactive can have negative effects on mental and physical well-being.</p>	<p><b>THE HUMAN BODY</b> looks at striking a balance between activity and inactivity and how being inactive for long periods of time can be damaging to health.</p>		<p>the risks associated with an inactive lifestyle (including obesity)</p>
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
			<p><b>THE IMPORTANCE OF PHYSICAL ACTIVITY</b> allows for discussion about who they can talk to if they are worried about their activity or health.</p> <p><b>SCREEN TIME</b> allows for discussion about a habit that is increasing and making them feel unwell.</p>	<p><b>THE HUMAN BODY</b> looks at who they can talk to for support with increasing their activity, improving their diet or getting fit.</p>		<p>how and when to seek support including which adults to speak to in school if they are worried about their health</p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**PHYSICAL HEALTH AND MENTAL WELL-BEING EDUCATION – HEALTHY EATING**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
	<p><b>DESERT ISLAND</b> looks at the basics needed for humans to survive.</p> <p><b>FOREST SURVIVAL</b> looks at the basics needed for humans to survive.</p>		<p><b>A BALANCED DIET</b> looks at the constituents of a healthy, balanced diet.</p> <p><b>HEALTHY EATING</b> looks at the importance of a healthy diet and the nutritional make-up of foods they eat.</p> <p><b>THE IMPORTANCE OF PHYSICAL ACTIVITY</b> discusses how eating healthily together with physical activity helps them to keep their body and minds healthy.</p>	<p><b>JUNK FOOD</b> looks at what is classed as junk food and the nutritional content of some junk food that people like to eat.</p> <p><b>NUTRITIONAL VALUES</b> looks at what nutrients are and discusses eating habits.</p> <p><b>THE HUMAN BODY</b> looks at how different nutrients are important for the health of our bodies and their organs.</p> <p><b>THE NHS</b> discusses how looking after our bodies and eating healthily will enable us to live healthier lives without relying on the services of the NHS.</p>		<p>what constitutes a healthy diet (including understanding calories and other nutritional content)</p>
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
			<p><b>A BALANCED DIET</b> looks at the ingredients necessary for a healthy meal and looks at how healthy their diet is.</p> <p><b>HEALTHY EATING</b> looks at the DoH 'Eatwell Guide' and the recommended daily allowances for nutrients. It looks at the 'traffic light' system on food packaging showing nutritional values.</p> <p><b>THE IMPORTANCE OF PHYSICAL ACTIVITY</b> discusses how eating healthily together with physical activity helps them to keep their body and minds healthy.</p> <p><b>WHERE DOES MY FOOD COME FROM?</b> discusses food safety and how this is important when sourcing and preparing the food they eat to keep their bodies healthy.</p>	<p><b>JUNK FOOD</b> looks at the foods they are eating and how they can take more responsibility for what they eat. It looks at working together as a family to improve food choices.</p> <p><b>NUTRITIONAL VALUES</b> looks at different diets, different cultures and ingredients and how the importance of a balanced diet is paramount for whatever they eat.</p> <p><b>THE HUMAN BODY</b> looks at their responsibility to choose foods wisely and eat healthily.</p> <p><b>THE NHS</b> looks at how eating healthily keeps our bodies and minds fitter and diminishes the reliance on the NHS for health care.</p>		<p>the principles of planning and preparing a range of healthy meals</p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**PHYSICAL HEALTH AND MENTAL WELL-BEING EDUCATION – HEALTHY EATING**

<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>	<b>I know...</b>
<p><b>FOOD AND WHAT NOT TO EAT</b> looks at the risks of eating out of date food and the harm medicines/drugs can cause to our body.</p>	<p><b>PERSONAL GOAL SETTING</b> allows for discussion about setting goals to be fitter and healthier.</p>		<p><b>A BALANCED DIET</b> discusses the risks that eating too much of a particular nutrient can cause to the body.  <b>HEALTHY EATING</b> discusses energy drinks, their use and their effect on the body. It looks in detail at the damage and disease that a poor diet can cause to their bodies.  <b>THE IMPORTANCE OF PHYSICAL ACTIVITY</b> talks about how inactivity and overuse of screens can affect our food choices and health and make us gain weight.</p>	<p><b>JUNK FOOD</b> discusses the health risks of eating too much junk food. It encourages pupils to design an information poster, warning others about junk food. It discusses Diabetes and how eating healthily can help with this disease.  <b>NUTRITIONAL VALUES</b> looks at being increasingly responsible for what they eat and making the right food choices.  <b>THE HUMAN BODY</b> discusses peer pressure and influences on their eating habits and the risks these bring.  <b>THE NHS</b> discusses how unhealthy food choices causes risks and damage to our bodies and may then result in additional help needed from the NHS.</p>	<p><b>DRUGS, ALCOHOL AND SMOKING</b> discusses the negatives of smoking, alcohol and drugs including overuse of prescription medicines on their bodies.</p>	<p>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (eg: the impact of alcohol on diet or health)</p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**PHYSICAL HEALTH AND MENTAL WELL-BEING EDUCATION – DRUGS, ALCOHOL AND TOBACCO**

<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>	<b>I know...</b>
	<p><b>DRUGS AND MEDICINES</b> discusses how they may need medicines to help them get better and how there are risks when taking medicines that could cause harm to their bodies. It discusses what to do if they are offered a substance that they are not sure about and what to do in an emergency. It looks at the risks involved with smoking and drinking alcohol.</p> <p><b>MY BODY IS GROWING</b> talks about the damage alcohol and tobacco can do to the body.</p>	<p><b>STRESS</b> looks at how this may cause those around them to drink, smoke or take more tablets or drugs to cope and what they can do to get help or support with this.</p> <p><b>MY BODY, YOUR BODY</b> discusses how alcohol, tobacco and other harmful substances are not good for the body and there are risks with using these.</p>	<p><b>SLEEP</b> discusses the effect of caffeine and energy drinks on the body.</p>	<p><b>THE NHS</b> looks at how habits and addictions to drugs, alcohol and tobacco can put additional strain on the NHS and that they are responsible for looking after their bodies to keep them healthy.</p>	<p><b>LAW</b> looks at how smoking, drinking and drug taking can lead to anti-social behaviour, crime and breaking the law.</p> <p><b>DRUGS, ALCOHOL AND SMOKING</b> looks at what drugs are and looks at the 'positives' and negatives of smoking, drinking alcohol and drug taking. It looks at the effects they have on the body and the risks associated with these. It discusses how to get help for themselves or others if they are concerned about their health or behaviour.</p>	<p>the facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug taking</p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**PHYSICAL HEALTH AND MENTAL WELL-BEING EDUCATION – HEALTH AND PREVENTION**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
		<p><b>STRESS</b> allows for the opportunity to talk more about how the body can be affected by stress and how to recognise this in themselves and others.</p> <p><b>MY BODY, YOUR BODY</b> reminds them how they can look after their bodies and what to look out for and who to talk to if they are worried about their health.</p>	<p><b>HEALTHY EATING</b> discusses a balanced diet and nutrients allowing for further discussion about eating too many or too little of these in their diets.</p> <p><b>A BALANCED DIET</b> looks at the effects of a poor diet on the body.</p> <p><b>THE IMPORTANCE OF PHYSICAL ACTIVITY</b> allows for discussion about compulsive fitness and exercise and the effects it has on a growing body.</p>	<p><b>NUTRITIONAL VALUES</b> allows for discussion about what happens to the body if it gets too much or too little of particular nutrients.</p> <p><b>JUNK FOOD</b> allows for discussion about concerns about their health or that of others because of poor diet choices.</p> <p><b>THE HUMAN BODY</b> looks at the effects on the body of not eating a balanced diet and illnesses and diseases that this may cause.</p> <p><b>THE NHS</b> provides an opportunity to remind them that they are there to help them and get support if they are concerned about their health.</p>	<p><b>DRUGS, ALCOHOL AND SMOKING</b> talks about how these can affect the body and cause body changes.</p>	<p>how to recognise signs of physical illness, such as weight loss, or unexplained changes to the body</p>
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
	<p><b>DESERT ISLAND</b> reminds them about staying out of the sun and being safe.</p> <p><b>MY BODY IS GROWING</b> talks about the dangers of too much sun on the body.</p>					<p>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**PHYSICAL HEALTH AND MENTAL WELL-BEING EDUCATION – HEALTH AND PREVENTION**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
	<p><b>RELAXATION</b> looks at sleep and how important it is to switch off screens before sleeping and find ways to promote good sleep habits.</p> <p><b>MY BODY IS GROWING</b> talks about the importance of getting good quality sleep on the body.</p>	<p><b>STRESS</b> looks at how important sleep is to lessen the effect of stress on our bodies.</p> <p><b>MY BODY, YOUR BODY</b> reminds them how they can look after their bodies and what to look out for and who to talk to if they are worried about their health.</p>	<p><b>SLEEP</b> looks at the importance of sleep on their bodies and how they can improve their sleep habits.</p>		<p><b>DRUGS, ALCOHOL AND SMOKING</b> talks about drugs being used to help with sleep. It discusses that these can become addictive.</p>	<p>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p>
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
<p><b>TRUST</b> discusses who they can trust and talks about visiting the dentist and how they can be trusted.</p>	<p><b>MY BODY IS GROWING</b> talks about the importance of looking after their teeth.</p>	<p><b>MY BODY, YOUR BODY</b> reminds them how they can look after their bodies and what to look out for and who to talk to if they are worried about their health.</p> <p><b>STRESS</b> talks about avoiding the overuse of energy drinks which can lead to tooth decay.</p>	<p><b>HEALTHY EATING</b> discusses how sugary foods can cause tooth decay and dental health problems.</p> <p><b>A BALANCED DIET</b> looks at the effects of a poor diet on dental health.</p>	<p><b>JUNK FOOD</b> looks at how poor food choices can accelerate tooth decay.</p> <p><b>THE NHS</b> discusses the importance of visiting the dentist regularly and knowing that check-ups are free on the NHS for children.</p>	<p><b>DRUGS, ALCOHOL AND SMOKING</b> talks about the effects of smoking on your teeth.</p>	<p>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**PHYSICAL HEALTH AND MENTAL WELL-BEING EDUCATION – HEALTH AND PREVENTION**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
	<p><b>DESERT ISLAND</b> talks about looking after personal health and hygiene.</p> <p><b>MY BODY IS GROWING</b> talks about the importance of keeping the body clean.</p>	<p><b>MY BODY, YOUR BODY</b> reminds them how they can look after their bodies and what to look out for and who to talk to if they are worried about their health.</p>		<p><b>THE NHS</b> discusses the importance of washing their hands to keep bacteria and infections under control, especially when visiting hospitals or care facilities.</p>		<p>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p>
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
	<p><b>WILDLIFE</b> talks about allergies and reactions to bites or stings and what to do.</p> <p><b>MY BODY IS GROWING</b> talks about the importance of vaccinations and being protected against diseases.</p>	<p><b>MY BODY, YOUR BODY</b> reminds them how they can look after their bodies and what to look out for and who to talk to if they are worried about their health.</p>		<p><b>NUTRITIONAL VALUES</b> allows for discussion around food allergies and what to do if someone has eaten something that causes an adverse reaction.</p> <p><b>JUNK FOOD</b> allows for discussion about how junk food can be cooked, prepared or sold and food allergies may not be considered in these processes.</p> <p><b>THE NHS</b> provides an opportunity to discuss immunisation against diseases and how the NHS provides these for free.</p>		<p>the facts and science relating to allergies, immunisation and vaccination</p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**PHYSICAL HEALTH AND MENTAL WELL-BEING EDUCATION – BASIC FIRST AID**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
<p><b>EMERGENCY SERVICES</b> looks at what an emergency is, how to recognise an emergency situation and how to call the Emergency Services on 999 or ask 111 for advice.</p> <p><b>WATER SAFETY</b> looks at how to be safe around water and how to call the Emergency Services in an emergency situation on 999. To know what a Coastguard is and how to contact the service and when.</p>	<p><b>FIRE SAFETY</b> looks at how to prevent a fire and how to report a fire using the Emergency Services on 999 and asking for the fire brigade.</p> <p><b>FIRST AID/CPR</b> looks at recognising when they or others need simple first aid and assessing the situation to know what to do. It looks at ABC assistance, how to administer it and how to call the Emergency Services on 999.</p>	<p><b>HELPING OTHERS TO GET HELP</b> talks about recognising whether ABC assistance is required and how to call the Emergency Services in an emergency situation.</p>		<p><b>THE NHS</b> reminds them that 999 is for the Emergency Services and that 111 is the NHS Helpline that they can use for less urgent medical situations or advice.</p>		<p>how to make a clear and efficient call to emergency services if necessary</p>
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
	<p><b>FIRST AID/CPR</b> looks at recognising when they or others need simple first aid and what to do in a variety of scenarios. It looks at ABC assistance, how to administer it and how to call the Emergency Services on 999.</p>					<p>concepts of basic first aid, for example, dealing with common injuries, including head injuries</p>

**SEQUENCING OVERVIEW OF LEARNING OBJECTIVES TO REACH PSHE GOALS BY THE END OF THE PRIMARY KEY STAGE:**

**PHYSICAL HEALTH AND MENTAL WELL-BEING EDUCATION – CHANGING ADOLESCENT BODY**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
	<p><b>MY BODY IS GROWING</b> looks at human development from a baby to an adult and the obvious changes in appearance and size.</p>	<p><b>MY BODY, YOUR BODY</b> talks about the private parts of the body that they would not expect to show to anyone. It discusses how the male and female body begins to change to be ready for reproduction.</p>		<p><b>MY BODY CHANGES</b> talks about how the male and female bodies change during puberty. It discusses mood swings and emotions.</p> <p><b>KEEPING MY BODY THE SAME</b> talks about the expected changes that puberty will make to the body and how other body changes need to be questioned.</p>		<p>key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes</p>
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	I know...
				<p><b>MY BODY CHANGES</b> discusses personal hygiene, the menstrual cycle in detail and the key facts about why this happens. It discusses who they can talk to.</p>		<p>about menstrual wellbeing and including the key facts about the menstrual cycle</p>