



Living in the Wider World

Reception

Nursery

- Show more confidence in new social situations.
- Develop their sense of responsibility and membership of a community.

Year 1

How do we feel?

- what money is that money comes in different forms
- how money is obtained (e.g. earned, won, borrowed, presents)
- how people make choices about what to do with money,
- including spending and saving
- the difference between needs and wants that people may not
- always be able to have the things they want
- how to keep money safe and the different ways of doing this

How can we look after each other and the world?

- how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively
- the responsibilities they have in and out of the classroom
- how people and animals need to be looked after and cared for
- what can harm the local and global environment; how they and others can help care for it
- how people grow and change and how people's needs change
- as they grow from young to old
- how to manage change when moving to a new class/year group

Year 3

What makes a community?

- how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups
- what is meant by a diverse community; how different groups make up the wider/local community around the school
- how the community helps everyone to feel included and values the different contributions that people make
- how to be respectful towards people who may live differently to them

Year 5

What jobs would we like to do?

- that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime
- that some jobs are paid more than others and some may be voluntary (unpaid)
- about the skills, attributes, qualifications and training needed for different jobs
- that there are different ways into jobs and careers, including college, apprenticeships and university
- how people choose a career/job and what influences their decision, including skills, interests and pay
- how to question and challenge stereotypes about the types of jobs people can do
- how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions

What decisions can people make with money?

 how people make decisions about spending and saving money and what influences them

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Show resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.

Year 2

What jobs do people do?

- how jobs help people earn money to pay for things they need and want
- about a range of different jobs, including those done by people they know or people who work in their community
- how people have different strengths and interests that enable them to do different jobs
- how people use the internet and digital devices in their jobs and everyday life

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Year 4

How can our choices make a difference to others and the environment?

- how people have a shared responsibility to help protect the world around them
- how everyday choices can affect the environment
- how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)
- the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues
- how to show care and concern for others (people and animals)
- how to carry out personal responsibilities in a caring and compassionate way

Year 6

How can our choices make a difference to others and the environment?

- how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions
- that not everything should be shared online or social media and that there are rules about this, including the distribution of images
- that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions
- how text and images can be manipulated or invented; strategies to recognise this
- how to keep track of money so people know how much they have to spend or save
- how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)
- how to recognise what makes something 'value for money' and what this means to them

Year 7

Developing skills and aspirations

- Careers, teamwork and enterprise skills **Financial decision making**
- Saving, borrowing and budgeting

- to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts
- to recognise unsafe or suspicious content online and what to do about it
- how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them
- how to make decisions about the content they view online or in the media and know if it is appropriate for their age range
- how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue
- to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have
- to discuss and debate what influences people's decisions, taking into consideration different viewpoints
- how to carry out personal responsibilities in a caring and
 compassionate way

PSHE Vertical Concepts

Health and Well-being

Nursery

Become more outgoing with unfamiliar people, in the safe context of their setting.

Hunningley Primary Academy

Show more confidence in new social situations

The best in everyone[™]

- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling. ٠

Year 1

What helps us stay healthy?

- what being healthy means and who helps help them to stay
- healthy (e.g. parent, dentist, doctor)
- that things people put into or onto their bodies can affect how they feel
- how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy
- why hygiene is important and how simple hygiene routines can
- stop germs from being passed on
- what they can do to take care of themselves on a daily basis,
- e.g. brushing teeth and hair, hand washing •

Who helps us stay safe?

- that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people
- who can help them in different places and situations; how to attract someone's attention or ask for help; what to say? (Including Online)
- how to respond safely to adults they don't know (Including Online) •
- what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard

Year 3

Why should we eat well and look after our teeth?

- how to eat a healthy diet and the benefits of nutritionally rich foods
- how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist
- how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health
- how people make choices about what to eat and drink, including who or what influences these
- how, when and where to ask for advice and help about healthy eating and dental care

Year 5

How can we help in an accident or emergency?

- how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions
- that if someone has experienced a head injury, they should not be moved
- when it is appropriate to use first aid and the importance of seeking adult help
- the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the

Reception

- Express their feelings and consider the feelings of others.
- Identify and moderate their own feelings socially and emotionally.challenge.

Year 2

What helps us grow and stay healthy?

- that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest
- that eating and drinking too much sugar can affect their health, including dental health
- how to be physically active and how much rest and sleep they should have everyday
- that there are different ways to learn and play; how to know when to take a break from screen-time
- how sunshine helps bodies to grow and how to keep safe and well in the sun

How do we recognise our feelings?

- how to recognise, name and describe a range of feelings
- what helps them to feel good, or better if not feeling good
- how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)
- how feelings can affect people in their bodies and their behaviour
- ways to manage big feelings and the importance of sharing their feelings with someone they trust
- how to recognise when they might need help with feelings and how to ask for help when they need it

Year 4

How can we manage risks in different places?

- how to recognise, predict, assess and manage risk in different sitations how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)
- how people can be influenced by their peers' behaviour and by a desire for • peer approval; how to manage this influence including online
- how people's online actions can impact on other people
- how to keep safe online, including managing requests for personal • information and recognising what is appropriate to share or not share online
- how to report concerns, including about inappropriate online content and • contact
- that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law

Year 6

How can our choices make a difference to others and the environment?

- how mental and physical health are linked
- how positive friendships and being involved in activities such as clubs and community groups support wellbeing



emergency services

What makes up our identity?

- how to recognise and respect similarities and differences between people and what they have in common with others
- that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)
- how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)
- about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others
- how to challenge stereotypes and assumptions about others
- how you are responsible for your online identity

Year 7

Transition to secondary school and keep ourselves safe inside • and outside school

- how to make choices that support a healthy, balanced lifestyle including
- how to plan a healthy meal »
- }> how to stay physically active

how to maintain good dental health, including oral hygiene, food and }> drink choices

- how to benefit from and stay safe in the sun }}
- how and why to balance time spent online with other activities }>

how sleep contributes to a healthy lifestyle; the effects of poor sleep; }> strategies that support good quality sleep

- }> how to manage the influence of friends and family on health choices
- that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one
- how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them

PSHE Vertical Concepts

Relationships and SRE



Nursery

- Play with one or more other children, extending and elaborating play ideas.
- Begin to understand how others might be feeling.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Year 1

Who are the people who care for me?

The best in everyone[™]

Part of United Learning

- Identify the important relationships in my life and those that provide love.
- Describe a family and understand thatall families are special and different.
- Recognise the different ways our special people care for us and how we can care for them in return.
- Identify similarities and differences in people.
- Recognise that we are all equal and that it is acceptable to be different.
- Respect and value difference this ٠

How are boys and girls similar?

- Describe similarities and differences between ourselves and others ٠
- Name the main parts of the body
- Name body parts including male and female genitalia.

Year 3

What is personal space?

- List reasons why touch is important
- Describe what kind of physical contact is acceptable or unacceptable.
- Define and explain consent.
- Describe how to respond to unacceptable contact.
- Define what is personal space.

What does a healthy relationship look like?

- Describe what makes a relationship unhealthy
- Understand how to develop positive relationships, including recognising and responding to someone feeling lonely.
- Identify who to talk to if worried and required support
- Define the meaning of respect inrelationships and the importance of working with others collaboratively
- Listen to others and respond or challenge other views appropriately
- Understand the importance of respecting other people's feelings

Year 5

What is puberty?

- Label the main parts of the body, including genitalia.
- Define puberty and list physical and emotional changes that happen to boys and girls during puberty as they change into adults, and able to reproduce.
- Describe how periods affect girls both physically and emotionally
- Explain the steps required to look after my body during puberty and how to manage my personal hygiene.
- Name different relationships in my life.
- List the roles of those that care for me.

Reception

- Build constructive and respectful relationships.
- Think about the perspectives of others
- Form positive attachments to adults and friendships with peers.

Year 2

What is fair, unfair, kind and unkind?

- Recognise what is fair and unfair behaviour
- Give examples of kindness and unkind behaviours
- What is the difference between right and wrong?

What happens when our body grows young to old?

- Develop understanding that all living things including humans start life as babies
- Identify key stages in the human life cycle
- Explore how I have changed since I was a baby
- Recognise I have the right to protect my body from inappropriate or unwanted contact.
- Explain consent and the right to protect my body from inappropriate or unwanted contact.
- Label the parts of the body that are private.
- Explain who they would speak to if their privacy was not respected.

Year 4

What is diversity?

- identify how we are the same in some ways and different in others.
- Recognise diversity in my community.
- Describe the groups I am part of.

Do boys and girls have different roles?

- Recognise common stereotypes about men and women.
- Explain what 'stereotype' and 'discrimination' means.
- Reflect and challenge stereotypes I hear.
- Remember the main parts of the body for boys and girls.
- Describe the key body changes when boys and girls become adults
- Explain how to keep clean as I grow.

Year 6

What changes can happen in my life?

- Identify as we grow and change, we have increased independence and responsibility.
- Describe how to keep safe with increased independence (including online)
- Explain why I have more responsibilities as I grow older.
- Identify reasons why transition may be challenging.
- Identify positive qualities and expectations for different relationships
 - Describe different types of relationships including marriage.
- Define forced marriage



- Describe what a healthy relationship looks like. •
- Know who I would approach for help

What is unwanted touch? What is FGM?

- Recognise that my body belongs to me and recall how to protect my body
- Explain and explore consent and right to reject inappropriate or unwanted touch
- Describe inappropriate and appropriate touch
- Explain the right to privacy and where on my body is private
- Label the female reproductive organs
- Recall simple facts about FGM and understand why it is never acceptable.
- List where to access support if I was worried or concerned about this topic.

- Explore consent within a relationship.
- Label male and female body parts associated with conception and pregnancy.
- Explain a baby is made when a sperm (male) meets an egg/ovum (female) and then the fertilised egg settles into the lining of the womb.
- Define the term reproduction.
- Describe what pregnancy is, where it occurs and how long it takes in a human.

Year 7

Self worth, romance, friendships and relationship boundaries