PSHE & RSE

Curriculum Overview

"Children are the living messages we send to a time we will not see."

John F. Kennedy

Curriculum Overview

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At Northwood Primary School, we believe that PSHE is essential to developing children beyond the academic and will prepare our children to be citizens of the world.

INTENT - WE AIM TO...

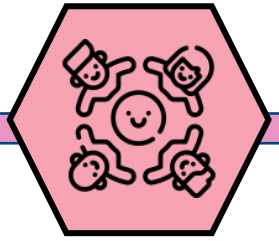
- Equip children with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society.
- Teach children to understand how they are developing personally and socially, and to better understand and respect the feelings of others.
- Teach children to become healthy, independent and responsible members of society.
- Equip children with a sound understanding of risk, with the knowledge and skills necessary to make safe and informed choices.
- Ensure children are aware of their rights and responsibilities in society to prepare them for the wider world.
- Help children to understand their own identities and their place in our school family and wider community, developing their sense of self-worth through positively contributing to these.

IMPLEMENTATION - HOW DO WE ACHIEVE OUR AIMS?

Our PSHE curriculum is designed to include 6 key concepts that are revisited and built upon each year:



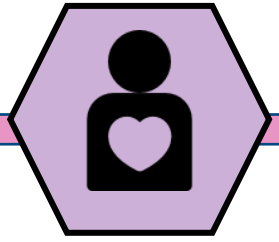
Rights and Responsibilities



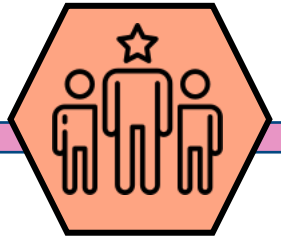
Feelings and Friendships



Money and Finance



Health and Wellbeing



Identity



Safety and Risk

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Strong Foundations

Within EYFS, children learn how to settle into their new setting before learning more about how to interact with others. They find out about how to stay safe and healthy in the world around them and how to care for themselves. Towards the end of the year, they begin to prepare for moving into Year 1, focusing on their identity within the school.

This learning follows the objectives in the following strands of the EYFS Framework:

- Understanding the World
- Personal, Social & Emotional Development
- Communication & Language

Developing Key Skills

Children learn a range of skills in PSHE. We have identified six key skills which are reinforced across PSHE learning in all year groups.



listening communicating empathising being responsible managing change reflecting

Timetabling

PSHE takes place weekly for around 40 minutes. This can incorporate lessons linked to online safety or careers following our long-term and medium-term planning. Some sessions are shorter and some are longer depending on the content.

Structured Sessions

PSHE lessons follow a similar framework from Year 1 to 6:

Activation - retrieval of prior learning which focuses on key knowledge from previous learning and includes areas that will prepare the children for today's learning.

Preparation - Sharing a clear set of ground rules to be followed during discussions

Engagement - Games to encourage group participation.

Learning - The main teaching part of the lesson which focuses on the unit focus and the lesson question.

Learning - Independent, paired or group work, or a class discussion linked to the lesson question

Reflection - A reflection of the learning, referring back to the lesson and unit focus.

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A Progressive Curriculum

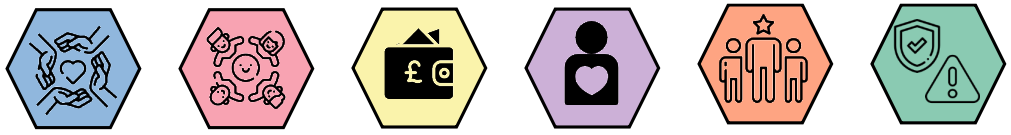
Our curriculum is designed using the materials from the PSHE Association to support its delivery. Each unit of work is structured around an overarching question with each session focusing in on developmentally appropriate questions that will help to answer the key question.

Our curriculum focuses in on six key themes:

- Rights and Responsibilities
- Feelings and Friendships
- Money and Finance
- Health and Wellbeing
- Identity
- Safety and Risk.

Children will be regularly exposed to all of these themes over the course of their school career. Our Long-Term Plan is colour-coded to show the development of this spiral curriculum as children move through our school. It is recognised that these themes overlap, however each unit of work focuses in on the main theme.

Online safety is identified on our PSHE Long Term Plan but is taught through Computing lessons as well as being enriched by our wider curriculum and personal development offer.



Making Progress

In our curriculum, to make good progress in PSHE, children develop a better understanding of themselves, others, world around them, challenges of living in Modern British society. They have a deepening understanding of our key themes and learn knowledge, make connections and build on their prior learning in order to become well-equipped when making decisions linked to their wellbeing, health and relationships.

Recording Work

Work in PSHE is recorded in a variety of ways to capture the nature of the session. Where a session is more discussion based, key learning and pupil voice may be recorded through videos, or pictures. This will be dependent on the age and stage of the children. If children complete independent tasks, this is recorded in their curriculum books. Children will receive both verbal and written feedback to aid progress in PSHE and RSE.

Assessment

PSHE and RSE are assessed through different formative assessment measures. Initially, they are assessed through direct intervention within lessons. Prior knowledge is checked and revisited through 'Activation', which takes place in every lesson from Year 1 to 6. Children's knowledge is also assessed through ongoing observations of the independent, paired and group activities they undertake. Children also complete a short, low-stakes quiz at the end of a unit of work to assess whether they are able to answer the unit question. For summative outcomes, teachers use this knowledge to assess whether each child is working at the expected standard each term, learning the planned curriculum and keeping pace with it.

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Exposure to a range of Careers

Over the course of their schooling, children will explore a range of careers linked to the units they study. These careers have been selected to represent and broaden the children's horizons and inspire them to think about their futures.

Reading in PSHE

Books are an integral part of our PSHE curriculum. They are shared to develop empathy, provoke thought and to learn. A variety of fiction and non-fiction books are used to support curriculum delivery. Many of the books on our reading spine also link to themes explored within PSHE, allowing children to experience these across the school day.

Strong Vocabulary Development

Key vocabulary is identified for each unit. It is explicitly taught by staff and used by children so that they develop their emotional literacy.

Spoken Language Development

Children develop their spoken language skills across each unit of the PSHE curriculum. Our PSHE lessons always include an element of discussion. This ensures that children are encouraged to express their views within this safe environment. Children will use the language of evaluation and explanation when sharing their own views and could use the language of argument to show agreement and disagreement with the views of others. They develop their use of the language of comparison when comparing different views. When considering statements, they may use the language of deduction to help share their assumptions based on what they already know.

Wider Promotion of PSHE

PSHE is promoted outside of the dedicated lessons through a range of different opportunities. Our weekly assemblies focus on our core school values which are intertwined with British Fundamental Values. Assemblies are carefully planned to hone in on particular values linked to calendar events or to celebrate children's achievements linked to these. Some assemblies focus on specific awareness days/weeks.

Where relevant, children access additional workshops outside of the planned curriculum linked to areas such as transition and mental health. We also invite visitors to complement our curriculum through our strong community links, linked to helping to keep children safe in the local area or to health and wellbeing.

We promote healthy living by ensuring that the children eat healthily and have opportunities to be active during break and lunchtimes.

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RSE Statutory Guidance

Our PSHE curriculum is designed to incorporate all of the statutory guidance from the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' document from 2021, as well as going beyond this in other areas such as money and finance. Our Medium-Term Plans set out how each unit links to this statutory guidance, incorporating the following areas:

- Relationships Education
    - Families and people who care for me
    - Caring friendships
    - Respectful relationships
    - Online relationships
    - Being safe
- Physical Health and Mental Wellbeing
    - Mental Wellbeing
    - Internet safety and harms
    - Physical health and fitness
    - Healthy eating
    - Drugs, alcohol and tobacco
    - Health and prevention
    - Basic first aid
    - Changing adolescent body

Additional Mental Health Support

At Northwood, we have specially trained staff who run weekly ELSA sessions to help support children with their emotional literacy. Staff are able to refer children on a half termly basis children who they feel require this support.

Children at Northwood also have access to additional support with their mental health, whether this be through mindfulness activities; staff check ins or supportive listening with specifically-trained staff.

Fundamental British Values

Fundamental British Values are interwoven throughout our PSHE curriculum. Our Medium-Term Plans make links between Fundamental British Values, our school values and the areas of learning. We actively promote the values and challenge opinions or behaviours that are contrary to Fundamental British Values.

We are committed to providing an inclusive curriculum that respects and values the cultural beliefs, traditions and lifestyles of all members of our school community. In recognition of the cultural needs of pupils from Traveller backgrounds, certain aspects of the curriculum are delivered by the Traveller Support Service. This approach ensures that learning is culturally sensitive, age-appropriate and delivered in a way that upholds the values and traditions of Traveller families while meeting statutory educational requirements.

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Local Need

At Northwood, we have used Public Health Data for Darlington to determine the most essential priorities for our local area. The most current data highlights alcohol, smoking, anti-social behaviour and mental health as areas of concern for young people.

Alongside this, we also use the school's locality to determine other key priorities. Due to the locality of the River Tees and the North Sea, we have ensured that water safety is covered in our curriculum. In addition to this, due to our locality with railway lines, we teach safety around this.

Ambition for ALL

We want all children to develop their confidence, resilience and self-esteem, learn to identify and manage risk and make informed choices within our curriculum. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. It is essential that all children develop an understanding of themselves, become empathetic and are able to work with others in order to form and maintain positive relationships, develop the essential skills for future employability and better enjoy and manage their lives.

All children's needs and barriers are carefully considered, whether these are SEND needs which require addressing or particular talents and strengths that require nurturing. We follow the Lingfield Education Trust 'Curriculum for ALL' guidance to ensure that all children can show the best version of themselves through our curriculum.

Ambition for ALL | Special Educational Needs

In order to support children with SEND in meeting the ambitious curricular goals, we apply a range of specific support, adaptation and modification methods, specific to the child and their needs. These could include:

Cognition & Learning Needs	• Recognise the increased vulnerabilities of learners and ensure that the key safety messages are delivered in an age and stage appropriate way with regular checking of understanding • Reduce the cognitive load required for tasks (minimising the amount of steps, simplifying the recording, not overloading with non-essential information) • Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly. • Use of additional adult when possible • Differentiated outcomes and tasks • Simpler versions of text so that reading materials match the child's reading ability • Mixed ability groupings/paired work/peer support • Writing frame/structured activities, • Task targets/clear success criteria. Splitting up tasks into smaller units of work • Visual stimuli/hooks- turn abstract in to concrete • An appreciation that this might be the area where the child excels
Communication & Interaction Needs	• Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly. • Pre-teaching vocabulary, vocabulary maps/word banks • Use of visuals to support understanding of key concepts • Use of own communication methods / aids – such as PECS, Makaton, writing, drawing
Sensory / Physical Needs	• Awareness of sensory needs, modification of learning environment (light, sound, seating) • Modifying visual resources e.g. pictures, text • Written sources may be converted to auditory form • Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods – e.g. role-play, using the interactive whiteboard with pupil involvement.
SEMH	• Pre-emptively pre-teach sessions for when the teaching of the curriculum and personal beliefs may conflict

Ambition for ALL | The Most Able

Some children show skill, knowledge or aptitude above that which is typically expected for their subject, for their age. It is important that these children are afforded the opportunity to shine.

Indicators that children may be working above their age related expectations	• Pupils demonstrate an emotional intelligence and an understanding of issues beyond their chronological age • Pupils use their knowledge and understanding of PSHE and apply this knowledge when reading wider texts • Pupils use knowledge and understanding of PSHE to make connections between topics covered and different issues • Pupils demonstrate a confidence to question and debate real life issues

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IMPACT - HOW WILL WE KNOW WE ACHIEVED OUR AIMS?

Children confidently talk about their learning and show an understanding that our world is diverse.

Children use language to describe emotions and they interact appropriately in social situations.

Children make healthy choices in their friendships, the exercise they engage in and the food that they eat.

Children can talk about potential risks to their safety in person, in social situations and when online, and suggest ways to mitigate these.

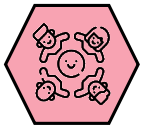
Children demonstrate responsibility in their behaviour and engagement with others and understand that there are consequences for poor choices.

Children can talk about what makes them unique and their part in our school family. They engage with the wider community through school, making positive contributions.

Long Term Plan

PSHE & RSE


Rights and Responsibilities


Feelings and Friendships


Money and Finance


Health and Wellbeing


Identity


Safety and Risk

	Block 1	Block 2		Block 3		Block 4	Block 5	Block 6
Reception	How do we behave in school?	How can we make friends?		How do we keep our private parts safe? (NSPCC Pantosaurus)	**Who keeps us safe** and healthy?	How can we learn to care for ourselves?	How can we prepare for change?	
Year 1	How do we decide how to behave?	How do we feel?		How do we keep our private parts safe? (NSPCC Pantosaurus)	When do I talk to an adult? (Stranger Danger)	What makes us special?	How can we be healthy?	How can we keep safe?
Year 2	How can we help ourselves and others?	How do situations make us feel and what does bullying mean?	How do we keep our private parts safe? (NSPCC Pantosaurus)	When is it okay to keep a secret?	How do we keep ourselves safe and clean?	What is the same and different about us?	How can we get money and what can we do with it?	How can we keep safe in different places?
Year 3	What are the rules that keep us safe?	What are we responsible for?		How do we set appropriate boundaries in friendships?	How can we stay safe online and when using social media?	How can we look after our physical and mental health?	What can we do about bullying?	What jobs would we like to have?
Year 4	How can we have positive relationships?	How do we grow and change?		When is it appropriate to talk about our body parts?	What is diversity?	How can we understand our feelings?	What makes us enterprising?	How can we keep safe in our local area?
Year 5	What does discrimination mean?	How do we grow and change?		How can we deliver basic first aid?	What makes a community?	What are healthy choices?	How does finance impact on people's lives?	How can keep ourselves safe as we become more independent?
Year 6	What are our rights?	How do we grow and change?		Why is consent important?	What makes a healthy and happy relationship?	How can money affect us?	How can we stay healthy?	How can social media affect us?

KNOWLEDGE PROGRESSION

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Rights and Responsibilities

Reception	Year 1	Year 2	Year 3
• Our school values are be kind, be brave, be respectful, be part of a team and be the best you can be • We have school rules to help ourselves and others to learn; to look after the building, staff and other children and to keep ourselves and others safe. • On a school day, we leave our parents to come to school and learn. • When an adult says 'Stop and give me your attention' we follow our listening code: Stop, Fingers free, Eyes looking, Mouth closed, Ears listening	• Our school values are be kind, be brave, be respectful, be part of a team and be the best you can be • We should respect our classroom. We are responsible for keeping it clean and tidy, pushing chairs in and giving out resources. • The people in my family are… Families can look different. • A community is a group of people who do things together. We have class, school and group communities that we belong to. Some of these are… • People can hurt our bodies and feelings. If something unfair or unsafe happens, we should speak to a trusted adult.	• We follow our school values and set an example to others. • We have the right to food, shelter and warmth. We talk to a trusted adult if our basic rights are not being met. • Something that is private is personal and is not to be shared and we have to give or receive consent. If someone makes us feel uncomfortable or unsafe, we should tell them no and tell a trusted adult. We should keep where we live, passwords, our school and our body private. • We can help our friends by playing with them, sharing things with them and getting a trusted adult if they need one. • We all have a responsibility to look after our environment. We can do this by recycling and not littering, walking rather than driving to school and reporting damage.	• At home, we might have responsibilities such as tidying our room, helping with jobs, helping with siblings or helping with pets. • At school, we have the responsibility to be kind to those around us; be brave by contributing; be respectful to people and our surroundings; be part of our class and school team; be the best that we can be • We have the responsibility to look after our environment by recycling, not littering and walking instead of driving when you can. In the community, we also have the responsibility to represent our school and respect people that live in the community. • We can positively affect people by spending time with them, being kind, showing them respect, listening, helping others and having fun. • We can negatively affect people by saying hurtful things, being unkind, not helping others or hurting others.

Year 4	Year 5	Year 6
	• Our identities are unique because we all have special things that make us who we are, such as our talents, interests and personalities as well as our protected characteristics (our gender, race, religions and beliefs, disability and who we love). • Prejudice means judging someone without knowing anything about them. Discrimination means acting on prejudice against people because of their protected characteristics. • Stereotypes can lead to prejudice linked to our protected characteristics. Stereotypes can be promoted by people we know and the media, and should be challenged. • Discrimination has a negative impact on the victim. Discrimination is a serious offence that could lead to prosecution. • We can prevent discrimination by learning about all of our protected characteristics. We should treat everyone equally. In school, we promote equality through assemblies, school council and our school values and motto.	• Rules and laws are in place to protect us and keep us safe. Some of these are the UN Convention on the Rights of the Child and the Universal Declaration of Human Rights. National Security and the Police help to uphold rules and laws in our country. • 45 articles make up the Rights of the Child convention. This sets out the civil, political, economic, social and cultural rights that all children everywhere are entitled to and explains how adults and governments must work together to make sure that all children can enjoy their rights. Some of the rights are… • 30 articles make up the Universal Declaration of Human Rights. This shows the rights and freedoms to which every human being is entitled. Virtually the whole world (except Somalia and the USA) has agreed to this convention. Some of the rights are… Not all people have their human rights met and so some organisations work to help people in this situation. • Democracy is a system of government in which people choose their rulers by voting for them in elections. The United Kingdom is a democratic country and democracy is one of our Fundamental British Values. • In the United Kingdom, we have a law-making group called parliament. The government leader is the prime minister. This person is elected by the people and is a member of parliament. The prime minister is always part of a political party. People over 18 are able to vote for members of different political parties, and the biggest majority are given the responsibility to lead the country.

Knowledge Progression

PSHE & RSE



Feelings and Friendships

Reception

- We have different feelings and our bodies can show these e.g. When I am happy, I smile. When I am sad, I might cry.
- To show we are listening, we look at who is talking and respond.
- We take turns and share so that we are being fair and kind to our friends.
- If we are finding it tricky to manage my feelings, we can talk to a trusted adult.
- If we spot someone who is sad or angry, we should tell a trusted adult.

Year 1

- Some good feelings are happy and excited. Some not so good feelings are sad, angry, cross, worried, nervous, unhappy.
- We have different feelings and our faces and bodies can show these.
- Our bodies change to different situations.
- We need to talk to each other about how we are feeling so we can feel better and someone can help.
- We need to notice each other's feelings and help if we need to. We can affect how others feel.

Year 2

- Change and loss can make us feel a variety of emotions depending on our experience. Change can include moving house, school, class, year group, teachers, friends, siblings, parents. Loss can include teeth, friends, family members, pets.
- Saying kind things can help to build friendships and make people feel better.
- Saying unkind things can make friendships difficult and make people feel worse.
- Bullying is unkind behaviour which happens repeatedly over time and causes someone to feel unhappy.
- If we are being bullied, or notice bullying, adult we should tell a trusted adult. This includes online bullying.

Year 3

- Bullying is unkind behaviour which happens repeatedly over time and causes someone to feel unhappy. It can seek to harm or intimidate others.
- Bullying can happen at home, in school, in the community and online. When it is online, it can be called cyber-bullying.
- If we are bullied, it can affect our confidence and our happiness. Bullying can cause physical harm or emotional harm. There are consequences for someone who is a bully. These could be from parents, school or police. Bullies can lose friends and gain a negative reputation.
- If we know or think that bullying is happening, we should speak to a trusted adult. It is important to report things promptly.
- It is important to tell someone if you know or think that bullying is happening because you could help. It would make you part of the bullying situation (a bystander) if you saw it and didn't say something. That person may not feel brave enough to tell someone.

Year 4

- Relationships are when we have a connection with someone. We can have relationships with friends and other people we care about. We can have professional relationships with people we work with, including our teachers. Some relationships are celebrated by people and society e.g. marriage/civil partnership, anniversaries, special days.
- We have the responsibility to be kind, respect each others' opinions and beliefs, listen, be considerate and take care in a relationship. We should gain consent before touching others. We have the right to set boundaries and address uncomfortable situations through talking to trusted adults.
- We can make people feel better or worse through what we say and do. To make people feel better, we could offer a listening ear, say kind things or do nice things for them. If we ignore others' feelings or don't talk to them, it can negatively affect their feelings.
- We can negotiate by talking together to discuss something. We can compromise by finding a solution that makes everyone happy and is fair.
- We can resolve differences positively by listening carefully and talking calmly. We can offer our own viewpoint respectfully and acknowledge others' viewpoints. Sometimes we will need to 'agree to disagree' or 'give a little' to get a 'win-win' compromise.
- Our feelings are constantly changing. This could be through the day, over a number of days or over a longer period of time.
- Our feelings can be affected by ourselves, people and situations.
- Our bodies can represent how we're feeling through our facial expressions, voices and body language. Our bodies can react to feelings in a physical way e.g. butterflies in our stomachs, shaking, fidgeting or needing the toilet.
- Grief is a natural response to loss or change. It can cause us to experience different feelings or physical reactions. Grief can be linked to bereavement or other losses (e.g. injury or illness) or other changes at home or in school.
- It can be difficult to control or manage feelings and depends on the feeling and situation. Some ways to manage our feelings include talking to a trusted adult, physical exercise, having some quiet time or spending time with family, friends or pets.

Year 5

Year 6

- Relationships are close connections between people. We can have different types of relationships: relatives, friends and acquaintances. Loving relationships can include heterosexual, homosexual (gay and lesbian), bisexual and asexual relationships.
- A healthy relationship is a relationship which has loyalty, trust, commitment, honesty, care, communication, kindness, fairness, shared interests, time and support. An unhealthy relationship is a relationship that does not have these elements and makes an individual feel controlled and unsafe.
- Couples might show their love and commitment by entering into a marriage or civil partnership. A marriage legally unites a couple in the eyes of the law which gives them certain privileges and protection. A marriage must be entered into by two adults who are the legal age. They should love one another and want to spend their lives together. People have the right to choose who to marry. No one should feel forced to marry; forced marriage is illegal.
- Sexual intercourse may be one part of a committed, intimate relationship between consenting adults.
- Pregnancy occurs following unprotected sexual intercourse. This is when sperm (male) meets an egg/ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female). Pregnancy is the development of a foetus from fertilisation through to birth and usually lasts 9 months. Pregnancy can be prevented by using contraception such as a condom or the contraceptive pill.

KNOWLEDGE PROGRESSION

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Money and Finance

Reception	Year 1	Year 2	Year 3
		• We can get money from: parents/family members, the bank, pocket money, presents and jobs. • Jobs can help us to earn money. Different jobs pay different wages. Most people use the money they earn to support their basic rights then their wants. • We can pay for things using cash (coins, paper notes), on card, through bank transfers, by cheque, mobile payment services (e.g. ApplePay) and online payment systems (e.g. PayPal). • We can save money in piggy banks, money boxes and in bank accounts. We can check how much we have spent or saved. • There are lots of different banks and building societies and we can choose which one is best for us.	• There a lots of different jobs to choose from. People often choose jobs based on their strengths and interests. Our education pathway can help us to get the job we want. • Stereotypes are generalised beliefs about a category of people. Some people stereotype jobs based on whether we are male or female (e.g. only boys are doctors, only girls are nurses) but being a certain sex doesn't specify what job you are able to do. • Every job requires different qualifications and skills. Some qualifications could be GCSEs, BTEC, A Levels, NVQs, degrees or apprenticeships. Some skills could be communication, turn taking, listening, teamwork, contributing and being respectful. • Being enterprising means having the resourcefulness, initiative and drive to recognise opportunities and the motivation to make the most of them. • We celebrate achievement to show that we have achieved our goals or aspirations, we have developed skills and knowledge and have been resilient and overcome barriers. We can learn from barriers and mistakes as they teach us how to do things next time.

Year 4	Year 5	Year 6
• Being enterprising is finding a way of making money for something. Some examples of children being enterprising include running stalls to sell cakes, ice lollies or books, holding school discos and running non-uniform days. • Everyone is unique. We all have things we are good at (our strengths). Some of my personal strengths are… • We can set targets about something we want to learn, improve or achieve. We should set targets that are specific, measurable, achievable, relevant to what we want and that have a time frame. • To work successfully in a group, we need to present our own ideas, listen to everyone else's ideas, respectfully acknowledge and build on these, co-operate, negotiate, contribute and encourage each other. Sometimes we may need to lead the group. If there is a disagreement, we need to talk it through and try to compromise. If this doesn't work, we should seek help from an adult. • When we face set-backs or mistakes, we need to meet these challenges and learn from them. This helps us to become more resilient. We should show determination and willingness to keep going when things are hard and try to reframe our thinking to make it more positive.	• Our finances are the amount of money we have and how well it is organised. Our finances can impact our lives, e.g. where we live, our jobs, our social lives and the products we buy. Money allows us to buy essential things like food and paying the bills. If we have enough money, it allows us to buy luxury items such as clothes and cars. Not having enough money can make life difficult. • We can earn money by working for it. This could be by doing jobs around the house for pocket money or by getting a job. Money is one factor people consider when choosing a career/job. • We can manage our money by budgeting what we spend. We can save money in a bank account and use this to plan for spending. We have to make sure we meet our basic needs by buying essentials first (e.g. food, shelter) before buying luxuries. • Companies use deals to encourage people to spend money and buy more than they intended. Companies can also make claims about products in advertisements to entice us. We have to be a critical consumer and decide whether the deal we are getting is good value. • The people around us and the people we see in the media can influence us to spend money. We may feel pressure to copy other people to gain acceptance or approval. Social media can make us think that certain products will improve our circumstances but this is not always factual or ethical.	• Our finances can impact our lives, e.g. where we live, our jobs, our social lives and the products we buy. The amount of money we have can affect the quality or quantity of things we purchase. We need enough money to buy essentials. If we have enough money, we may be able to buy luxury items. • We can save money in piggy banks, bank accounts or building society accounts. There are different types of bank accounts such as current accounts, savings accounts and Individual Savings Accounts (ISAs). Some bank accounts allow you to earn interest. Interest is extra money that you receive if you have invested a sum of money. We can spend money from our bank accounts using a debit card. This takes money straight out of your account. Credit cards let you borrow money from a bank, a building society or another lender to pay for goods and services up front. • People may borrow money to afford things that they need or want. This could be through using credit cards, taking out loans, taking out a mortgage or using post-purchase options (e.g. Klarna). • Manageable debt occurs when the person who has borrowed money has the means to pay the debt back over time and eventually come out of debt. Unmanageable debt is where the person who has borrowed money is unable to pay the debt back. Most lenders charge interest, which is extra money that you have to pay back. • Money is deducted from our earnings in the form of income tax and National Insurance to provide things we all need, including the vulnerable members of society. The amount of tax you pay depends on how much you earn. Income tax is money that goes to the Government to pay for Public Services such as Education, Health and Social Security. National Insurance goes to the Government to pay for your State Pension when you reach retirement age, any maternity or bereavement support payments and for Jobseeker's or Employment and Support Allowance for people who aren't currently working.

KNOWLEDGE PROGRESSION

PSHE & RSE

Health and Wellbeing

Reception

- Our family keeps us safe at home.
- At school, all school staff help to keep us safe.
- There are people who help us outside of school, e.g. police, paramedics, firefighters.
- Doctors and nurses can help us to look after our bodies. Opticians can help us to look after our eyes.
- Dentists can help us to look after our teeth.
- We brush our teeth twice a day for two minutes to keep our teeth healthy.
- We wash our hands to stop germs spreading.
- We need 10 hours of sleep a night to keep ourselves healthy.
- Too much screen time is unhealthy.
- We need to be active every day to keep us healthy.
- It is important to eat plenty of fruits and vegetables.
- We need to stay on the pavement when we walk, scooter or cycle near roads.
- We need to look both ways before crossing a road.

Year 1

- We can take care of ourselves by eating healthily, resting, sleeping, exercising, drinking water, brushing our teeth and washing our bodies.
- There are people who help us to stay healthy, including parents, dentists, doctors, teachers and opticians.
- Medicines (including vaccinations and immunisations) can help people stay healthy. Some people need to take medicines every day to stay healthy.
- Some choices that can make us feel good are doing something you enjoy, being kind to others and spending time with family/friends. What we put in our body can affect how we feel e.g. positively: fruits, vegetables, nuts and seeds.
- If we are not healthy, our body can take longer to feel better, we might get poorly more often, be tired, have no energy and not be able to concentrate at school. What we put in our body can affect how we feel e.g. negatively: sugar, fatty foods.

Year 2

- It is good to take care of our bodies to keep them healthy, make sure they don't smell and encourage people to want to spend time with us.
- If we do not keep our bodies clean, we will be dirty and might smell, have bad breath or greasy hair.
- We can take care of ourselves by washing our hands and bodies, brushing our teeth and cleaning and brushing our hair.
- We should keep our bodies private because they belong to us. If someone needs to see our bodies, they have to ask for consent. If someone makes us feel uncomfortable or unsafe, we should tell them no and tell a trusted adult.
- Appropriate touch should only happen when a trusted adult asks for consent to keep you safe or healthy. It is inappropriate for anyone to ask to see or touch your private parts for any other reason than to keep you safe, clean or healthy.

Year 3

- A balanced lifestyle includes eating a range of good foods from the different food groups, exercising regularly, getting enough sleep and making time for self-care.
- We can make positive choices such as: making healthy food choices, enjoying foods from the different food groups in moderation, making time to exercise, having a consistent bedtime routine, taking time to do things we enjoy and talking to trusted adults about our feelings.
- Eating too much of one food group can make us feel tired or unwell and lose or gain weight. A lack of regular exercise can affect you physically (weight gain, mobility) and mentally (tiredness, low mood). A lack of sleep can make us tired and find it hard to concentrate.
- When people are sad, they might cry or isolate themselves. When people are worried or anxious, they might feel sick, feel like they have butterflies in your tummy, shake or have racing hearts. When people are happy, they might smile.
- It is important to share our feelings so we can get help and support with the struggles we might be feeling. If we don't share promptly, the issues may get bigger and this could lead to others being upset and hurt. We can share our feelings by speaking to someone, body language and facial expressions. We can also write them down.

Year 4

- Puberty is a time in everyone's life when their bodies grow and change from children to young adults/adolescents. Puberty can start at different times for different children, and usually happens between the ages of 8 and 17. The changes in our bodies will start at exactly the right time for us.
- Our bodies produce new hormones during puberty that can affect our moods. Sometimes we don't have as much control over them.
- Boys' and girls' bodies change during puberty. Both will get taller, grow more hair in new places, sweat more and get greasier hair. Boys' voices may become lower. Girls' hips may widen and breasts start to develop.
- It is important to bath or shower regularly to keep our bodies and hair clean and stop us from smelling. We can use deodorant or antiperspirant to stop us from smelling.
- We can ask parents, teachers and doctors for advice and support about growing and changing and puberty. Puberty is a process that everyone will experience. It is nothing to be ashamed of.

Year 5

- Puberty is the time where our bodies change from children to adolescents. Our bodies are preparing for the possibility of having children when we are adults.
- Our bodies produce new hormones during puberty that can affect our moods. Sometimes we don't have as much control and can experience mood swings. Our feelings can feel stronger and can switch quickly.
- Boys' bodies go through changes during puberty due to a change in hormones. These include getting taller, growing more hair in new places (including the pubic region), sweating more, getting greasier hair, voices becoming deeper, growing more muscle and the penis and testicles growing.
- Girls' bodies go through changes during puberty due to a change in hormones. These include getting taller, growing more hair in new places (including the pubic region), sweating more, getting greasier hair, developing breasts, hips widening and beginning to have a period.
- It is important to bath or shower regularly to keep our bodies and hair clean and stop us from smelling. We need to keep our intimate areas clean. Girls should avoid using soap to prevent infections. If we have periods, we need to regularly change our sanitary towels. We can use deodorant or antiperspirant to stop us from smelling.
- Physical health is the state of being free from illness or injury. It can cover a wide range of areas including healthy diet, healthy weight, dental health, personal hygiene and sleep. Physical health is vital for overall well-being. Mental health is about our mind, our emotions and feelings. It can include how we feel about ourselves, our relationships and how we deal with challenges and difficulties.
- A habit might be something someone does occasionally, often or all of the time. Some habits can help us to maintain a healthy lifestyle but some are less healthy. Habits can be hard to change but, even though it is difficult, habits can be changed or stopped.
- Some examples of habits that can help us maintain a healthy lifestyle are keeping fit and exercising, eating a balanced diet, cleaning ourselves regularly and getting a good night's sleep.
- Some examples of habits that are less healthy include eating an unbalanced diet (too much sugar and fat), spending too much time on devices, not getting enough sleep, drinking caffeinated drinks (including energy drinks), smoking or vaping, drinking too much alcohol and taking drugs.
- There are laws around substances and drugs. Some are legal (e.g. medicines, caffeinated drinks). Others are restricted (e.g. smoking and vaping, alcohol. These cannot be purchased until you are 18). Others are illegal to own, use or give to others. There are many risks of drugs as they can affect your physical and mental health. They can lead to diseases such as cancer, cause issues with your vital organs and also cause mental health issues.

Year 6

- Changes can happen in different ways. They can include losing someone, moving schools, welcoming new members into your family, parents separating and puberty. Change can make you experience conflicting emotions. You can ask for support with feelings linked to change from trusted adults.
- During puberty, males and females can grow taller and heavier as their bones get bigger and heavier. Also hair grows under armpits and in pubic regions. The body sweats more, hair and skin can become oily. Skin can become spotty. Internal and external sexual organs grow. Our emotions can fluctuate due to our hormones.
- Physical changes for boys during puberty include hair sometimes growing on their face, chest and pubic area, noses and jaws getting bigger, shoulders becoming broader, voices deepening and the penis and testicles grow bigger and longer. Erections (where the penis becomes more stiff and stands out from the body) can happen more often.
- Physical changes for girls during puberty include hair growing in new places (including the pubic area), breasts and nipples beginning to grow, hips getting wider and more curvy and the menstrual cycle starting. Menstruation is when a small amount of blood and tissue leaves the body through the vagina over the course of a few days. It happens about once a month and can last from a couple of days to a week.
- It is important to bath or shower regularly to keep our bodies and hair clean and stop us from smelling. Our sweat glands become more active during puberty and so we need to clean our face, armpits, feet and genitals. Girls should avoid using perfumed soap to wash genitals to prevent irritation. If we have periods, we need to regularly change our sanitary towels or tampons. We can use deodorant or antiperspirant to stop us from smelling.
- The benefits of a healthy lifestyle are that we will feel better physically, mentally and emotionally. Leading a healthy, balanced lifestyle will help to avoid health problems, obesity and fatigue.
- Cigarettes and vapes cannot be purchased until we are 18. Smoking can lead to cancer, heart disease, blood pressure problems, breathing conditions and weak bones. Smoking also has unpleasant side-effects such as wrinkles, smelly clothes and hair and bad breath. The liquid and vapour in e-cigarettes/vapes contain potentially harmful chemicals. E-cigarettes can contain nicotine which raises blood pressure and increases people's heart rate. Smoking both cigarettes and vapes can be addictive.
- Alcohol cannot be purchased until we are 18. Drinking alcohol can cause loss of impulse control. This means a person may do silly or dangerous things that they would not normally do. It can also cause a loss of control over speech and movement and memory loss. It can increase aggressive and violent behaviour. We can become addicted to alcohol.
- Some drugs are legal (e.g. medicines). Most drugs are illegal to own, use or give to others. There are risks related to the use of any drug (including side effects of medicines) and that drugs can affect people differently, including mental and physical health. They can cause loss of control. We can become addicted to them. Although they can temporarily make people feel good, drugs can lead to diseases such as cancer, cause issues with our vital organs and also cause mental health issues. Taking drugs can also impact our families and communities.
- There are people and services around us who can support us with our health, for example our family, school, health professionals and law enforcement. We should manage risks linked to substances by following the laws in place. If we have concerns about our health, we should speak to our family and seek support from health professionals.

KNOWLEDGE PROGRESSION

PSHE & RSE

Identity

Reception

- Our class is a family and we will move onto the next step together.
- Our new teachers will be…
- In our new classroom, we have…
- In Year 1, we do activities as a class.
- In Year 1, we are more independent.

Year 1

- We all like and dislike different things and that is okay.
- I am good at… (e.g. Reading, writing, maths, sports, skipping, running, drawing, dancing, riding a bike etc.)
- I can get better at… (e.g. Reading, writing, maths, tying laces, zipping coat etc.) Our families, friends and teachers can help us to get better at these things.
- In school, we can be independent by having a go before asking for help. At home, we can fold and unfold our own clothes.
- When I am older, I want to…
- There are some things that we have in common with each other.
- Unique means that we are all special in different ways. I am unique because…
- Girls have a vagina and boys have a penis.
- The special people in my community are…

Year 2

- Some of our protected characteristics are our sex, race, religion and beliefs, disability and who we love. You can't be treated differently because of a protected characteristic.
- Our families can look the same and different. Some families have a mum and dad, a single mum or a single dad, step parents, 2 mums or 2 dads, blended families, foster parents or forever families.
- We can look different to each other because of: hair colour, eye colour, skin colour and size.
- There are many world religions that have similarities and differences. We must respect and tolerate them all.
- A disability is any condition of the body or mind that can make it more difficult for the person to do certain activities and interact with the world around them. Some disabilities are hidden.

Year 3

Year 4

- The United Kingdom is made up of people from different religious and ethnic identities. This makes the United Kingdom a richly diverse community. People have moved from one place to another for many thousands of years, for reasons such as jobs, family, weather, living situations, and this movement adds diversity to the community.
- All people should have equal opportunities, regardless of their cultural background. Some people will need to be provided with the tools needed for people to succeed when coming from different places in life.
- There are some traditions that are celebrated in different religions and cultures e.g. Eid, Diwali, Christmas.
- These customs and traditions could be similar, e.g. During Eid and Christmas, we may receive gifts and spend time with family, or different, e.g. During Ramadan, Muslims fast but during Lent, Christians give up one thing they love.
- It is important to celebrate diversity because it means that we celebrate that everyone is unique. Diversity can help us understand people better and connect with them, as it can help us to share traditions, languages, foods and experiences. We need to challenge stereotyping and avoid discrimination. Stereotyping is where we say that everyone in a certain group is the same for some reason. Discrimination is when we treat someone differently because of their protected characteristics.

Year 5

- A community is a group of people who do things together. We have class, school and group communities that we belong to. Some of these are… and these are important because…
- There are different organisations that support our school community. Governors check that we are running the school properly. The Well supports school events and deliver whole school assemblies and open the church for our events and learning. Lingfield Education Trust support all of our staff. Darlington Borough Council helps to make sure we are safe in school. The Department for Education oversees everything that happens in school.
- A voluntary organisation is a group of people that give their time for free to help others. Some examples in our local community are King's Church Food Bank and Darlington Association for Refugees. In our school, we have volunteer readers.
- Respect for other faiths and beliefs is an important part of a peaceful society and is part of our Fundamental British Values. People have the right to believe in what they want and this should be respected as long as it doesn't hurt or harm anybody.
- The main religion in Bangladesh is Islam. Some customs include: rice, fish and biryani are traditional favourite foods; the sari is the most widely worn dress by Bangladeshi women; music is lyrics-based with little instruments; major festivals for Eid ul-Fitr and Eid ul-Adha; cricket is the most popular sport in Bangladesh. Not all children in Bangladesh go to school whereas school in England is free and all children are expected to attend.

Year 6

- Social media is a range of virtual networks and communities that facilitates the sharing of ideas, thoughts and information. Social media is used by individuals to connect with others around the world. It is used by companies and individuals to promote products and services. Some social media sites or apps include Facebook, Twitter, Instagram, TikTok, YouTube, Snapchat and WhatsApp. Online experiences can affect people's wellbeing – their thoughts, feelings and actions.
- We can evaluate online content by being digitally aware. This means having an awareness of what the purpose and age restrictions are for different websites or apps. It is important to be critical when using social media, checking reliability of sources. Remember, content online can be manipulated or invented. Information online is ranked, selected and targeted to meet the interests of individuals and groups and can be used to influence us.
- We should think carefully about what we share online and who we are sharing it with. It is safest to have a private account where only people you know in person can see your posts. We should not share images of others without gaining consent first. There are laws linked to the distribution of images.
- The risk of sharing publically online is that people can identify you, find you in real life and do you harm. Not everyone who is online has good intentions. It is important not to share public images or posts that can identify where you live, go to school or where you currently are.
- We can positively respond to online content through 'likes', 'reactions' or comments. If we see something that is suspicious, upsetting, frightening or untrue, we should report this. This could be to the website itself as well as to a trusted adult. You can deactivate your account and have some time away from social media.

Knowledge Progression

PSHE & RSE



Safety and Risk

Reception

- Our family keeps us safe at home.
- At school, all school staff help to keep us safe.
- There are people who help us outside of school, e.g. police, paramedics, firefighters.
- Doctors and nurses can help us to look after our bodies. Opticians can help us to look after our eyes.
- Dentists can help us to look after our teeth.

Year 1

- We follow our school rules to keep ourselves safe. We look after ourselves and others.
- We listen to our family members and follow their instructions to keep ourselves safe at home and in the community.
- If we feel unsafe or are worried about ourselves or others, we should ask for help until we are heard.
- If we get lost, we should find an adult we can trust e.g. teachers, police, people who work in a shop, doctors.
- If there is an emergency and someone is hurt, we call 999 and say which service we want.

Year 2

- We should not take medicine on our own. Adults should give medicine to children and follow the instructions.
- We should not touch products with the toxic sign on. We should not touch products that are locked away.
- We should only play on games we are allowed on. We should not share our personal information. If someone we don't know tries to talk to us, or if something pops up, we should tell a trusted adult.
- We should wear at least factor 30 sun cream. We should spend time in the shade when the sun is strongest. We should wear sunhats to protect our heads and faces. We should keep hydrated. We should wear cool clothing.
- We should always visit rivers with a trusted adult. We should **S**tay **A**way **F**rom the **E**dge. If you fall in, remember to float. Don't jump in to save someone else; use a lifebuoy and call for help.

Year 3

- In school, we walk instead of running. Our gates are locked and staff need a fob to enter the school building. Visitors have to sign in and wear a lanyard. All staff have to have their school badge. There are ratios for when teachers take children out for trips. If there is a fire (or drill), we leave the building safely and line up away from danger.
- Bacteria and viruses can travel through the air and land on surfaces which can then be touched and get into our bodies. We wash our hands regularly to keep them clean. We cough and sneeze into a tissue or our elbow. We bin any tissues used.
- It is important to follow the rules near transport so that accidents are less likely to happen. When crossing roads, we should think, stop, look and listen, wait and look and listen again. We should always try to cross at traffic lights or a zebra crossing. We should not play near or on railway tracks. When waiting for a train, stand behind the yellow line.
- If we feel unsafe, we should talk to a trusted adult. If there isn't a trusted adult, and we are out and about, we should look for members of the public that we know or have a specialist badge (police, security). We could also call Childline.
- Safe secrets are things such as surprises. An unsafe secret could hurt someone or make them feel worried or uncomfortable.
- We should respect age limits on games. We should always speak politely to each other and alert a trusted adult if we hear or see something alarming.
- If we don't follow rules online, we might get in danger, see something inappropriate or end up sharing private information.
- We can keep our information private by not sharing passwords, making our passwords secure, not sharing contact information, not posting images of us showing our location or school uniform and keeping any social media on the private setting. Everyone has the right to keep things private.
- If privacy is broken, someone might find out where we live and therefore we might be in danger. People might be able to access our details.
- The media tries to influence people's choices and decisions through adverts and pop-ups. They can use emotive language or false information. They often do this in order to get people to buy or do things.

Year 4

- A risk or hazard is something that could harm us.
- We can reduce risk and avoid danger by being vigilant. Some examples are: picking things up off the floor looking carefully before crossing the road, asking for help from an adult. We should report anything that makes us unsafe to reduce the risk of something bad happening to us or someone else.
- We shouldn't dive in shallow water and should only get into water when there's a lifeguard or an adult. We shouldn't jump into open water as it can shock our bodies. When crossing roads, we should think, stop, look and listen, wait and look and listen again. We should always try to cross at traffic lights or a zebra crossing. We should not play near or on railway tracks. When waiting for a train, we should stand behind the yellow line and listen to station guards and safety notices.
- We shouldn't get too close to fires. If we see a fire when we are out in the community, we should tell an adult or ring emergency services. We should stay back from fireworks and never try to touch or hold them. We should only enter building sites with an adult. We should always wear a hard hat and high visibility clothing.
- We should always think before we act. If we feel under pressure from someone, we should tell an adult. Our actions can hurt others on the outside and inside.

Year 5

- As we are getting older, we are given more opportunities to be independent and can be given more responsibility from parents and school, e.g. walking to and from school and having roles and responsibilities in school. We are more responsible and accountable for our actions
- Hazards can cause harm. A risk is how likely a hazard will cause harm and how serious that harm could be.
- Risks are often described as being high, medium or low. We can reduce risks by assessing the risk and making changes to keep ourselves safe. Some examples of these are…
- Anti-social behaviour is behaviour or an act by a person or a group that is likely to cause others harassment, alarm or distress. This behaviour causes a nuisance to the community or affects the environment.
- Anti-social behaviour can negatively affect the mental and physical wellbeing of others and ourselves and can cause criminal damage. If you are a child, you could get into trouble with the police and possibly receive a Criminal Behaviour Order (CBO). These can order you to stay away from a particular place (e.g. a town centre), stop spending time with certain people or fix any damage to property caused by you.

Year 6

VOCABULARY PROGRESSION

PSHE & RSE



	Reception	Year 1	Year 2	Year 3
Rights and Responsibilities	brave, respectful, safe, staff, ourselves, others, building, listening code, kindness, respect, resilience, fairness, teamwork, ambition	behave, responsible, family, community, unfair	basic rights, shelter, warmth, private, privacy, respect, harm, personal, consent, comfortable, uncomfortable, unsafe, recycling, littering, damage, environment	responsibilities, actions, respond, respect, affect, negatively, positively, represent

	Year 4	Year 5	Year 6
Rights and Responsibilities		consequences, behaviour, discrimination, bullying, teasing, aggression, prejudice, culture, ethnicity, race, religion, identity, diversity, gender, disability, stereotype, protected characteristics, media, offence, prosecution, equality	rules, laws, community, democracy, national, local, human rights, society, universal, organisations, convention, declaration, security, economic, political, civil, social, cultural, entitled, government, freedom, democratic, parliament, prime minister, elect, political party, majority

VOCABULARY PROGRESSION

PSHE & RSE



Feelings and Friendships

Reception	Year 1	Year 2	Year 3
feelings, listen, take turns, share, manage, respond, fair, kind, trusted adult	happy, excited, sad, angry, cross, worried, nervous, unhappy, affect	change, loss, acceptable, unacceptable, comfortable, uncomfortable, teasing, bullying	abuse, respond, respect, feelings, emotions, care, safe, joking, teasing, report, tell, bystander, physical harm, emotional harm, intimidate, consequence, reputation, promptly

Year 4		Year 5	Year 6
positive, healthy, relationship, conflict, negotiate, compromise, support, respect, confidence, challenge, choices, friendship, responsibility, solution, acknowledge, viewpoint, connection	emotion, health, body, mind, express, intense, strong, change, loss, grief, death, bereavement, separation, situation, excitement, anger, fear, disappointment, sadness, nervous, embarrassed, relieved, unsure, ashamed, relaxed		qualities, expectations, emotional, physical, acquaintance, friends, relatives, family, unhealthy, pressure, concern, consent, commitment, civil, partnership, forced marriage, illegal, reproduction, sex, sexual intercourse, fertilised, sperm, ovum, penis, vulva, vagina, fallopian tubes, pregnancy, baby, foetus, uterus, womb, conception, contraception, condom, contraceptive pill

VOCABULARY PROGRESSION

PSHE & RSE

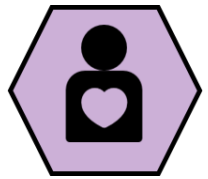


	Reception	Year 1	Year 2	Year 3
Money and Finance			money, spending, saving, safe, choices, coins, paper/notes, cheque, card, online, bank, building society, wage, earn, mobile payment, online payment, bank transfer	stereotypes, collaborative, respect, challenge, enterprise, achievement, strengths, interests, improvement, aspirations, goals, group, shared, mistakes, education pathway, gender, qualifications, resourcefulness, initiative, motivation, barriers, resilience

	Year 4	Year 5	Year 6
Money and Finance	reflect, improve, goal, target, aspiration, mistake, collaborative, negotiate, cooperative, conflict, disagreement, compromise, personal, acknowledge, determination, willingness, reframe	consumer, critical, finance, career, pressure, advice, influence, acceptance, approval, essential, luxury, budget, advertisements, entice, ethical, value, circumstances	manage, lifestyle, interest, loan, debt, tax, society, spending, saving, borrowing, credit card, government, vulnerable, economy, resources, manageable, unmanageable, deduction, National Insurance, pension, maternity, bereavement

VOCABULARY PROGRESSION

PSHE & RSE



	Reception		Year 1	Year 2	Year 3
Health and Wellbeing	safe, unsafe, family, staff, outside, police, paramedic, firefighter, optician, dentist, doctor, nurse	care, healthy, germs, spread, screen time, unhealthy, active, fruit, vegetable, pavement	exercise, sleep, food, teeth, health, clean, care, choice, consequence, medicine, vaccination, immunisation, concentrate	hygiene, diseases, lifestyle, private, comfortable, uncomfortable, consent, appropriate touch	balanced, diet, positive, negative, physical, mental, health, food groups, self-care, mobility, moderation, consistent, isolate, emotions, anxious, promptly, body language, facial expressions, issue, empathy, sharing

	Year 4	Year 5	Year 6
Health and Wellbeing	emotions, overcome, overwhelming, intense, feelings, change, transition, puberty, penis, vagina, intimate areas, hips, sweat, mood swings, breasts, adolescent, greasy	menstruation, period, sanitary towel, muscles	change, grief, transition, conflicting, strategies, menstrual cycle, tissue, erection, genitals, pubic, testicles, vulva, vagina, tampons

VOCABULARY PROGRESSION

PSHE & RSE



Identity

Reception	Year 1	Year 2	Year 3
class, family, memory, change, prepare, independent	like, dislike, better, target, future, common, unique, similar, different, special, vagina, penis, community, equal, celebrate	protected characteristics, gender, race, religion, belief, disability, blended families, foster parents, forever families, tolerate	

Year 4	Year 5	Year 6
identity, value, custom, tradition, respect, religious, ethnic, diverse, stereotypes, challenge	volunteer, voluntary, migrated, mutual, faiths, customs, organisations, governors, Department for Education, Lingfield Education Trust, Darlington Borough Council,	social media, network, virtual, connect, online, content, digitally aware, age restrictions, critical, reliability, sources, manipulated, ranked, private, public, consent, influence, distribution, intentions, suspicious, deactivate

VOCABULARY PROGRESSION

PSHE & RSE



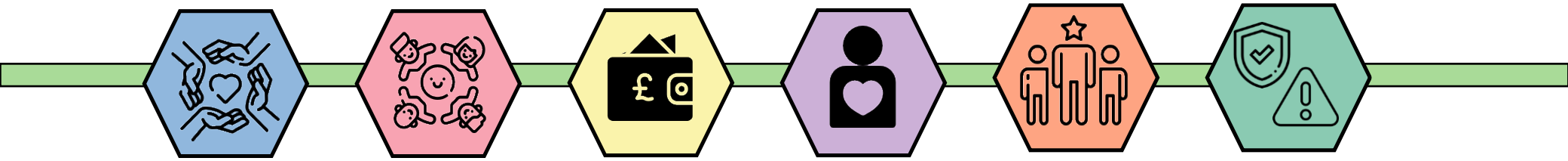
	Reception	Year 1	Year 2	Year 3
Safety and Risk	safe, unsafe, family, staff, outside, police, paramedic, firefighter,	inside, nervous, worried, attention, rules, emergency, doctor, service, community	medicines, products, harmful, attract, comfortable, uncomfortable, toxic, factor, hydrated, lifebuoy	ratios, lanyard, drill, accident, hygiene, routine, bacteria, virus, germs, spread, health, confidentiality, trust, specialist

	Year 4	Year 5	Year 6
Safety and Risk	risk, danger, hazard, independence, responsibility, reduce, pressure, techniques, resist, consequences, alert, advice	independence, role, anti-social, aggressive, bullying, discrimination, challenge, accountable, assess, harassment, distress, nuisance, criminal	

Long Term Plan

Online Safety

Online safety is taught through the Digital Literacy component of our computing curriculum as well as through other aspects of our wider curriculum (including PSHE, assemblies and on-going personal development offer). Our core online safety curriculum is taught using the Project Evolve resources. We have linked their key concepts to our PSHE key concepts so that children are aware of the direct link between PSHE and being safe in the ever-changing technological world. For a full breakdown of our online safety curriculum, see Northwood Computing Curriculum.



Rights and Responsibilities
Online Reputation

Feelings and Friendships
Online Relationships and Online Bullying

Money and Finance
Copyright and Ownership

Health and Wellbeing
Health, Wellbeing and Lifestyle

Identity
Self-Image and Identity

Safety and Risk
Managing Online Information and Privacy and Security

KNOWLEDGE PROGRESSION

Online Safety

Rights and Responsibilities
Online Reputation



Rights and Responsibilities: Online Reputation

Reception	Year 1	Year 2	Year 3
	• There are seven pieces of information we should not share online. These are: our full name, our full address, our phone number, our school's name, our passwords, photos of ourselves and names of places we visit regularly. • If we are asked to share information online, we should tell a trusted adult as soon as possible. • We need a password to keep our information safe online. Without a password, anyone could access our accounts.		

Year 4	Year 5	Year 6
• Adverts are a way companies can persuade customers to buy their products or services or act on something. They use persuasive techniques to make the product appealing. • Information online is not always accurate. It is important for us to check that sources of information are reliable and that sites are secure. • Pop-ups are adverts that appear suddenly on your screen. If a pop-up appears, you should ask a trusted adult or click off it. Pop-ups can be trackers or lead to inappropriate websites if they are clicked on. In-app purchases can also pop up, asking you to buy something within the app. You must always ask permission as these will spend real money.		• A reputation is the beliefs or opinions that people have about us. Our reputation is impacted by the things we say or do, and this is the case online and offline. We should always think about how the things we post will impact other people and how it will affect our reputation. We should not post anything online, even in private groups, that we don't want thousands of people to see. • Our online reputation can have an impact on how we are perceived by our peers and potential employers. The things we say and do online can have an impact on our everyday lives. • Your profile on a social media website is the part where you post your name, picture, and personal information. To make our profiles safe, we must not share too much personal information. We can also make our profiles private so that only people we choose can see it. To make our profiles positive, we should share positive things like our interests and passions and not add negative content.

KNOWLEDGE PROGRESSION

Online Safety

Feelings and Friendships
Online Relationships and Online Bullying



Feelings and Friendships: Online Relationships and Online Bullying

Reception

- When we communicate, we pass information to others by speaking, writing, moving your body or other signals.
- We can use technology to talk to people who are not in the same room, for example message on a phone, call on a phone, video call or via email.
- Some people can be unkind online by using hurtful words through messages. It is not acceptable to treat each other badly and make anyone sad on purpose.
- If people are unkind online, we should tell a trusted adult as soon as possible.

Year 1

- People could be unkind online by sending unkind messages or pictures, liking unkind posts, deliberately excluding someone from an online group or game or posting unkind things about someone in a group.
- Being unkind online is the same as being unkind in person. It can make people feel sad, left out or embarrassed.
- Positive online behaviours are when we are being kind. This could be sending positive messages or including people in groups they would like to be in.

Year 2

- We should ask permission to complete activities online. This could be to go on a device, game or app, to watch online videos or to message someone. Without asking permission, we might be putting ourselves at risk.
- Consent is when we say 'yes' to something. A person should always seek consent from another if they are planning on doing something that involves another person.
- We should always get consent before sharing things online. This could be so that a trusted adult can make sure that we are safe or making sure that another person has agreed to being posted online.

Year 3

- Positive internet behaviours are when we use the internet to lift people up and make them feel good about themselves.
- Cyberbullying is bullying online. Bullying is unkind behaviour which happens repeatedly over time and causes someone to feel unhappy.
- If someone is being unkind online, we can ask a trusted adult for help. This could be if we see something suspicious or strange, unkind comments or anything that makes us uncomfortable.

Year 4

- A safe online relationship is built on trust, respect and clear boundaries. Safe online relationships are with people we know and trust in person.
- Healthy online relationships are built on mutual respect. They are equal relationships where no one person holds all of the power.
- We should always ask permission before posting anything online that contains information about another person.

Year 5

- Bullying is unkind behaviour which happens repeatedly over time and causes someone to feel unhappy. Bullying can affect us physically or mentally. Online or cyberbullying is when this happens online and affects our mental health.
- What one person finds funny, another might find silly or rude and this can then affect another person's feelings. If these feelings aren't taken into consideration, this can then be seen as bullying.
- If something is making us have negative feelings online, we should tell a trusted adult. If we are unable to tell a trusted adult, we could contact a 'helpline service' via phone or on a website. These services are anonymous and will help you know what to do and how to help. A useful helpline is Childline. We can call 0800 1111.

Year 6

- It is useful to have evidence if someone is unkind online. We can capture evidence by taking a screenshot of any content, copying the URL of content or screen recording video content so that we have a record in case content is deleted or taken down.
- If we become aware of online bullying, we can block accounts, report accounts to the provider and tell a trusted adult. We can also call helplines like Childline.
- Online bullying can affect people's mental health. It can make us feel uncomfortable, unsafe or distressed.

KNOWLEDGE PROGRESSION

Online Safety

Money and Finance
Copyright and Ownership



	Reception	Year 1	Year 2	Year 3
Money and Finance: Copyright and Ownership			• If I make something completely independently, it belongs to me. • If something has been made by someone else and I share it or like it, it still belongs to the original person who made it. • Plagiarism is a word used to describe when someone copies someone else's work.	

Year 4	Year 5	Year 6
• People create content and upload it into the public domain on the internet. This could include images, videos, written word and music. If we plagiarise this work, we are affecting someone's livelihood and we are being dishonest. • Some pieces of work are protected by a Creative Commons Licence. This is a licence that allows the copyright owner, or the creator of the work, to say exactly what other people can and can't do with, or to, their work. Some pieces of work has a commercial licence which allows it to then be copied, distributed, displayed and used for commercial purposes to make a profit. • Copyright protects your work and stops others from using it without your permission. You get copyright protection automatically - you don't have to apply or pay a fee. Usage rights are rights granted to an individual by an artist to use something for a specific purpose and for a particular period.		

KNOWLEDGE PROGRESSION

Online Safety

Health and Wellbeing
Health, Wellbeing and Lifestyle

Health and Wellbeing: Health, Wellbeing and Lifestyle

Reception	Year 1	Year 2	Year 3
• We should always ask an adult before using technology. We should only stay on technology for as long as we are allowed. If something makes us sad, upset or worried, we should tell a trusted adult as soon as possible. • If we don't follow the rules for online safety, we can put ourselves in danger.		• We can set online rules for our safety and our mental health. These can include how long we use technology, when we go on it, what we access and who we access it with. • It is important for everyone to have rules when using technology so that everyone is kept safe. The rules might be different depending on age, but some rules are important for us all, for example keeping your personal information private. • If we don't follow our technology rules, we could put ourselves in an unsafe situation. It could also affect our mental health and sleep. We should still tell a trusted adult if we haven't been able to follow the rules because the most important thing is for us to be safe.	• Technology is a useful tool to make certain jobs easier, such as gathering information or communicating. It can also be used for enjoyment. It can entertain us and make us feel happy. • Spending too much time using technology can have a negative impact on our physical and mental health. It can also affect our sleep. It is important to balance our use of technology with other activities that make us feel good. • Age ratings and restrictions are in place to keep us safe. There might be an age rating because a game might contain bad language, might be scary or might be violent. These things are not suitable for children to see and do because they may copy them in real life.

Year 4	Year 5	Year 6
	• There are lots of pros and cons of being online. Some positives are that it is easy to communicate, we can access lots of information, it is exciting to get likes and nice comments and we can stay in touch with people we don't see very often. Some negatives are that it can take up a lot of time, we might feel excluded or feel pressured, people can behave differently online and it can affect our physical health. • We can look after our mental health when using technology by limiting the amount of time we spend on it, not using it just before bed and talking to trusted adults about the apps we are using. • It is important to remember that when we spend money online, it uses real money. We should always get permission before spending money online. Spending money on things like in-app purchases or within games can become addictive and end up costing a lot of money.	

KNOWLEDGE PROGRESSION

Online Safety

Identity
Self-Image and Identity



Identify: Self-Image and Identity

Reception	Year 1	Year 2	Year 3
			• Our identity is who we are or our qualities that make us different or unique to others. Our online identity is made up of lots of different information, for example name, address, family members, age, hobbies, interests, appearance, gender. • When we create a username, we should avoid using our real name or meaningful numbers. We should create new usernames for each different account. Usernames can be used to collect our personal information if they are unsafe. • To have a positive online reputation, we need to think carefully about what we say, write and post online, for example commenting positively or messaging a friend to tell them they make you happy.

Year 4	Year 5	Year 6
		• Social media is a range of virtual networks and communities that facilitates the sharing of ideas, thoughts and information. Social media is used by individuals to connect with others around the world. It is used by companies and individuals to promote products and services. Some social media sites or apps include Facebook, Twitter, Instagram, TikTok, YouTube, Snapchat and WhatsApp. Online experiences can affect people's wellbeing – their thoughts, feelings and actions. • We can evaluate online content by being digitally aware. This means having an awareness of what the purpose and age restrictions are for different websites or apps. It is important to be critical when using social media, checking reliability of sources. Remember, content online can be manipulated or invented. Information online is ranked, selected and targeted to meet the interests of individuals and groups and can be used to influence us. • We should think carefully about what we share online and who we are sharing it with. It is safest to have a private account where only people you know in person can see your posts. We should not share images of others without gaining consent first. There are laws linked to the distribution of images. • The risk of sharing publically online is that people can identify you, find you in real life and do you harm. Not everyone who is online has good intentions. It is important not to share public images or posts that can identify where you live, go to school or where you currently are. • We can positively respond to online content through 'likes', 'reactions' or comments. If we see something that is suspicious, upsetting, frightening or untrue, we should report this. This could be to the website itself as well as to a trusted adult. You can deactivate your account and have some time away from social media.

KNOWLEDGE PROGRESSION

Online Safety

Safety and Risk
Managing Online Information and Privacy and Security



Safety and Risk: Managing Online Information and Privacy and Security

Reception	Year 1	Year 2	Year 3
	• There are seven pieces of information we should not share online. These are: our full name, our full address, our phone number, our school's name, our passwords, photos of ourselves and names of places we visit regularly. • If we are asked to share information online, we should tell a trusted adult as soon as possible. • We need a password to keep our information safe online. Without a password, anyone could access our accounts. • The internet is made of computers connected to each other around the world. Words and pictures can be sent from one computer to another. When you use websites and some apps, you are using the internet. You can also use the internet to find out information. • We can use a search engine such as Google, Bing or Kiddle to find information. • Anyone can create content online which means that not everything we find online is real.		• We should respect age limits on games. We should always speak politely to each other and alert a trusted adult if we hear or see something alarming. • If we don't follow rules online, we might get in danger, see something inappropriate or end up sharing private information. • We can keep our information private by not sharing passwords, making our passwords secure, not sharing contact information, not posting images of us showing our location or school uniform and keeping any social media on the private setting. Everyone has the right to keep things private. • If privacy is broken, someone might find out where we live and therefore we might be in danger. People might be able to access our details. • The media tries to influence people's choices and decisions through adverts and pop-ups. They can use emotive language or false information. They often do this in order to get people to buy or do things.

Year 4	Year 5	Year 6
	• To make our passwords strong, they could contain at least one secret word, numbers, capital letters and symbols, ideally with eight characters or more. We should have different passwords for different accounts. • When we sign up to accounts, we may share some personal information which is stored by the company. Some companies share your personal information with third-party companies. We can stop this from happening by reading the privacy statements from the company. • App is short for application. It is a piece of software that can be downloaded to devices and can include games, social media platforms and search engines. It is important to give apps the correct permissions for pictures, location, contact sharing etc. and to turn off permissions you do not want to give. This can be done in the app's settings.	• It is important to store our passwords securely or saving them on our web browser. If a password is shared, lost or stolen, we should tell a trusted adult, change our password on all websites and if stolen, tell the company. • Scams are lies or tricks to take advantage of people, usually to get money or personal details. Scams are against the law. If there is a padlock next to the URL, the website should be secure. We should always read the fine print and not believe anything that is too good to be true. We should look out for spelling mistakes or use of alternative characters within the text. • A phishing email is an email sent to you where the person pretends to be someone else and asks you to give them your personal details or download a link which may give them access to your computer. They do this usually to steal money from you. This might be by convincing you to send them money or by infecting your computer with malware or a virus. To protect ourselves, we shouldn't open emails from unknown addresses or click on links to URLs. We should look for minor misspellings. We should never disclose personal details. We can report suspicious emails to the government.