





	Autumn Term		Spring Term		Summer Term	
Area of PSHE	Rights and Respect		Being My Best		Growing and Changing	
	<ul style="list-style-type: none"> <li>Give some examples of how I look after myself and my environment – at school or at home.</li> <li>Say some ways that we look after money.</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of when I've used some ideas to help me when I am not settled.</li> </ul>	<ul style="list-style-type: none"> <li>Name a few different ideas of what I can do if I find something difficult.</li> <li>Can say why certain foods are healthy and why it is important to eat at least five portions of vegetables/fruit a day.</li> </ul>	<ul style="list-style-type: none"> <li>Name different parts of my body that are <i>inside</i> me and help to turn food into energy.</li> <li>Know what I need to get energy.</li> <li>Explain how setting a goal or goals will help me to achieve what I want to be able to do.</li> </ul>	<ul style="list-style-type: none"> <li>Identify an adult I can talk to at both home and school, if I need help.</li> <li>Tell you some things I can do now that I couldn't do when I was a toddler.</li> <li>Tell you what some of my body parts do.</li> </ul>	<ul style="list-style-type: none"> <li>Tell you who helps us grow and what things I can now do myself that I couldn't when I was younger.</li> <li>Give examples of how it feels when you have to say goodbye to someone or something.</li> <li>Give examples of how to give feedback to someone.</li> </ul>
<b>Key Vocabulary</b> 	Clean Environment Routine First Aid Spending Litter Risk Responsibility Danger Money Saving Environment Responsible	Share Listen Calm Erupt Control Ask for help Unsettled Home School Feelings	Starchy Dairy Protein Sugar Practise Fruit Difficult Learning Mistakes Hygiene Energy Vitamins Germs	Achieve Germs Injection Choices Brain Soap Vaccination Large intestine Lungs Stomach Energy Small intestine Exercise Oxygen Teeth	Adult Heart Brain Stomach Trusted Growing Lungs Vulva Penis Learning	Supportive Loss Change Nipples Food Feelings Help Growing Penis Care Goodbye Learning Safe Upset Vulva
<b>Key Questions</b> 	What needs to be looked after? Why does the environment need to be looked after? Do we need to look after money? Why? How can you look after yourself? How do you feel when you have looked after someone or something?	What can help you to feel calm and settled at home? How does it help? What can you do to feel calm and settled in the classroom? How does it help? Can you help other people to feel calm and settled in class? How? Why is it important to feel calm and settled?	What can you do if you find something difficult? Do you need just one idea to help, if you find something difficult? Which foods are healthy and why? Why do we need to eat different foods? What jobs do different foods have in the body?	How do we get energy? What parts of the body turn food into energy? What do we need to do to stay healthy? What do we need to keep doing certain things to stay healthy? What can you do if you find something difficult? Which goals have you set to help yourself?	What is a trusted adult? What can you do now, that you couldn't do as a baby/ toddler? What can you do now, that you couldn't do in Reception. What are you still learning to do? Which body parts are on the inside? Which body parts are on the outside? Are girls' and boys' bodies the same? Which parts are different?	What helps up to grow? What can you do by yourself now? What are you looking forward to when you are 10 years old? 21 years old? How does it feel to lose something? How does it feel to say goodbye to someone or something for a long time? What positive things can we say to someone about something they have done?
<b>Relationships Education</b> 	How to ask for advice or help for themselves or others, and to keep trying until they are heard. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice That some people behave differently online, including by pretending to be someone they are not.		The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. The importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs.		Privacy and the implications of it for both children and adults' including that it is not always right to keep secrets if they relate to being safe. What sorts of boundaries are appropriate in friendships with peers and others. Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. How to respond safely and appropriately to adults they may encounter who they do not know.	
<b>Physical Health and Mental Wellbeing</b> 	How to make a clear and efficient call to emergency services if necessary. For most people the internet is an integral part of life and has many benefits. Benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.		Dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The facts and science relating to allergies, immunisation and vaccination.		A scale of emotions that all humans experience in relation to different experiences and situations. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	
<b>Cross-Curricular Links</b>	Geography – fieldwork and observational skills Geography – use basic geographical vocabulary to refer to key physical and human features Art and Design – Use a range of materials creatively to design and make products Art and Design – Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Maths – Recognise and know the value of different denominations of coins and notes. Maths – Recognise and use symbols for pounds and pence; combine amounts to make a particular value.		Science – Animals including humans – describe the importance for humans of exercise, eating the right amounts of different foods and hygiene. Science – Animals including humans – pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. Science – Animals including humans – find out about and describe the basic needs of animals, including humans, for survival. Science – Living things and their habitats – all living things have certain characteristics that are essential for keeping them alive and healthy.		Science – Animals including humans – pupils should also be introduced to the processes of reproduction and growth in animals. Science – Animals including humans – Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene. Science – Animals including humans – find out about and describe the basic needs of animals, including humans, for survival. Science – Living things and their habitats – all living things have certain characteristics that are essential for keeping them alive and healthy.	