



Latimer Primary School

PSHE

Curriculum

Developing Responsibility; Caring About Achievement

PSHE at Latimer

Personal, Social, Health and Economic Education (including Relationships and Sex Education) at Latimer is delivered through a well-rounded, holistic approach to ensure that pupils leave at the end of Year 6 ready for the transition to secondary and into adult life. Our PSHE Curriculum is directly linked to our ethos of **'Developing Responsibility; Caring About Achievement'** and our **'Simple Truths'**.



We strive to ensure that children become emotionally healthy and with the skills and clear understanding of how to manage risks and make responsible decisions. PSHE has a proven impact on life chances and it underpins the importance of our ethos to develop responsibility.

DESIGNING OUR PSHE CURRICULUM

The PSHE curriculum has been shaped to meet the needs of our children. It focuses on lifestyle and covers a wide range of aspects which will help pupils to develop the knowledge and skills they need to be able to manage their lives now and in the future.

The children's personal development is prioritised at Latimer which is why PSHE is a vital part of their preparation for life and to ensure that all children have the attributes they will need to manage the different opportunities, challenges and responsibilities they will face as they grow up. We ensure that children know the importance of having three 'safe people' to talk to.

Latimer's PSHE curriculum exceeds all statutory requirements and enables children to develop a wide range of views, beliefs and tolerance of others. We have regular timetabled lessons and opportunities for discussion are built into the school day to enhance understanding. Many PSHE topics are explored through whole school and key stage assemblies and these regularly link back to our Simple Truths.

With support from the PSHE co-ordinator and the head teachers, class teachers at Latimer are responsible for teaching PSHE and RSE. The subject leader is responsible for monitoring attainment and progress of pupils and the quality of the teaching in PSHE and RSE. This is achieved through pupil interviews and evidence in books. Teachers assess children against clear learning objectives and success criteria. Children are encouraged to self-assess their understanding of vocabulary and learning objectives at the end of each lesson and unit using successful learning grids

As well as teacher-led planning, we follow certain schemes to ensure that our pupils are receiving the highest quality provision. In addition to using the PHSE Association for inspiration and guidance, teachers are encouraged to follow and draw inspiration from the Christopher Winter Project scheme for RSE and the 'Substance Education' strand of PSHE. We also take inspiration from the Islington PSHE scheme 'You, Me, PSHE' for the remaining strands in the PSHE curriculum.

Concepts and Threads	Substantive Knowledge	Disciplinary Knowledge
	Substantive knowledge in PSHE focuses on the facts of that thread. See below for some examples	Disciplinary knowledge in PSHE is how we apply what we know to keep ourselves health and safe.
<ul style="list-style-type: none"> • Careers, financial capability and economic wellbeing • Identity society and democracy • Physical Health and Wellbeing • Keeping safe and managing risk • Substance education • Relationships and Sex Education • Body Image • Anti-bullying • Mental Health 	<ul style="list-style-type: none"> • That it is essential to manage personal hygiene and our bodies change. • That smoking is bad for our physical health. • What a positive relationship looks like. • That our bodies all look different. • Knowledge of the changes your body physically goes through during puberty. • Understanding what money is and why it is important for our futures 	<ul style="list-style-type: none"> • Strategies for keeping our bodies clean e.g. how to clean our teeth, wash our bodies. • Strategies to say no to others. • Strategies to build positive relationships and report worries. • Coping positively with change • Knowing simple ways to care for our money. • Having ambition and an ambition for the future.

SEND adaptations in PSHE

At Latimer, we ensure that our PSHE curriculum is accessible to all. There are a variety of ways that we ensure this and the method we choose very much depends on each lesson and happens at the planning stage.

Firstly, we consider how can we present new learning in a way that all children can access. We need to ensure understanding of previously learned concepts, then we can identify the next steps and the size of these steps; do we need to further break them down to ensure that no-one is left behind? Complex ideas made into small manageable steps is key to ensure learning for all.

Other considerations could include using objects, models or images to engage and maintain attention and interest, if there is an additional adult, how can they best be utilised to ensure learning is achievable for all? We consider any sensory impairments and think about the impact on learning that this could have.

Regular consultations with the SEND lead are also vital in ensuring success for all.

RELATIONSHIPS AND SEX EDUCATION

Effective Relationships & Sex Education is crucial to developing and maintaining emotional and physical health. RSE is provided through the Personal, Social Health and Economic Education Framework and is planned to ensure pupils receive this education in the wider context of relationships, and are prepared for the opportunities, responsibilities and experience of adult life.

Parents are informed in writing prior to the teaching of Sex Education and are given the opportunity to see teaching materials to be used and receive explanations of the way in which it is proposed to use them in the classroom. Teachers are trained and appropriately supported to be able to teach RSE with confidence.

Parents have the right to withdraw their children from all or part of any Sex Education provided, but not from teaching of the biological aspects of human growth and reproduction, a statutory part of the National Curriculum for Science. If a parent wishes to withdraw their child, they should put their request in writing to the Headteacher.

Year Group	RSE Content Area
EYFS –	Our Lives (Our day, keeping ourselves clean, and families)
Year 1 –	Growing and Caring for Ourselves (Keeping clean, growing and changing, and families and care)
Year 2 –	Differences (Differences: boys and girls, differences: male and female, and naming the body parts)
Year 3 –	Valuing Difference and Keeping Safe (Differences: male and female, personal space, and family differences)
Year 4 –	Growing Up (Growing and changing, what is puberty? And puberty changes and reproduction)
Year 5 –	Puberty (Talking about puberty, male and female changes, and puberty and hygiene)
Year 6 –	Puberty, Relationships and Reproduction (Puberty and reproduction, understanding relationships, conception and pregnancy, and communication in relationships)

Spiritual, Moral, Social & Cultural (SMSC) Development in PSHE

Spiritual, Moral, Social and Cultural (SMSC) is embedded throughout every PSHE lesson and also the opportunities to explore PSHE in response to different events in the world around us.

PSHE helps us to develop a deeper knowledge and understanding of the wider world by learning about the beliefs, cultures, difficulties and needs of other people. This in turn helps everyone to develop greater consideration, care and empathy for the world around them.

Spiritual

Reflecting on our experiences and personal values is a core part of our PSHE learning. This supports the development of our spiritual character. Children have opportunities to:

- Discuss our values and sharing our experiences
- Being reflective on our actions and experiences
- Exploring concepts related to identify, self-awareness and personal values.
- Discussing emotions and mindfulness

Moral

Understanding right and wrong and developing our core morals are a fundamental part of our PSHE curriculum and supported by our ethos of 'Developing Responsibility; Caring About Achievement' and our Simple Truths. Children have the opportunities to explore:

- Kindness, respect, fairness, responsibility, equality
- Making good choices
- The potential consequences of poor choices

Social

One of the core aims of our PSHE curriculum is to develop children's social skills and positive relationships. They have the opportunity to do this in PSHE through:

- Learning about positive relationships
- Understanding positive behaviour and the impact of their own behaviour on others.
- Working in teams; reflecting on other's experiences and building empathy.

Cultural

Throughout our PSHE curriculum, our children learn about the importance of diversity and respect for others. They develop an understanding of global issues and cultural diversity and their role as a responsible citizen. They develop this understanding through learning about:

- Building a community
- Foods from different cultures
- Understanding similarities and difficulties.

PSHE: Progression in Vocabulary

Year Group	Relationships and Sex education (CWP scheme)	Substance Education (CWP scheme)	Keeping safe (You, Me, PSHE scheme)	Physical health (You, Me, PSHE scheme)	Careers (You, Me, PSHE scheme)	Identity (You, Me, PSHE scheme)	Anti-bullying
EYFS	<ul style="list-style-type: none"> - Typical daily routines - Importance of hygiene - Different families 	n/a	<ul style="list-style-type: none"> - Use variety of materials - Negotiate space and obstacles - Form positive attachments 	<ul style="list-style-type: none"> - Similarities and differences between religions and cultures - Basic hygiene and personal needs - Understand own and others feelings 	<ul style="list-style-type: none"> - Lives of people around us including their jobs 	<ul style="list-style-type: none"> - Working, playing and taking turns with others - Positive attachments and friendships - Sensitivity to own and others' needs 	<ul style="list-style-type: none"> - Understand of own and others' feelings - Know right from wrong - Work and play co-operatively - Positive friendships
Year 1	<ul style="list-style-type: none"> - Basic hygiene principles - Growing and changing - Family types and help 	<ul style="list-style-type: none"> - How to stay healthy - Taking medicines safely - Who gives us medicine 	<ul style="list-style-type: none"> - Familiar situations - Personal safety - People who keep us safe (including fire safety) 	<ul style="list-style-type: none"> - Food from different cultures - Active playground games - Sun safety 	<ul style="list-style-type: none"> - Different jobs - Where money comes from - Making choices 	<ul style="list-style-type: none"> - What makes everyone special - Responsibilities at home and school 	<ul style="list-style-type: none"> - What is bullying? - What do we do if we feel we are being bullied?
Year 2	<ul style="list-style-type: none"> - Male and female differences - Gender stereotypes - Naming body parts 	<ul style="list-style-type: none"> - Safe/unsafe situations - Hazardous substances - Safety rules 	<ul style="list-style-type: none"> - Keeping safe at home - Keeping safe outside - Road safety 	<ul style="list-style-type: none"> - Eating well - Importance of physical activity and rest - Basic hygiene 	<ul style="list-style-type: none"> - Saving money - What influences people to save or spend? 	<ul style="list-style-type: none"> - Being co-operative - Similarities and differences 	<ul style="list-style-type: none"> - What does bullying look like? - What do we do if we see someone being bullied?
Year 3	<ul style="list-style-type: none"> - Male and female body parts - Touch - Help and support 	<ul style="list-style-type: none"> - Effects of smoking - Passive smoking - Strategies to prevent starting smoking 	<ul style="list-style-type: none"> - Recognising bullying - Different types of bullying - What to do if you witness bullying 	<ul style="list-style-type: none"> - Healthy food choices - How labels can make us buy certain food - Keeping active 	<ul style="list-style-type: none"> - How to keep track of your money - The world of work 	<ul style="list-style-type: none"> - Community - Belonging to groups 	<ul style="list-style-type: none"> - When to use the term 'bullying' - Responding to conflict
Year 4	<ul style="list-style-type: none"> - Human lifecycle - Basic puberty facts - How puberty is linked to reproduction 	<ul style="list-style-type: none"> - Effects of alcohol - Risks related to alcohol - How society limits drinking alcohol 	<ul style="list-style-type: none"> - Safe gaming habits - Safety near outside hazards - Basic emergency first aid 	<ul style="list-style-type: none"> - Why people may not eat certain foods - Ethical farming - Importance of sleep 	<ul style="list-style-type: none"> - Risks associated with borrowing money - Enterprise 	<ul style="list-style-type: none"> - Democratic Britain - Laws - The local council 	<ul style="list-style-type: none"> - How bullying can happen in lots of different places - How to help others - Resolving conflicts in a positive way

PSHE: Progression in Vocabulary

Year 5	<ul style="list-style-type: none"> - Emotional and physical changes in puberty - Male and female puberty changes - Basic hygiene in puberty 	<ul style="list-style-type: none"> - Legal and illegal drugs - Attitudes and beliefs about drug users - Strategies to resist drug use 	<ul style="list-style-type: none"> - Keeping safe online - Violence in relationships is not acceptable - When people go missing from home 	<ul style="list-style-type: none"> - Misleading food adverts - Role models - Manipulative media images 	<ul style="list-style-type: none"> - Influences on people's career choices - Money from around the world 	<ul style="list-style-type: none"> - Stereotyping - Diversity role models - Prejudice and discrimination 	<ul style="list-style-type: none"> - Damaging effect of bullying - Our behaviour is our own responsibility - What to do if we are 'dared'
Year 6	<ul style="list-style-type: none"> - Puberty and reproduction - Behaviour in relationships - Conception - Communication 	<ul style="list-style-type: none"> - Effects, risks and law relating to cannabis - Volatile substance abuse - Options for getting help 	<ul style="list-style-type: none"> - Independence when out in the local area - Peer pressure - Anti-social behaviour 	<ul style="list-style-type: none"> -Body image 	<ul style="list-style-type: none"> - Risky situations - Risk involving gambling 	<ul style="list-style-type: none"> - Refugees - Human rights - Homelessness 	<ul style="list-style-type: none"> - Being a bystander is negative - Bullying in different situations - Advice on how to tackle different situations

Further opportunities for learning across the whole school community are explored during Anti-Bullying Week, Expect Respect Week (where domestic violence is discussed) and E-Safety Week (where links with the Computing curriculum are made).

PSHE: Progression in Vocabulary

Relationships and Sex Education Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
New vocabulary introduced in each year group						
Dress	Clean	Sex	Testicles	Puberty	Physical changes	Conception
Undress	Unclean	Gender roles	Womb	Lifecycle	Emotional changes	Fertilisation
Flannel	Similar	Stereotypes	Fostering	Reproduction	Moods	Pregnancy
Sponge	Different		Adoption	Physical	Menstruation	Sexual intercourse
Comb	Girl		Relationship	Breasts	Periods	Twins
Hairbrush	Boy			Sperm	Tampons	Friendship
Towel	Female			Egg	Sanitary towels	Love
Toothpaste	Male			Pubic hair	Wet dreams	Consent
Toothbrush	Private parts			Emotional	Semen	Intimacy
Smelly	Vagina			Feelings	Erection	Communication
Shampoo	Penis				Sweat	Personal/private information
Soap					Spots	Internet safety
Hands					Facial hair	
Family					Underarm hair	
					Sexual feelings	
Vocabulary repeated from previous year groups						
	Family	Similar	Stereotypes		Puberty	Egg
		Different	Gender roles		Breasts	Sperm
		Boy	Similar		Pubic hair	Womb
		Girl	Different			Adoption
		Male	Male			Relationship
		Female	Female			Fostering
		Private parts	Private parts			
		Penis	Penis			
		Vagina	Vagina			
			Family			

PSHE: Progression in Vocabulary

EYFS Personal, Social, Healthy and Economic Education		
Anti-bullying	Careers, Financial Capability and Economic Wellbeing	Identity, Society and Democracy
<p>From the Early Learning Goal ‘Personal, Social and Emotional Development’:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others • Explain the reasons for rules, know right from wrong and try to behave accordingly • Work and play co-operatively with others • Form positive friendships with peers 	<p>From the Early Learning Goal ‘Understanding the World’:</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society (jobs roles, etc) 	<p>From the Early Learning Goal ‘Personal, Social and Emotional Development’:</p> <ul style="list-style-type: none"> • Work and play co-operatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and others’ needs
Vocabulary: bullying, anti-bullying, kind, behaviour, right, wrong, friendship	Vocabulary: people, family, friends, jobs	Vocabulary: work, play, taking turns, sharing, friendship, relationship, kind
Physical Health	Keeping Safe	
<p>From the Early Learning Goal ‘Understanding the World’:</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country <p>From the Early Learning Goal ‘Personal, Social and Emotional Development’:</p> <ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs including dressing and going to the toilet and understanding the importance of healthy eating. • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. 	<p>From the Early Learning Goal ‘Expressive Arts and Design’:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques <p>From the Early Learning Goal ‘Physical Development’:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely with consideration for themselves and others <p>From the Early Learning Goal ‘Personal, Social and Emotional Development’:</p> <ul style="list-style-type: none"> • Form positive attachments to adults 	
Vocabulary: similar, different, religious, cultural, community, hygiene, healthy eating, feelings, behaviour	Vocabulary: safe, unsafe, explore, material, tool, technique, skill, space, obstacle, think, look, relationship	

PSHE: Progression in Vocabulary

EYFS Relationships and Sex Education Follow Christopher Winter Project scheme for three full lesson plans	
Lesson 1 – Considering the routines and patterns of a typical day <ul style="list-style-type: none"> Understand some areas in which children can look after themselves, e.g. dressing and undressing 	Lesson 2 – Understanding why hygiene is important <ul style="list-style-type: none"> Explain why it is important to keep clean Understand some basic hygiene routines
Vocabulary New vocabulary: dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, toothbrush, comb, family, my, dad, brother, sister, grandma, grandad, stepmum, stepdad	Lesson 3 – Recognising that all families are different <ul style="list-style-type: none"> Identify different members of the family Understand how members of a family can help each other



PSHE: Year 1

Year 1 Personal, Social, Healthy and Economic Education		
Substance Education (see Christopher Winter Project scheme for more details)	Careers, Financial Capability and Economic Wellbeing (see You, Me, PSHE scheme for more details – follow the first two lessons only)	Identity, Society and Democracy (see You, Me, PSHE scheme for more details – follow the first two lessons only)
Main objectives: <ul style="list-style-type: none"> Identifying how to stay healthy Exploring when and how to take medicines safely Identifying who should be able to give us medicines 	‘My money’ <ul style="list-style-type: none"> The different jobs people do Where money comes from and making choices when spending money 	‘Me and others’ <ul style="list-style-type: none"> What makes themselves and others special Roles and responsibilities at home and school
Vocabulary: healthy, unhealthy, well, unwell, ill, drug, medicine, tablet, injection, inhaler, adult, doctor, nurse, dentist, hospital,	Vocabulary: job, career, money, gender, earn, win, presents, pocket money, borrow, benefits, choice	Vocabulary: similar, different, responsibility, independent, challenge
Physical Health (see You, Me, PSHE scheme for more details)	Keeping Safe (see You, Me, PSHE scheme for more details)	Anti-Bullying (use objectives to plan own lessons)
‘Fun times’ <ul style="list-style-type: none"> Food that’s associated with different celebrations and customs Active playground games from around the world Sun safety 	‘Feeling safe’ <ul style="list-style-type: none"> Safety in familiar situations Personal safety – acceptable touch and which parts of the body are private People who keep you safe outside the home 	<ul style="list-style-type: none"> Knowing what bullying is Knowing what do if we feel we are being bullied
Vocabulary: celebration, different, similar, treats, active, protect, damage, effect	Vocabulary: real, imaginary, danger, safe, unsafe, secrets, private, good touch, bad touch, community	Vocabulary: bullying, anti-bullying, help, three safe people



PSHE: Year 1

Year 1 Relationships and Sex Education Follow Christopher Winter Project scheme for three full lesson plans	
Lesson 1- Understanding some basic hygiene principles <ul style="list-style-type: none">• Know how to keep clean and look after ones self	Lesson 2 – The concept of growing and changing <ul style="list-style-type: none">• Understand that babies become children and then adults• Know the difference between boy and girl babies
Vocabulary New vocabulary: clean, unclean, similar, different, girl, boy, female, male, private parts, vagina, penis Vocabulary from previous year group: family	Lesson 3 – Different types of families and who to ask for help <ul style="list-style-type: none">• Know there are different types of families• Know which people we can ask for help



PSHE: Year 2

Year 2 Personal, Social, Health and Economic Education	
Substance Education (see Christopher Winter Project scheme for more details)	Careers, Financial Capability and Economic Wellbeing (see You, Me, PSHE scheme for more details)
Main objectives: <ul style="list-style-type: none"> • Exploring substances and situations that are safe or unsafe • Identifying some hazardous substances • Considering safety rules for at home and at school 	'My money' (this is the third Year 1 lesson in the You, Me, PSHE scheme) <ul style="list-style-type: none"> • Saving money and how to keep it safe 'Saving, spending and budgeting' (the first Year 3 lesson in the You, Me, PSHE scheme) <ul style="list-style-type: none"> • What influences people's choices about spending and saving money
Vocabulary: safe, unsafe, risk, dangerous, liquid, symbol, hazard, alcohol, cigarettes, matches, lighter	Vocabulary: save, choice, safe, unsafe, manufacturer, value, spend, pressure, decisions
Identity, Society and Democracy (see You, Me, PSHE scheme for more details)	Physical Health (see You, Me, PSHE scheme for more details)
'Me and others' (this is the third Year 1 lesson in the You, Me, PSHE scheme) <ul style="list-style-type: none"> • Being co-operative with others 'Celebrating difference' (this is the first Year 3 lesson in the You, Me, PSHE scheme) <ul style="list-style-type: none"> • Valuing the similarities and differences between themselves and others 	'What keeps me healthy?' <ul style="list-style-type: none"> • Eating well • The importance of physical activity, sleep and rest • People who help us to stay healthy and well • Basic hygiene
Vocabulary: behaviour, helpful, influence, problem, accident, deliberate, similar, different, culture, family, age, gender, beliefs, personal interests	Vocabulary: healthy diet, oral health, active, sleep, rest, hygiene, routine, vaccination
Keeping Safe (see You, Me, PSHE scheme for more details)	Anti-Bullying (use objectives to plan own lessons)
'Indoors and outdoors' <ul style="list-style-type: none"> • Keeping safe in the home • Keeping safe outside • Road safety 	<ul style="list-style-type: none"> • Explaining what bullying looks like • Knowing what to do if we see someone being bullied or if we are being bullied
Vocabulary: online, emergency, responsibility, safety, risk, hazard	Vocabulary: bullying, anti-bullying, help, three safe people



PSHE: Year 2

Year 2 Relationships and Sex Education Follow Christopher Winter Project scheme for three full lesson plans	
Lesson 1 – The differences between males and females and gender stereotypes <ul style="list-style-type: none">• Understand that some people have fixed ideas about what boys and girls can do• Describe the difference between male and female babies	Lesson 2 – The differences between males and females and how this is part of the lifecycle <ul style="list-style-type: none">• Describe some differences between male and female animals• Understand that making a new life needs a male and a female
Vocabulary New vocabulary: sex, gender roles, stereotypes Vocabulary from previous year groups: similar, different, male, female, boy, girl, private parts, penis, vagina	Lesson 3 – Naming body parts <ul style="list-style-type: none">• Describe the physical differences between males and females• Name the male and female body parts



PSHE: Year 3

Year 3 Personal, Social, Health and Economic Education	
Substance Education (see Christopher Winter Project scheme for more details)	Careers, Financial Capability and Economic Wellbeing (see You, Me, PSHE scheme for more details – follow the last two lessons only)
Main objectives: <ul style="list-style-type: none"> • Considering smoking, including vaping and its effects • Understanding the impact of smoking and passive smoking • Knowing some strategies to prevent starting smoking/vaping 	‘Saving, spending and budgeting’ <ul style="list-style-type: none"> • How people can keep track of their money • The world of work
Vocabulary: smoking, vaping, vape, tobacco, cigarette, lung, cough, effect, addictive, passive, law, second hand, toxic, chemicals	Vocabulary: save, spend, budget, essential, non-essential, luxury, job, career, occupation, paid, unpaid, full-time, part-time, shift work, wage, salary
Identity, Society and Democracy (see You, Me, PSHE scheme for more details – follow the last two lessons only)	Physical Health (see You, Me, PSHE scheme for more details)
‘Celebrating difference’ <ul style="list-style-type: none"> • What is meant by community • Belonging to groups 	‘What helps me choose?’ <ul style="list-style-type: none"> • Making healthy choices about food and drink • How branding can affect what foods people choose to buy • Keeping active and some of the challenges of this
Vocabulary: community, communicate, diverse, similar, different, views, opinions, positive, negative, respect	Vocabulary: influences, choice, healthy diet, brands, packaging, cost, attractive, active
Keeping Safe (see You, Me, PSHE scheme for more details)	Anti-Bullying (use objectives to plan own lessons)
‘Bullying’ – in addition the objectives in the ‘Anti-Bullying’ strand <ul style="list-style-type: none"> • Recognising bullying and how it can make people feel • Different types of bullying (including cyber bullying) and how to respond to incidents of bullying • What to do if you witness bullying 	In addition to the objectives in the ‘Keeping Safe’ strand <ul style="list-style-type: none"> • Knowing when to use the term • Thinking of ways to respond to conflict
Vocabulary: bullying, anti-bullying, unacceptable, emotions, feelings, mental health, racism, cyber bullying, sexism, disablism, ageism, gossip, bystander, witness, courage	Vocabulary: bullying, anti-bullying, help, three safe people, conflict, disagreement, compromise



PSHE: Year 3

Year 3 Relationships and Sex Education Follow Christopher Winter Project scheme for three full lesson plans	
Lesson 1 – The difference between males and females and to name the body parts <ul style="list-style-type: none">• Know some differences and similarities between males and females• Name male and female body parts using agreed words	Lesson 2 – Touch and to know a person has the right to say what they like and dislike <ul style="list-style-type: none">• Identify different types of touch that people like and do not like• Understand personal space• Talk about ways of dealing with unwanted touch
Vocabulary New vocabulary: testicles, womb, fostering, adoption, relationship Vocabulary from previous year groups: stereotypes, gender roles, similar, different, male, female, private parts, penis, vagina, family	Lesson 3 – Different types of families and who to go to for help and support <ul style="list-style-type: none">• Understand that all families are different and have different family members• Identify who to go to for help and support



PSHE: Year 4

Year 4 Personal, Social, Health and Economic Education		
Substance Education (see Christopher Winter Project scheme for more details)	Careers, Financial Capability and Economic Wellbeing (see You, Me, PSHE scheme for more details)	Anti-Bullying (use objectives to plan own lessons)
Main objectives: <ul style="list-style-type: none"> Understanding the effect alcohol has on the body Understanding the risks related to drinking alcohol Considering how society limits the drinking of alcohol 	'Borrowing and earning money' (these are the first two Year 5 lessons in the You, Me, PSHE scheme) <ul style="list-style-type: none"> Knowing that money can be borrowed but there are risks associated with this Enterprise 	<ul style="list-style-type: none"> Understanding that bullying can happen in lots of different places Thinking of ways to help others in different situations. Knowing how to resolve conflicts in a positive way.
Vocabulary: alcohol, drink, unit, volume, legal, illegal, choice, vomit, unconscious, media, advertising, choice	Vocabulary: loan, credit card, hire-purchase scheme, debt, manageable, unmanageable, enterprise, profit, risk	Vocabulary: bullying, anti-bullying, help, three safe people, conflict, disagreement, compromise, positive, negative
Identity, Society and Democracy (see You, Me, PSHE scheme for more details)	Physical Health (see You, Me, PSHE scheme for more details)	Keeping Safe (see You, Me, PSHE scheme for more details)
'Democracy' <ul style="list-style-type: none"> Britain as a democratic society How laws are made The local council 	'What is important to me?' <ul style="list-style-type: none"> Why people may eat or avoid certain foods (religious, moral, cultural or health reasons) Other factors that contribute to people's food choices (such as ethical farming, farm trade and seasonality) The importance of getting enough sleep 	'Playing safe' <ul style="list-style-type: none"> How to stay safe when playing computer games Keeping safe near roads, railways, water, building sites and around fireworks What to do in an emergency and basic first aid procedures
Vocabulary: democracy, dictatorship, election, politics, political party, government, vote, influence, laws, society, community, council	Vocabulary: religious, cultural, moral, ethical, diet, health, fair trade, ethical farming, organic, seasonality, consumers, sleep, wellbeing, screen time	Vocabulary: age classification, suitable, appropriate, inappropriate, risk, pressure, choice, emergency, non-emergency



PSHE: Year 4

Year 4: Relationships and Sex Education Follow Christopher Winter Project scheme for three full lesson plans	
Lesson 1 – The human lifecycle	Lesson 2 – Basic facts about puberty
<ul style="list-style-type: none">• Describe the main stages of the human lifecycle• Describe the body changes that happen when a child grows up	<ul style="list-style-type: none">• Discuss male and female body parts using agreed words• Know some of the changes which happen to the body during puberty
Vocabulary	Lesson 3 – How puberty is linked to reproduction
New vocabulary: puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings	<ul style="list-style-type: none">• Know about the physical and emotional changes that happen in puberty• Understand that children change into adults so that they are able to reproduce



PSHE: Year 5

Year 5 Personal, Social, Health and Economic Education		
Substance Education (see Christopher Winter Project scheme for more details)	Careers, Financial Capability and Economic Wellbeing (see You, Me, PSHE scheme for more details)	Identity, Society and Democracy (see You, Me, PSHE scheme for more details)
<p>Main objectives:</p> <ul style="list-style-type: none"> • Exploring a range of legal and illegal drugs (including vaping) their risks and effects • Attitudes and beliefs about drug use and drug users • Considering strategies to resist drug use 	<p>'Earning money'</p> <ul style="list-style-type: none"> • What influences people's decisions about careers? • Money from around the world (the second lesson is not from the You, Me, PSHE scheme- see additional resources on the OneDrive) 	<p>'Stereotypes, discrimination and prejudice'</p> <ul style="list-style-type: none"> • Stereotyping, including gender stereotyping • Diversity role models • Prejudice and discrimination and how this can make people feel
<p>Vocabulary: legal, illegal, alcohol, medicine, nicotine, caffeine, solvents, cannabis, stimulant, depressant, hallucinogen, stereotypes, vaping, vape</p>	<p>Vocabulary: job, career, influence, salary, job satisfaction, currency, foreign currencies, value, exchange rate,</p>	<p>Vocabulary: stereotype, gender stereotype, media, diversity, role model, prejudice, discrimination, rights, respect, racist/racism, sexist/sexism, disablist/disablism, homophobic/homophobia, transphobic/transphobia</p>
Physical Health (see You, Me, PSHE scheme for more details)	Anti-Bullying (use objectives to plan own lessons)	Keeping Safe (see You, Me, PSHE scheme for more details)
<p>'In the media'</p> <ul style="list-style-type: none"> • How messages given on food adverts can be misleading • Role models • How the media can manipulate images and that these images may not reflect reality 	<ul style="list-style-type: none"> • Understanding the damaging effect bullying can have. • Understanding that our behaviour is our own responsibility even if we are 'dared' to do something. • Knowing what to do if we are faced with a difficult situation such as being 'dared' to do something 	<p>'When things go wrong'</p> <ul style="list-style-type: none"> • Keeping safe online • Violence is not acceptable in relationships • Problems that can occur when someone goes missing from home
<p>Vocabulary: marketing, advertising, media, misleading, role model, manipulate, reality</p>	<p>Vocabulary: bullying, anti-bullying, help, three safe people, behaviour, effect, responsibility, dare</p>	<p>Vocabulary: influence, unsafe, uncomfortable, online, risky, harmful, inappropriate, pressure, violence, domestic violence, abuse, behaviour, arguments, danger, hazard</p>



PSHE: Year 5

Year 5 Relationships and Sex Education Follow Christopher Winter Project scheme for three full lesson plans	
Lesson 1 – The emotional and physical changes occurring in puberty <ul style="list-style-type: none">• Explain the main physical and emotional changes that happen during puberty• Ask questions about puberty with confidence	Lesson 2 – Understanding male and female puberty changes in more detail <ul style="list-style-type: none">• Understand how puberty affects the reproductive organs• Describe how to manage physical and emotional changes
Vocabulary	Lesson 3 – The impact of puberty on the body, the importance of hygiene and ways to get support during puberty
New vocabulary: physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erections, sweat, spots, facial hair, underarm hair, sexual feelings Vocabulary from previous year groups: puberty, breasts, pubic hair	<ul style="list-style-type: none">• Explain how to keep clean during puberty• Explain how emotions change during puberty• Know how to get support and help during puberty



PSHE: Year 6

Year 6 Personal, Social, Health and Economic Education		
Substance Education (see Christopher Winter Project scheme for more details)	Careers, Financial Capability and Economic Wellbeing (see You, Me, PSHE scheme for more details)	Identity, Society and Democracy (see You, Me, PSHE scheme for more details)
Main objectives: <ul style="list-style-type: none"> • Understanding the effects, risks and law relating to cannabis • Understanding the risk of volatile substance abuse (VSA) • Being aware of the options for getting help, advice and support 	'Risk involving money' <ul style="list-style-type: none"> • Risky situations • Risk involving gambling (these lessons are not from the You, Me, PSHE scheme- see additional resources on the OneDrive)	'Human rights' <ul style="list-style-type: none"> • People who have moved to the area from other places (including experience of refugees) • Human rights and the UN Convention on the Rights of the Child • Homelessness
Vocabulary: cannabis, volatile substances, accident, dangerous, unconscious, breathing, choking, sniffing, inhaling, recovery, emergency, first aid	Vocabulary: risk, risky, win, lose, affect, influence, gamble, gambling, pressure	Vocabulary: migration, immigration, refugee, persecution, stereotype, discrimination, rights, human rights, laws, government, homeless, charities
Physical Health	Anti-Bullying (use objectives to plan own lessons)	Keeping Safe (see You, Me, PSHE scheme for more details)
'Body image and self-esteem' <ul style="list-style-type: none"> • Body image ideals and accepting that we are all unique Confronting body comparisons (these lessons are not from the You, Me, PSHE scheme- see additional resources on the OneDrive)	<ul style="list-style-type: none"> • Knowing that being a 'bystander' is play a key negative role in bullying. • Giving examples of bullying in a variety of situations. • Giving advice on how to tackle difficult situations. 	'Keeping safe out and about' <ul style="list-style-type: none"> • Being out and about in the local area with increasing independence • Recognising and responding to peer pressure • Consequences of anti-social behaviour
Vocabulary: body image, ideal, appearance, unique, compare, comparison, media	Vocabulary: bullying, anti-bullying, help, three safe people, bystander, positive, negative, advice, support	Vocabulary: risks, assumptions, stereotypes, behaviour, peer pressure, anti-social behaviour, law, peer pressure, legal, illegal, consequence



PSHE: Year 6

Year 6 Relationships and Sex Education Follow Christopher Winter Project scheme for three full lesson plans		
Lesson 1 – Puberty and reproduction <ul style="list-style-type: none"> Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence 	Lesson 2 – Physical and emotional behaviour in relationships <ul style="list-style-type: none"> Discuss different types of adult relationships with confidence Know what form of touching is appropriate 	
Vocabulary	Lesson 3 – The process of conception and pregnancy	Lesson 4 – Positive and negative ways of communicating in a relationship
<p>New vocabulary: conception, fertilisation, pregnancy, sexual intercourse, twins, friendship, love, consent, intimacy, communication, personal/private information, internet safety</p> <p>Vocabulary from previous year groups: egg, sperm, womb, fostering, adoption, relationship</p>	<ul style="list-style-type: none"> Describe the decisions that have to be made before having a baby Know some basic facts about pregnancy and conception 	<ul style="list-style-type: none"> To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong