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| **LMTW Thematic PSHE Knowledge Progression** | |
| **Explorers 1 / Nursery** | |
| **Come Fly With Me! Asia**   * Play with one or more other children, extending and elaborating play ideas * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them * Show more confidence in new social situations * Increasingly follow rules, understanding why they are important * Remember rules without needing an adult to remind them * Develop their sense of responsibility and membership of a community * Become more outgoing with unfamiliar people, in the safe context of their setting * Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-man in the game, and suggesting other ideas * Develop appropriate ways of being assertive * Talk with others to solve conflicts * Talk about their feelings using words like ‘happy, ‘ sad’, ‘angry’ or ‘worried’   **Key Vocabulary**  journey, flight attendant, pilot, ticket, aeroplane, seat, Sari, Cheongsam, birthday, Chinese New Year | **Help Is At Hand**   * Develop their sense of responsibility and membership of a community * Play with one or more other children, extending and elaborating play ideas * Show more confidence in new social situations * Become more outgoing with unfamiliar people, in the safe context of their setting * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them * Gradually understand how others might be feeling * Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-man in the game, and suggesting other ideas * Develop appropriate ways of being assertive * Talk with others to solve conflicts * Talk about their feelings using words like ‘happy, ‘ sad’, ‘angry’ or ‘worried’   **Key Vocabulary**  job, role, help, welcome, care, co-operate, helping hands, needs |
| **Happy To Be Me**   * Play with one or more other children, extending and elaborating play ideas * Select and use activities and resources, with help when needed * Find solutions to conflicts and rivalries * Increasingly follow rules, understanding why they are important * Remember rules without needing an adult to remind them * Become more outgoing with unfamiliar people, in the safe context of their setting * Show more confidence in new social situations * Develop appropriate ways of being assertive * Talk with others to solve conflicts * Talk about their feelings using words like ‘happy, ‘ sad’, ‘angry’ or ‘worried’   **Key Vocabulary**  choose, help, home, community, games, friends, me, myself | **Let’s Play**   * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them * Develop their sense of responsibility and membership of a community * Play with one or more other children, extending and elaborating play ideas * Find solutions to conflicts and rivalries * Become more outgoing with unfamiliar people, in the safe context of their setting * Develop appropriate ways of being assertive * Talk with others to solve conflicts * Talk about their feelings using words like ‘happy, ‘ sad’, ‘angry’ or ‘worried’ * Understand gradually how others might be feeling   **Key Vocabulary**  play, share, games, toys, puppets, feelings, angry, upset, shout, look after |

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| **LMTW Thematic PSHE Knowledge Progression** | |
| **Explorers 1 / Nursery** | |
| **Tell Us A Story**   * Play with one or more other children, extending and elaborating play ideas * Increasingly follow rules, understanding why they are important * Remember rules without needing an adult to remind them * Find solutions to conflicts and rivalries * Understand gradually how others might be feeling * Talk about their feelings using words like ‘happy, ‘ sad’, ‘angry’ or ‘worried’   **Key Vocabulary**  Story time, books, nursery rhyme, ‘once upon a time’, fairy tale, Goldilocks, Three Little Pigs, Gingerbread Man | **No Place Like Home**   * Develop their sense of responsibility and membership of a community * Become more outgoing with unfamiliar people, in the safe context of their setting * Show more confidence in new social situations * Select and use activities and resources, with help when needed * Play with one or more other children, extending and elaborating play ideas * Find solutions to conflicts and rivalries * Develop appropriate ways of being assertive * Talk with others to solve conflicts * Increasingly follow rules, understanding why they are important * Remember rules without needing an adult to remind them * Talk about their feelings using words like ‘happy, ‘ sad’, ‘angry’ or ‘worried’ * Understand gradually how others might be feeling   **Key Vocabulary**  home, friends, family, mum, dad, brother, sister, grandparents, step-family titles |
| **Under The Sea**   * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them * Play with one or more other children, extending and elaborating play ideas * Show more confidence in new social situations * Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-man in the game, and suggesting other ideas * Understand gradually how others might be feeling * Talk about their feelings using words like ‘happy, ‘ sad’, ‘angry’ or ‘worried’ * Develop their sense of responsibility and membership of a community * Increasingly follow rules, understanding why they are important * Remember rules without needing an adult to remind them   **Key Vocabulary**  sea, ocean, waves, fish, shark, crab, sea-life, under the sea, beach | **What On Earth?**   * Play with one or more other children, extending and elaborating play ideas * Find solutions to conflicts and rivalries * Increasingly follow rules, understanding why they are important * Remember rules without needing an adult to remind them * Select and use activities and resources, with help when needed. This helps them to achieve a goal * Become more outgoing with unfamiliar people, in the safe context of their setting * Talk about their feelings using words like ‘happy, ‘ sad’, ‘angry’ or ‘worried’ * Understand gradually how others might be feeling * Show more confidence in new social situations * Develop their sense of responsibility and membership of a community * Talk with others to solve conflicts   **Key Vocabulary**  feelings, considerate, differences, similarities, animals, humans |

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| **Additional 3D PSHE Lessons** | |
| **Explorers 1 / Nursery** | |
| **Lesson 1 - Let’s Play Shops!**   * Play with one or more other children, extending and elaborating play ideas (DM 2021)   **Lesson 2 - Who’s Playing?**   * Develop appropriate ways of being assertive (DM 2021) * Talk with others to solve conflicts (DM 2021)   **Lesson 3 - It’s Your Turn**   * Develop a sense of responsibility and membership of a community (DM)   **Lesson 4 - Good Friends**   * Become more outgoing with unfamiliar people, in the safe context of their setting (DM 2021)   **Lesson 5 - Make Your Choice**   * Select and use activities and resources, with help when need. This help them to achieve a goal they have chosen, or on which is suggested to them (DM)   **Lesson 6 - Odd Jobs**   * Develop their sense of responsibility and membership of a community (DM)   **Lesson 7 - Chatterbox!**   * Select and use activities and resources, with help when need. This help them to achieve a goal they have chosen, or on which is suggested to them (DM)   **Lesson 8 - Where I Live**   * Select and use activities and resources, with help when need. This help them to achieve a goal they have chosen, or on which is suggested to them (DM) | **Lesson 9 - Can You Help?**   * Develop appropriate ways of being assertive (DM)   **Lesson 10 - Well Done!**   * Select and use activities and resources, with help when need. This help them to achieve a goal they have chosen, or on which is suggested to them (DM)   **Lesson 11 - A New Baby**   * Show more confidence in new social situation (DM)   **Lesson 12 - Deaf Girl**   * Understand how others might be feeling (DM)   **Lesson 13 - Fair Shares**   * Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-man in the game, and suggesting other ideas (DM)   **Lesson 14 - The Pantomime**   * Increasingly follow rules, understanding why they are important (DM)   **Lesson 15 - You Smell!**   * Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’ (DM)   **Lesson 16 - A Waiting Game**   * Do not always need an adult to remind them of the rules (DM) |

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| **LMTW Thematic PSHE Knowledge Progression** | |
| **Explorers 2 / Reception** | |
| **Come Fly With Me! Asia**  **All Join In**   * Explains own knowledge and understanding   **Key Vocabulary**  journey, trip, holiday, aeroplane, bus, airport, country, overseas, abroad, foreign, travel | **Help is At Hand**  **I Feel Poorly**   * Asks appropriate questions of others * Recognises what can cause different feeling (e.g. sympathy, sadness, relief)   **I’m Stuck**   * Says when they do or don’t need help * Knows the people who looks after them and their different roles and responsibilities   **Key Vocabulary**  poorly, sick, unwell, doctor, appointment, doctor’s surgery, medicine, get well soon, rest,  roles, responsibilities, help, 999, police, ambulance, fire service, hospital, siren, fire engine, bandage |
| **Happy To Be Me**  **Busy Body**   * Show sensitivity to their own bodies and to others’ needs (ELG 2021) * Recognises that their bodies can do lots of different things * Knows why it is important to be physically active * Shows awareness of physical differences * Joins in and enjoys a range of activities   **Family Fun**   * Form positive attachments to adults and friendships with peers (ELG 2021) * Recognises ways in which their families are special   **Me and You**   * Recognise that they are unique * See themselves as a valuable individual   **Key Vocabulary**  sports day, active, movements, skipping, running race, events, wheelchair, disability, winning, losing,  family, relatives, cousins, mum, dad, sister, brother, family members, family portrait, grandad, grandma  twin, identical, features, same, different, sibling, individual, me | **Let’s Play**  **It’s Your Turn**   * Work and play cooperatively and take turns with others (ELG 2021) * Takes steps to resolve conflicts with other children by finding compromises * Recognises, names and own everyday feelings such as happy, sad and cross   **Key Vocabulary**  birthday, party, friends, take turns, game, share, fair |

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| **LMTW Thematic PSHE Knowledge Progression** | |
| **Explorers 2 / Reception** | |
| **Tell Us A Story**  **Bully Boy – Cinderella**   * Show an understanding of their feelings and those of others, and begin to regulate their behaviour accordingly (ELG 2021)   **I’m Stuck – Jack and the Beanstalk**   * Show resilience and perseverance in the face of challenge * Knows people who look after them and their different roles and responsibilities   **Key Vocabulary**  frightened, lonely, bully, upset, name calling, pushing, pinching, help, proud, caring, supportive, friendly, roles, responsibilities, help, 999, police, ambulance, fire service, hospital, siren, fire engine, bandage | **No Place Like Home**  **Nan’s House**   * Show an understanding of their feelings and those of others, and begin to regulate their behaviour accordingly (ELG 2021) * Say why someone is special to them   **The New Pet**   * Show an understanding of their feelings and those of others, and begin to regulate their behaviour accordingly (ELG 2021) * Knows how to care for living things   **Key Vocabulary**  Nan, grandma, scared, nervous, happy, hug, smile, special people, pets, animals, care for, look after, bed, hutch, cage, bedding, water, food, sawdust, hay, rabbit, dog, cat, hamster, fish |
| **What On Earth?**  **Litter Bug**   * Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG 2021) * Beginning to consider the impact of their actions on others and the environment   **Key Vocabulary**  litter, trash, rubbish, bin, tidy up, clean, cleaner | **Under The Sea**  **An Old Friend**   * Form positive attachments to adults and friendships with peers (ELG 2021) * Initiates conversations, attends to and takes account of what others say (DM 40-60 months)   **Key Vocabulary**  moving house, boxes, moving van, packing, neighbours, best friend, talk, chat, share |

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| **Additional 3D PSHE Lessons** | |
| **Reception / Explorers 2** | |
| **Lesson 1 – Hide and Seek**   * Shows sensitivity to others’ needs and feelings and forms positive relationships with adults and other children (ELG 2021) * Knows when to say ‘Thank you’ and ‘Sorry’   **Lesson 3 – I like…**   * Confident to speak to others about own needs, wants, interests and opinions (DM 40-60 months) * Knows personal likes, dislikes and preferences   **Lesson 5 – What a Problem**   * Beginning to be able to negotiate and solve problems without aggression (DM 40-60 months) * Joins in and enjoys a range of activities * Works together cooperatively towards common goals   **Lesson 6 – Take the Plunge**   * Confident to try new activities (ELG 2021) * Says when they do or don't need help (ELG 2021)   **Lesson 9 – Stick to the Rules**   * Works as part of a group or class, and understands and follows the rules (ELG 2021)   **Lesson 10 – Rainy Days**   * Takes account of one another’s ideas about how to organise an activity (ELG 2021) * Confident to speak in a familiar group (ELG 2021) * Talks about their ideas (ELG 2021)   **Lesson 12 – Clean and Tidy**   * Talks about their own and others’ behaviour and its consequences (ELG 2021) * Understand the importance of personal hygiene | **Lesson 15 – One Gold Star**   * Can describe self in positive terms and talk about abilities (DM 40-60 months) * Recognises their achievements and what they are good at   **Lesson 18 – A Piece of Cake**   * Asks appropriate questions of others (DM 40 -60 months) * Chooses resources they need for their chosen activities (ELG 2021)   **Lesson 21 – Getting in a Knot**   * Says when they do or don't need help (ELG 2021)   **Lesson 22 – E-Safety, Be Safe**   * Says when they do or don't need help (ELG 2021) * Knows how to make good decisions * Begins to develop an awareness of E-safety   **Lesson 23 – Eid Mubarak**   * Explains own knowledge and understanding (DM 40-60 months) * Shows sensitivity to others’ needs and feelings and forms positive relationships with adults and other children (ELG 2021)   **Lesson 24 – Playtime Games**   * Talks about their own and others behaviour and its consequences (ELG 2021) * Plays cooperatively and learns to take turns |

**PATHFINDERS – 3D PSHE**

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| **Skills Progression** | | |
| **PSHE Skills Pathfinders 1 and 2 / Years 1 and 2** | | |
| **Personal Wellbeing Skills** | **Health and Wellbeing Skills (covers all phases)** | **Citizenship Skills** |
| PW1 Identify the different types of work people do and learn about different places of work  PW2 Recognise where money comes from, and the choices people make to spend money on things they want and need  PW3 Understand that we cannot always afford the items we want to  PW4 Contribute to enterprise activities  PW5 Recognise what they like and dislike  PW6 Recognise what they are good at  PW7 Recognise, name and manage their feelings in a positive way  PW8 Understand the difference between impulsive and considered behaviour  PW9 Share their opinions on things that matter to them  PW10 Make positive real-life choices (television, games, money)  PW11 Recognise why healthy eating and physical activity are beneficial  PW12 Recognise that some substances can help or harm the body  PW13 Recognise the simple physical changes to their bodies experienced since birth  PW14 Reflect on the similarities and differences between people  PW15 Demonstrate basic road safety skills  PW16 Make simple choices that improve their health and wellbeing e.g. healthy eating  PW17 Manage basic personal hygiene  PW18 Recognise that there are people who care for and look after them  PW19 Identify different relationships that they have and why these are important  PW20 Recognise how their behaviour affects other people  PW21 Consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying  PW22 Seek help from an appropriate adult when necessary  PW23 Develop positive relationships through work and play | HW1 Know how to keep safe and how and where to get help  HW2 Recognise right and wrong, what is fair and unfair and explain why  HW3 Recognise how attitude and behaviour, including bullying, may affect others  HW4 Recognise and respect similarities and differences between people  HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help  HW6 Recognise and manage risk in everyday activities  HW9 Recognise their strengths and how they can contribute to different groups  HW11 Recognise how their behaviour and that of others may influence people both positively and negatively  HW12 Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health  HW13 Listen to and show consideration for other people’s views  HW14 Identify and talk about their own and others’ strengths and weaknesses and how to improve  HW15 Listen to, reflect on and respect other people’s views and feelings  HW16 Negotiate and present their own views  HW17 Self-assess, understanding how this will help their future actions  HW18 Work and play independently and in groups, showing sensitivity to others  HW19 Use strategies to stay safe when using ICT and the internet  HW20 Work independently and in groups, taking on different roles and collaborating towards common goals  HW23 Set goals, prioritise and manage time and resources  HW25 Manage risk in everyday activities  HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency  HW28 Respond to challenges, including recognising, taking and managing risk | Ci1 Recognise the difference between good and bad choices  Ci2 Recognise the difference between right and wrong and what is fair and unfair  Ci3 Consider ways of looking after the school or community and how to care for the local environment  Ci4 Identify the importance of rules and be able to say why rules applying to them are necessary  Ci5 Express views and take part in decision-making activities to improve their immediate environment or community  Ci6 Take turns and share as appropriate  Ci7 Suggest rules that would improve things for the common good |

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| **LMTW Thematic PSHE Knowledge Progression** | |
| **Pathfinders 1 / Year 1** | **Pathfinders 2 / Year 2** |
| **Happily Ever After**  Pupils will begin by exploring the concept of what a bully is / what bullying is through the story of “The Ugly Duckling”. Pupils will understand that bullying is not just physical but can be occur through name calling or being consistently unfriendly. Pupils will have opportunity to talk about their experiences of bullying or being bullied. They will be made aware that not everyone will want to share and that we must respect people’s decision not to talk in a group. Finally, pupils will explore how bullying can be tackled in their class and wider school and the help available for those who feel they are being bullied.  **Concepts**   * Learn about bullies and bullying behaviour * Understand that bullying is wrong * Learn strategies to cope with unfair teasing * Understand that there are different types of teasing and bullying * Understand who can help if someone is affected by bullying * Understanding that there are different types of bullying, that bullying is wrong and how to get help to deal with bullying * Understand what is positive and negative behaviour * Recognise how their behaviour affects other people | **Land Ahoy!**  Pupils will learn about the importance of taking responsibility for their own actions and behaviour. They will learn why rules are important, not just in school but in society as a whole. Pupils will have the opportunity to make their own ‘Class Charter’ which will see their class rules become expectations which encourages taking responsibility for upholding these expectations. Pupils will discuss the importance of sharing and how this can cement the feeling of responsibility for the greater good.  **Concepts**   * Learn to take responsibility for their own actions * Learn to be responsible for another living thing * Understand why we have rules /expectations * Understand the reason why we have rules * Learn about rules as expectations * Understand to agree and follow rules for their group and classroom * Recognise why rules and expectations are important * Learn about how they can contribute to the life of the class * Understanding the importance of sharing * Know that everyone has a responsibility to consider the needs of others |
| **Come Fly With Me! Arctic Circle**  Pupils will explore the theme of friendship and relationships. They will discuss what makes a good friend and what makes a bad friend and if it is possible to be friends with everyone they meet. They will then explore some of the different ways that people express friendship and greeting across the world and have opportunity to make their own greeting.  **Concepts**   * Learn how to develop positive relationships with peers * Recognise that family and friends should care for one another * Learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships * Understand the importance of making friends * Identify and respect the differences and similarities between people | **Light Up the World**  In this unit, pupils will explore their emotions and will initially look at identifying emotions through facial expressions. They will learn that it ok to feel a whole range of emotions and be able to identify them confidently. Pupils will talk about what makes them angry or sad and what they can do to cheer themselves up. They will talk about loss and change and how that can make us feel extreme emotions. In links to science, pupils will also learn about how to keep safe in the sun.  **Concepts**   * Recognise, name, manage and express feelings in a positive way * Understand and be aware of the different ways to show sadness * Understand about coping with change and loss * Learn about making positive choices and how they can lead to happiness * Learn about a range of different feelings and emotions * Understand that it is acceptable to feel a range of emotions |

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| **LMTW Thematic PSHE Knowledge Progression** | |
| **Pathfinders 1 / Year 1** | **Pathfinders 2 / Year 2** |
| **Unity in the Community**  Through the PSHE lessons in this unit, pupils will develop their understanding of what makes a community. Initially, they will think about their school community and the members that make it work. They will discuss the responsibilities they have as members of the school community and how they can make It a positive and successful team, They will then broaden their community horizons by thinking about their local community and the responsibilities they have within a larger community.  **Concepts**   * Understand our role in the class community * How to contribute to the life of the classroom * Develop a strong relationship with the local community * Understand the importance of shared responsibility within all communities * Learn rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe * Develop an awareness of the Green Cross Code * Understand that they belong to various groups and communities * Develop a sense of belonging in the wider community * Understand the role of the local community | **Inter-Nation Media Station**  In this unit, pupils will learn how to share their opinions effectively and how to debate with their peers in simple terms. They will start to learn the roles played in debates and how they need to be managed properly so that everyone has their turn to speak and be heard. They will also start to look at ways in which the internet needs to be used safely and they should not share personal information with anyone online.  **Concepts**   * Learn about the importance of using the internet safely * Understand that it is important to share their opinions and to be able to explain their views confidently * Learn to listen to other people and play and work co-operatively * To take part in a simple debate about topical issues * Communicate their feelings to others * Share opinions and explain their views * Listen to other people and work cooperatively |
| **Going Wild**  Pupils will develop their understanding of the human body by continuing to name particular parts of the body but will now talk about some of the similarities and differences between boys and girls. They will expand on their understanding of what is needed to keep healthy, especially the concept of exercise to stay fit and well.  **Concepts**   * Learn the names of different parts of the body * Recognise similarities and differences based on gender * Understand the need for physical activity to keep healthy * Learn to work as a team to solve a simple challenge * Understand the importance physical activity and rest as part of a balanced, healthy lifestyles | **Zero to Hero**  In this unit, pupils will be introduced to the concept of gender stereotyping through questioning what boys and girls can or can’t do. They will learn that it is ok to be unsure and that they should always ask questions to gain clarity. They will also start to recognise their own achievements, things that they do well and find out how setting goals enables us to get better at things we aren’t so good at yet.  **Concepts**   * To identify and respect similarities and differences between boys and girls * To recognise and respect similarities and differences between people * To recognise what they are good at * To value their own achievements * To learn how to set simple goals and targets for themselves * To recognise how they can use their strengths to contribute to different groups |

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| **Additional 3D PSHE Lessons** | |
| **Pathfinders 1 / Year 1** | |
| **Autumn 1**  **RULES AND RESPONSIBILITIES**  **Concepts**   * Understand the reason why we have rules * Learn about rules as expectations * Understand to agree and follow rules for their group and classroom * Recognise why rules and expectations are important * Understand the reason why we have rules / expectations * Learn about how they can contribute to the life of the class * Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health * Know that people sometimes behave differently online, including by pretending to be someone they are not * Learn about the importance of using the internet safely * Know the importance of self-respect and how this links to their own happiness * Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties * Learn how to develop positive relationships with peers * Recognise that family and friends should care for each other * Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they show due respect to others, including those in positions of authority * Understand the importance of making friends * Identify and respect the differences and similarities between people * Be able to take turns * Agree and follow rules for a collaborative game | **Autumn 2**  **EMOTIONS / COMMUNICATION**  **Concepts**   * Learn about the conventions of courtesy and manners * Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations * Learn about making positive choices and how they can lead to happiness * Recognise, name, manage, express feelings in a positive way * Know how to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and others’ feelings * Recognise and communicate feelings to others * Recognise, name and deal with their feelings in a positive way * Learn to take part in discussions with one other person and the whole class * Understand that it is important to share their opinions and to be able to explain their views * Learn to listen to other people and play and work co-operatively |

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| **Additional 3D PSHE Lessons** | |
| **Pathfinders 1 / Year 1** | |
| **Spring 1**  **HEALTHY LIFESTYLES**  **Concepts**   * Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing * Learn to eradicate germs and the spread of diseases by washing hands * Importance of maintaining personal hygiene * Understand how germs spread infections and diseases * Learn about where vegetables and fruit grow * Understand the social aspects of eating food together * Know that making good choices about food will improve their health and well-being * Know what constitutes a healthy diet (including understanding calories and other nutritional content) * Understand the need for protein as part of a balanced diet * Recognise which types of food are healthy * Know how to make simple life choices that improve their health and wellbeing * Know the principles of planning and preparing a range of healthy meals * Apply their knowledge of healthy eating to plan a menu for a themed party * Know the characteristics and mental and physical benefits of an active lifestyle * Understand the need for physical activity to keep healthy * Learn to work as a team to solve a simple challenge * Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs | **Spring 2**  **BULLYING / KEEPING SAFE**  **Concepts**   * Know about different types if bullying, the impact of bullying, responsibilities of bystanders and how to get help * Learn about bullies and bullying behaviour * Understand that bullying is wrong * Understand that name calling is hurtful and avoidable * Take part in discussions with the whole class * Recognise how their behaviour affects other people * Understand what is and what is not bullying * Learn about the difference between secrets and surprises * Understanding when not to keep adults’ secrets * Understanding that is acceptable to say ‘no’ * Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online) * Learn about who to go to for help and advice |

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| **Additional 3D PSHE Lessons** | |
| **Pathfinders 1 / Year 1** | |
| **Summer 1**  **FAMILIES AND FRIENDS / CARING AND SHARING**  **Concepts**   * Recognise what is kind and unkind behaviour * Understand that family and friends should care for each other * Know that families are important for children growing up because they can give love, security and stability * Recognise that family and friends should care for each other * Identify special people and what makes them special * Understand that people and other living things have needs and that they have responsibilities to meet them * Learn about responsibility to others * Understand the concept of ‘borrowing’ * Show responsibility to others * Understand the importance of sharing * Know that everyone has a responsibility to consider the needs of others | **Summer 2**  **KEEPING SAFE / MONEY AND FINANCE**  **Concepts**   * Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer * To understand the importance of sun safety * To know how to keep safe in the sun * Learn rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe * Develop an awareness of the Green Cross Code * Understand where money comes from * Recognise notes and coins * Understand the role of money in our society * Understand why it is important to keep money safe |

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| **Additional 3D PSHE Lessons** | |
| **Pathfinders 2 / Year 2** | |
| **Autumn 1**  **FAMILY AND FRIENDS / COMMUNITIES**  **Concepts**   * Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs * Learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships * Learn about the importance of sharing as part of friendship and kindness * Recognise what is fair and unfair * Learn to take part in discussions with the whole class * Understand our role in the class community * How to contribute to the life of the classroom * Understand that they belong to various groups and communities * Develop a sense of belonging in the wider community * Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know | **Autumn 2**  **COOPERATION / EMOTIONS**  **Concepts**   * Understand the difference between right and wrong * Understand that all actions have consequences * To take responsibility for our actions * Learn from experiences * Think about themselves, learn from experiences and recognise what they are good at * Recognise choices that they can make and value their achievements * How to set simple goals and targets for themselves * Recognise the importance of listening to other people * Understand the importance of being able to work cooperatively * Understand the concept of negotiation * Understand the importance of being able to work and play cooperatively * To take part in a simple debate about topical issues * Communicate their feelings to others * Share opinions and explain their views * Listen to other people and work cooperatively |

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| **Additional 3D PSHE Lessons** | |
| **Pathfinders 2 / Year 2** | |
| **Spring 1**  **HYGIENE**  **Concepts**   * Learn about the importance of and reasons for bathing and showering * Understand the importance of maintaining personal hygiene * Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist * Learn about the importance of effective teeth cleaning and good dental hygiene * Know about the importance of a healthy lifestyle * Learn how to take care of teeth, in addition to brushing * Understand the importance of dental hygiene * Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth-decay) and other behaviours (e.g. the impact of alcohol on diet or health) * Find out which foods are good for us * Understand the importance of a healthy lifestyle, including dental hygiene * Learn about the importance of medicine safety * Know that all household products, including medicines, can be harmful if not used properly | **Spring 2**  **GROWING AND CHANGING**  **Concepts**   * Identify and respect similarities and differences between boys and girls * Learn about the process of growing from young to old * Learn the names for different parts of the body * Recognise similarities and differences based on gender * Learn about the physical changes in our bodies as we grow * Understand emotional changes as we grow up * Know that they have rights over their own bodies * Learn about how our needs change and grow as we develop * Understand how muscles work * Learn to make simple choices that improve their health and well-being * Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests * Know the importance of building regular exercise into daily and weekly routines and how to achieve this * Know the importance of physical activity and rest as part of a balanced, healthy lifestyle |

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| **Additional 3D PSHE Lessons** | |
| **Pathfinders 2 / Year 2** | |
| **Summer 1**  **BULLYING AND FAIRNESS / COMMUNITIES**  **Concepts**   * Know how to ask for advice or help for themselves or others, to keep trying until they are heard * Know about different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help * Understand who can help if someone is affected by bullying * Understand that there are different types of bullying, that bullying is wrong and how to get help to deal with bullying * Understand that family and friends should care for each other * Learn strategies to cope with unfair teasing * Understand that there are different types of teasing and bullying * Understand the role of the local community * Develop a strong relationship within the local community * Understand the importance of shared responsibility within all communities * Learn to be responsible for our actions * Learn to be responsible for another living thing | **Summer 2**  **HEALTHY LIFESTYLES / MONEY AND FINANCE**  **Concepts**   * Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations * Learn about a range of different feelings and emotions * Understand that it is acceptable to feel a range of emotions * Learn about the importance of love * Recognise, name and manage their feelings in a positive way * Understand and be aware of the different ways to show sadness * Understand about coping with change and loss * Understand the importance of managing money carefully * Understand the importance of choices and spending money wisely * Gain a basic understanding of enterprise |

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| **Key Vocabulary** | | | | | | | | | | | |
| **Happily Ever After** | | | **Light Up The World** | | | **Come Fly With Me! Arctic Circle** | | | **Land Ahoy** | | |
| bully  hurt  feelings  name calling  bullying  cyber bullying | teasing  embarrassed  unkind  help  trust  adult | accident  negative behaviour  positive | sun safety  cover  slop  hat  shade  emotions | face  expressions  mood  angry  scared  manage | loss  change  share | food  diet  balance  healthy  Omega 3  nutrients | vegetarian  vegan  friends  connections  good friend  bad friend | sharing  language  say hello  greeting | rules  society  govern  expectations  responsibility  boundaries | guidelines  charter  right  wrong  fault  sharing |  |

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| **Key Vocabulary** | | | | | | | | | | | |
| **Unity in the Community** | | | **Inter-nation Media Station** | | | **Going Wild** | | | **Zero To Hero** | | |
| community  class  school  local  Green cross code | think  stop  look  listen  wait  arrive alive | belonging  inclusive  hobbies  clubs  uniform  team | fact  opinion  opinions  thoughts  debate  guidelines | internet safety  personal  information  private  stranger |  | human  body  body parts  gender  male  female | breasts  penis  exercise  physical  exertion  high intensity | heart rate | goals  aspirations  achievements  similarities  differences  boys | girls  stereotypes  gender equality |  |

**PATHFINDERS – Safe Zone**

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| **Safe Zone Skills Progression (Education for a Connected World skills)** | | | |
| **Pathfinders 1 / Year 1** | | **Pathfinders 2 / Year 2** | |
| **Self-Image and Identity** | **Online Relationships** | **Self-Image and Identity** | **Online Relationships** |
| I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.  I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help. | I can give examples of when I should ask permission to do something online and explain why this is important.  I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).  I can explain why it is important to be considerate and kind to people online and to respect their choices.  I can explain why things one person finds funny or sad online may not always be seen in the same way by others. | I can explain how other people may look and act differently online and offline.  If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help. | I can give examples of how someone might use technology to communicate with others they don’t also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).  I can explain who I should ask before sharing things about myself or others online.  I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.  I can explain why I have a right to say ‘no’ or ‘I will have to ask someone’. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don’t want to do.  I can identify who can help me if something happens online without my consent.  I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.  I can explain why I should always ask a trusted adult before clicking ‘yes’, ‘agree’ or ‘accept’ online. |
| **Online Reputation** | **Online Bullying** | **Online Reputation** | **Online Bullying** |
| I can recognise that information can stay online and could be copied.  I can describe what information I should not put online without asking a trusted adult first. | I can describe how to behave online in ways that do not upset others and can give examples. | I can explain how information put online about someone can last for a long time.  I can describe how anyone’s online information could be seen by others.  I know who to talk to if something has been put online without consent or if it is incorrect. | I can explain what bullying is, how people may bully others and how bullying can make someone feel.  I can explain why anyone who experiences bullying is not to blame.  I can talk about how anyone experiencing bullying can get help. |

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| **Safe Zone Skills Progression (Education for a Connected World skills)** | | | |
| **Pathfinders 1 / Year 1** | | **Pathfinders 2 / Year 2** | |
| **Managing Online Information** | **Health, Well-being and Lifestyle** | **Managing Online Information** | **Health, Well-being and Lifestyle** |
| I can give simple examples of how to find information using digital technologies, e.g. **search engines**, **voice activated searching**).  I know / understand that we can encounter a range of things online including things we like and don’t like as well as things which are real or make believe / a joke.  I know how to get help from a **trusted adult** if we see content that makes us feel sad, uncomfortable worried or frightened. | I can explain rules to keep myself safe when using technology both in and beyond the home. | I can use simple keywords in **search engines**.  I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).  I can explain what **voice activated searching** is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).  I can explain the difference between things that are imaginary, ‘made up’ or ‘make believe’ and things that are ‘true’ or ‘real’.  I can explain why some information I find online may not be real or true. | I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.  I can say how those rules / guides can help anyone accessing online technologies. |
| **Privacy and Security** | **Copyright and Ownership** | **Privacy and Security** | **Copyright and Ownership** |
| I can explain that passwords are used to protect information, accounts and devices.  I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).  I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. | I can explain why work I create using technology belongs to me.  I can say why it belongs to me (e.g. ‘I designed it’ or ‘I filmed it’’).  I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content).  I understand that work created by others does not belong to me even if I save a copy. | I can explain how passwords can be used to protect information, accounts and devices.  I can explain and give examples of what is meant by ‘private’ and ‘keeping things private’.  I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).  I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions). | I can recognise that content on the internet may belong to other people.  I can describe why other people’s work belongs to them. |

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| **Safe Zone Knowledge Progression (from Education for a Connected World)** | |
| **Pathfinders 1 / Year 1** | **Pathfinders 2 / Year 2** |
| **Lesson 1 – Copyright and Ownership**  In this lesson, using paint software children learn the basics of copyright and ownership. They learn to create a file, and how to save and open this file. They learn where the file goes when it is saved and who it belongs to.  **Key Vocabulary**  create, belong, own, file, save, open, file name, copyright, self, self-portrait, paint, software | **Lesson 1 – Self-Image and Identity**  In this lesson, children will begin to look at how people can present themselves online. They will analyse an email and try to build up a picture of the author’s identity. They will establish that people can make themselves seem different online than they are in real-life and explore the issues this can cause.  **Key Vocabulary**  honesty, kindness, identity, race, gender, online, offline, present, truthful, email |
| **Lesson 2 – Online Relationships & Privacy and Security**  In this lesson, as a class, children will link up with another school via email to explore the use of the internet to communicate and collaborate with others. Pupils further extend their knowledge on the safe sharing of information by discussing the level of detail they should include in their communication.  **Key Vocabulary**  friendship, communication, assessing risks, email, collaboration, contact, questions, safety |
| **Lesson 2 – Self-Image and Identity, Online Bullying & Online Relationships**  In this lesson, pupils learn about self-image and identity and look at how other people’s comments can make you feel. Children will explore how to give positive feedback and the impact their feedback can have on the person receiving it – whether this is online or in person.  **Key Vocabulary**  identity, empathy, unkind/kind, comments, sad, worried, uncomfortable, trusted adult, online, bullying | **Lesson 3 – Online Reputation**  In this lesson, children will develop an understanding of a digital footprint and online reputation, and how posting information online can be there a long time. They will discuss how difficult it is to take something back once it is online and their responsibility of building a good online reputation.  **Key Vocabulary**  reputation, online, post, create, content, image, responsibility, honesty, kindness |
| **Lesson 4 – Online Bullying**  In this lesson, children should understand the difference between making kind and unkind comments and the result of both. They review scenarios of different messages understand unkind/bullying behaviour, and how to deal with them.  **Key Vocabulary**  bullying, cyber-bullying, comments, pop-ups, app, messaging service, negative, positive, kindness, support, ask, trust |

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| **Safe Zone Knowledge Progression (from Education for a Connected World)** | |
| **Pathfinders 1 / Year 1** | **Pathfinders 2 / Year 2** |
| **Lesson 3 – Managing Online Information**  In this lesson, children begin to explore safe searching of the internet. They will use search engines to find definitions of words. They begin to explore assessing risk online, looking at YouTube, identifying things that may make them sad, worried, or uncomfortable, and how to deal with this appropriately.  **Key Vocabulary**  search, online, definition, risk, assess, Google, YouTube, videos, sad, worried, uncomfortable | **Lesson 5 – Managing Online Information**  In this lesson, children will use search engines and voice-activated technologies to search for information on the internet, developing a greater knowledge of safe, accurate searching. They will compare the two different methods, analysing similarities and differences, and pros and cons.  **Key Vocabulary**  search, internet, voice-activated, search result, accurate, clear, appropriate, research, information |
| **Lesson 6 – Copyright and Ownership**  In this lesson, children will use the research from their previous lesson to create a ‘webpage’ or information text about the subject they researched. They will develop their knowledge of copyright, and ensure they use the correct practices regarding copyright when creating their work.  **Key Vocabulary**  copyright, ownership, create, owner, content, facts, copy, reuse, quote |
| **Lesson 4 – Privacy and Security & Online Reputation**  In this lesson, children will explore privacy and security and the sharing of personal information. They will discuss which personal information is okay to share and who with, as well as looking at information that should be kept private. Children will begin to understand the importance of not sharing too much information online and offline, and how this can affect their safety.  **Key Vocabulary**  personal, private, information, privacy, security, adult, trust, access, stranger, online, safety, sharing |
| **Lesson 7 – Privacy and Security**  In this lesson, children will develop their understanding of passwords, why we have them, and why it is important to keep these safe and secure. Children will discuss which digital devices might need a password and they will discuss the importance of teachers being able to track what users do/access on their network.  **Key Vocabulary**  key, lock, secure, permission, password, safe, private, share, app, program, software, device, unique |

**ADVENTURERS – 3D PSHE**

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| **Skills Progression** | | |
| **PSHE Skills Adventurers 1 and 2 / Year 3 and 4** | | |
| **Personal Wellbeing Skills** | **Health and Wellbeing Skills (covers all phases)** | **Citizenship Skills** |
| PW6 Recognise what they are good at  PW7 Recognise, name and manage their feelings in a positive way  PW24 Recognise why people work  PW26 Recognise what infl­uences the choices people make about how money is spent  PW27 Reflect on the range of skills needed in different jobs  PW28 Suggest how they can contribute to a range of activities that help them to become more enterprising  PW29 Face new challenges positively and know when to seek help  PW30 Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements  PW31 Reflect on own mistakes and make amends  PW32 Talk about their views on issues that affect themselves and their class  PW33 Begin to make responsible choices and consider consequences  PW34 Develop strategies for managing and controlling strong feelings and emotions  PW35 Show awareness of changes that take place as they grow  PW37 Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle  PW38 Extend strategies to cope with risky situations  PW39 Behave safely and responsibility in different situations  PW40 Follow school rules about health and safety and know where to get help  PW41 Begin to make informed lifestyle choices  PW42 Identify strategies to respond to negative behaviour constructively and ask for help  PW44 Empathise with another viewpoint  PW45 Form and maintain appropriate relationships with a range of different people  PW52 Talk, write and explain their views on issues that affect the wider environment  PW65 Recognise how new relationships may develop | HW1 Know how to keep safe and how and where to get help  HW2 Recognise right and wrong, what is fair and unfair and explain why  HW3 Recognise how attitude and behaviour, including bullying, may affect others  HW4 Recognise and respect similarities and differences between people  HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help  HW6 Recognise and manage risk in everyday activities  HW7 Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying recognising, taking and managing risk  HW8 Recognise stereotyping and discrimination  HW9 Recognise their strengths and how they can contribute to different groups  HW10 Recognise the factors influencing opinion and choice, including the media  HW11 Recognise how their behaviour and that of others may influence people both positively and negatively  HW12 Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health  HW13 Listen to and show consideration for other people’s views  HW14 Identify and talk about their own and others’ strengths and weaknesses and how to improve  HW15 Listen to, reflect on and respect other people’s views and feelings  HW16 Negotiate and present their own views  HW17 Self-assess, understanding how this will help their future actions  HW18 Work and play independently and in groups, showing sensitivity to others  HW19 Use strategies to stay safe when using ICT and the internet  HW20 Work independently and in groups, taking on different roles and collaborating towards common goals  HW21 Use ICT safely including keeping electronic data secure | Ci5 Work co-operatively, showing fairness and consideration to others  Ci8 Show awareness of issues affecting communities and groups  Ci9 Recognise the need to take responsibility for actions  Ci10 Identify the difference between needs and wants  Ci11 Identify and understand why laws are made and how they are applied justly  Ci12 Recognise the importance of local organisations in providing for the needs of the local community  Ci13 Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally  Ci14 Reflect on the impact of people’s actions on others and the environment  Ci15 Work co-operatively, showing fairness and consideration to others  Ci16 Make decisions, giving consideration to the impact they may have on others  Ci24 Work collaboratively towards common goals  Ci25 Reach agreements, make decisions and manage discussions to achieve positive results |

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| **Skills Progression continued…** | | |
| **PSHE Skills Adventurers 1 and 2 / Year 3 and 4** | | |
| **Personal Wellbeing Skills** | **Health and Wellbeing Skills (covers all phases)** | **Citizenship Skills** |
|  | HW22 Take the lead, prioritise actions and work independently and collaboratively towards goals  HW23 Set goals, prioritise and manage time and resources, understanding how this will help their future actions  HW24 Challenge stereotyping and discrimination  HW25 Manage risk in everyday activities  HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency  HW27 Use ICT safely including using software features and settings  HW28 Respond to challenges, including recognising, taking and managing risk |  |

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| **LMTW Thematic PSHE Knowledge Progression** | |
| **Adventurers 1 / Y3** | **Adventurers 2 / Y4** |
| **Come Fly With Me! Africa**  In this unit, pupils focus on food, where it comes from and the importance of a balanced diet. They will initially discuss whether an ingredient or food stuff in plant based or comes from an animal, using the context of pizza toppings. They will learn about the major food groups and the importance of having a plate with as many varieties of these as possible. They will explore the concept of a balanced diet where things need to be eaten in moderation to stay healthy. They will then move onto looking at community and the variety of backgrounds, ethnicities and cultures in their community and then explore a community different to their own. Finally, pupils will touch briefly upon the issue of poaching and how this is an issue across Africa.  **Concepts**   * Know about and understand the function of different food groups for a balanced diet * Understand that we need to protect and care for animals * Know where different foods come from * Understand why it is important to be part of a community | **A World of Difference**  Pupils will explore their cultural and religious differences and similarities in this unit. They will discuss the term ‘ diversity’ and how a diverse community can be very important to building tolerance and understanding between people of different backgrounds. They will then use their learning on the different religions to discuss similarities and differences between them.  **Concepts**  • Understand the term ’diversity’ and appreciate diversity within school • Learn about the need for tolerance for those who are different from us  • Understand and appreciate the range of different cultures and religions represented within school • Learn about the need for tolerance for those of different faiths and beliefs |
| **That’s All, Folks!**  PSHE in That’s All Folks focuses on setting targets/goals and recognising personal strengths and weaknesses in order to set reasonable and achievable targets. Pupils will identify what they consider to be their strengths and then the things that they consider themselves not to be so good at. They will then discuss what they would like to achieve in the future and look at setting some goals that might help them to achieve their dreams. They will also look at setting themselves some short term goals that are achievable and identify some people who have done things that may seem impossible but through targets and hard work have achieved their goals.  **Concepts**   * Know how to set realistic targets * Understand that everyone has different strengths and weaknesses * Understand how to break down the steps needed to achieve a goal | **Cry Freedom**  Pupils will explore the concept of diversity and how having a diverse classroom and community we can find out so much more about one another and have a much greater level of tolerance. In this unit, pupils will also focus on the topic of child labour and discuss how and why children are used for work, usually in very dangerous places for very little pay. They will look at charities and organisations that are working globally to eliminate child labour and provide greater levels of education so that children can go on to find better, more well paid jobs as adults.  **Concepts**  • Understand the term ’diversity’ and appreciate diversity within school • Learn about the need for tolerance for those who are different from us  • Know what child labour is • Understand some of the causes and consequences • Know some of the ways that we can help to eliminate child labour |

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| **LMTW Thematic PSHE Knowledge Progression** | |
| **Adventurers 1 / Y3** | **Adventurers 2 / Y4** |
| **Athens v Sparta**  In this unit, pupils will revisit the topic of bullying and acting unkindly towards others and why this may occur. It may be due to frustration with that other person and them not listening or helping. Pupils will look at how listening, acknowledging and working with others can help them to achieve a common goal much faster and that it is important not to give up when working in group because each person has an important role to play. Pupils will discover that persistence can have negative affects especially when it comes to name-calling and other bullying behaviours.  **Concepts**   * Understand why it is important to work collaboratively * Understand the terms ‘resilience’ and ‘persistence’ and why these character traits are important * Know how to recognise the difference between isolated hostile incidents and bullying * Understand why it is important to listen to others * Know how to recognise bullying behaviour | **Law and Order**  Pupils will revisit the importance of rules and responsibility in this unit, They will explore it through the context of taking responsibility for the learning done in their classroom. Pupils will need to work together in pairs to create a short learning experience for their classmates which will include planning to ensure that each sensory area of learning is covered and that classroom rules and standards of behaviour are maintained. They will be filmed and be given the opportunity to look back at their teaching and critique themselves.  **Concepts**   * Understand why rules are needed in different situations * Recognise that rules may need to be changed * Understand why it is important to plan ahead and think of potential consequences as a result of their actions * Understand why it is important to behave responsibly * Recognise that actions have consequences |
| **Under the Canopy**  PSHE in Under The Canopy focuses on family units, relationships and the feelings surrounding losing and finding things. Pupils will explore how some children can live between two homes or have more than one mum or dad. They will see that family units can differ significantly and regardless of how families are set up, the feelings of love, care and support should be the same. They will also look at how we are connected to groups of people outside of our families and how these connections can provide care and support. Pupils will read stories about losing and finding important things and how this can make us feel.  **Concepts**   * To know and understand how the make-up of family units can differ * Understand how we are all connected by our similarities * Understand that family units can be different and can sometimes change | **Lightning Speed**  In this unit, pupils will look more closely at online safety and protecting themselves online. They will discuss why it is important to keep personal and secret information to themselves and how to make sensible choices about who they communicate with and sites they access online. Pupils will have the opportunity to talk about social media and how it can be used for good things but it does have risks associated with it and they need to be aware of these. Age restrictions and rules around online gaming and social media sites will be addressed.  **Concepts**   * To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them * To begin to make responsible choices and consider consequences * To use ICT safely including keeping electronic data secure * To use ICT safely including using software features and settings * To know why social media, some computer games and online gaming, for example, are age restricted |

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| **LMTW Thematic PSHE Knowledge Progression** | |
| **Adventurers 1 / Y3** | **Adventurers 2 / Y4** |
|  | **Picture Our Planet**  Pupils will look at the value of money and how they manage their money if they had a large amount to spend. They will discuss the importance of knowing how to manage their money and base their spending and saving on needs vs wants criteria. They will create a plan for a new playground but will need to stick to a strict budget and learn how to show costings in order to fit with their given budget.  **Concepts**   * Learn about and re­flect on their own spending habits / choices * Understand why financial management and planning is important from a young age |

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| **Additional 3D PSHE Lessons** | |
| **Adventurers 1 / Year 3** | |
| **Autumn 1**  **E-SAFETY / RULES AND RESPONSIBILITIES**  **Concepts**   * Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them * Know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe * Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private * Understand why rules are needed in different situations * Recognise the rules may need to be changed * Understand why it is important to plan ahead and think of potential consequences as a result of their actions * Understand why it is important to behave responsibility * Recognise that actions have consequences | **Autumn 2**  **HEALTHY RELATIONSHIPS / EMOTIONS**  **Concepts**   * Know and understand the features of a good friend * Understand why it is important to be positive in relationships with others * Know how important friendships are in making us feel happy and secure, and how people choose and make friends Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded * Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right * Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) * Know and understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties * Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings |
| **Spring 1**  **HEALTH**  **Concepts**   * Know that mental wellbeing is a normal part of daily life, in the same way as physical health * Know and understand the difference between the terms physical, emotional and mental * Become more self-aware * Understand why setting goals is important * Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn | **Spring 2**  **COMMUNICATION / DIVERSITY**  **Concepts**   * Recognise that there are many ways to communicate * Understand the need to communicate clearly * Understand why it is important to listen to others * Understand why it is important to be part of a community |

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| **Additional 3D PSHE Lessons** | |
| **Adventurers 1 / Year 3** | |
| **Summer 1**  **GROWING AND CHANGING / FIRST AID**  **Concepts**   * Understand that the rate at which we grow differs from person to person * Know and understand how to look after our teeth * Understand what happens when we lose teeth as we grow up and why this happens * Know how to make a clear and effi­cient call to emergency services if necessary | **Summer 2**  **HEALTHY LIFESTYLES / COLLABORATION**  **Concepts**   * Understand the meaning of the word ‘healthy’ * Know the risks associated with an inactive lifestyle (including obesity) * Know the recommended guidelines for physical activity and understand the reasons for these * Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness * Understand why it is important to listen to others * Understand why it is important to work collaboratively * Know how to identify ways to improve the environment * Know how to spot problems and find ways of dealing with them |

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| **Additional 3D PSHE Lessons** | |
| **Adventurers 2 / Year 4** | |
| **Autumn 1**  **E-SAFETY / STEREOTYPING**  **Concepts**   * To use ICT safely including using software features and settings * Know how information and data is shared and used online * Know that for most people the internet is an integral part of life and has many benefits * Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing * To know why social media, some computer games and online gaming, for example, are age restricted * To know where and how to report concerns and get support with issues online * Know what a stereotype is, and how stereotypes can be unfair, negative or destructive * Know and understand the terms ‘discrimination’ and ‘stereotype’ * Challenge stereotypes relating to work and gender | **Autumn 2**  **BULLYING**  **Concepts**   * Know how to recognise the difference between isolated hostile incidents and bullying * Understand what self-esteem is and why it is important * Know how to communicate their opinions in a group setting * Understand the ‘resilience’ and ‘persistence’ and why these character traits are important * Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help * Know how to recognise bullying behaviour * Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate |
| **Spring 1**  **NUTRITION AND FOOD**  **Concepts**   * Know what constitutes a healthy diet (including understanding calories and other nutritional content * Know where different foods come from * Know about and understand the function of different food groups for a balanced diet * Know the principles of planning and preparing a range of healthy meals * Learn to prepare and cook a variety of dishes | **Spring 2**  **COMMUNICATION / EMOTIONS**  **Concepts**   * Understand why it is important to listen to others * Know how to communicate their opinions in a group setting * Know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support * Know that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care * Understand that family units can be different and can sometimes change |

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| **Additional 3D PSHE Lessons** | |
| **Adventurers 2 / Year 4** | |
| **Summer 1**  **ASPIRATIONS**  **Concepts**   * Understand that everyone has different strengths and weaknesses * Learn about the importance of self-respect and how this links to their own happiness * Know how to set realistic targets * Understand how to break down the steps needed to achieve a goal | **Summer 2**  **SIMILARITIES AND DIFFERENCES / ECONOMIC AWARENESS**  **Concepts**   * Understand how we are all connected by our similarities * Know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up * Know and understand how the make-up of family units can differ * Understand and appreciate the range of different cultures and religions represented within school * Learn about the need for tolerance for those of different faiths and beliefs * Know what a stereotype is, and how stereotypes can be unfair, negative or destructive * Understand the term ’diversity’ and appreciate diversity within school * Learn about the need for tolerance for those who are different from us * Learn about and reflect on their own spending habits / choices * Understand why financial management and planning is important from a young age |

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| **Key Vocabulary** | | | | | | | | | | | |
| **Come Fly With Me! Africa** | | | **A World Of Difference** | | | **That’s All Folks** | | | **Cry Freedom** | | |
| plant  animal  protein  carbohydrate  vitamin  fats | balanced  diet  nutrition  healthy lifestyle  community | ethnicity  cultural  poaching  ivory | diversity  stereotyping  discrimination  strengths  differences  representation | religion  beliefs  afterlife |  | strengths  weaknesses  talent  target  goal  aim | work ethic  dream  aspiration |  | diversity  discrimination  stereotyping  celebration  strengths  child labour | dangerous jobs  UNICEF |  |

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| **Key Vocabulary** | | | | | | | | | | | |
| **Athens Vs Sparta** | | | **Law and Order** | | | **Under The Canopy** | | | **Lightning Speed** | | |
| collaboration  group work  teamwork  share  listen  group roles | self-evaluation  resilience  persistence  frustration  bullying  react | negative  positive | rules  responsibility  expectations  planning  visual  auditory | kinaesthetic  outcomes  teach  reflect  behaviour |  | lost  missing  empathise  separation  found  family tree | relationships  family unit  adopted  fostered  parents  carers | connection  similarities  family change | online safety  E-safety  privacy  personal information  secret | choices  social media  gaming  age limits  hacking |  |

**ADVENTURERS – Safe Zone**

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| **Safe Zone Skills Progression (Education for a Connected World skills)** | | | |
| **Adventurers 1 / Year 3** | | **Adventurers 2 / Year 4** | |
| **Self-Image and Identity** | **Online Relationships** | **Self-Image and Identity** | **Online Relationships** |
| I can explain what is meant by the term ‘identity’.  I can explain how people can represent themselves in different ways online.  I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an **avatar**; social media) and why. | I can describe ways people who have similar likes and interests can get together online.  I can explain what it means to ‘know someone’ online and why this might be different from knowing someone offline.  I can explain what is meant by ‘trusting someone online’, why this is different from ‘liking someone online’, and why it is important to be careful about who to trust online including what information and content they are trusted with.  I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.  I can explain how someone’s feelings can be hurt by what is said or written online.  I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos. | I can explain how my online identity can be different to my offline identity.  I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.  I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. | I can describe strategies for safe and fun experiences in a range of online social environments (e.g. **livestreaming**, gaming platforms).  I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.  I can explain how content shared online may feel unimportant to one person but may be important to other people’s thoughts feelings and beliefs. |
| **Online Reputation** | **Online Bullying** | **Online Reputation** | **Online Bullying** |
| I can explain how to search for information about others online.  I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.  I can explain who someone can ask if they are unsure about putting something online. | I can describe appropriate ways to behave towards other people online and why this is important.  I can give examples of how bullying behaviour could appear online and how someone can get support. | I can describe how to find out information about others by searching online.  I can explain ways that some of the information about anyone online could have been created, copied or shared by others. | I can recognise when someone is upset, hurt or angry online.  I can describe ways people can be bullied through a range of media (e.g. image, video, text, **chat**).  I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). |

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| **Safe Zone Skills Progression (Education for a Connected World skills)** | | | |
| **Adventurers 1 / Year 3** | | **Adventurers 2 / Year 4** | |
| **Managing Online Information** | **Health, Well-being and Lifestyle** | **Managing Online Information** | **Health, Well-being and Lifestyle** |
| I can demonstrate how to use key phrases in search engines to gather accurate information online.  I can explain what **autocomplete** is and how to choose the best suggestion.  I can explain how the internet can be used to sell and buy things.  I can explain the difference between a ‘belief’, an ‘opinion’ and a ‘fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.  I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).  I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. | I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).  I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites). | I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.  I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).  I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; **in-app purchases**, **pop-ups**) and can recognise some of these when they appear online.  I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.  I can explain that technology can be designed to act like or impersonate living things (e.g. **bots**) and describe what the benefits and the risks might be.  I can explain what is meant by **fake news** e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn’t. | I can explain how using technology can be a distraction from other things, in both a positive and negative way.  I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time. |

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| **Safe Zone Skills Progression (Education for a Connected World skills)** | | | |
| **Adventurers 1 / Year 3** | | **Adventurers 2 / Year 4** | |
| **Privacy and Security** | **Copyright and Ownership** | **Privacy and Security** | **Copyright and Ownership** |
| I can describe simple strategies for creating and keeping passwords private.  I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.  I can describe how connected devices can collect and share anyone’s information with others.  I can describe how connected devices can collect and share anyone’s information with others. | I can explain why copying someone else’s work from the internet without permission isn’t fair and can explain what problems this might cause. | I can describe strategies for keeping personal information private, depending on context.  I can explain that internet use is never fully private and is monitored, e.g. adult supervision.  I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.  I know what the **digital age of consent** is and the impact this has on online services asking for consent. | When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.  I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images. |

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| **Safe Zone Knowledge Progression (from Education for a Connected World)** | |
| **Adventurers 1 / Year 3** | **Adventurers 2 / Year 4** |
| **Lesson 1 – Self-Image and Identity**  **Mission:**  **To create a new identity card to access the Safe Zone and to create an avatar for online presence.**  This is the first lesson of the Year 3 Safe Zone where children are introduced to the Safe Zone and become Cadets for the year. In this lesson, children learn about online identity and why is important to keep their identity safe online. To protect their identity online, children create their own avatars and fill in identity passes.  **Key Vocabulary**  identity, avatar, safety, security, presence, breach, represent, change | **Lesson 1 – Online Relationships & Online Bullying**  **Mission:**  **To understand downtime and how we should behave during it**  This is the first lesson of the Year 4 Safe Zone where children take on the role of Lieutenant for the year. In this lesson, children look at their ‘downtime’. They discuss activities they like to do in their spare time online, the difficulties they could face, and how they should conduct themselves.  **Key Vocabulary**  downtime, hobbies, precautions, strangers, live-stream, friend request, add, connection |
| **Lesson 2 – Online Relationships & Online Bullying**  **Mission:**  **Part 1 - To create or update an online forum linked to the school website that shares class news and pupils’ interests.**  **Part 2 - To understand cyber-bullying and offer advice on how to deal with it.**  This lesson is split into two parts but could also be an ongoing task that can be regularly revisited. Children will need some teaching around how to use any online space chosen by individual schools. They will learn about how we should conduct ourselves when communicating online and create a class charter to work towards. Children will also discuss cyber-bullying and discuss how to deal with this.  **Key Vocabulary**  communication, online, website, platform, chat, post, comment, bullying, advice, conversation | **Lesson 2 – Health, Well-being and Lifestyle**  **Mission:**  **To reflect on screen time and what you access online**  In this lesson, children look at the distraction technology can be, from both a positive and negative view. Children will learn about the daily recommended screen time limits and discuss whether they think this is suitable. They will discuss different scenarios around technology as a distraction and decide whether their use is healthy by filling in a Personal Technology Audit.  **Key Vocabulary**  distraction, focus, concentration, engrossed, limit, screen time, technology, audit |
| **Lesson 3 – Online Reputation & Managing Online Information**  **Mission:**  **To ensure personal information shared online is limited and navigate using a search engine with precision and skill in order to gain relevant information quickly.**  In this lesson, children will review their digital footprint to understand what they share online (or what others have shared about them). They then learn about the validity of information on the internet, by being sent the ruse of a fake website. Children will learn the acronym CHASERS to guide them with safe internet searching.  **Key Vocabulary**  Digital footprint, share, consent, reputation, validity, trust, accuracy, belief, fact, opinion, CHASERS | **Lesson 3 – Online Reputation & Managing Online Information**  **Mission:**  **To question the validity of online sources of information**  In this lesson, children will extend their knowledge of safe searching of the internet by being shown another fake website. This time, they use the Knowledge CHASERS acronym from Year 3 to see if they can check the validity of the information for themselves. They will begin to understand the terms ‘fake news’ and ‘misinformation’ and the reasons people might post these.  **Key Vocabulary**  fake news, misinformation, fictional, factual, discerning, accuracy, impersonate, informal, formal |

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| **Safe Zone Knowledge Progression (from Education for a Connected World)** | |
| **Adventurers 1 / Year 3** | **Adventurers 2 / Year 4** |
| **Lesson 4 – Health, Well-being and Lifestyle**  **Mission:**  **To complete a reflective assessment of your current computing usage and activity.**  In this lesson, children will review their usage of digital devices and set targets for the future. Children will complete ‘Health and Well-being assessments’ by answering questions about their usage of digital devices. This lesson should enable children to be more aware of how they spend their time online.  **Key Vocabulary**  screen time, usage, blue light, impact, restrictions, emotions, rage quit, audit, questionnaire | **Lesson 4 – Self-Image and Identity**  **Mission:**  **To review online identity.**  In this lesson, children will explore the difference between online and offline identities. They will look at sample social media accounts and evaluate whether the example accounts are behaving correctly or not. They will begin to understand the term impersonation and explore the reasons behind why this happens.  **Key Vocabulary**  violation, protocol, identity, impersonation, pretend, public, social media, implications |
| **Lesson 5 – Privacy and Security**  **Mission:**  **To understand the practice of creating passwords for online files and identifying and generating good passwords.**  In this lesson, children develop their knowledge of passwords and why they are important. Children will be able to identify what makes a good password and they will learn to create passwords of their own. They will understand good practice in terms of passwords e.g. changing them regularly and not sharing them with others.  **Key Vocabulary**  password, strong, special character, thumbprint, retina, face/ voice recognition, share, secure | **Lesson 5 – Copyright and Ownership**  **Mission:**  **To create an online portfolio being aware of copyright and ownership.**  In this lesson, children will build upon their knowledge of copyright and ownership and use this to create an online portfolio application for the role of Captain of the Safe Zone. Children will use the internet safely and discerningly to find images they are able to reuse, being aware of copyright licenses whilst doing so.  **Key Vocabulary**  portfolio, application, reuse, digital content, sources, Google Sites, Microsoft Sway, information, publish, privacy settings |
| **Lesson 6 – Copyright and Ownership**  **Mission:**  **To understand that work can be easily copied online and to consider the information I share.**  In this final lesson in Year 3, children progress from Cadets to Lieutenants. Children will learn that work can be easily copied online, but that it is not always right to do so. They should learn when it is okay to share content created by others and children will develop their knowledge of copyright and ownership by finding free-to-use images that they can use in their work.  **Key Vocabulary**  copy, ownership, free to use, license, copyright, purchase, infringement, legal action | **Lesson 6 – Privacy and Security**  **Mission:**  **To create an online portfolio being aware of copyright and ownership.**  In this lesson, children will build upon their knowledge of copyright and ownership and use this to create an online portfolio application for the role of Captain of the Safe Zone. Children will use the internet safely and discerningly to find images they are able to reuse, being aware of copyright licenses whilst doing so.  **Key Vocabulary**  portfolio, application, reuse, digital content, sources, Google Sites, Microsoft Sway, information, publish, privacy settings |

**NAVIGATORS – 3D PSHE**

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| **Skills Progression** | | |
| **PSHE Skills Navigators 1 and 2 / Year 5 and 6** | | |
| **Personal Wellbeing Skills** | **Health and Wellbeing Skills (covers all phases)** | **Citizenship Skills** |
| PW30 Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements PW35 Show awareness of changes that take place as they grow  PW37 Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle  PW41 Begin to make informed lifestyle choices  PW43 Understand the nature and consequences of negative behaviours such as bullying, aggressiveness  PW46 Identify the skills they need to develop to make their own contribution in the working world in the future  PW47 Recognise how people manage money and learn about basic financial capability PW48 Make connections between their learning, the world of work and their future economic wellbeing  PW49 Look after their money and realise that future wants, and needs may be met through saving PW50 Show initiative and take responsibility for activities that develop enterprise capability  PW51 Recognise that people can feel alone and misunderstood and learn how to give appropriate support  PW52 Talk, write and explain their views on issues that affect the wider environment  PW53 Reflect on how to deal with feelings about themselves, their family and others in a positive way  PW54 Begin to set personal goals  PW55 Take action based on responsible choices PW56 Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures | HW2 Recognise right and wrong, what is fair and unfair and explain why  HW4 Recognise and respect similarities and differences between people  HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help  HW7 Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying  HW8 Recognise stereotyping and discrimination  HW9 Recognise their strengths and how they can contribute to different groups  HW10 Recognise the factors influencing opinion and choice, including the media  HW11 Recognise how their behaviour and that of others may influence people both positively and negatively  HW13 Listen to and show consideration for other people’s views  HW14 Identify and talk about their own and others’ strengths and weaknesses and how to improve  HW15 Listen to, reflect on and respect other people’s views and feelings  HW16 Negotiate and present their own views  HW17 Self-assess, understanding how this will help their future actions  HW18 Work and play independently and in groups, showing sensitivity to others  HW20 Work independently and in groups, taking on different roles and collaborating towards common goals  HW22 Take the lead, prioritise actions and work independently and collaboratively towards goals  HW23 Set goals, prioritise and manage time and resources, understanding how this will help their future actions  HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency  HW28 Respond to challenges, including recognising, taking and managing risk | Ci2 Recognise the difference between right and wrong and what is fair and unfair  Ci10 Identify the difference between needs and wants  Ci15 Work co-operatively, showing fairness and consideration to others  Ci17 Recognise how rights need to be balanced against responsibilities in order to protect individuals and communities from injustice  Ci18 Recognise that communities and the people within them are diverse, changing and interconnected  Ci19 Recognise that people’s basic needs are the same around the world, discussing why some societies are more able to meet these needs than others  Ci20 Identify different forms of discrimination against people in societies Ci21 Discuss how people can live and work together to benefit their communities  Ci23 Consider the main features of a democracy Ci24 Work collaboratively towards common goals  Ci25 Reach agreements, make decisions and manage discussions to achieve positive results  Ci26 Engage actively with democratic processes and address issues of concern to them through their actions and decision-making |

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| **Skills Progression continued…** | | |
| **PSHE Skills Navigators 1 and 2 / Year 5 and 6** | | |
| **Personal Wellbeing Skills** | **Health and Wellbeing Skills (covers all phases)** | **Citizenship Skills** |
| PW57 Identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends PW58 Recognise that when the body changes during puberty it can affect feelings and behaviour  PW59 Recognise when physical contact is acceptable and unacceptable  PW60 Understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene PW61 Take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle  PW62 Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs  PW63 Recognise that positive friendships and relationships can promote health and wellbeing  PW64 Identify how to find information and advice through help lines  PW65 Recognise how new relationships may develop  PW66 Reflect on the many different types of relationships that exist  PW67 Judge what kind of physical contact is acceptable or unacceptable in relationships PW68 Manage changing emotions and recognise how they can impact on relationships  PW69 Talk with a wide range of adults |  |  |

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| **LMTW Thematic PSHE Knowledge Progression** | |
| **Navigators 1 / Y5** | **Navigators 2 / Y6** |
| **Come Fly With Me! America**  Pupils will develop ways in which they can become better listeners and explore the importance of listening carefully to each other. They will share experiences of when they felt they weren’t listened to and how that made them feel. Pupils will discuss how not listening and understanding can lead to disputes across cultures and religious groups. This unit gives pupils the opportunity to plan an event that celebrates and represents cultural diversity. They will need to invite some press or have some media coverage and then reflect on the event afterwards.  **Concepts**   * Know and understand the importance of listening to others * Understand the role of the listener in any relationship * Recognise that there are many ways to communicate * Understand the need to both listen and speak when communicating with others * Understand the benefits of living in a diverse community and learn to celebrate diversity | **A World of Bright Ideas**  In this unit, pupils will combine their understanding and skills in working collaboratively to prepare and cook a menu together in small teams. They will need to consider two courses they will prepare and take note of the nutritional values of the dishes they make. Their meals will be critiqued and judged by their peers, using an agreed upon scoring system.  **Concepts**   * Know how to cook and apply the principles of nutrition and healthy eating * Prepare and cook with a variety of ingredients, using a range of cooking techniques |
| **Full of Beans**  Pupils will expand their understanding of finances in this unit. They will discover new vocabulary such as loan, tax, interest and discount and learn what it means to budget. They will discuss what is involved in basic financial planning and why it is important to be careful with their money. Pupils will share what they know about how money is made and consider the jobs they may want to do as adults to make money.  **Concepts**   * Know and understand financial terms such as loan, interest, tax and discount * Learn about budgeting and what it means to budget * Understand why financial management and planning is important from a young age * Know and understand financial terms such as loan, interest, tax and discount * Understand why aspirations are important in helping to plan for the future | **“I Have a Dream…”**  In ‘I Have A Dream’, pupils will explore the collaborative nature of a successful community. Pupils will work in teams to create a collaborative community which will require a set of rules or charter to define themselves. They will be given scenarios where the community may not be work as well as it should and they will discuss how the problems should be solved. Within in this unit, pupils will also tackle gender stereotyping when it comes to job roles and share with the class what makes their family unique by introducing some of their traditions and cultures.  **Concepts**   * Understand that there are many situations in which collaboration is necessary * Understand the need to develop teamwork skills * Recognise that there are many roles within a community * Understand the need to collaborate in a group situation * Learn about cultural differences and how diverse cultures can enhance societies * Learn about gender discrimination and its impact |

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| **LMTW Thematic PSHE Knowledge Progression** | |
| **Navigators 1 / Y5** | **Navigators 2 / Y6** |
|  | **Wars of the World**  In this unit, pupils will explore a number of tough topics. They will discuss the importance of showing resilience and courage when standing up for themselves and know that it is important not to always follow the crowd. They will move onto exploring the meanings of ‘extremism’ and ‘radicalisation’. They will share what they consider to be extreme reactions to fairly small events and explore how vulnerable people can be lead into listening to and taking part in extreme activities. This unit uses the events of September 11th 2001 to explain and teach about radicalisation and extremism and should be treated with sensitivity.  **Concepts**   * Understand the meaning and importance of resilience and courage * Recognise and know how to deal with situations involving peer pressure * Recognise the features of extremism * Identify why and how people are recruited into extremist activity * Identify some of the stereotypes relevant to extremism * Understand how extremism can lead to harm * Recognise extremism and radicalisation * Identify why and how people are recruited into radicalised activity * Identify some of the stereotypes relevant to radicalisation * Identify the risks faced in relation to extremist activity * Understand how they can lead to harm * Recognise extremism and radicalisation * Identify why and how people are recruited into radicalised activity * Identify some of the stereotypes relevant to extremism * Identify the risks faced in relation to extremist activity |

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| **Additional 3D PSHE Lessons** | |
| **Navigators 1 / Year 5** | |
| **Autumn 1**  **RULES AND RESPONSIBLITIES / HEALTH**  **Concepts**   * Understand why structure is needed in different situations * Understand the term ‘anarchy’ and understand the implications of living in an anarchic society * Know and understand the meaning of the following:- democracy, sovereignty, dictatorship, government, monarchy * Learn about organisations such as the United Nations * Understand the importance and significance of equal rights * Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous * Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met * Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health * Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking | **Autumn 2**  **EMOTIONS**  **Concepts**   * Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings * Know about and understand the cyclic nature of life and how death is an inevitable part of this cycle * Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed * Understand the need for empathy when peers are experiencing conflict at home * Understand the benefits of living in a diverse community and learn to celebrate diversity |
| **Spring 1**  **HEALTH / SAFETY**  **Concepts**   * Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes * Know the characteristics and mental and physical benefits of an active lifestyle * Understand the importance of making changes in adopting a more healthy lifestyle * Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking | **Spring 2**  **COMMUNICATION**  **Concepts**   * Know that mental wellbeing is a normal part of daily life, in the same way as physical health * Know about the basic synergy between physical, emotional and mental health * Know the importance of permission-seeking and giving in relationships with friends, peers and adults * Recognise that there are many different ways to communicate * Understand the need for confidentiality in certain situations * Know 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 * Know and understand the importance of listening to others * Understand the role of the listener in any relationship * Recognise that there are many ways to communicate * Understand the need to both listen and speak when communicating with others |

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| **Additional 3D PSHE Lessons** | |
| **Navigators 1 / Year 5** | |
| **Summer 1**  **NUTRITION AND FOOD / MENTAL WELLBEING**  **Concepts**   * Know what constitutes a healthy diet (including understanding calories and other nutritional content) * Know about the different food groups and their related importance as part of a balanced diet * Develop an awareness of their own dietary needs * Know the principles of planning and preparing a range of healthy meals * Know what constitutes a healthy diet (including understanding calories and other nutritional content) * Know how to cook and apply the principles of nutrition and healthy eating * Prepare and cook with a variety of ingredients, using a range of cooking techniques * Know that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact * Know about and understand the importance of touch in a range of contexts * Know the difference between appropriate and inappropriate touches * Know how to recognise and report feelings of being unsafe or feeling bad about any adult | **Summer 2**  **COLLABORATION / FIRST AID**  **Concepts**   * Understand that there are many situations in which collaboration is necessary * Understand the need to develop teamwork skills * Recognise that there are many roles within a community * Understand the need to collaborate in a group situation * Know concepts of basic first-aid, for example dealing with common injuries, including head injuries |

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| **Additional 3D PSHE Lessons** | |
| **Navigators 2 / Year 6** | |
| **Autumn 1**  **ASPIRATIONS**  **Concepts**   * Be able to reflect on past achievements * Recognise achievements of others as being worthwhile and important * To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted | **Autumn 2**  **SIMILARITIES AND DIFFERENCES**  **Concepts**   * Know the importance of self-respect and how this links to their own happiness * Learn about racial discrimination and its impact on societies, past and present * Know what a stereotype is, and how stereotypes can be unfair, negative or destructive * Learn about gender discrimination and its impact * Know the characteristics of healthy family life, commitment to each other, including in times of di­fficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives * Learn about the importance of family within different cultures |
| **Spring 1**  **HEALTH AND RELATIONSHIPS**  **Concepts**   * Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body * To know the facts and science relating to allergies, immunisation and vaccination * Know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong | **Spring 2**  **HEALTH AND RELATIONSHIPS**  **Concepts**   * To know how and when to seek support including which adults to speak to in school if they are worried about their health * To know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough * Know that mental wellbeing is a normal part of daily life, in the same way as physical health * Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing * Know that relationships can change as a result of growing up |
| **Summer 1**  **ECONOMIC AWARENESS**  **Concepts**   * Learn about budgeting and what it means to budget * Understand why financial management and planning is important from a young age * Know and understand financial terms such as loan, interest, tax and discount * Understand why aspirations are important in helping to plan for the future * Know and understand financial terms such as loan, interest, tax and discount | **Summer 2**  **MAKING MONEY**  **Concepts**   * Know and understand the principles of enterprise * Understand profit and loss * Know and understand the principles of charity work |

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| **Key Vocabulary** | | | | | | | | |
| **Come Fly With Me! America** | | | **A World of Bright Ideas** | | | **Full Of Beans** | | |
| listening  cross-cultural  understanding  ignored  reflection  UN | misinterpretation  misinformation  collaborating  planning  event |  | ingredient  teamwork  food invention  menu  success criteria | review  score |  | interest  budget  VAT  discount  percentage  financial | planning  value  tax  loan  salary |  |

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| **Key Vocabulary** | | | | | |
| **“I Have A Dream”** | | | **Wars of the World** | | |
| collaboration  roles  community  charter  culture  difference | festival  tradition  gender  stereotype  aspirations |  | vulnerable  extremism  resilience  radicalisation  courage  misinformation | parallel  extreme  terrorism  Ground Zero  World Trade Centre  internet |  |

**NAVIGATORS – Safe Zone**

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| **Safe Zone Skills Progression (Education for a Connected World skills)** | | | |
| **Navigators 1 / Year 5** | | **Navigators 2 / Year 6** | |
| **Self-Image and Identity** | **Online Relationships** | **Self-Image and Identity** | **Online Relationships** |
| I can explain how identity online can be copied, modified or altered.  I can demonstrate how to make responsible choices about having an online identity, depending on context. | I can give examples of technology-specific forms of communication (e.g. **emojis, memes and GIFs**).  I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my /our fault.  I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).  I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.  I can demonstrate how to support others (including those who are having difficulties) online. | I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.  I can describe issues online that could make anyone feel sad, worried, uncomfortable, or frightened. I know and can give examples of how to get help, both on and offline.  I can explain the importance of asking until I get the help needed. | I can explain how sharing something online may have an impact either positively or negatively.  I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.  I can describe how things shared privately online can have unintended consequences for others. e.g. **screen-grabs**.  I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. |
| **Online Reputation** | **Online Bullying** | **Online Reputation** | **Online Bullying** |
| I can search for information about an individual online and summarise the information found.  I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect. | I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.  I can describe how what one person perceives as playful joking and teasing (including **‘banter’**) might be experienced by others as bullying.  I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.  I can identify a range of ways to report concerns and access support both in school and at home about online bullying.  I can explain how to block abusive users.  I can describe the **helpline services** which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix). | I can explain the ways in which anyone can develop a positive online reputation.  I can explain strategies anyone can use to protect their ‘**digital personality**’ and online reputation, including degrees of **anonymity**. | I can describe how to capture bullying content as evidence (e.g. **screen-grab**, **URL**, **profile**) to share with others who can help me.  I can explain how someone would report online bullying in different contexts. |

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| **Safe Zone Skills Progression (Education for a Connected World skills)** | | | |
| **Navigators 1 / Year 5** | | **Navigators 2 / Year 6** | |
| **Managing Online Information** | **Health, Well-being and Lifestyle** | **Managing Online Information** | **Health, Well-being and Lifestyle** |
| I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I aim presented with e.g. voice-activated searching giving one result.  I can explain what is meant by ‘being **sceptical**’; I can give examples of when and why it is important to be ‘sceptical’.  I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.  I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.  I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, **pop-ups**, targeted ads.  I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by **vloggers**, **content creators**, **influencers**).  I can explain what is meant by the term ‘stereotype’, how ‘stereotypes’ are amplified and reinforced online, and why accepting ‘stereotypes’ may influence how people think about others.  I can describe how **fake news** may affect someone’s emotions and behaviour, and explain why this may be harmful.  I can explain what is meant by a ‘**hoax**’. I can explain why someone would need to think carefully before they share. | I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.  I can describe some strategies, tips or advice to promote health and well- being with regards to technology.  I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.  I can explain how and why some apps and games may request or take payment for additional content (e.g. **in-app purchases**, **loot boxes**) and explain the importance of seeking permission from a trusted adult before purchasing. | I can explain how search engines work and how results are selected and ranked.  I can explain how to use search technologies effectively.  I can describe how some online information can be opinion and can offer examples.  I can explain how and why some people may present ‘opinions’ as ‘facts’; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.  I can define the terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how someone might encounter these online (e.g. advertising and ‘**ad targeting**’ and targeting for **fake news**).  I understand the concept of **persuasive design** and how it can be used to influences peoples’ choices.  I can demonstrate how to analyse and evaluate the validity of ‘facts’ and information and I can explain why using these strategies are important.  I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.  I can describe the difference between on- line **misinformation** and **dis-information**.  I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).  I can identify, flag and report inappropriate content. | I can describe common systems that regulate age-related content (e.g. **PEGI**, **BBFC**, parental warnings) and describe their purpose.  I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.  I can recognise features of **persuasive design** and how they are used to keep users engaged (current and future use).  I can assess and action different strategies to limit the impact of technology on health (e.g. **night-shift mode**, regular breaks, correct posture, sleep, diet and exercise). |

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| **Safe Zone Skills Progression (Education for a Connected World skills)** | | | |
| **Navigators 1 / Year 5** | | **Navigators 2 / Year 6** | |
| **Privacy and Security** | **Copyright and Ownership** | **Privacy and Security** | **Copyright and Ownership** |
| I can explain what a **strong password** is and demonstrate how to create one.  I can explain how many free apps or services may read and share private information (e.g. friends, contacts, **likes**, images, videos, voice, messages, **geolocation**) with others.  I can explain what app permissions are and can give some examples. | I can assess and justify when it is acceptable to use the work of others.  I can give examples of content that is permitted to be reused and know how this content can be found online. | I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).  I can explain what to do if a password is shared, lost or stolen.  I can describe how and why people should keep their software and apps up to date, e.g. auto updates.  I can describe simple ways to increase privacy on apps and services that provide privacy settings.  I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. **scams**, **phishing**).  I know that online services have **terms and conditions** that govern their use. | I can demonstrate the use of search tools to find and access online content which can be reused by others.  I can demonstrate how to make references to and acknowledge sources I have used from the internet. |

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| **End Goals** |
| **Explorers / EYFS** |
| Our aim in teaching PSHE in Explorers is to begin to develop pupils’ self-awareness as individuals and their place in their class environment. Pupils should be able to communicate with both adults and their peers in the classroom, expressing how they feel, what they need and using language appropriately to solve simple social disagreements. Pupils should be able to make friends in their class and show kindness and thoughtfulness towards others. As well as the adults in their classroom and school, they will be aware of people in the wider community who can help them. They should also be able to give some simple suggestions of ways in which they can help their peers and other members of the school community if they need it. For example, if someone has hurt themselves, they should know that they need to let an adult know.  By the end of this phase, pupils should be able to recognise similarities and differences between them, particularly physical differences. They should also be able to name some basic body parts. They will have been made aware that some people have disabilities that make certain tasks challenging and they should be able to suggest some ways in which they could help others achieve a task. Pupils should also be able to set themselves some simple targets, such as being able to climb a little higher on the climbing frame or to write their own name. This phase also allows pupils to become aware of the rules of the classroom, follow them without needing much prompting from adults and to take some responsibility for keeping their classroom safe and tidy. |
| **Pathfinders / KS1** |
| Our aim in teaching PSHE in Pathfinders is to expand and build on pupils’ awareness of themselves and others and develop skills learnt in Explorers. Pathfinders should be able to, not only communicate more clearly with their peers and adults, but also show signs of careful and attentive listening. They will have had opportunity to talk in more depth about how they and others may be feeling in a given situation, and offer some suggestion for how they could make someone feel happier if they were sad or hurt. Pupils should be aware of what bullying is in simple terms and what they should do if they, or someone else, is being bullied. They will have discussed ways in which they can take responsibility for their own behaviour and how their responsibilities can extend beyond the classroom into the wider community.  At the end of the Pathfinders phase, pupils should have an initial awareness of what makes a healthy lifestyle, recognising the importance of physical activity and a varied diet. They will be made more aware of the similarities and differences between people based on gender. Pupils will have also been introduced to financial literacy and be made aware, in basic terms, of keeping safe online. |

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| **End Goals** |
| **Adventurers / LKS2** |
| Our aim in teaching PSHE in Adventurers is to encourage pupils to become more aware of their own strengths and weaknesses and to broaden their horizons in terms of recognising diversity and celebrating difference within their close and wider communities. Pupils should be able to show sensitivity to people from backgrounds different to their own and learn about the life experiences that some people have had, or are currently experiencing. In this phase, the idea of what makes a family is looked at in more details and pupils should be aware that a family can look very different from their own; not everyone has the same family set up as them. They should show awareness and sensitivity when talking about families and understand that some people may not want to share much about their family environment.  By the end of the Adventurers phase, pupils should be able to work more collaboratively with their peers and understand the terms ‘resilience’ and ‘perseverance’ when tackling a task that requires more effort and a sense of teamwork. They should have developed their communication skills in order to discuss, listen and delegate tasks to their peers and have improved skills for resolving conflicts more effectively.  Pupils will have continued to be aware of their body and recognise some ways it grows and changes as they get older. They will also be able to talk about nutrition and physical activity in more detailed terms and how these features contribute to a healthy lifestyle.  Finally, pupils should have a better understanding of online safety, having looked at the reasons for age restrictions on social media and gaming, as well understanding ways in which they can keep themselves safe online. |
| **Navigators / UKS2** |
| Our aim in teaching PSHE in Navigators is to continue to build on the knowledge and skills acquired across the previous three phases by giving pupils a broader, more global viewpoint. By the end of this phase, pupils should be able to clearly articulate their own ideas and draw their own conclusions in discussions and when assessing scenarios. They should be able to share why a conflict has occurred and offer the best solution resolving it.  In the Navigators phase, pupils will have come across some difficult, hard-hitting topics. They will have needed to draw on all their knowledge and skills to approach these issues with sensitivity and empathy. Through the global events of September 11th 2001, pupils will have explored what can lead people towards extremist and radicalised views and pupils should be able to offer suggestions as to how they could help someone who appears to be vulnerable and potentially harbouring some extremist views. Pupils should also be able to discuss the feelings associated with death and loss and know that it is normal to be very upset and go through the process of grieving when someone or something beloved dies.  As well as approaching some difficult topics, pupils should also have a deeper understanding of more complex financial issues and financial literacy. In terms of health, they should be aware that health doesn’t just cover aspects of physical wellbeing, but also mental wellbeing and know what to do if they are feeling anxious, unhappy or suffering from low self-esteem. Finally, pupils should know what the term ‘anarchy’ means and have a good understanding of rules and responsibilities far beyond the classroom. |