

Andover CE Primary – PSHE/Relationships Education

Includes Physical Health and Mental Wellbeing

Year R						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Wonderful Me	A Bucketful of Dinosaurs	Once Upon a Time	Spring to Life!	Superheroes	Up, Up and Away
Personal, Social and Emotional Development	Stars and Clouds Class Charter Talking Partners Me and my special people Circle Time Wow Moments Changing for PE	Creating and maintaining friendships Discussing similarities and differences between themselves and others	Understanding why rules help us keep safe How do our actions affect others? Importance of listening Giving opinions and sharing ideas Online and road safety	Healthy lifestyles Discussing and identifying feelings Fruit and vegetables	Different jobs Our community Importance of keeping safe Safer strangers	Circle time games Talk partner tasks and challenges Transition to prepare for Y1
E-Safety	<ul style="list-style-type: none"> - I can tell an adult when something worrying or unexpected happens while I am using the Internet. - I can be kind to my friends. - I can talk about the amount of time I spend using a computer / tablet / game device. - I am careful with technology devices. - I can ask an adult when I want to use the Internet. 					

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	TEAM	Money Matters	Be Yourself	Britain	It's My Body	Aiming High
Relationships Education	<ul style="list-style-type: none"> -To learn that they belong to various groups and communities. -To identify special people in their lives, what makes them special and how special people should care about each other. -To learn to listen to each other and play and work cooperatively. -To recognise what is fair and unfair, kind and unkind and what is right and wrong. -To offer constructive feedback to others. -To recognise when people are being unkind, how to respond and who to tell. -To recognise different types of teasing and bullying. -To recognise and celebrate their strengths and to set simple but challenging goals. -To make real, informed choices that improve their physical and emotional health. -To recognise choices, have good and not so good choices. 	<ul style="list-style-type: none"> -To learn how to keep money safe. -To learn that money comes from different sources and can be used for different purposes. -To recognise the differences between wants and needs. -To learn the importance of keeping track of what we spend. -To explain what happens when we shop. 	<ul style="list-style-type: none"> -To recognise what makes me special. -To name some of the different feelings I have and can describe how they feel. -To recognise things I like that make me feel happy -To talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings. -To recognise how change and loss make me feel. -To share what I think and feel with confidence. 	<ul style="list-style-type: none"> -To describe ways that I can help my school community. -To identify ways that I can be a good neighbour. -To identify things that help and harm my neighbourhood -To describe what it is like to live in Britain. -To explore how people living in Britain can be different and how they are the same. -To share my ideas about being British and living in Britain. 	<ul style="list-style-type: none"> -To know that I can choose what happens to my body. -To make healthy choices about sleep and exercise. -To make healthy choices about food and drink. -To understand how to keep my body clean -To understand what is safe to eat or drink. 	<ul style="list-style-type: none"> -To identify star qualities I already have and those I would like to develop. -To explain how a positive learning attitude can help me. -To talk about jobs that people can do and tell my friends what I want to be when I grow up. -To understand that it is a person's interests and skills that make them suited to doing a job. -To identify things I would like to achieve in the future. -To think about changes which might happen to me in the future and consider how I feel about them. (Links to transition)

	-To recognise that behaviour can affect others.					
E-Safety	<ul style="list-style-type: none">- To use technology safely and respectfully.- To identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.- To recognise un/acceptable behaviour, identify a range of ways to raise concerns about content and contact.					
Science Curriculum	<ul style="list-style-type: none">- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.					

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Think Positive	Safety First	Respecting Rights	Growing Up	One World	VIPs
Relationships Education	<ul style="list-style-type: none"> -To recognise how happy thoughts can make me feel good. -To make good choices and consider the impact of my decisions. -To set myself goals and consider how to achieve them. -To discuss my feelings and opinions with others and cope with difficult emotions. -To discuss things I am thankful for and focus on what I do have, rather than what I don't have; focus on what is happening now and how I am feeling. 	<ul style="list-style-type: none"> -To identify how to stay safe and who can help if I feel unsafe. -To identify ways to stay safe at home. -To identify how to stay safe when I am out and about. -To understand that my body belongs to me and how to keep my body safe – Pantosaurus ~NSPCC -To recognise who to go to if I need help. 	<ul style="list-style-type: none"> -To identify what rights are and identify rights that all people share. -To explain who helps protect our rights. -To show respect for the rights of others and understand why this is important. -To show respect for the difference between people -To recognise why it is important to be fair. -To recognise why making a positive difference is important 	<ul style="list-style-type: none"> -To understand that we are all different and different people like different things. -To recognise how I have changed since I was a baby. -To recognise how I will change as I get older. -To recognise things that might change in a person's life and how it might make them feel. 	<ul style="list-style-type: none"> -To investigate family life in different countries and say how it is the same as mine and how it is different. -To identify what it is like to go to school in other countries and say how it is the same as or different from my school. -To explore places where people live which are different from where I live. -To recognise ways people use things from the earth and what problems this can cause. -To recognise why it is important to care for the earth and identify how I can help protect it. 	<ul style="list-style-type: none"> -To identify the very important people in my life and explain why they are special. -To describe why families are important. -To describe what makes someone a good friend. -To identify ways to help work out arguments and disagreements. -To cooperate with others to achieve a task. -To describe how I can show my special people that I care about them and understand why this is important.
E-Safety	<ul style="list-style-type: none"> -To identify what is appropriate and inappropriate behaviour on the internet. -To seek help from an adult when they see something that is unexpected or worrying. -To use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, key, question, tell, safe, share, stranger, danger, internet. -To identify ways to stay safe when online. -To understand what is meant by 'privacy' and the importance of respecting the privacy of others. 					
Science Curriculum	<ul style="list-style-type: none"> -To notice that animals, including humans, have offspring which grow into adults. -To find out about and describe the basic needs of animals, including humans, for survival (water, food and air). -To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 					

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	TEAM	Money Matters	Be Yourself	Britain	It's My Body	Aiming High
Relationships Education	<ul style="list-style-type: none"> -To talk about changes and how they might make us feel. -To explain how and why we should work well as a team. -To recognise how actions and behaviour affect teams. -To pay attention to and respond considerately to others. - To describe why disputes might happen and strategies to resolve them. -To identify and talk about my responsibilities towards my team. 	<ul style="list-style-type: none"> -To explain what skills are needed for a range of jobs and why people go to work. -To identify the different ways people pay for things. -To explain ways people can borrow money and discuss some consequences of borrowing. -To explain the difference between things we want and things we need. -To identify how adverts try to influence our spending and why they do this. -To identify ways I can keep track of what I spend and why it is important to do this. 	<ul style="list-style-type: none"> -To recognise things about myself that I am proud of. -To identify the feelings I have and describe how different emotions feel. - To describe different ways to cope with any uncomfortable feelings I may have and understand why this is important. -To identify ways to be assertive. -To explore messages given by the media and decide if they are helpful or harmful. -To identify different strategies I can use if I make a mistake. 	<ul style="list-style-type: none"> -To describe what it is like to live in Britain. -To know what democracy is and understand why it is important. -To talk about what rules and laws are and identify how they help us. -To talk about what liberty means and identify the rights of British people. -To recognise the features of a diverse society and talk about why it is important. -To explain what being British means to me and to others. 	<ul style="list-style-type: none"> -To know I can choose what happens to my body and how to say no. -To know how to keep my body healthy. -To know why it is important to get enough sleep. -To know how good hygiene helps to stop the spread of disease. -To know how to take medicine safely and keep safe around drugs. -To know how to make better choices and choose healthy habits. 	<ul style="list-style-type: none"> -To identify achievements and suggest how my actions can help me achieve. -To identify personal goals and suggest actions I can take to achieve them. -To explain how a positive learning attitude can help me learn new things. -To identify the skills and attributes needed to do certain jobs -To understand that gender does not limit us in becoming what we want to in the future. -To discuss what job I might like to do when I grow up and what skills I will need to achieve this. (Links to transition)
E-Safety	<ul style="list-style-type: none"> -To reflect on my own digital footprint and behaviour online. -To identify what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying -To agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords; demonstrate understanding of age-appropriate websites and adverts. -To use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, internet, world wide web, communicate, message, social media, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public. 					

**Science
Curriculum**

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Think Positive	Safety First	Respecting Rights	One World	Growing Up	VIPs
Relationships Education	<ul style="list-style-type: none"> -To understand that having a positive attitude is good for our mental health. -To recognise and manage positive and negative thoughts effectively. -To understand that some changes can be difficult, but that there are things we can do to cope. -To use mindfulness techniques to keep calm. -To identify uncomfortable emotions and manage them effectively. -To apply a positive attitude towards learning and take on new challenges. 	<ul style="list-style-type: none"> -To be responsible for making good choices to stay safe and healthy. -To identify a risky situation and act responsibly. -To understand that I can choose not to do something that makes me feel uncomfortable. -To identify ways to stay safe on and near the road. -To know about dangerous substances and how they affect the human body. 	<ul style="list-style-type: none"> -To recognise that all people share the same rights and to identify what they are. -To understand what the Universal Declaration of Human Rights and the Declaration of the Rights of the Child are and why they are important. -To explain what democracy is and how this relates to rules and human rights. -To recognise that human rights are not dependent on responsibilities. -To explain what it means to respect the rights of others and I understand why this is important. -To understand how stereotypes can stop people's human rights being met. 	<ul style="list-style-type: none"> -To identify ways in which people's lives are similar and different and give reasons for these differences. -To explore differences of opinion and identify if I feel these are fair. -To think about the lives of people living in other places, make considered decisions and give reasons for my opinions. -To recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place. -To explain what climate change is and how it affects people's lives and identify what I can do to help. 	<ul style="list-style-type: none"> -To understand why getting enough sleep is important. -To make informed choices in order to look after my physical and mental health. - To understand what positively and negatively affects their physical, mental and emotional health. - To learn about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good. -To identify ways of expressing feelings and emotions and why this is important. - To make their own choices about food and understand what influences these choices. -To begin to understand the concept of a 'balanced lifestyle'. 	<ul style="list-style-type: none"> -To recognise why we need new friendships and how to make them. -To create a list of positive actions needed to stay friends with my friends. -To identify my own support network. -To demonstrate strategies for resolving conflicts. -To identify what bullying is and know what to do if someone is being bullied.
E-Safety	<ul style="list-style-type: none"> -To reflect on their own digital footprint and behaviour online. -To identify what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying; agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords; seek help from an adult when they see something that is unexpected or worrying. 					

	<p>-To use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, internet, world wide web, communicate, message, social media, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public.</p> <p>-To keep myself safe when I use the internet.</p>
<p>Science Curriculum</p>	<p>-To identify the different types of teeth in humans and their simple functions.</p>

Year 5

Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	TEAM	Money Matters	Be Yourself	Britain <i>NB Should be blocked to fit in with Made in Britain unit in Summer Term</i>	It's My Body	Aiming High
Relationships Education	<ul style="list-style-type: none"> -To identify the attributes of a good team. -To accept that people have different opinions and know that we can politely disagree with others and offer own opinions. -To work collaboratively to complete a task. -To compromise to ensure a task is completed. -To reflect on the need to care for individuals within a team. -To recognise the importance of shared responsibilities in helping a team to function successfully. 	<ul style="list-style-type: none"> -To identify some financial risks we might encounter and discuss how they can be avoided. -To understand how retailers try to influence our spending. -To understand what 'value for money' means and explain how we can tell if things are good value. -To explain why we need to budget and how to make one. -To explain why people borrow money. -To explain what tax is and why we need to pay it. <p>CAP workshops</p>	<ul style="list-style-type: none"> -To recognise that everyone is unique and understand why this should be celebrated and respected. -To explain why I should share my own thoughts and feelings and I know how to do this. -To explore uncomfortable feelings and understand how to manage them. -To understand why we sometimes feel shy or nervous and know how to manage these feelings. -To identify when I might have to make different choices from those around me. -To explore how it feels to make a mistake and identify ways we can make amends. 	<ul style="list-style-type: none"> -To talk about the range of faiths and ethnicities in Britain and identify ways of showing respect. -To explain what a community is and what it means to belong to one. -To explain why and how laws are made and identify what might happen if laws are broken. -To discuss the terms democracy and human rights in relation to local government. -To discuss the terms democracy and human rights in relation to national government. -To investigate what charities and voluntary groups do and how they support the community. 	<ul style="list-style-type: none"> -To know that my body belongs to me and that I have control over what happens to it. -To learn how boys' bodies will change as they go through puberty; describe how girls' bodies will change as they go through puberty. -To describe the feelings that some people experience as they grow up. -To recognise that there are many different types of relationships and families. -To know how to take care of my changing body, understanding that they have the right to protect their body from inappropriate and unwanted contact -To understand the harmful effects of using drugs, including alcohol and tobacco. -To understand what a positive body image is. -To know about periods (menstruation) 	<ul style="list-style-type: none"> -To understand how people learn new things and achieve certain goals. -To understand that a positive attitude towards learning can help us succeed in life. -To identify opportunities that may become available to me in the future and I am aware how to make the most of them. -To understand that gender does not determine what jobs people can do. -To understand why it is important to develop certain skills to prepare for the world of work. -To discuss my goals for the future and the steps I need to take to achieve them. <p>(Links to transition)</p>

E-Safety	<ul style="list-style-type: none">-To protect my password and other personal information.-To be a good online citizen and friend.-To judge what sort of privacy settings might be relevant to reducing different risks.-To seek help from an adult when they see something that is unexpected or worrying.-To discuss scenarios involving online risk.-To use key vocabulary to demonstrate knowledge and understanding in this strand: spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, private/personal.
Science Curriculum	<ul style="list-style-type: none">- To describe the changes as humans develop to old age.- To describe how some animals and plants reproduce and the differences in life cycles.

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Think Positive	Safety First	Respecting Rights	One World	Growing Up	VIPs
<p>Relationships Education</p> <p>Democracy – Ancient Greek work</p>	<p>-To understand the link between thoughts, feelings and behaviours.</p> <p>-To understand the concept and impact of positive thinking. -To recognise and manage uncomfortable feelings.</p> <p>-To understand the importance of making good choices.</p> <p>-To use mindfulness techniques in my everyday life.</p> <p>-To apply a growth mindset in my everyday life.</p>	<p>-To take responsibility for my own safety.</p> <p>-To assess and manage risks in different situations. - To confidently identify and manage pressure to get involved in risky situations.</p> <p>-To act sensibly and responsibly in an emergency.</p> <p>-To understand how to use mobile devices and the Internet safely and responsibly.</p> <p>-To understand that everyone has the right to feel safe and happy when using mobile phones and the Internet.</p>	<p>-To explain what the Universal Declaration of Human Rights is and understand that children have their own rights.</p> <p>-To understand that human rights apply to everyone, no matter where they are from or what their culture is and family traditions are.</p> <p>-To identify why people's rights are sometimes not met in the UK and in places across the world.</p> <p>-To explain how I can respect other people's rights and I understand why this is important.</p> <p>-To identify how and why ideas about human rights have changed.</p>	<p>-To talk about and understand how we can be responsible global citizens.</p> <p>-To describe what global warming is and what we can do to help prevent it from getting worse.</p> <p>-To explain how our energy use can harm the environment and describe what we can do to help.</p> <p>-To describe how we can use water responsibly and understand the importance of doing this.</p> <p>-To understand what biodiversity is and explain the importance of doing all we can to encourage it.</p> <p>-To make choices which make the world a better place and that help people across the world.</p>	<p>-To describe the changes people's bodies go through during puberty and how we can look after our changing bodies.</p> <p>-To describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.</p> <p>-To recognise that many things affect the way we feel about ourselves and understand that there is no such thing as an ideal kind of body.</p> <p>-To understand what a loving relationship is and that there are many types of relationships.</p> <p>-To describe how babies are made (conception) and how they are born (birth). (Parents can withdraw from this)</p>	<p>-To explain the importance of respecting my VIPs.</p> <p>-To identify different ways to calm down when I am feeling angry or upset.</p> <p>-To understand that people have different opinions that should be respected.</p> <p>-To identify negative influences on my behaviour and suggest ways that I can resist these influences.</p> <p>-To explain when it is right to keep a secret, when it is not and who to talk to about this.</p> <p>-To recognise healthy and unhealthy relationships.</p>

			-To explain the role and importance of human rights activists.			
E-Safety	<ul style="list-style-type: none"> -To protect my password and other personal information. -To seek help from an adult when they see something that is unexpected or worrying. -To discuss scenarios involving online risk. -To use key vocabulary to demonstrate knowledge and understanding in this strand: spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, private/personal. 					
Science Curriculum	<ul style="list-style-type: none"> - To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. - Life cycles 					