



BECOMING REFLECTIVE, INDEPENDENT & ASPIRATIONAL LEARNERS FOR LIFE

Immersion Curriculum: Y1/2

Cycle A

At Amberley, each unit of PSHE supports the children's development to become well rounded citizens alongside our Christian ethos and British Values.



Intent:

For all learners to develop skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
 - Communicate effectively
 - Work with others
 - Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
 - Become healthy and fulfilled individuals

During each unit of PSHCE, and as part of ongoing pastoral care, there will be a focus on healthy relationships and friendships. These relate to the statutory National Curriculum statements for the end of Primary Education. Guidance is also taken from the non-statutory Citizenship guidance (2015).

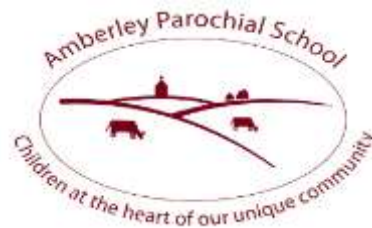
Ongoing Milestones	National Curriculum Objectives: By the end of KS2
<p>Ongoing:</p> <ul style="list-style-type: none"> • Making and keeping friends • protective behaviours (understanding what makes you and others feel happy or sad) • the need to be respectful of a person's personal boundaries. • Different types of unkind behaviour • The difference between isolated incidents of unkind behaviour and bullying • Identifying acts of kindness • Exploring how kindness benefits all involved <p>These are taught through the following key questions:</p> <ul style="list-style-type: none"> • What makes a good friendship? • What behaviour makes us feel happy/ sad (inc appropriate and inappropriate touch)? • How do we show kindness to ourselves? • How do we show others? • How do I feel when I am shown kindness? • How do I feel when I show kindness to others? 	<p>Pupils should know:</p> <p>Caring friendships</p> <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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 <p>Respectful relationships</p> <ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults <p>Online relationships</p> <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online <p>Being safe</p> <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • How to ask for advice or help for themselves or others, and to keep trying until they are heard, • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice, for example family, school or other sources <p>Mental wellbeing</p> <ul style="list-style-type: none"> • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • 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) <p>Internet safety and harms</p> <ul style="list-style-type: none"> • 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

Focus		Milestone for end of KS1 (Year 2)	National Curriculum Objectives: By the end of KS2
Kindness and anti-bullying		<p>Children will learn about:</p> <ul style="list-style-type: none">Different types of unkind behaviourThe difference between isolated incidents of unkind behaviour and bullyingIdentifying acts of kindnessExploring how kindness benefits all involved	<p>Pupils should know:</p> <p>Caring friendships</p> <ul style="list-style-type: none">How important friendships are in making us feel happy and secure, and how people choose and make friendsThe characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficultiesThat healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excludedThat 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 rightHow 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 <p>Respectful relationships</p> <ul style="list-style-type: none">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 beliefsPractical steps they can take in a range of different contexts to improve or support respectful relationshipsThe conventions of courtesy and mannersThe importance of self-respect and how this links to their own happinessThat in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authorityAbout different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get helpWhat a stereotype is, and how stereotypes can be unfair, negative or destructiveThe importance of permission-seeking and giving in relationships with friends, peers and adults <p>Online relationships</p> <ul style="list-style-type: none">That people sometimes behave differently online, including by pretending to be someone they are notThat 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 anonymousThe rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report themHow to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never metHow information and data is shared and used online <p>Being safe</p> <ul style="list-style-type: none">What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)How to ask for advice or help for themselves or others, and to keep trying until they are heard,How to report concerns or abuse, and the vocabulary and confidence needed to do soWhere to get advice, for example family, school or other sources <p>Mental wellbeing</p> <ul style="list-style-type: none">that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeingwhere 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) <p>Internet safety and harms</p> <ul style="list-style-type: none">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
Duration	Cycle		
1 week	A		
Key Vocabulary		<p>Ongoing:</p> <ul style="list-style-type: none">Making and keeping friendsProtective behaviours (understanding what makes you and others feel happy or sad)The need to be respectful of a person’s personal boundaries.Different types of unkind behaviourThe difference between isolated incidents of unkind behaviour and bullyingIdentifying acts of kindnessExploring how kindness benefits all involved <p>These are taught through the following key questions:</p> <ul style="list-style-type: none">What makes a good friendship?What behaviour makes us feel happy/ sad (inc appropriate and inappropriate touch)?How do we show kindness to ourselves?How do we show others?How do I feel when I am shown kindness?How do I feel when I show kindness to others?	
kind, unkind, behaviour, isolated, incident, bullying, kindness.			
			<p>Key Questions</p> <ul style="list-style-type: none">How do we show kindness to ourselves?How to we show kindness to others?How do I feel when I’m shown kindness?How do I feel when I show kindness to others?

Focus		Milestone for end of Key Stage 1 (Year 2)	National Curriculum Objectives: By the end of KS2
Friends and Family		<p>Children will learn about:</p> <ul style="list-style-type: none">• Different relationships• The responsibilities that parents have for babies and children• The underwear rule (PANTS)• Making and keeping friends• Protective behaviours (understanding what makes you and others feel happy or sad)• Positive touch activities• The need to seek permission when we touch someone else• The need to be respectful of a person’s personal boundaries.	<p>Non-statutory guidance: Pupils should be taught:</p> <p>Developing confidence and responsibility and making the most of their abilities</p> <ul style="list-style-type: none">• To recognise what they like and dislike, what is fair and unfair, and what is right and wrong• To share their opinions on things that matter to them and explain their views <p>Preparing to play an active role as citizens</p> <ul style="list-style-type: none">• To take part in discussions with one other person and the whole class;• To take part in a simple debate about topical issues• To recognise choices they can make, and recognise the difference between right and wrong• To agree and follow rules for their group and classroom, and understand how rules help them• To realise that people and other living things have needs, and that they have responsibilities to meet them• That they belong to various groups and communities, such as family and school• To contribute to the life of the class and school
Duration	Cycle		
1 week	A		
Key Vocabulary		<p>Ongoing:</p> <ul style="list-style-type: none">• Making and keeping friends• Protective behaviours (understanding what makes you and others feel happy or sad)• The need to be respectful of a person’s personal boundaries.• Different types of unkind behaviour• The difference between isolated incidents of unkind behaviour and bullying• Identifying acts of kindness• Exploring how kindness benefits all involved <p>These are taught through the following key questions:</p> <ul style="list-style-type: none">• What makes a good friendship?• What behaviour makes us feel happy/ sad (inc appropriate and inappropriate touch)?• How do we show kindness to ourselves?• How do we show others?• How do I feel when I am shown kindness?• How do I feel when I show kindness to others?	<p>Statutory requirements:</p> <p>Respectful relationships</p> <ul style="list-style-type: none">• Practical steps they can take in a range of different contexts to improve or support respectful relationships• The conventions of courtesy and manners• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
Relationship, parent, child, responsibilities, protect, private, inappropriate, permission, respect,			<p>Key Questions</p> <ul style="list-style-type: none">• Who takes care of me?• What does private mean?• What makes a good friendship?• What behaviour makes us feel happy/ sad (inc appropriate and inappropriate touch)?

Focus		Milestone for end of Key Stage 1 (Year 2)	National Curriculum Objectives: By the end of KS2
Citizenship & British Values 1		<p>Children will learn about:</p> <ul style="list-style-type: none">Contributing to the life of the classroom and the schoolGroup and class rules and understand how these rules help themBelonging to various groups and communities such as family and school	<p>Non-statutory guidance: Pupils should be taught:</p> <p>Developing confidence and responsibility and making the most of their abilities</p> <ul style="list-style-type: none">To recognise what they like and dislike, what is fair and unfair, and what is right and wrongTo share their opinions on things that matter to them and explain their views <p>Preparing to play an active role as citizens</p> <ul style="list-style-type: none">To take part in discussions with one other person and the whole class;To take part in a simple debate about topical issuesTo recognise choices they can make, and recognise the difference between right and wrongTo agree and follow rules for their group and classroom, and understand how rules help themTo realise that people and other living things have needs, and that they have responsibilities to meet themThat they belong to various groups and communities, such as family and schoolTo contribute to the life of the class and school <p>Statutory requirements:</p> <p>Respectful relationships</p> <ul style="list-style-type: none">Practical steps they can take in a range of different contexts to improve or support respectful relationshipsThe conventions of courtesy and mannersThat in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
Duration	Cycle		
1 week	A		
Key Vocabulary		<p>Ongoing:</p> <ul style="list-style-type: none">Making and keeping friendsprotective behaviours (understanding what makes you and others feel happy or sad)the need to be respectful of a person’s personal boundaries.Different types of unkind behaviourThe difference between isolated incidents of unkind behaviour and bullyingIdentifying acts of kindnessExploring how kindness benefits all involved <p>These are taught through the following key questions:</p> <ul style="list-style-type: none">What makes a good friendship?What behaviour makes us feel happy/ sad (inc appropriate and inappropriate touch)?How do we show kindness to ourselves?How do we show others?How do I feel when I am shown kindness?How do I feel when I show kindness to others?	<p>Key Questions</p> <ul style="list-style-type: none">What are our class/school rules?Why is important that we all stick to the class rules?What do we mean by community?What sorts of communities are there? (E.g. class, school, local)Who is in our community?What groups do we belong to inside or outside of school?Do we all believe in the same things?
Rules, groups, communities, beliefs.			

Focus		Milestone for end of Key Stage 1 (Year 2)	National Curriculum Objectives: By the end of KS2
All about me		<p>Children will learn about:</p> <ul style="list-style-type: none">The changes that have taken place since being a babySome of the changes that will take place as a baby grows into an adultThat humans produce babies that grow into children and then into adultsThe main external parts of the bodies of humans including agreed names for sexual partsWhat makes each of us unique and special?	<p>Statutory requirements:</p> <p>Mental wellbeing</p> <ul style="list-style-type: none">That mental wellbeing is a normal part of daily life, in the same way as physical healthThat 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 situationsHow to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelingsHow to judge whether what they are feeling and how they are behaving is appropriate and proportionateThe benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happinessSimple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interestsIsolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek supportThat bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeingWhere 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)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 <p>Changing adolescent body</p> <ul style="list-style-type: none">Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (<i>at age appropriate level for KS1</i>) <p>Being Safe</p> <ul style="list-style-type: none">That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact <p>Non- statutory guidance:</p> <p>Developing a healthy, safer lifestyle</p> <ul style="list-style-type: none">About the process of growing from young to old and how people's needs changeThe names of the main parts of the body;
Duration	Cycle		
1 week	A		
Key Vocabulary		<p>Ongoing:</p> <ul style="list-style-type: none">Making and keeping friendsprotective behaviours (understanding what makes you and others feel happy or sad)the need to be respectful of a person’s personal boundaries.Different types of unkind behaviourThe difference between isolated incidents of unkind behaviour and bullyingIdentifying acts of kindnessExploring how kindness benefits all involved <p>These are taught through the following key questions:</p> <ul style="list-style-type: none">What makes a good friendship?What behaviour makes us feel happy/ sad (inc appropriate and inappropriate touch)?How do we show kindness to ourselves?How do we show others?How do I feel when I am shown kindness?How do I feel when I show kindness to others?	<p>Key Questions</p> <ul style="list-style-type: none">How have I changed?What is similar/different about girls and boys?What are the names of the external body parts?Can you name the male and female body parts?Why am I special?What do we have in common with others?How are we different?What makes me feel good about myself?
Changes, adults, baby, human, vagina, penis, breasts, external parts, unique, special, changes, male, female, common, different.			



BECOMING REFLECTIVE, INDEPENDENT & ASPIRATIONAL LEARNERS FOR LIFE

Immersion Curriculum: Y1/2 Cycle B

At Amberley, each unit of PSHE supports the children's development to become well rounded citizens alongside our Christian ethos and British Values.



Intent:

For all learners to develop skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
 - Communicate effectively
 - Work with others
 - Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
 - Become healthy and fulfilled individuals

During each unit of PSHCE, and as part of ongoing pastoral care, there will be a focus on healthy relationships and friendships. These relate to the statutory National Curriculum statements for the end of Primary Education. Guidance is also taken from the non-statutory Citizenship guidance (2015).

Ongoing Milestones	National Curriculum Objectives: By the end of KS2
<p>Ongoing:</p> <ul style="list-style-type: none"> • Making and keeping friends • protective behaviours (understanding what makes you and others feel happy or sad) • the need to be respectful of a person's personal boundaries. • Different types of unkind behaviour • The difference between isolated incidents of unkind behaviour and bullying • Identifying acts of kindness • Exploring how kindness benefits all involved <p>These are taught through the following key questions:</p> <ul style="list-style-type: none"> • What makes a good friendship? • What behaviour makes us feel happy/ sad (inc appropriate and inappropriate touch)? • How do we show kindness to ourselves? • How do we show others? • How do I feel when I am shown kindness? • How do I feel when I show kindness to others? 	<p>Pupils should know:</p> <p>Caring friendships</p> <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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 <p>Respectful relationships</p> <ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults <p>Online relationships</p> <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online <p>Being safe</p> <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • How to ask for advice or help for themselves or others, and to keep trying until they are heard, • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice, for example family, school or other sources <p>Mental wellbeing</p> <ul style="list-style-type: none"> • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • 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) <p>Internet safety and harms</p> <ul style="list-style-type: none"> • 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

Focus		Milestone for end of KS1 (Year 2)	National Curriculum Objectives: By the end of KS2	
Citizenship & British Values (Rights and responsibilities)		<p>Children will learn about:</p> <ul style="list-style-type: none">• Rights and responsibilities• What improves and harms their local, natural and environments and about some of the ways people look after them	Non statutory guidelines	
Duration	Cycle		<p>Pupils should be taught:</p> <p>Developing confidence and responsibility and making the most of their abilities</p> <ul style="list-style-type: none">• To recognise what they like and dislike, what is fair and unfair, and what is right and wrong• To share their opinions on things that matter to them and explain their views• To recognise, name and deal with their feelings in a positive way• To think about themselves, learn from their experiences and recognise what they are good at <p>Preparing to play an active role as citizens</p> <ul style="list-style-type: none">• To take part in discussions with one other person and the whole class• To take part in a simple debate about topical issues• To recognise choices they can make, and recognise the difference between right and wrong• To agree and follow rules for their group and classroom, and understand how rules help them• To realise that people and other living things have needs, and that they have responsibilities to meet them• That they belong to various groups and communities, such as family and school• what improves and harms their local, natural and built environments and about some of the ways people look after them• to contribute to the life of the class and school	
1 week	B			
Key Vocabulary		<p>Ongoing:</p> <ul style="list-style-type: none">• Making and keeping friends• Protective behaviours (understanding what makes you and others feel happy or sad)• The need to be respectful of a person’s personal boundaries.• Different types of unkind behaviour• The difference between isolated incidents of unkind behaviour and bullying• Identifying acts of kindness• Exploring how kindness benefits all involved <p>These are taught through the following key questions:</p> <ul style="list-style-type: none">• What makes a good friendship?• What behaviour makes us feel happy/ sad (inc appropriate and inappropriate touch)?• How do we show kindness to ourselves?• How do we show others?• How do I feel when I am shown kindness?• How do I feel when I show kindness to others?	Statutory requirements	
Rights, responsibilities, improves, harms, natural, environment.			<p>Respectful relationships</p> <ul style="list-style-type: none">• 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	
		Key Questions		
		<ul style="list-style-type: none">• How can we help each other?• What is the difference between a want and a need?• What are our rights?• What are our responsibilities our ourselves and others?• What is good about where we live?• What would make it even better?• What can we do to improve our local area?		

Focus		Milestone for end of KS1 (Year 2)	National Curriculum Objectives: By the end of KS2	
Money and internet safety		<p>Children will learn about:</p> <ul style="list-style-type: none">• Monetary value and the notion of saving up for a purchase• Advertising eg influence, bias, distortion• Internet Safety -Online games, email/chat• Games, applications, TV streaming• Passwords/Access codes, pins• Appropriate websites	<p>Non statutory guidance Children should be taught:</p> <p>Developing confidence and responsibility and making the most of their abilities</p> <ul style="list-style-type: none">• To share their opinions on things that matter to them and explain their views• How to set simple goals <p>Preparing to play an active role as citizens</p> <ul style="list-style-type: none">• To take part in discussions with one other person and the whole class• To take part in a simple debate about topical issues• To realise that money comes from different sources and can be used for different purposes	
Duration	Cycle			
1 week	B			
Key Vocabulary		<p>Ongoing:</p> <ul style="list-style-type: none">• Making and keeping friends• Protective behaviours (understanding what makes you and others feel happy or sad)• The need to be respectful of a person’s personal boundaries.• Different types of unkind behaviour• The difference between isolated incidents of unkind behaviour and bullying• Identifying acts of kindness• Exploring how kindness benefits all involved <p>These are taught through the following key questions:</p> <ul style="list-style-type: none">• What makes a good friendship?• What behaviour makes us feel happy/ sad (inc appropriate and inappropriate touch)?• How do we show kindness to ourselves?• How do we show others?• How do I feel when I am shown kindness?• How do I feel when I show kindness to others?	<p>Statutory requirements Internet safety and harms</p> <ul style="list-style-type: none">• That for most people the internet is an integral part of life and has many benefits• 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• 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• Why social media, some computer games and online gaming, for example, are age restricted• 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• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted• where and how to report concerns and get support with issues online	
Money, monetary, value, saving, purchase				Key Questions
				<ul style="list-style-type: none">• How do I manage my pocket money?• How do we engage with what we see through the media?• How do I stay safe online?

Focus		Milestone for end of KS1 (Year 2)	National Curriculum Objectives: By the end of KS2
Keeping safe at home & social issues		<p>Children will learn about:</p> <ul style="list-style-type: none">• Road safety• Personal safety• Stranger danger• Sun Smart• Recognise that our feelings can affect the way we behave• Identify where we can go when we need to feel safe• Identify who we can speak to about our feelings• Drugs and their uses (medicines are drugs that are intended to help us)• Identify who we can go to when we need to feel safe• Issues of interest/relevance to their locality	<p>Statutory requirements Children should be taught</p> <p>Mental wellbeing</p> <ul style="list-style-type: none">• That mental wellbeing is a normal part of daily life, in the same way as physical health• 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• 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• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests• 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)• 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 <p>Health and prevention</p> <ul style="list-style-type: none">• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer <p>Basic first aid</p> <ul style="list-style-type: none">• how to make a clear and efficient call to emergency services if necessary <p>Caring friendships</p> <ul style="list-style-type: none">• 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 <p>Families and people who care for me</p> <ul style="list-style-type: none">• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed <p>Being safe</p> <ul style="list-style-type: none">• 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• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know• How to recognise and report feelings of being unsafe or feeling bad about any adult• How to ask for advice or help for themselves or others, and to keep trying until they are heard,• How to report concerns or abuse, and the vocabulary and confidence needed to do so• Where to get advice, for example family, school or other sources <p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none">• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking <p>Non statutory guidance</p> <p>Developing a healthy, safer lifestyle</p> <ul style="list-style-type: none">• All household products, including medicines, can be harmful if not used properly• Rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe
Duration	Cycle		
1 week	B		
Key Vocabulary		<p>Ongoing:</p> <ul style="list-style-type: none">• Making and keeping friends• Protective behaviours (understanding what makes you and others feel happy or sad)• The need to be respectful of a person’s personal boundaries.• Different types of unkind behaviour• The difference between isolated incidents of unkind behaviour and bullying• Identifying acts of kindness• Exploring how kindness benefits all involved <p>These are taught through the following key questions:</p> <ul style="list-style-type: none">• What makes a good friendship?• What behaviour makes us feel happy/ sad (inc appropriate and inappropriate touch)?• How do we show kindness to ourselves?• How do we show others?• How do I feel when I am shown kindness?• How do I feel when I show kindness to others?	<p>Key Questions</p> <p>Keeping safe outside:</p> <ul style="list-style-type: none">• Who helps us?• What are the emergency services and how do I contact them?• How do the emergency services keep us safe?• How do we keep ourselves safe?• Who can we speak to about our feelings?• What is a medicine?• When can medicines be helpful and when can they be harmful?• Who takes responsibility for medicines when we are younger?• How do I recognise when something could be harmful?• What could I do if I think something is not safe?• What is happening in my community?
Road safety, personal safety, stranger, danger, sun smart, feelings, behave, drugs, medicine, community, local			

Focus		Milestone for end of KS1 (Year 2)	National Curriculum Objectives: By the end of KS2
All about me		<p>Children will learn about:</p> <ul style="list-style-type: none">HygieneResiliencePersonal responsibilityDiet & exerciseIllness, wellness & balancePositive coping strategies	<p>Statutory requirements</p> <p>Mental wellbeing</p> <ul style="list-style-type: none">That mental wellbeing is a normal part of daily life, in the same way as physical healthThat 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 situationsHow to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelingsHow to judge whether what they are feeling and how they are behaving is appropriate and proportionateThe benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happinessSimple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interestsIsolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek supportThat bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeingWhere 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)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 <p>Physical health and fitness</p> <ul style="list-style-type: none">The characteristics and mental and physical benefits of an active lifestyleThe importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exerciseThe risks associated with an inactive lifestyle (including obesity)How and when to seek support including which adults to speak to in school if they are worried about their health <p>Healthy eating</p> <ul style="list-style-type: none">What constitutes a healthy diet (including understanding calories and other nutritional content)The principles of planning and preparing a range of healthy mealsThe 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) <p>Health and prevention</p> <ul style="list-style-type: none">How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the bodyAbout safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancerThe importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learnAbout dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentistAbout personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashingThe facts and science relating to allergies, immunisation and vaccination
Duration	Cycle		
1 week	B		
Key Vocabulary		<p>Ongoing:</p> <ul style="list-style-type: none">Making and keeping friendsProtective behaviours (understanding what makes you and others feel happy or sad)The need to be respectful of a person’s personal boundaries.Different types of unkind behaviourThe difference between isolated incidents of unkind behaviour and bullyingIdentifying acts of kindnessExploring how kindness benefits all involved <p>These are taught through the following key questions:</p> <ul style="list-style-type: none">What makes a good friendship?What behaviour makes us feel happy/ sad (inc appropriate and inappropriate touch)?How do we show kindness to ourselves?How do we show others?How do I feel when I am shown kindness?How do I feel when I show kindness to others?	
Hygiene, resilience, responsibility, diet, exercise, illness, wellness, balance, positive coping strategies.			
			Key Questions
			<ul style="list-style-type: none">What do we have in common with others?How are we different?Why do we keep clean?What keeps me healthy/in balance?How can I develop my resilience?What is an ‘active lifestyle’?Why is it important to be active?How do I feel?What affects my mood?