



| <i><b>Concept/<br/>Strand</b></i> | <b>Sub-strand</b>                    | <b>EYFS</b>                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Key Stage 1</b>                                                        |                                                                                                                                 | <b>Lower Key Stage 2</b>                                                 |                                                                   | <b>Upper Key Stage 2</b>                                                                  |                                                                                                                        |
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|                                   |                                      | <b>3-4 Year olds</b>                                                                                                                           | <b>Reception/ELG</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Year 1</b>                                                             | <b>Year 2</b>                                                                                                                   | <b>Year 3</b>                                                            | <b>Year 4</b>                                                     | <b>Year 5</b>                                                                             | <b>Year 6</b>                                                                                                          |
| <b>Health&amp; Wellbeing</b>      | Physical health and Mental wellbeing | Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. | Learn and practise skills for maintaining hygiene.<br>Learn about different food type- some healthy, some not.<br>Aware that we need to drink, exercise and sleep to keep healthy.<br>To speak to adults/ peers if they are worried.                                                                                                                                                                                                                                    | Keeping healthy;<br>food and exercise,<br>hygiene routines;<br>sun safety | Why sleep is important;<br>medicines<br>and keeping healthy;<br>keeping teeth healthy;<br>managing feelings and asking for help | Health choices and habits; what affects feelings;<br>expressing feelings | Maintaining a balanced lifestyle;<br>oral hygiene and dental care | Healthy sleep habits; sun safety;<br>medicines, vaccinations, immunisations and allergies | What affects mental health and ways to take care of it;<br>managing change, loss and bereavement; managing time online |
|                                   |                                      | Make healthy choices about food, drink, activity and toothbrushing.                                                                            | Manage their own needs.<br>-personal hygiene<br>Know and talk about the different factors that support their overall health and wellbeing:<br>-regular physical activity<br>-healthy eating<br>-toothbrushing<br>-sensible amounts of ‘screen time’<br>-having a good sleep routine<br>-being a safe pedestrian<br>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. |                                                                           |                                                                                                                                 |                                                                          |                                                                   |                                                                                           |                                                                                                                        |
|                                   |                                      | Be increasingly independent as they get dressed and undressed.<br>For example, putting coats on and doing up zips.                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                           |                                                                                                                                 |                                                                          |                                                                   |                                                                                           |                                                                                                                        |
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| Living in the wider world | Growing and Changing     |                                                                                                                                                                                                                                                                                                      | Name parts of the body, linked to their learning. Understand the idea of growing from young to old.                                                                                                                                                                                                                                                                             | Recognising what makes them unique and special; feelings; managing when things go wrong                                                                      | Growing older; naming body parts; moving class or year                                          | Personal strengths and achievements; managing and re-framing setbacks    | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty | Personal identity; recognising individuality and different qualities; mental wellbeing       | Human reproduction and birth; increasing independence; managing transition                               |
|                           | Keeping Safe             | Become more outgoing with unfamiliar people, in the safe context of their setting.                                                                                                                                                                                                                   | Make simple choices between activities, foods, etc. Know when I feel well or unwell. Identify dangers in pictures e.g. around the home. Shows awareness of keeping safe within the indoor and outdoor classroom.                                                                                                                                                                | Human reproduction and birth; increasing independence; managing transition                                                                                   | Safety in different environments; risk and safety at home; emergencies                          | Risks and hazards; safety in the local environment and unfamiliar places | Medicines and household products; drugs common to everyday life                                                | Keeping safe in different situations, including responding in emergencies, first aid and FGM | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media |
|                           | Belonging to a community | <p>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.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> | Can take turns. Understand classroom rules and routines. Learn about some of the school rules, including medicines in school. Understand that we have different roles within school including being in charge of our tidy up areas. Take ownership of own learning and which areas I learn. Explain the reasons for rules, know right from wrong and try to behave accordingly. | <p>What rules are; caring for others' needs; looking after the environment</p> <p>Talk about the lives of people around them and their roles in society.</p> | Belonging to a group; roles and responsibilities; being the same and different in the community | The value of rules and laws; rights, freedoms and responsibilities       | What makes a community; shared responsibilities                                                                | Protecting the environment; compassion towards others                                        | Valuing diversity; challenging discrimination and stereotypes                                            |

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|  |                                       | <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Develop their sense of responsibility and membership of a community.</p> |                                                                                                                                       |                                                              |                                                               |                                                                    |                                                            |                                                                                                  |                                                              |
|  | Media literacy and digital resilience |                                                                                                                                                                             |                                                                                                                                       | Using the internet and digital devices; communicating online | The internet in everyday life; online content and information | How the internet is used; assessing information online             | How data is shared and used                                | How information online is targeted; different media types, their role and impact                 | Evaluating media sources; sharing things online              |
|  | Money and work                        |                                                                                                                                                                             | <p>I understand that everything cost money so we need to look after our resources.</p> <p>Show interest in different occupations.</p> | Strengths and interests; jobs in the community               | What money is; needs and wants; looking after money           | Different jobs and skills; job stereotypes; setting personal goals | Making decisions about money; using and keeping money safe | Identifying job interests and aspirations; what influences career choices; workplace stereotypes | Influences and attitudes to money; money and financial risks |

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| Relationships | Families and Friendships        | <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p> | <p>Recognise, name and understands everyday feelings such as happy, sad, cross, worried, etc. Show understanding that their actions can affect others and how they feel.</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> | Roles of different people; families; feeling cared for    | Making friends; feeling lonely and getting help                                                   | What makes a family; features of family life                                                | Positive friendships, including online                                              | Managing friendships and peer influence                                                     | Attraction to others; romantic relationships; civil partnership and marriage                 |
|               | Safer relationships             |                                                                                                                                                                                                                                        | <p>Say why someone is special to me. Recognise ways in which my family/carer is special. Recognise what I am good at from what others tell me. Show a willingness to care about others. Learn when to say "thank you" and "sorry".</p> <p>Form positive attachments to adults and friendships with peers.</p>                                                                                                                                                                                                                    | Recognising privacy; staying safe; seeking permission     | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour              | Personal boundaries; safely responding to others; the impact of hurtful behaviour           | Responding to hurtful behaviour; managing confidentiality; recognising risks online | Physical contact and feeling safe                                                           | Recognising and managing pressure; consent in different situations                           |
|               | Respecting ourselves and others | <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>                | <p>Recognise that you are unique. Express your own likes, dislikes and preferences. Understands that we have lots of similarities and differences. Appreciate that others might think differently to us or believe in different things.</p> <p>Understand that bullying is something that happens again and again; and that it is not acceptable. Show sensitivity to their own and others' needs.</p>                                                                                                                           | How behaviour affects others; being polite and respectful | Recognising things in common and differences; playing and working cooperatively; sharing opinions | Recognising respectful behaviour; the importance of self-respect; courtesy and being polite | Respecting differences and similarities; discussing difference sensitively          | Responding respectfully to a wide range of people; recognising prejudice and discrimination | Expressing opinions and respecting other points of view, including discussing topical issues |

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| Communication & Language                   |  | <p>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</p>                                                                                                                                                                   | <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>                             |  |  |  |  |  |  |
| Personal, Social and Emotional Development |  | <p>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.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> | <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Work and play cooperatively and take turns with others.</p> |  |  |  |  |  |  |

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| Physical Development    |  |                                                                  | Further develop the skills they need to manage the school day successfully:<br>-lining up and queuing<br>-mealtimes<br>Negotiate space and obstacles safely, with consideration for themselves and others. |  |  |  |  |  |  |
| Understanding the World |  | Begin to make sense of their own life-story and family's history |                                                                                                                                                                                                            |  |  |  |  |  |  |

### Inclusive Provision for PE

| SEND                                                                                                                                                                          | Adaptations to meet the range of Special Educational Needs and Disabilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| There is a separate SEND PSHE programme available through the PSHE Association for more severe SEND provision. The topics are closely related to the provision set out above. | <p>The Planning Framework is intended only as a guide to the possible content of a spiral PSHE education programme for pupils with SEND. You are free to use it flexibly, adapting it to the unique needs and abilities of your pupils, as their development will not necessarily correspond to their chronological age or their key stage in many aspects of their learning in PSHE education.</p> <p>It is not enough to simply teach pupils about the issues covered in the framework; it is vital they have the opportunity to explore, recognise and understand the subject content. This will help to ensure pupils develop the essential skills and attributes identified in the Framework, including key communication skills, vocabulary, strategies and the confidence to help manage issues when they encounter them (knowing how to seek help when necessary).</p> <p><a href="https://pshe-association.org.uk/search?queryTerm=planning+framework+for+pupils+with+SEND">https://pshe-association.org.uk/search?queryTerm=planning+framework+for+pupils+with+SEND</a></p> |

| EDI                | Adaptations to promote equality and reflect diversity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Age                | <p>Lives of other people and roles in society</p> <p>Know what respect means Families are different</p> <p>Bodies change as we get older Know that everybody is equal Different kinds of bullying Human life cycles</p> <p>Laws to protect human rights Bullying can really affect people Treating people respectfully</p> <p>Types of discrimination and how to challenge it</p> <p>The difference between prejudice and discrimination</p>                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Race               | <p>Similarities and differences between people from diverse racial backgrounds are explored.</p> <p>Materials and approaches reflect and are sensitive to the multicultural nature of society and relate to pupils' everyday experiences.</p> <p>Pupils are given opportunities to interact with people from diverse ethnic backgrounds outside the school.</p> <p>Pupils learn from the diverse national, regional, religious and ethnic composition of the UK population.</p> <p>Issues around racial, ethnic and national identity are explored.</p> <p>Concepts of prejudice, discrimination, racism, exclusion, and injustice are explored with reference to local, national and international affairs.</p> <p>Pupils learn about the school's racist incidents' policy and procedures, explore why they are needed and what they should do about racist incidents.</p> |
| Disability         | <p>Show sensitivity to others' needs</p> <p>Lives of other people and roles in society</p> <p>Know that everybody is equal</p> <p>Different kinds of bullying</p> <p>Laws to protect human rights</p> <p>Bullying can really affect people Treating people respectfully</p> <p>Types of discrimination and how to challenge it</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Religion or Belief | <p>Different religious and cultural communities</p> <p>Similarities and differences in lives in this country and other countries</p> <p>Different world religions</p> <p>Know that everybody is equal</p> <p>Different kinds of bullying</p> <p>Listening to other people's views</p> <p>Different world religions</p> <p>Laws to protect human rights</p> <p>Know that FGM is against British Law and what to do if they know someone is at risk of FGM</p> <p>People who love each other can be of any gender, faith or ethnicity</p>                                                                                                                                                                                                                                                                                                                                      |
| Sex                | <p>Show sensitivity to others' needs</p> <p>Lives of other people and roles in society</p> <p>Know that everybody is equal</p> <p>Different kinds of bullying</p> <p>Gender stereotypes</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|                    | <p>Bullying can really affect people</p> <p>Treating people respectfully</p> <p>Impact of stereotyping in the workplace</p> <p>Know that for some people gender identity is not the same as their biological sex</p>                                                                                                                                                                                                                                                                                                                               |
| Sexual orientation | <p>Know that everybody is equal</p> <p>Different kinds of bullying</p> <p>Laws to protect human rights</p> <p>Bullying can really affect people</p> <p>Treating people respectfully</p> <p>Know that for some people gender identity is not the same as their biological sex</p> <p>Types of discrimination and how to challenge it</p> <p>The difference between prejudice and discrimination</p> <p>People who love each other can be of any gender, faith or ethnicity</p> <p>The difference between gender identity and sexual orientation</p> |