



Key Stage 3 PSHE Curriculum

‘You are never too old to set a new goal or to dream a new dream’ C.S Lewis

Through our Personal, Social, Health and Economic (PSHE) Curriculum, we enable pupils to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others. Through it, pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps pupils stay healthy and safe, whilst preparing them to make the most of life and work. It also helps pupils to achieve their academic potential through developing a sense of self confidence and skills in resilience. Our PSHE curriculum includes, but is not limited to, statutory content, including Relationships Education at Key Stages 1 and 2. Relationships and Sex Education (RSE) at key Stages 3 and 4 and Health Education in both primary and secondary phases.

PSHE, alongside our enrichment and safeguarding and British values education, is central to the development of the pupils in our school and reflects our school’s vision of ‘Every Pupil, Every Chance’. Our programme of study is based around the SEND curriculum from the PSHE Association and ‘Learn and Thrive’ and provides appropriate learning opportunities for all pupils across The Forest School, regardless of their stage of development. The curriculum is designed to help pupils manage the challenging moral, social and health related issues that arise in their lives and society and supports them in having a voice and knowing their choices. It helps our pupils to develop the knowledge, skills and understanding they need to live confident, healthy, safe and independent lives. Our Programmes of Study take a thematic approach to PSHE and are designed so that all year groups experience coverage of the same core offer throughout the year. This approach ensures that pupils make developmental progress by revisiting themes each year and are able to build on prior learning and experiences. Links can also be made across the school in assemblies, educational visits and through enrichment activities.

Our PSHE Curriculum focuses on six key areas:

- Self- awareness
- Self-care, support and safety
- Managing Feelings



- Changing and Growing
- Healthy Lifestyles
- The World I live in

All key stages follow a two yearly cycle, except for Key Stage 3 which is three yearly, allowing pupils to revisit and build upon prior learning. This is reflected through our stages of development; Access, Build, Connect, Deepen.

Teachers will plan lessons that are inspiring and engaging with content that is appropriate to age and stage and adapted according to need. Learning objectives will be tailored to the development and understanding of the pupils across a common focus area. Learning will build on knowledge and skills over time and will link new knowledge to prior learning. Students will also be involved with celebration events such as external visits, assemblies and themed whole school events which focus on school values.

Cycle 1: 23/24

Autumn 1: Self Awareness- Personal Strengths and Skills for Learning			
<p>Key Vocabulary: Strength, challenge, skills, honest, hard-working, like, dislike, positive, negative, feelings, mindset, learning, self-esteem, self confidence</p>			
Access	Build	Connect	Deepen
<ul style="list-style-type: none"> • Respond to stimuli about what we are good at and/ or enjoy. • Begin to be able to identify what we are good at and/or enjoy • Respond to stimuli about what we enjoy 	<ul style="list-style-type: none"> • Identify some of our own personal strengths and skills (things we are really good at or can do really well). • Demonstrate how to recognise and appreciate personal 	<ul style="list-style-type: none"> • Explain how what others say and think about us can positively and negatively affect the way we feel about ourselves. • Identify some simple strategies to help 	<ul style="list-style-type: none"> • Describe what other people might perceive our personal strengths, talents and skills to be. Explain that how we feel about ourselves (self-esteem) can be affected by what is



<p>learning about in school.</p>	<p>strengths in other people.</p> <ul style="list-style-type: none"> • Identify some things that make us special and unique as learners. Describe what we like and dislike doing as learners. Describe our own learning targets or goals. 	<p>manage negative opinions/ comments.</p> <ul style="list-style-type: none"> • Describe the particular ways we like to learn. • Identify the difference between a short term target and an aspirational, long term goal. • Describe simple strategies we can use to help us be organised in our learning. • Explain how we might achieve our targets and goals (e.g. breaking longer term goals down into several short term targets). • Describe how it feels to achieve a target. 	<p>happening in our lives. Give reasons why media, including social media can affect how people feel about themselves</p> <ul style="list-style-type: none"> • Give examples of how our personal strengths, interests and skills may help us in our future lives, choices or employment. • Identify ways of managing emotions in relation to future employment • Demonstrate ways we can develop our strengths and skills through practice. • Identify some ways in which our current learning will help us in the future.
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Autumn 2: The World I Live in- Diversity, Rights and Responsibilities

Key Vocabulary: Same, different, rules, routines, boundaries, religion, culture, heritage, gender, human rights, children’s rights,



responsibilities, stereotypes, fair, unfair, prejudice, discrimination, misogyny

Access	Build	Connect	Deepen
<ul style="list-style-type: none"> ● Respond with interest to stimuli about the ways in which people can be the same and also be different. ● Respond with interest to stimuli about rules and routines there are in school. ● Identify some of the similarities and differences between young people of our age. ● Identify what is meant by having rules in school, at home and in the wider world. 	<ul style="list-style-type: none"> ● Describe some of the similarities, differences and diversity among people of different race, faith and culture. ● Describe what is meant by rights and responsibilities. ● Recognise what we all have in common, despite differences (e.g. in age, ability, sex, sexual orientation and gender identity). ● Identify some of the different kinds of rights and responsibilities we have in and outside school. 	<ul style="list-style-type: none"> ● Explain the benefits of diversity for our friendships and our community. ● Identify why stereotyping is unfair. ● Recognise that everyone has 'human rights' and that the law protects these rights. ● Identify some of our rights to different opportunities in both education and work. 	<ul style="list-style-type: none"> ● Explain that different cultures and faith groups have the right to practise their customs and beliefs within British law. ● Explain how stereotypes (e.g. based on sex, gender, race, religion, age, sexual orientation or disability) can lead to discrimination. ● Describe how to safely challenge stereotyping or discrimination when we witness or experience it. ● Identify whom we can talk to if we are worried about our rights or those of other people



Spring 1: Self-Care, Support and Safety: Feeling Unwell and Accidents and Risk

Key Vocabulary: Ill, hurt, pain, ache, medicines, consequences, safe, unsafe, healthy, unhealthy, germs, bacteria, depressed, upset, regulate, sleep, help, trust, support, risk

Access	Build	Connect	Deepen
<ul style="list-style-type: none"> ● Respond to stimuli about what it means to feel unwell; show awareness of how to indicate to someone that we are feeling unwell. ● Respond with curiosity to stimuli about what is meant by keeping safe. 	<ul style="list-style-type: none"> ● Describe the difference between feeling well and feeling unwell; demonstrate how to let someone know that we are feeling unwell. ● Describe what is meant by personal safety. ● Explain what is meant by something being an accident. ● Explain what is meant by the terms risky (something that could go wrong/have harmful consequences) and dangerous (something that will always hurt us, e.g. fire). ● Identify some behaviours that might be risky. 	<ul style="list-style-type: none"> ● Identify how we can tell if we are unwell (including possible symptoms). ● Describe in simple terms how germs can be spread to others. ● Identify whom to tell if we feel unwell. ● Identify useful phrases or vocabulary to use in order to let someone know that we feel unwell. ● Explain why it is a good idea to ask for help quickly if we feel unwell. ● Describe some situations and behaviours in and out of school, including online, which may not be safe or may entail risk. 	<ul style="list-style-type: none"> ● Identify some things we can do to take care of our physical wellbeing and our mental wellbeing. ● Describe simple things we can do if we are not feeling well. ● Demonstrate simple hygiene routines that can prevent the spread of germs (bacteria and viruses). ● Recognise some situations where we might need to ask someone for help with our mental wellbeing (e.g. feeling unhappy or depressed, disrupted sleep pattern, not wanting to eat/over-eating). ● Identify some of the terms that are used to



		<ul style="list-style-type: none"> Identify trusted adults who can help us in risky situations and strategies we can use to help ourselves. 	<p>describe when someone is emotionally/mentally unwell.</p> <ul style="list-style-type: none"> Describe some situations and behaviours in and out of school, including online, which may not be safe or may entail risk. Identify trusted adults who can help us in risky situations and strategies we can use to help ourselves.
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Spring 2 Healthy Lifestyles: Elements of a Healthy Lifestyle			
<p>Key Vocabulary: Healthy, unhealthy, happy, unhappy, content, clean, personal hygiene, sleep, routine, dentist, doctor, exercise, leisure, learning, hobby, online safety, bullying, violence, fear, relaxed</p>			
Access	Build	Connect	Deepen
<ul style="list-style-type: none"> Respond to stimuli showing different aspects of a healthy lifestyle. Recognise what is meant by a healthy 	<ul style="list-style-type: none"> Identify different ways that people can live a healthy lifestyle. Describe how to take care of dental health (e.g. how to brush teeth 	<ul style="list-style-type: none"> Describe strategies for maintaining a healthy lifestyle, including balancing time spent on work, leisure, physical activity, online 	<ul style="list-style-type: none"> Describe what might affect choices we make about our health, e.g. healthy eating (advertising), physical activity (playing on the



<p>lifestyle.</p>	<p>correctly/ use floss, food and drink that support dental health and why regular checkups at the dentist are important)</p> <ul style="list-style-type: none"> • Explain what a healthy lifestyle means, including the importance of healthy eating, sleep, personal hygiene, dental health, physical exercise and emotional wellbeing. • Describe how we may feel if we don't get enough sleep, and strategies for maintaining good sleep patterns. • Identify some simple strategies to help make positive choices about our health and wellbeing. 	<p>activities and sleep.</p> <ul style="list-style-type: none"> • Explain why it is important to have enough sleep • Understand what an unhealthy lifestyle might look and feel like 	<p>computer, restrictions due to health conditions) sleep (worries, stress, social media).</p> <ul style="list-style-type: none"> • Describe strategies for managing pressures and influences on healthy lifestyle choices.
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Summer 1- Managing Feelings: Self-esteem and Unkind Comments

Key Vocabulary: Happy, sad, content, hobby, leisure, positive communication, negative communication, aggressive, controlling, positive, negative



Access	Build	Connect	Deepen
<ul style="list-style-type: none"> • Respond with curiosity to stimuli about all the different ways in which we are special. • Identify feelings associated with feeling good about ourselves. 	<ul style="list-style-type: none"> • Identify things we can do which help us to feel good about ourselves. • Identify things that we may say or do that could affect how we or others feel about us. • Identify how people can make us feel bad about ourselves • Explore ways of managing when we are made to feel bad about ourselves • Identify things that others may say or do that could affect how we feel about ourselves. 	<ul style="list-style-type: none"> • Explain the difference between helpful/kind and unhelpful/unkind comments. • Demonstrate simple strategies to help manage our feelings about unhelpful/unkind comments. • Explore the difference between a friend 'checking in' with us and a friend 'checking up' on us 	<ul style="list-style-type: none"> • Demonstrate polite and assertive ways of challenging unkind comments directed at us or others. • Be able to identify controlling behaviour • Learn strategies for managing controlling behaviour

Summer 2 Changing and Growing- Puberty			
<p>Key Vocabulary: Change, grow, puberty, body hair, stage of development, physical health, emotional health, social skills, social groups, hobbies, clubs, sperm, fertilisation, eggs, ovaries, penis, testicles, facial hair, breasts, hips, body odour</p>			
Access	Build	Connect	Deepen
<ul style="list-style-type: none"> • Respond with curiosity to stimuli about the 	<ul style="list-style-type: none"> • Describe some of the new opportunities and 	<ul style="list-style-type: none"> • Identify the functions of the reproductive 	<ul style="list-style-type: none"> • Evaluate how emotions may change as we get



<p>ways in which we change as we get older.</p> <ul style="list-style-type: none"> • Identify some of the different ways we have changed as we have grown older. 	<p>responsibilities we have experienced as we have grown older.</p> <ul style="list-style-type: none"> • Identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social). • Explain why puberty happens. • Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings. • Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty. 	<p>organs, including how conception occurs.</p> <ul style="list-style-type: none"> • Describe the different stages of reproduction, pregnancy and birth. 	<p>older and are no longer children.</p> <ul style="list-style-type: none"> • Recognise that fertility changes over time and in response to some lifestyle factors.
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Cycle 2: 2024/25

<p>Autumn 1: Self Awareness- Prejudice and Discrimination</p>
<p>Key Vocabulary: Prejudice, unconscious bias, discrimination, human rights, fair, unfair, same, different, equal, stereotype, hate</p>



speech, protected characteristics, respect, tolerance, gender, religion, disability

Access	Build	Connect	Deepen
<ul style="list-style-type: none"> ● Respond to stimuli about people who are different to us in different ways. ● Describe what it means to treat others in a kind and fair way. ● Recognise that everyone is unique and special and no one should be treated unfairly. 	<ul style="list-style-type: none"> ● Recognise what prejudice means. ● Explain what it means to discriminate against someone ● Recognise that prejudice and discrimination in any form are unacceptable. 	<ul style="list-style-type: none"> ● Identify some examples of different forms of prejudice and discrimination we may have seen/heard about (e.g. based on religion, gender, age, race, disability, sexual orientation). ● Describe how and where to seek help if we think someone is behaving in a discriminatory way towards us or others. 	<ul style="list-style-type: none"> ● Explain what stereotyping means. ● Demonstrate simple constructive strategies for responding to prejudice and discrimination. ● Give reasons why we should expect to be treated with respect by others. ● Recognise that stereotypes based on religion, gender, age, race, disability or sexual orientation, can cause harm (e.g. how they might normalise nonconsensual behaviour or encourage prejudice). ● Explain how we should show respect to others and others' beliefs, including people in the wider community



Autumn 2: The World I Live In- Managing online information

Key Vocabulary: Safe, unsafe, real, fake, trust, evidence, fact-check, private, public, safe, unsafe, personal information, share, opinion, fact, target

Access	Build	Connect	Deepen
<ul style="list-style-type: none"> ● Respond with curiosity to stimuli about online advertising. ● Recognise that not everything we see online is 'real' or 'true'. 	<ul style="list-style-type: none"> ● Recognise that advertising online is targeted at individuals. ● Recognise that not everything we see or read online is trustworthy; that some things that are written about are not real and are 'fake'. ● Describe simple steps to take to check if something we see online is trustworthy. ● Identify some of the techniques that advertisers might use to get our attention or persuade us to believe something is true, and what their motives might be. 	<ul style="list-style-type: none"> ● Explain that information from our internet use is gathered, stored and used by external organisations. ● Identify organisations/ websites that can help us or other people with concerns about something seen or experienced online. 	<ul style="list-style-type: none"> ● Explain the influence that fake news can have on people's opinions, attitudes to others and understanding of the world



Spring 1: Self-Care, Support and Safety- Feeling Frightened/ Worried

Key Vocabulary: Feelings, worried, frightened, safe, unsafe, physical contact, consent, personal space, private, comfortable, uncomfortable, violence, controlling, harrasment,

Access	Build	Connect	Deepen
<ul style="list-style-type: none"> ● Respond to stimuli about feeling frightened or worried. ● Respond to stimuli about how to keep our bodies safe (appropriate and inappropriate contact). ● Respond to adult modelling about ways to indicate to others that we need help. ● Explain what being frightened or worried means. ● Demonstrate simple ways to communicate that we are frightened or worried. ● Describe in simple terms what it means to take care of our bodies and keep them safe. 	<ul style="list-style-type: none"> ● Demonstrate some simple strategies we can use if we are feeling frightened or worried. ● Identify who is responsible for keeping us safe and explain the importance of helping to keep ourselves safe. ● Explain what unwanted physical contact means. ● Explain that we should always tell someone if anyone makes us feel worried or uncomfortable, whoever they are. ● Demonstrate simple ways of communicating to others that we need help. 	<ul style="list-style-type: none"> ● Explain why no one has a right to make us feel frightened or uncomfortable and how to recognise harassment, including online. ● Explain what is meant by 'personal space'. ● Describe ways we can safely challenge unwanted physical contact and ask for help. ● Explain or demonstrate strategies for communicating that we need help in different situations. ● Give reasons why it might be necessary to keep telling trusted adults until we or someone in trouble gets the help needed 	<ul style="list-style-type: none"> ● Describe how it might feel when someone encroaches on our personal space. ● Give examples of when it is or is not appropriate to be in someone else's 'personal space'. ● Explain how feeling frightened, worried or uncomfortable is one of the ways we know that something is wrong. ● Explain that some actions (e.g. assaulting someone and harassment) are crimes, and how to respond, including reporting to police. ● Explain that removing or injuring female genitalia for non-medical reasons



			<p>(Female Genital Mutilation/FGM) is wrong and illegal, even if adults think it is necessary</p> <ul style="list-style-type: none"> • Explain that someone we like may not always be trustworthy. • Demonstrate what we can say or do and whom we can tell if we are concerned about our own or someone else's personal safety. • Explain what we should say, do and whom to tell if we, or someone we know, fears that they will experience, or have already experienced FGM, and that it is never that person's fault.
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Spring 2: Healthy Lifestyles- Physical Activity and Healthy Eating			
Key Vocabulary: Physical health, healthy, unhealthy, exercise, fit, active, diet, moderation, stereotype, motivation, targets, challenges			
Access	Build	Connect	Deepen



<ul style="list-style-type: none">• Respond to stimuli about different kinds of physical activity and exercise.• Respond to stimuli about different kinds of food and drinks.• Identify different kinds of physical activity and exercise.• Identify our favourite foods and drinks.	<ul style="list-style-type: none">• Identify our favourite forms of physical activity and exercise.• Identify some of the benefits of being physically active, and possible consequences of inactivity• Describe our favourite foods and drinks, and give reasons for our choices.• Identify foods we can eat all the time which are good for us.• Identify foods that should only be eaten occasionally	<ul style="list-style-type: none">• Describe some of the physical and mental health benefits of regular exercise.• Explain some of the long term benefits of regular physical activity and exercise.• Identify and challenge common stereotypes relating to physical activity.• Explain what we mean by a healthy, balanced diet.• Explain what makes some foods better for our health than others.• Describe some of the long term benefits of a healthy diet. Explain some of the risks of consuming food and drinks with high sugar or caffeine content	<ul style="list-style-type: none">• Describe the challenges that can prevent us from exercising, and suggest ways to overcome them.• Identify ways of motivating ourselves to take exercise.• Explain some of the influences on our food choices and strategies for managing these influences.
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Summer 1: Managing Feelings-Strong Feelings

Key Vocabulary: Feelings, happy, sad, content, angry, frustrated, excited, tired, helpful, unhelpful, assault, violence, weapon



Access	Build	Connect	Deepen
<ul style="list-style-type: none"> ● Respond to stimuli about different feelings we might experience. ● Respond to stimuli about how different feelings may be expressed. ● Describe how we might feel, look and sound when we are happy or unhappy. ● Identify a range of feelings, where we might feel them in our body, and how they might make us behave. 	<ul style="list-style-type: none"> ● Recognise when others may be feeling happy or unhappy from their facial expression and body language. ● Describe strong emotions (e.g. anger, fear, frustration, excitement, anxiety, jealousy). ● Give examples of when we might feel strong emotions. ● Describe some simple strategies we can use to feel and stay happy. ● Identify how we can help others who may be feeling unhappy. ● Identify whom to ask or tell if we are feeling unhappy and/or need help. ● Understand that consent should be sought for and provided regardless of how strong our feelings are 	<ul style="list-style-type: none"> ● Identify some responses to feeling unhappy that might be unhelpful and give reasons why they are unhelpful. ● Describe how when we feel strong emotions we might feel like doing something we wouldn't usually do; how this could affect ourselves or other people. ● Describe how to manage strong emotions by using simple strategies to help ourselves and others. ● Understand that violence towards others is wrong and should not be tolerated, regardless of how strong our feelings are ● Understand that carrying and using weapons is illegal and dangerous 	<ul style="list-style-type: none"> ● Explain or demonstrate things we can do to help and support others when they are experiencing strong emotions. ● Recognise signs that we or someone we know might need help to cope with strong emotions and whom to speak to. ● Identify reliable and trustworthy sources of support for a range of relevant issues, including online (e.g. Childline, Thinkuknow.co.uk).



Summer 2: Changing and Growing- Friendship

Key Words: Friends, trust, safe, unsafe, relaxed, tense, nervous, comfortable, uncomfortable, agree, disagree, respect, empathy, choice, support, advice, guidance, NSPCC, Childline

Access	Build	Connect	Deepen
<ul style="list-style-type: none"> ● Respond to stimuli about different kinds of friendship ● Be able to respond with anticipation to having a friend ● Begin to recognise what having or being a friend means. ● Identify different kinds of friendship and ways in which friendship is important. 	<ul style="list-style-type: none"> ● Identify occasions when we might need the support of friends. ● Give examples of how we can show support to our friends. ● Describe how we can let friends know that we need their help and support. ● Understand that friends should not make us feel unsafe or ask us to do something illegal ● Identify what a healthy friendship does and does not look like (unhealthy friendships may include violence, pressure, fear) 	<ul style="list-style-type: none"> ● Identify occasions when our friends might need our support. ● Explain that we might disagree with someone and still be friends. ● Demonstrate ways to manage friendship disagreements restoratively. ● Recognise that friends do not always know what is best for each other. ● Understand that friends should not make you feel watched or monitored ● Understand that some teenagers experience unhealthy friendships and what this may look like ● Know where to seek 	<ul style="list-style-type: none"> ● Describe ways in which friendships might change over time. ● Explain that sometimes friendships may end, through choice or circumstances. ● Demonstrate strategies for managing feelings about friendships as they change and develop. ● Demonstrate how we might end a friendship positively. ● Identify reliable and appropriate sources of support for ourselves and our friends



		support if you experience an unhealthy friendship eg NSPCC, childline, staff in school	
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Cycle 3: 25/26

Autumn 1: Self Awareness- Prejudice and Discrimination			
<p>Key Vocabulary: Human rights, children’s rights, unconscious bias, discrimination prejudice, kind, unkind, respect, equal, equity, gender, race, religion, heritage, sexual orientation, pronouns</p>			
Access	Build	Connect	Deepen
<ul style="list-style-type: none"> Respond to stimuli about people who are different to us in different ways. Describe what it means to treat others in a kind and fair way. Recognise that everyone is unique and special and no one should be treated unfairly. 	<ul style="list-style-type: none"> Recognise what prejudice means. Explain what it means to discriminate against someone Recognise that prejudice and discrimination in any form are unacceptable. 	<ul style="list-style-type: none"> Identify some examples of different forms of prejudice and discrimination we may have seen/heard about (e.g. based on religion, gender, age, race, disability, sexual orientation). Describe how and where to seek help if we think someone is behaving in a discriminatory way towards us or others. Understand the 	<ul style="list-style-type: none"> Explain what stereotyping means. Demonstrate simple constructive strategies for responding to prejudice and discrimination. Give reasons why we should expect to be treated with respect by others. Recognise that stereotypes based on religion, gender, age, race, disability or sexual orientation, can



		<p>difference between equal and equity</p>	<p>cause harm (e.g. how they might normalise nonconsensual behaviour or encourage prejudice).</p> <ul style="list-style-type: none"> • Explain how we should show respect to others and others' beliefs, including people in the wider community
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Autumn 2: The World I Live In- Managing online information			
Key Vocabulary: Advertising, target audience, personal information, trust, fake, real, fact check. Media, social media, motive			
Access	Build	Connect	Deepen
<ul style="list-style-type: none"> • Respond with curiosity to stimuli about online advertising. • Recognise that not everything we see online is 'real' or 'true'. 	<ul style="list-style-type: none"> • Recognise that advertising online is targeted at individuals. • Recognise that not everything we see or read online is trustworthy; that some things that are written about are not real and are 'fake'. • Describe simple steps to take to check if something we see 	<ul style="list-style-type: none"> • Explain that information from our internet use is gathered, stored and used by external organisations. • Identify organisations/ websites that can help us or other people with concerns about something seen or experienced online. 	<ul style="list-style-type: none"> • Explain the influence that fake news can have on people's opinions, attitudes to others and understanding of the world



	<p>online is trustworthy.</p> <ul style="list-style-type: none"> • Identify some of the techniques that advertisers might use to get our attention or persuade us to believe something is true, and what their motives might be. 		
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Spring 1: Self-Care, Support and Safety- Feeling Frightened/ Worried			
Key Vocabulary: physical hurt, emotional hurt, worry, frightened, healthy, unhealthy, personal space, privacy, controlling,			
Access	Build	Connect	Deepen
<ul style="list-style-type: none"> • Respond to stimuli about feeling frightened or worried. • Respond to stimuli about how to keep our bodies safe (appropriate and inappropriate contact). • Respond to adult modelling about ways to indicate to others that we need help. • Explain what being 	<ul style="list-style-type: none"> • Demonstrate some simple strategies we can use if we are feeling frightened or worried. • Identify who is responsible for keeping us safe and explain the importance of helping to keep ourselves safe. • Explain what unwanted physical contact means. 	<ul style="list-style-type: none"> • Explain why no one has a right to make us feel frightened or uncomfortable and how to recognise harassment, including online. • Explain what is meant by ‘personal space’. • Describe ways we can safely challenge unwanted physical contact and ask for 	<ul style="list-style-type: none"> • Describe how it might feel when someone encroaches on our personal space, online and in the real world • Give examples of when it is or is not appropriate to be in someone else’s ‘personal space’. • Explain how feeling frightened, worried or uncomfortable is one of



<p>frightened or worried means.</p> <ul style="list-style-type: none">• Demonstrate simple ways to communicate that we are frightened or worried.• Describe in simple terms what it means to take care of our bodies and keep them safe.	<ul style="list-style-type: none">• Explain that we should always tell someone if anyone makes us feel worried or uncomfortable, whoever they are.• Demonstrate simple ways of communicating to others that we need help.	<p>help.</p> <ul style="list-style-type: none">• Explain or demonstrate strategies for communicating that we need help in different situations.• Give reasons why it might be necessary to keep telling trusted adults until we or someone in trouble gets the help needed	<p>the ways we know that something is wrong.</p> <ul style="list-style-type: none">• Explain that some actions (e.g. assaulting someone and harassment) are crimes, and how to respond, including reporting to police.• Explain that removing or injuring female genitalia for non-medical reasons (Female Genital Mutilation/FGM) is wrong and illegal, even if adults think it is necessary• Explain that someone we like may not always be trustworthy.• Demonstrate what we can say or do and whom we can tell if we are concerned about our own or someone else's personal safety.• Explain what we should say, do and whom to tell if we, or someone we know, fears that
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			they will experience, or have already experienced FGM, and that it is never that person's fault.
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Spring 2: Healthy Lifestyles- Physical Activity and Healthy Eating			
<p>Key Words: Healthy, unhealthy, balance, moderation, exercise, active, inactive, stereotype, like, dislike, choice, challenge, routine</p>			
Access	Build	Connect	Deepen
<ul style="list-style-type: none"> • Respond to stimuli about different kinds of physical activity and exercise. • Respond to stimuli about different kinds of food and drinks. • Identify different kinds of physical activity and exercise. • Identify our favourite foods and drinks. 	<ul style="list-style-type: none"> • Identify our favourite forms of physical activity and exercise. • Identify some of the benefits of being physically active, and possible consequences of inactivity • Describe our favourite foods and drinks, and give reasons for our choices. • Identify foods we can eat all the time which are good for us. • Identify foods that should only be eaten 	<ul style="list-style-type: none"> • Describe some of the physical and mental health benefits of regular exercise. • Explain some of the long term benefits of regular physical activity and exercise. • Identify and challenge common stereotypes relating to physical activity. • Explain what we mean by a healthy, balanced diet. • Explain what makes some foods better for 	<ul style="list-style-type: none"> • Describe the challenges that can prevent us from exercising, and suggest ways to overcome them. • Identify ways of motivating ourselves to take exercise. • Explain some of the influences on our food choices and strategies for managing these influences.



	occasionally	<p>our health than others.</p> <ul style="list-style-type: none"> Describe some of the long term benefits of a healthy diet. Explain some of the risks of consuming food and drinks with high sugar or caffeine content 	
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Summer 1: Managing Feelings-Strong Feelings			
<p>Key Vocabulary: Emotions, feelings, triggers, coping mechanism, mindfulness, self-awareness, regulate, support, happy, sad, excited, depressed, frustrated, anxious, worried</p>			
Access	Build	Connect	Deepen
<ul style="list-style-type: none"> Respond to stimuli about different feelings we might experience. Respond to stimuli about how different feelings may be expressed. Describe how we might feel, look and sound when we are happy or unhappy. Identify a range of feelings, where we might feel them in our 	<ul style="list-style-type: none"> Recognise when others may be feeling happy or unhappy from their facial expression and body language. Describe strong emotions (e.g. anger, fear, frustration, excitement, anxiety, jealousy). Give examples of when we might feel strong emotions. Describe some simple 	<ul style="list-style-type: none"> Identify some responses to feeling unhappy that might be unhelpful and give reasons why they are unhelpful. Describe how when we feel strong emotions we might feel like doing something we wouldn't usually do; how this could affect ourselves or other people. Describe how to 	<ul style="list-style-type: none"> Explain or demonstrate things we can do to help and support others when they are experiencing strong emotions. Recognise signs that we or someone we know might need help to cope with strong emotions and whom to speak to. Identify reliable and trustworthy sources of



<p>body, and how they might make us behave.</p>	<p>strategies we can use to feel and stay happy.</p> <ul style="list-style-type: none"> • Identify how we can help others who may be feeling unhappy. • Identify whom to ask or tell if we are feeling unhappy and/or need help. 	<p>manage strong emotions by using simple strategies to help ourselves and others.</p>	<p>support for a range of relevant issues, including online (e.g. Childline, Thinkuknow.co.uk).</p>
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Summer 2: Changing and Growing- Friendship

Key Words: Friends, trust, respect, care, kind, safe, empathise, forgive, unsafe, frightened, control, agree, disagree, communicate, violence, threat, legal, illegal

Access	Build	Connect	Deepen
<ul style="list-style-type: none"> • Respond to stimuli about different kinds of friendship • Be able to respond with anticipation to having a friend • Begin to recognise what having or being a friend means. • Identify different kinds of friendship and ways in which friendship is important. 	<ul style="list-style-type: none"> • Identify occasions when we might need the support of friends. • Give examples of how we can show support to our friends. • Describe how we can let friends know that we need their help and support. • Identify what makes a good friendship • Identify what makes an 	<ul style="list-style-type: none"> • Identify occasions when our friends might need our support. • Explain that we might disagree with someone and still be friends. • Demonstrate ways to manage friendship disagreements restoratively. • Recognise that friends do not always know what is best for each 	<ul style="list-style-type: none"> • Describe ways in which friendships might change over time. • Explain that sometimes friendships may end, through choice or circumstances. • Demonstrate strategies for managing feelings about friendships as they change and develop. • Demonstrate how we



	unhealthy friendship	other.	might end a friendship positively. <ul style="list-style-type: none">• Identify reliable and appropriate sources of support for ourselves and our friends
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