PSHE Curriculum - What will the children actually learn?

Key Threshold Concepts (Substantive Knowledge)

When constructing our curriculum, we considered key threshold concepts or "the big ideas" which shape the ways pupils think within each subject. These threshold concepts, also known as "substantive knowledge," are explored in every year group which help pupils gradually increase their understanding of them. Over time this approach of revisiting concepts helps children to *know more and remember more*. In our PSHE lessons children are taught the key threshold concepts (substantive knowledge) below:

i) Keeping and staying safe

ii) Keeping healthy

iii) Relationships

iv) Being responsible

v) Feelings and emotions

vi) Computer safety

vii) Work & money

viii) Hazard Watch

The key threshold concepts for each class are set out in our three learning Milestones. Milestone 1 (Years 1 & 2), Milestone 2 (Years 3 & 4) and Milestone 3 (Year 5 & 6). These can be seen below alongside the topics that are to be taught in each class.

Topic Specific Milestones

In addition to the key threshold Milestones our curriculum sets out progression in the form of topic specific 'Milestones' for every topic taught. Each Milestone contains a range of descriptors which provide details of the skills, within each topic, to be covered and taught in class. KS1 children work to achieve the objectives set out in Milestone 1. Lower KS2 children work to achieve the objectives set out in Milestone 2 and upper Key Stage 2 children work to achieve the objectives set out in Milestone 3.

Vocabulary:

Research has shown that pupils with the most extensive vocabulary have:

- better reasoning, inference and pragmatic skills
- academic success and employment
- · better mental health in adulthood.

Each milestone introduces a range of age appropriate historical vocabulary that the teacher will teach and revisit throughout the two-year period that the children are working on these milestone targets. These are set out below. In addition to this, each topic assessment tracker (see below) contains vocabulary that is specific to the individual topic.

Key Threshold Milestone 1 (Year 1 & 2)

- Assessment Tracker (print one copy of this page and tick/date the Milestone 1 targets when they are covered in class.

Class name: Year groups: Academic year:

Year groups	Keeping & Staying Safe	Keeping Healthy	Relationships	Being Responsible	Feelings & Emotions	Computer Safety	Work & Money	Hazard Watch
1 & 2	Understand road safety.	Understand germs and how they spread.	Recognise and name a range of feelings.	Understand the importance of preventing	Be able to recognise and name emotions.	Understand how online activity can affect others.	Understand different ways we can receive	•
Milestone 1	Develop road sense. Explore real life	Know how to prevent the spread of germs.	Care about others.	Recognise responsible and	Describe how emotions make us feel, both	Be able to recognise negative aspects	Money. Know how to keep money safe.	
	scenarios. • Develop	Recognise and understand	Know how to be a good friend.	irresponsible actions. Name ways to	physically and mentally. • Learn a range of	of using technology. • Understand how	Understand the importance of	
	understanding of safe and unsafe scenarios.	bullying behaviours. • Know how to	 Recognise and understand bullying behaviours. 	improve at an activity/sport.	skills for coping with unpleasant / uncomfortable	online actions can affect others.	saving money.	
		cope with bullying behaviours.	Know how to cope with bullying	Recognise the benefits of practising an	Be able to	Know the risks of sharing images without		
		Understand that feelings can be shown without words.	Understand that feelings can be	Know how you can help other	recognise and name emotions and their physical effects.	permission.		
		Understand why it is important to	shown without words.	people. • Understand the				
		care about other people's feelings.	Understand why it is important to care about other people's feelings.	risks of talking to people you don't know well in the community				

TOPICS TAUGHT in KS1:

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes e.g. Years 1 & 2 together etc. As a result, we have a two-year topic plan to prevent the children repeating subject matter. More detail is shown below as to what will be taught within each topic.

KS1 (Class 3 - Years 1 & 2) Rolling Programme

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Subject	Year A (202	2-2023), (2024-2025) (202	26-2027) etc.	Year B (2021	1-2022), (2023-2024), (202	25-2026) etc.							
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term							
PSHE (see PSHE Association and Philosophy 4 Childrer schemes of work)	Health and Wellbeing i) Healthy lifestyles ii) Mental health Philosophy for Children P4C: New Beginnings and Getting on and falling out	Relationships i) Families and close positive relationships ii) Friendships Philosophy for Children P4C: Going for goals and Good to be me	Living in the wider world – i) Shared responsibilities ii) Communities iii) Media literacy and digital resilience Philosophy for Children P4C: Relationships and Changes	Health and Wellbeing i) Ourselves, growing and changing ii) Keeping safe iii) Drugs, alcohol & tobacco Philosophy for Children P4C: New Beginnings and Getting on and falling out	Relationships i) Managing hurtful behaviour & bullying ii) Safe relationships iii) Respecting self and others Philosophy for Children P4C: Going for goals and Good to be me	Living in the wider world – i) Economic wellbeing: money ii) Economic wellbeing: Aspirations, work and career Philosophy for Children P4C: Relationships and Changes							

Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

healthy	relax	hygiene	medicine	routines	feelings	empathy	sharing	calm
germs	vaccinations	medicines	allergic	reaction	mood	change	unique	special
transition	rules	personal	private	emergency	trust	harmful	friends	relatives
acquaintances	care	family	worried	lonely	resolve	bullying	respect	unsafe
permission	privacy	polite	environment	community	online	internet	money	cooperation

The Assessment Tracker documents below outline what children will learn within each topic

PSHE: KS1 – Assessment tracker: Year	1 & 2						
Tania Haalik and walls in a HEALTIN	/ LIFECTVI FO						
Topic: Health and wellbeing – HEALTH	T LIFESTYLES	1	 1	1	1		
Pupils:							
Targets Children can/know/explain/understand:							
about what keeping healthy means; different ways to keep healthy							
about foods that support good health and the risks of eating too much sugar							
about how physical activity helps us to stay healthy; and ways to be physically active everyday							
about why sleep is important and different ways to rest and relax							
simple hygiene routines that can stop germs from spreading							
that medicines (including vaccinations and immunisations and those that							
support allergic reactions) can help people to stay healthy							
about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health							
how to keep safe in the sun and protect skin from sun damage							
about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV							
about the people who help us to stay physically healthy							

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healthy	relax	hygiene	medicine	routines
germs	vaccinations	medicines	allergic	reaction

healthy	relax	hygiene	medicine	routines	feelings	empathy	sharing	calm
germs	vaccinations	medicines	allergic	reaction	mood	change	unique	special
transition	rules	personal	private	emergency	trust	harmful	friends	relatives
acquaintances	care	family	worried	lonely	resolve	bullying	respect	unsafe
permission	privacy	polite	environment	community	online	internet	money	cooperation

PSHE: KS1 - Assessment tracker: Year	1 & 2								
Topic: Health and wellbeing – MENTAL	HEALTH	T	r	·	T	_	,		•
Pupils:									
Targets									
Children can/know/explain/understand:									
about different feelings that humans can									
experience									
how to recognise and name different feelings									
how feelings can affect people's bodies and									
how they behave									
how to recognise what others might be									
feeling									
to recognise that not everyone feels the									
same at the same time, or feels the									
same about the same things									
about ways of sharing feelings; a range of words to describe feelings									
about things that help people feel good (e.g. playing outside, doing things they enjoy,									
spending time with family, getting enough									
sleep)									
different things they can do to manage big									
feelings, to help calm themselves									
to recognise when they need help with									
feelings; that it is important to ask for help									
with feelings; and how to ask for it									
about change and loss (including death); to									
identify feelings associated with this; to									
recognise what helps people to feel better									

feelings	empathy	sharing	calm	trust
mood	change	private	worried	family

healthy	relax	hygiene	medicine	routines	feelings	empathy	sharing	calm
germs	vaccinations	medicines	allergic	reaction	mood	change	unique	special
transition	rules	personal	private	emergency	trust	harmful	friends	relatives
acquaintances	care	family	worried	lonely	resolve	bullying	respect	unsafe
permission	privacy	polite	environment	community	online	internet	money	cooperation

PSHE: KS1 – Assessment tracker: Year 1 & 2												
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Topic: Relationships – FAMILIES AND (CLOSE PO	SITIVE RE	LATIONS	HIPS				1	1	ı		1
Pupils:												
Targets												
Children can/know/explain/understand:												
about the roles different people (e.g.												
acquaintances, friends and relatives)												
play in our lives												
to identify the people who love and care												
for them and what they do to help												
them feel cared for												
about different types of families												
including those that may be different to												
their own												
to identify common features of family life												
that it is important to tell someone (such												
as their teacher) if something about their												
family makes them unhappy or worried												

feelings	empathy	sharing	personal	trust
friends	support	care	relatives	family

healthy	relax	hygiene	medicine	routines	feelings	empathy	sharing	calm
germs	vaccinations	medicines	allergic	reaction	mood	change	unique	special
transition	rules	personal	private	emergency	trust	harmful	friends	relatives
acquaintances	care	family	worried	lonely	resolve	bullying	respect	unsafe
permission	privacy	polite	environment	community	online	internet	money	cooperation

PSHE: KS1 – Assessment tracker: Year	1 & 2				
Topic: Relationships – FRIENDSHIPS					
Pupils:					
Targets Children can/know/explain/understand:					
about how people make friends and what makes a good friendship					
about how to recognise when they or someone else feels lonely and what to do					
simple strategies to resolve arguments between friends positively					
how to ask for help if a friendship is making them feel unhappy					

feelings	empathy	sharing	personal	trust
friends	support	care	relatives	family

healthy	relax	hygiene	medicine	routines	feelings	empathy	sharing	calm
germs	vaccinations	medicines	allergic	reaction	mood	change	unique	special
transition	rules	personal	private	emergency	trust	harmful	friends	relatives
acquaintances	care	family	worried	lonely	resolve	bullying	respect	unsafe
permission	privacy	polite	environment	community	online	internet	money	cooperation

PSHE: KS1 – Assessment tracker: Year	PSHE: KS1 – Assessment tracker: Year 1 & 2										
Topic: Living in the wider world – SHARED REPONSIBILITIES											
Pupils:											
Targets											
Children can/know/explain/understand:											
about what rules are, why they are											
needed, and why different rules are											
needed for different situations											
how people and other living things have											
different needs; about the											
responsibilities of caring for them											
about things they can do to help look											
after their environment											

rules	routines	feelings	cooperation	community
permission	environment	polite	respect	empathy

healthy	relax	hygiene	medicine	routines	feelings	empathy	sharing	calm
germs	vaccinations	medicines	allergic	reaction	mood	change	unique	special
transition	rules	personal	private	emergency	trust	harmful	friends	relatives
acquaintances	care	family	worried	lonely	resolve	bullying	respect	unsafe
permission	privacy	polite	environment	community	online	internet	money	cooperation

PSHE: KS1 – Assessment tracker: Year	1 & 2										
Topic: Living in the wider world – COMMUNITIES											
Pupils:											
Targets Children can/know/explain/understand:											
about the different groups they belong to											
about the different roles and responsibilities people have in their community											
to recognise the ways they are the same as, and different to, other people											

rules	routines	feelings	cooperation	community
permission	environment	polite	respect	empathy

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healthy	relax	hygiene	medicine	routines	feelings	empathy	sharing	calm
germs	vaccinations	medicines	allergic	reaction	mood	change	unique	special
transition	rules	personal	private	emergency	trust	harmful	friends	relatives
acquaintances	care	family	worried	lonely	resolve	bullying	respect	unsafe
permission	privacy	polite	environment	community	online	internet	money	cooperation

PSHE: KS1 – Assessment tracker: Year	PSHE: KS1 – Assessment tracker: Year 1 & 2										
Topic: Living in the wider world – MEDIA LITERACY AND DIGITAL RESILIENCE											
Pupils:											
Targets Children can/know/explain/understand:											
about how the internet and digital devices can be used safely to find things out and to communicate with others											
about the role of the internet in everyday life											
that not all information seen online is true											

rules	online	feelings	bullying	community
permission	internet	polite	respect	harmful

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healthy	relax	hygiene	medicine	routines	feelings	empathy	sharing	calm
germs	vaccinations	medicines	allergic	reaction	mood	change	unique	special
transition	rules	personal	private	emergency	trust	harmful	friends	relatives
acquaintances	care	family	worried	lonely	resolve	bullying	respect	unsafe
permission	privacy	polite	environment	community	online	internet	money	cooperation

PSHE: KS1 – Assessment tracker: Year	PSHE: KS1 – Assessment tracker: Year 1 & 2										
Topic: Health & wellbeing - OURSELVE	S, GROWI	NG AND (CHANGING	3							
Pupils:											
Targets Children can/know/explain/understand:											
to recognise what makes them special											
to recognise the ways in which we are all unique											
to identify what they are good at, what they like and dislike											
how to manage when finding things difficult											
to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)											
about growing and changing from young to old and how people's needs change											
about preparing to move to a new class/year group											

vulva	vagina	penis	testicles	feelings
permission	transition	polite	respect	care

healthy	relax	hygiene	medicine	routines	feelings	empathy	sharing	calm
germs	vaccinations	medicines	allergic	reaction	mood	change	unique	special
transition	rules	personal	private	emergency	trust	harmful	friends	relatives
acquaintances	care	family	worried	lonely	resolve	bullying	respect	unsafe
permission	privacy	polite	environment	community	online	internet	money	cooperation

PSHE: KS1 – Assessment tracker: Year 1 & 2												
Topic: Health & wellbeing – KEEPING S	AFE				T	1	T	1	1	1	1	1
Pupils:												
Targets												
Children can/know/explain/understand:												
about rules and age restrictions that keep us												
safe												
to recognise risk in simple everyday												
situations and what action to take to												
minimise harm												
about how to keep safe at home (including												
around electrical appliances) and fire safety (e.g. not playing with matches and lighters)												
that household products (including												
medicines) can be harmful if not used												
correctly												
ways to keep safe in familiar and unfamiliar												
environments (e.g. beach, shopping centre,												
park, swimming pool, on the street) and how												
to cross the road safely												
about the people whose job it is to help keep												
us safe												
basic rules to keep safe online, including												
what is meant by personal information and												
what should be kept private; the importance												
of telling a trusted adult if they come across												
something that scares them												
about what to do if there is an accident and												
someone is hurt												
how to get help in an emergency (how to dial												
999 and what to say						I		l	<u> </u>			

unsafe	harmful	medicines	emergency	personal
online	internet	environent	risk	restrictions

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healthy	relax	hygiene	medicine	routines	feelings	empathy	sharing	calm
germs	vaccinations	medicines	allergic	reaction	mood	change	unique	special
transition	rules	personal	private	emergency	trust	harmful	friends	relatives
acquaintances	care	family	worried	lonely	resolve	bullying	respect	unsafe
permission	privacy	polite	environment	community	online	internet	money	cooperation

PSHE: KS1 – Assessment tracker: Yea	SHE: KS1 – Assessment tracker: Year 1 & 2											
Topic: Health & wellbeing – DRUGS, ALCOHOL AND TOBACCO												
Pupils:												
Targets Children can/know/explain/understand:												
about things that people can put into their body or on their skin;												
how these can affect how people feel												
that drugs, alcohol and tobacco can have a negative impact on our health												

drugs	harmful	medicines	emergency	alcohol
tobacco	vape	cigarettee	dangerous	addictive

healthy	relax	hygiene	medicine	routines	feelings	empathy	sharing	calm
germs	vaccinations	medicines	allergic	reaction	mood	change	unique	special
transition	rules	personal	private	emergency	trust	harmful	friends	relatives
acquaintances	care	family	worried	lonely	resolve	bullying	respect	unsafe
permission	privacy	polite	environment	community	online	internet	money	cooperation

PSHE: KS1 – Assessment tracker: Year	1 & 2		PSHE: KS1 – Assessment tracker: Year 1 & 2									
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	Topic: Relationships – MANAGING HURTFUL BEHAVIOUR AND BULLYING											
Pupils:												
Targets												
Children can/know/explain/understand:												
that bodies and feelings can be hurt by												
words and actions; that people can												
say hurtful things online												
about how people may feel if they												
experience hurtful behaviour or bullying												
that hurtful behaviour (offline and online)												
including teasing, name-calling,												
bullying and deliberately excluding												
others is not acceptable;												
how to report bullying												
the importance of telling a trusted adult												

bullying	harmful	unfriendly	report	trusted
teasing	hurtful	unkind	online	adult

healthy	relax	hygiene	medicine	routines	feelings	empathy	sharing	calm
germs	vaccinations	medicines	allergic	reaction	mood	change	unique	special
transition	rules	personal	private	emergency	trust	harmful	friends	relatives
acquaintances	care	family	worried	lonely	resolve	bullying	respect	unsafe
permission	privacy	polite	environment	community	online	internet	money	cooperation

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PSHE: KS1 – Assessment tracker: Year	1 & 2									
Topic: Relationships - SAFE RELATION	NSHIPS									
Pupils:										
Targets										
Children can/know/explain/understand:										
to recognise that some things are private and										
the importance of respecting privacy; that parts										
of their body covered by underwear are private										
that sometimes people may behave differently										
online, including by										
pretending to be someone they are not										
how to respond safely to adults they don't know										
about how to respond if physical contact makes										
them feel uncomfortable or unsafe										
about knowing there are situations when they										
should ask for permission and										
also when their permission should be sought										
about the importance of not keeping adults'										
secrets (only happy surprises										
that others will find out about eventually)										
basic techniques for resisting pressure to do										
something they don't want to										
do and which may make them unsafe										
what to do if they feel unsafe or worried for themselves or others; who to										
ask for help and vocabulary to use when asking										
for help; importance of keeping										
trying until they are heard										
To know how to use the phrase "STOP IT! I										
DON'T LIKE IT!"										
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private	respect	covered	underwear	safety
respond	contact	unsafe	resisting	worried

healthy	relax	hygiene	medicine	routines	feelings	empathy	sharing	calm
germs	vaccinations	medicines	allergic	reaction	mood	change	unique	special
transition	rules	personal	private	emergency	trust	harmful	friends	relatives
acquaintances	care	family	worried	lonely	resolve	bullying	respect	unsafe
permission	privacy	polite	environment	community	online	internet	money	cooperation

PSHE: KS1 – Assessment tracker: Year	PSHE: KS1 – Assessment tracker: Year 1 & 2											
Topic: Relationships – RESPECTING SI	Topic: Relationships – RESPECTING SELF AND OTHERS											
Pupils:												
Targets Children can/know/explain/understand:												
about what is kind and unkind behaviour, and how this can affect others												
about how to treat themselves and others with respect; how to be polite and courteous												
to recognise the ways in which they are the same and different to others												
how to listen to other people and play and work cooperatively												
how to talk about and share their opinions on things that matter to them												

private	respect	feelings	respect	empathy
unique	polite	cooperatively	trust	sharing

healthy	relax	hygiene	medicine	routines	feelings	empathy	sharing	calm
germs	vaccinations	medicines	allergic	reaction	mood	change	unique	special
transition	rules	personal	private	emergency	trust	harmful	friends	relatives
acquaintances	care	family	worried	lonely	resolve	bullying	respect	unsafe
permission	privacy	polite	environment	community	online	internet	money	cooperation

PSHE: KS1 – Assessment tracker: Year 1 & 2											
Topic: Living in the wider world – ECONOMIC WELLBEING: MONEY											
Pupils:											
Targets Children can/know/explain/understand:											
what money is; forms that money comes in; that money comes from different sources											
that people make different choices about how to save and spend money											
about the difference between needs and wants; that sometimes people may not always be able to have the things they want											
that money needs to be looked after; different ways of doing this											

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money	coins	savings	earning	respectful
denominations	notes	spending	transactions	sharing

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healthy	relax	hygiene	medicine	routines	feelings	empathy	sharing	calm
germs	vaccinations	medicines	allergic	reaction	mood	change	unique	special
transition	rules	personal	private	emergency	trust	harmful	friends	relatives
acquaintances	care	family	worried	lonely	resolve	bullying	respect	unsafe
permission	privacy	polite	environment	community	online	internet	money	cooperation

PSHE: KS1 – Assessment tracker: Yea	PSHE: KS1 – Assessment tracker: Year 1 & 2										
Topic: Living in the wider world – ECO	NOMIC WE	I I BEING	ASDIDAT	IONS WO	DK VND C	ADEED					
Pupils:		LLDLING.	ASFINAL	10143, WO	KK AND C	ANLLN					
Targets Children can/know/explain/understand:											
that everyone has different strengths											
that jobs help people to earn money to pay for things											
different jobs that people they know or people who work in the community do											
about some of the strengths and interests someone might need to do different jobs											

money	strengths	interests	earning	respectful
denominations	community	need	transactions	sharing

healthy	relax	hygiene	medicine	routines	feelings	empathy	sharing	calm
germs	vaccinations	medicines	allergic	reaction	mood	change	unique	special
transition	rules	personal	private	emergency	trust	harmful	friends	relatives
acquaintances	care	family	worried	lonely	resolve	bullying	respect	unsafe
permission	privacy	polite	environment	community	online	internet	money	cooperation

Key Threshold Milestone 2 (Year 3 & 4)

- Assessment Tracker (print one copy of this page and tick/date the Milestone 2 targets when they are covered in class.

Class name: Year groups: Academic year:

Year groups	Keeping & Staying Safe	Keeping Healthy	Relationships	Being Responsible	Feelings & Emotions	Computer Safety	Work & Money	Hazards & Judgements
3 & 4 Milestone 2	Recognise people who keep us safe. Know how to stay safe in a range of scenarios. Understand hazards in the home and outside. Recognise warning signs for hazards. Identify strategies to keep ourselves and others safe. Identify a risky choice.	Now, describe and be able to practise simple safety rules about medicine. Know who we can accept medicine from. Combine understanding across Y1-3 to discuss healthy and unhealthy choices. Know and understand that too much sugar, salt and saturated fat in our food and drink can affect us now and when we are older.	Understand the difference between appropriate and inappropriate touch. Understand personal boundaries. Know who to talk to about worries (including NSPCC.) Know that relationships change as we grow. Be able to identify how relationships can be healthy and unhealthy. Know strategies for asking for help	Describe what it feels like if something is borrowed and not returned. Know why it is wrong to steal. Understand the importance of being responsible in a range of situations. Discuss a range of situations where being on time is important.	Recognise and name emotions and their physical effects, including the feeling of grief. Know a range of coping skills. Use learning from Y1-3 to discuss feelings and how to manage them. Understand how we can support others who feel lonely, jealous or upset. Understand and use a range of strategies for managing unpleasant emotions.	Identify possible dangers and consequences of talking to strangers online. Know how to keep safe in online chatrooms. Explore real life scenarios. Identify cyberbullying and its consequences. Develop coping strategies to use if we or someone we know is being bullied online. Know how to ask for help.	Know who pays for the services that keep us safe and healthy. Identify ways we can help those who look after us. Understand how education is funded.	Now when and why should we call 999. Know what a hoax call is. Understand the danger of fire. Recognise the danger of texting while driving. Understand safe and unsafe choices. Understand that being different is OK. Describe the positive attributes of others. Understand how our judgements and opinions can

TOPICS TAUGHT in Lower KS2:

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes e.g. Years 3 & 4 together etc. As a result, we have a two-year topic plan to prevent the children repeating subject matter. More detail is shown below as to what will be taught within each topic.

Lower KS2 (Class 2 - Year 3 & 4) Rolling Programme

Subject	Year A (202	2-2023), (2024-2025) (202	26-2027) etc.	Year B (202	1-2022), (2023-2024), (202	25-2026) etc.
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
PSHE (see PSHE Association and Philosophy 4 Children schemes of work)			Living in the wider world – i) Shared responsibilities ii) Communities iii) Media literacy and digital resilience iii) Media literacy and digital resilience iii) Health and Wellbeing i) Ourselves, growing and changing ii) Keeping safe iii) Drugs, alcohol & tobacco		rselves, growing and anging hurtful behaviour & bullying eping safe ii) Managing hurtful behaviour & bullying ii) Safe relationships iii) Respecting self and	
	Philosophy for Children P4C: New Beginnings and Getting on and falling out	Philosophy for Children P4C: Going for goals and Good to be me	Philosophy for Children P4C: Relationships and Changes	Philosophy for Children P4C: New Beginnings and Getting on and falling out	Philosophy for Children P4C: Going for goals and Good to be me	Philosophy for Children P4C: Relationships and Changes

Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

healthy	viruses	hygiene	feelings	routines	flossing	empathy	self-respect	anonymous
germs	bacteria	self-worth	allergic	reaction	mood	change	unique	habit
transition	rules	illegal	private	stereotypes	trust	harmful	friends	relatives
acquaintances	care	responsibility	worried	prejudice	resolve	bullying	respect	unsafe
permission	inactive	polite	commitment	community	consequences	aspirations	money	cooperation

The Assessment Tracker documents below outline what children will learn within each topic

Targets Children can/know/explain/understand: how to make informed decisions about health about the elements of a balanced, healthy lifestyle about the elements of a balanced, healthy lifestyle about choices that support a healthy lifestyle, and recognise what might influence these recognise what might error of the process of the proc	PSHE: KS2 – Assessment tracker: Year	r 3 & 4							
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inactive	balanced	habits	nutrition	routines	contribute	flossing	decay	obesity
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healthy	viruses	hygiene	feelings	routines	flossing	empathy	self-respect	anonymous
germs	bacteria	self-worth	allergic	reaction	mood	change	unique	habit
transition	rules	illegal	private	stereotypes	trust	harmful	friends	relatives
acquaintances	care	responsibility	worried	prejudice	resolve	bullying	respect	unsafe
permission	inactive	polite	commitment	community	consequences	aspirations	money	cooperation

PSHE: KS2 – Assessment tracker: Year	3 & 4												
Topics Hoolth and wallbaing MENTAL	UE AL TU												
opic: Health and wellbeing – MENTAL HEALTH													
Pupils:													
Targets													
Children can/know/explain/understand:													
that mental health, just like physical health,													
is part of daily life; the importance of taking													
care of mental health													
about strategies and behaviours that support													
mental health — including how													
good quality sleep, physical exercise/time													
outdoors, being involved in community													
groups, doing things for others, clubs, and													
activities, hobbies and spending time with													
family and friends can support mental health													
and wellbeing													
to recognise that feelings can change over													
time and range in intensity													
about everyday things that affect feelings													
and the importance of expressing													
feelings													

inactive	self-worth	habits	nutrition	routines	contribute	self-respect	exercise	mood
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healthy	viruses	hygiene	feelings	routines	flossing	empathy	self-respect	anonymous
germs	bacteria	self-worth	allergic	reaction	mood	change	unique	habit
transition	rules	illegal	private	stereotypes	trust	harmful	friends	relatives
acquaintances	care	responsibility	worried	prejudice	resolve	bullying	respect	unsafe
permission	inactive	polite	commitment	community	consequences	aspirations	money	cooperation

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PSHE: KS2 – Assessment tracker: Year	75ME: NOZ - ASSESSMENT Tracker: Tear 3 & 4											
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Topic: Relationships – FAMILIES AND	CLOSE PO	SHIVE RE	LATIONS	HIPS	T		1	T	T	T	T	ı
Pupils:												
Targets												
Children can/know/explain/understand:												
to recognise that there are different types of												
relationships (e.g. friendships,												
family relationships, romantic relationships,												
online relationships)												
about marriage and civil partnership as a												
legal declaration of commitment												
made by two adults who love and care for												
each other, which is intended to be lifelong												
that forcing anyone to marry against their will				+								
is a crime; that help and support is available												
to people who are worried about this for												
themselves or others												
that a feature of positive family life is caring												
relationships; about the different												
ways in which people care for one another												
to recognise other shared characteristics of												
healthy family life, including commitment,												
care, spending time together; being there for												
each other in times of difficulty												
how to recognise if family relationships are												
making them feel unhappy or												
unsafe, and how to seek help or advice												

friendship	romantic	partnership	civil	commitment	crime	advice	
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healthy	viruses	hygiene	feelings	routines	flossing	empathy	self-respect	anonymous
germs	bacteria	self-worth	allergic	reaction	mood	change	unique	habit
transition	rules	illegal	private	stereotypes	trust	harmful	friends	relatives
acquaintances	care	responsibility	worried	prejudice	resolve	bullying	respect	unsafe
permission	inactive	polite	commitment	community	consequences	aspirations	money	cooperation

PSHE: KS2 – Assessment tracker: Year	3 & 4						
Topic: Relationships – FRIENDSHIPS							
Pupils:							
Targets Children can/know/explain/understand:							
about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing							
the importance of seeking support if feeling lonely or excluded							
that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them							
strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others							
that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely							

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	friendship	disputes	reconcile	excluded	included	lonely	peer	influence	ı

healthy	viruses	hygiene	feelings	routines	flossing	empathy	self-respect	anonymous
germs	bacteria	self-worth	allergic	reaction	mood	change	unique	habit
transition	rules	illegal	private	stereotypes	trust	harmful	friends	relatives
acquaintances	care	responsibility	worried	prejudice	resolve	bullying	respect	unsafe
permission	inactive	polite	commitment	community	consequences	aspirations	money	cooperation

PSHE: KS2 – Assessment tracker: Year	PSHE: KS2 – Assessment tracker: Year 3 & 4													
Topic: Living in the wider world – SHAF	opic: Living in the wider world – SHARED RESPONSIBILITIES													
Pupils:	·	•												
Targets Children can/know/explain/understand:														
to recognise reasons for rules and laws; consequences of not adhering to rules and laws														
to recognise there are human rights, that are there to protect everyone														
about the relationship between rights and responsibilities														

rules	disputes	reconcile	laws	consquences	rights	protect	responsibilities
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healthy	viruses	hygiene	feelings	routines	flossing	empathy	self-respect	anonymous
germs	bacteria	self-worth	allergic	reaction	mood	change	unique	habit
transition	rules	illegal	private	stereotypes	trust	harmful	friends	relatives
acquaintances	care	responsibility	worried	prejudice	resolve	bullying	respect	unsafe
permission	inactive	polite	commitment	community	consequences	aspirations	money	cooperation

PSHE: KS2 – Assessment tracker: Year	PSHE: KS2 – Assessment tracker: Year 3 & 4												
Topic: Living in the wider world – COMMUNITIES													
Pupils:													
Targets Children can/know/explain/understand:													
about the different groups that make up their community; what living in a community means													
to value the different contributions that people and groups make to the community													
about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities													
about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes													
about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced													

Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered	within thic tonic
- Wilestone 2. Vocabulary (Words to revisit infoudhout the two-years that the children study Wilestone 2), Shaded Words to be covered	WILITIN THIS LODIC.

stereotypes

benefits

Topic specific vocabulary:

contributions

diversity

groups

healthy	viruses	hygiene	feelings	routines	flossing	empathy	self-respect	anonymous
germs	bacteria	self-worth	allergic	reaction	mood	change	unique	habit
transition	rules	illegal	private	stereotypes	trust	harmful	friends	relatives
acquaintances	care	responsibility	worried	prejudice	resolve	bullying	respect	unsafe
permission	inactive	polite	commitment	community	consequences	aspirations	money	cooperation

prejudice

protect

responsibilities

hatred

discriminate

PSHE: KS2 – Assessment tracker: Year	3 & 4						
Topic: Living in the wider world – MEDI	A LITEDACY & I	NGITAL DESI	II IENCE				
Pupils:	ALITERACTAT	JIGITAL RESI	LIENCE				
Targets							
Children can/know/explain/understand:							
recognise ways in which the internet and							
social media can be used both							
positively and negatively							
recognise things appropriate to share and							
things that should not be shared on social media; rules surrounding							
distribution of images							
about how text and images in the media and							
on social media can be							
manipulated or invented; strategies to							
evaluate the reliability of sources and							
identify misinformation							

	<u> </u>									
;	social	media	online	internet	esafety	distribution	images	shared	manipulated	reliability

healthy	viruses	hygiene	feelings	routines	flossing	empathy	self-respect	anonymous
germs	bacteria	self-worth	allergic	reaction	mood	change	unique	habit
transition	rules	illegal	private	stereotypes	trust	harmful	friends	relatives
acquaintances	care	responsibility	worried	prejudice	resolve	bullying	respect	unsafe
permission	inactive	polite	commitment	community	consequences	aspirations	money	cooperation

PSHE: KS2 - Assessment tracker: Year	r 3 & 4												
opic: Health and wellbeing – OURSELVES, GROWING AND CHANGING													
Pupils:													
Targets													
Children can/know/explain/understand:													
to recognise their individuality and personal													
qualities													
to identify personal strengths, skills,													
achievements and interests and how													
these contribute to a sense of self-worth													
about how to manage setbacks/perceived													
failures, including how to re-frame													
unhelpful thinking													
about the new opportunities and													
responsibilities that increasing													
independence may bring													
strategies to manage transitions between													
classes and key stages													

qualities strengths self-worth setbacks re-frame independence transitions manage change

healthy	viruses	hygiene	feelings	routines	flossing	empathy	self-respect	anonymous
germs	bacteria	self-worth	allergic	reaction	mood	change	unique	habit
transition	rules	illegal	private	stereotypes	trust	harmful	friends	relatives
acquaintances	care	responsibility	worried	prejudice	resolve	bullying	respect	unsafe
permission	inactive	polite	commitment	community	consequences	aspirations	money	cooperation

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PSHE: KS2 – Assessment tracker: Year	3 & 4						
Topic: Health and wellbeing – KEEPING	SAFE						
Pupils:							
Targets							
Children can/know/explain/understand:							
reasons for following and complying with							
regulations and restrictions							
(including age restrictions); how they							
promote personal safety and wellbeing with							
reference to social media, television							
programmes, films, games and online							
gaming							
how to predict, assess and manage risk in							
different situations							
about hazards (including fire risks) that may							
cause harm, injury or risk in the home and							
what they can do reduce risks and keep safe							
strategies for keeping safe in the local							
environment or unfamiliar places (rail,							
water, road) and firework safety; safe use of digital devices when out and about							
about what is meant by first aid; basic							
techniques for dealing with common							
injuries							
how to respond and react in an emergency							
situation; how to identify situations that may							
require the emergency services; know how							
to contact them and what to say							

regulations	restrictions	wellbeing	safety	hazards	assess	predict	injury	risk
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healthy	viruses	hygiene	feelings	routines	flossing	empathy	self-respect	anonymous
germs	bacteria	self-worth	allergic	reaction	mood	change	unique	habit
transition	rules	illegal	private	stereotypes	trust	harmful	friends	relatives
acquaintances	care	responsibility	worried	prejudice	resolve	bullying	respect	unsafe
permission	inactive	polite	commitment	community	consequences	aspirations	money	cooperation

PSHE: KS2 – Assessment tracker: Year 3 & 4													
opic: Health and wellbeing – DRUGS, ALCOHOL AND TOBACCO													
Pupils:													
Targets													
Children can/know/explain/understand:													
about the risks and effects of legal drugs													
common to everyday life (e.g.													
cigarettes, e-cigarettes/vaping, alcohol and													
medicines) and their impact on health;													
recognise that drug use can become a habit													
which can be difficult to break													
to recognise that there are laws surrounding													
the use of legal drugs and that some drugs													
are illegal to own, use and give to others													
about why people choose to use or not use													
drugs (including nicotine, alcohol and													
medicines);													

drugs risks	harmful	addictive	illegal	legal	habit	medicine	impact
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healthy	viruses	hygiene	feelings	routines	flossing	empathy	self-respect	anonymous
germs	bacteria	self-worth	allergic	reaction	mood	change	unique	habit
transition	rules	illegal	private	stereotypes	trust	harmful	friends	relatives
acquaintances	care	responsibility	worried	prejudice	resolve	bullying	respect	unsafe
permission	inactive	polite	commitment	community	consequences	aspirations	money	cooperation

PSHE: KS2 – Assessment tracker: Year	PSHE: KS2 – Assessment tracker: Year 3 & 4												
onic: Relationshins - MANAGING HURTEUL REHAVIOUR & RULL VING													
opic: Relationships – MANAGING HURTFUL BEHAVIOUR & BULLYING upils:													
-													
Targets Children can/know/explain/understand:													
about the impact of bullying, including offline													
and online, and the													
consequences of hurtful behaviour													
strategies to respond to hurtful behaviour													
experienced or witnessed, offline and online													
(including teasing, name-calling, bullying,													
trolling, harassment or the deliberate													
excluding of others); how to report concerns													
and get support													
To know how to use the phrase "STOP IT! I													
DON'T LIKE IT!"													

bully	bullying	online	hurtful	witnessed	harassment	trolling	teasing	concern
•	, ,						- C	1

healthy	viruses	hygiene	feelings	routines	flossing	empathy	self-respect	anonymous
germs	bacteria	self-worth	allergic	reaction	mood	change	unique	habit
transition	rules	illegal	private	stereotypes	trust	harmful	friends	relatives
acquaintances	care	responsibility	worried	prejudice	resolve	bullying	respect	unsafe
permission	inactive	polite	commitment	community	consequences	aspirations	money	cooperation

PSHE: KS2 – Assessment tracker: Year	PSHE: KS2 – Assessment tracker: Year 3 & 4											
Topic: Relationships – SAFE RELATIO	NSHIPS											
Pupils:												
Targets Children can/know/explain/understand:												
about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns												
how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know												
To know how to use the phrase "STOP IT! I DON'T LIKE IT!"												

bully	bullying	online	hurtful	witnessed	harassment	trolling	teasing	concern
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healthy	viruses	hygiene	feelings	routines	flossing	empathy	self-respect	anonymous
germs	bacteria	self-worth	allergic	reaction	mood	change	unique	habit
transition	rules	illegal	private	stereotypes	trust	harmful	friends	relatives
acquaintances	care	responsibility	worried	prejudice	resolve	bullying	respect	unsafe
permission	inactive	polite	commitment	community	consequences	aspirations	money	cooperation

PSHE: KS2 - Assessment tracker: Year	· 3 & 4						
Topic: Relationships – RESPECTING SI	ELF AND C	THERS					
Pupils:							
Targets							
Children can/know/explain/understand:							
that personal behaviour can affect other							
people; to recognise and model respectful							
behaviour online							
to recognise the importance of self-respect							
and how this can affect their thoughts and							
feelings about themselves; that everyone,							
including them, should expect to be treated							
politely and with respect by others (including							
when online and/or anonymous) in school							
and in wider society; strategies to improve or							
support courteous, respectful relationships							

		,			,		,	,	
self-worth	bullying	online	hurtful	self-respect	politely	trolling	teasing	concern	

healthy	viruses	hygiene	feelings	routines	flossing	empathy	self-respect	anonymous
germs	bacteria	self-worth	allergic	reaction	mood	change	unique	habit
transition	rules	illegal	private	stereotypes	trust	harmful	friends	relatives
acquaintances	care	responsibility	worried	prejudice	resolve	bullying	respect	unsafe
permission	inactive	polite	commitment	community	consequences	aspirations	money	cooperation

PSHE: KS2 – Assessment tracker: Year	PSHE: KS2 – Assessment tracker: Year 3 & 4											
Tania Living in the wider world FCO		LLBEING	MONEY									
Topic: Living in the wider world – ECO Pupils:	NOWIC WE	LLBEING	WONET					1				1
Targets												
Children can/know/explain/understand:												
about the different ways to pay for things and the choices people have about this												
to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'												
that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity												

monev	transaction	aspiration	consequence	responsibility	savings	value	charity	Fair trade
Hioriey	lialisaciion	aspiration	consequence	responsibility	Saviriys	value	charity	Fair trade

healthy	viruses	hygiene	feelings	routines	flossing	empathy	self-respect	anonymous
germs	bacteria	self-worth	allergic	reaction	mood	change	unique	habit
transition	rules	illegal	private	stereotypes	trust	harmful	friends	relatives
acquaintances	care	responsibility	worried	prejudice	resolve	bullying	respect	unsafe
permission	inactive	polite	commitment	community	consequences	aspirations	money	cooperation

PSHE: KS2 – Assessment tracker: Year 3 & 4												
Table Midwig to the set becaused 1. 500	NOMO WE	I I DEINO	4 O D I D 4 T	iono mo	DIC AND O	ADEED						
Topic: Living in the wider world – ECO	NOWIC WE	LLBEING	ASPIRAI	IONS, WO	KK AND C	AKEER	ī	1	ī	1	1	
Pupils:												
Targets												
Children can/know/explain/understand:												
to recognise positive things about												
themselves and their achievements; set												
goals to help achieve personal outcomes												
that there is a broad range of different												
jobs/careers that people can have;												
that people often have more than one												
career/type of job during their life												
about stereotypes in the workplace and that												
a person's career aspirations should not be												
limited by them												

tereotype career aspiration	responsibility	limited	value	achievements
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healthy	viruses	hygiene	feelings	routines	flossing	empathy	self-respect	anonymous
germs	bacteria	self-worth	allergic	reaction	mood	change	unique	habit
transition	rules	illegal	private	stereotypes	trust	harmful	friends	relatives
acquaintances	care	responsibility	worried	prejudice	resolve	bullying	respect	unsafe
permission	inactive	polite	commitment	community	consequences	aspirations	money	cooperation

Key Threshold Milestone 3 (Year 5 & 6)

- Assessment Tracker (print one copy of this page and tick/date the Milestone 3 targets when they are covered in class.

Class name: Year groups: Academic year:

Year groups	Keeping & Staying Safe	Keeping Healthy	Relationships	Being Responsible	Feelings & Emotions	Computer Safety	Work & Money	Hazards & Judgements
5 & 6 Milestone 3	Understand the potential outcome of taking risks. Recognise peer pressure and its dangers. Explore a range of scenarios to develop strategies to deal with peer pressure. Recognise the dangers of water, how to keep safe around it and the meaning of warning signs. Draw on learning through the school to guide others on how to stay safe.	Understand that cigarettes contain nicotine, which is a drug, and that there are risks (physical, social and legal) related to smoking. Know how smoking can affect future health. Predict and assess the level of risk in different situations. Understand and describe risks associated with alcohol. Draw on prior learning to describe the principles of a healthy life.	Now what puberty means, understand the changes that boys and girls may go through and the reasons for this. Develop coping strategies to help with the different stages of puberty. Know and understand the terms conception and reproduction. Understand the function of the male and female reproductive systems. Learn about the different stages of pregnancy.	Develop skills needed to speak out when someone is being unkind. Describe caring or considerate behaviour. Understand the importance of standing up to people who behave inconsiderately. Understand the importance of not stealing. Discuss and describe what it means to act considerately. Explore a range of real-life scenarios and consider responsible and irresponsible behaviour.	Understand the concept of healthy and unhealthy anger. Understand it is natural to feel angry, but how it is expressed is important. Develop debate and discussion skills. Recognise thoughts, feelings and emotions and understand the difference between those that make us feel good and those that makes us feel otherwise. Apply skills to real-life scenarios.	Understand the potential consequences of sharing images online and the laws around this. Create a set of rules to follow when online. Know how to overcome pressure to share images. Know and understand the potential dangers of talking to people online. Understand that fake online profiles exist. Design and share a range of ways to stay safe online.	Understand the basics of saving money and identify how to help with this at home. Understand how to budget for items that you would like to buy. Understand the impact of spending money without permission. Recognise how to be responsible while using online games and apps. Discuss how to help a family save money.	Discuss what makes us different and unique. Describe what makes the community diverse. Describe strategies to overcome barriers and promote inclusion. Understand that there are a wide range of religions and beliefs in the UK. Describe and explain British values. Discuss what is meant by equality, diversity and cohesion.

TOPICS TAUGHT in Upper KS2:

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes e.g. Years 5 & 6 together etc. As a result, we have a two-year topic plan to prevent the children repeating subject matter. More detail is shown below as to what will be taught within each topic.

Upper KS2 (Class 1 – Years 5 & 6) Rolling Programme Year A (2022-2023), (2024-2025) (2026-2027) etc. Year B (2021-2022), (2023-2024), (2025-2026) etc. Subject Spring Term Summer Term Autumn Term Spring Term **Autumn Term** Summer Term Health and Wellbeing Living in the wider world -Health and Wellbeing Living in the wider world -Relationships Relationships Shared responsibilities Managing hurtful i) Healthy lifestyles i) Ourselves, growing and i) Economic wellbeing: i) Families and close **PSHE** ii) Mental health positive relationships ii) Communities changing behaviour & bullying money ii) Friendships iii) Media literacy and digital Keeping safe Safe relationships Economic wellbeing: (see PSHE Association resilience iii) Drugs, alcohol & Respecting self and Aspirations, work and and Philosophy 4 Children Philosophy for Children P4C: Philosophy for Children P4C: tobacco others career schemes of work) New Beginnings and Going for goals and Good Philosophy for Children P4C: Getting on and falling out to be me Relationships and Philosophy for Children P4C: Philosophy for Children P4C: Philosophy for Children P4C: Changes **New Beginnings and** Going for goals and Good Relationships and Getting on and falling out to be me Changes

Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

	<u>, , , </u>				-		-	
healthy	gambling	hygiene	feelings	routines	lifestyle	empathy	self-respect	compassion
germs	menstrual cycle	self-worth	sexually	reaction	mood	change	boundaries	habit
reproduction	genitalia	illegal	private	stereotypes	trust	harmful	friends	misinformation
puberty	care	responsibility	conceived	prejudice	discrimination	bullying	respect	unsafe
permission	gender	ethnicity	commitment	community	consequences	aspirations	money	cooperation

The Assessment Tracker documents below outline what children will learn within each topic

PSHE: KS2 - Asses	sment tracker: Year 5	& 6								
-			•							
Pupils:	ellbeing – HEALTHY L	IFESTYLE:	S							
Targets										
Children can/know/expla	ain/understand:									
that bacteria and viruse										
how everyday hygiene r										
spread of infection; the										
personal hygiene and h	ow to maintain it									
how medicines, when us	sed responsibly,									
contribute to health; tha										
be prevented by vaccina										
immunisations; how alle	rgies can be									
managed										
how to maintain good or	ral hygiene (including									
correct brushing and flo										
visits to the dentist are										
of lifestyle choices on de										
consumption/acidic drin juices, smoothies and fr										
of smoking)	uit teas, the effects									
about the benefits of su	n eynosure and risks									
of overexposure; how to										
damage and sun/heat s										
risk of skin cancer										
about the benefits of the	e internet: the									
importance of balancing	,									
other activities; strategie										
online										
how and when to seek s										
which adults to speak to										
school, if they are worrie	ed about their health									
Topic specific vocabula	P17-									
bacteria	diseases	immuni	isations	infection	vaccina	tions	oral		lifestyle	
		1				-			, -	

	, (- ,		,: - : : : : : : : : : : : : : : : :			
healthy	gambling	hygiene	feelings	routines	lifestyle	empathy	self-respect	compassion
germs	menstrual cycle	self-worth	sexually	reaction	mood	change	boundaries	habit
reproduction	genitalia	illegal	private	stereotypes	trust	harmful	friends	misinformation
puberty	care	responsibility	conceived	prejudice	discrimination	bullying	respect	unsafe

permission	gend	der	ethnicity		commi	tment	communi	ty	consequen	ces	aspiratio	าร	mone	Э у		coopera	ition
PSHE: KS2 -	Assessn	nent tracker:	Year 5 & 6														
Topic: Health	and wel	lbeing – MEN	TAL HEAL	TH	1		I		I	1	1	1		1	ı		I
Pupils:																	
Targets																	
Children can/kno																	
a varied vocabul																	
about feelings; a		to express															
feelings in different strategies to res		olings including															
intense or conflic			,														
manage and res																	
appropriately an																	
different situation		, ,															
to recognise war																	
health and wellb																	
support for them																	
to recognise that																	
mental ill health;																	
resolved with he important to disc																	
adult	uss reem	igs will a liuste	u														
about change ar	nd loss, in	cluding death a	nd														
how these can a																	
expressing and																	
bereavement	0 0	·															
problem-solving									_								_
emotions, challe			ng														
the transition to	new scho	ols															
onio angolfia ya	oobules:																
opic specific vo	cabulary	intense		conflicti	ina		proportionat	elv	support		T	bereave	ement		grief	f	
САРТООО		IIICIIG		COMMIC	119		proportionat	Ciy	Support			DCIGAV	CITICITE		grici	1	

healthy	gambling	hygiene	feelings	routines	lifestyle	empathy	self-respect	compassion
germs	menstrual cycle	self-worth	sexually	reaction	mood	change	boundaries	habit
reproduction	genitalia	illegal	private	stereotypes	trust	harmful	friends	misinformation
puberty	care	responsibility	conceived	prejudice	discrimination	bullying	respect	unsafe
permission	gender	ethnicity	commitment	community	consequences	aspirations	money	cooperation

PSHE: KS2 - Assessment tracker: Year	r 5 & 6							
Topic: Relationships - FAMILIES AND	CLOSE PC	SITIVE RE	ELATIONS	HIPS				
Pupils:								
Targets Children can/know/explain/understand:								
that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different								
that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart								
to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability								

emotionally

Topic specific vocabulary:

intense

express

healthy	gambling	hygiene	feelings	routines	lifestyle	empathy	self-respect	compassion
germs	menstrual cycle	self-worth	sexually	reaction	mood	change	boundaries	habit
reproduction	genitalia	illegal	private	stereotypes	trust	harmful	friends	misinformation
puberty	care	responsibility	conceived	prejudice	discrimination	bullying	respect	unsafe
permission	gender	ethnicity	commitment	community	consequences	aspirations	money	cooperation

orientation

gender

relationship

attracted

PSHE: KS2 – Assessment tracker: Year	5 & 6						
Topic: Relationships - FRIENDSHIPS	J & 0						
Pupils:							
Targets Children can/know/explain/understand:							
what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships							
to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face							
how friendships can change over time, about making new friends and the benefits of having different types of friends							
to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary							

positive	healthy	trust	truthful	mutual	genuine	loyal	i

healthy	gambling	hygiene	feelings	routines	lifestyle	empathy	self-respect	compassion
germs	menstrual cycle	self-worth	sexually	reaction	mood	change	boundaries	habit
reproduction	genitalia	illegal	private	stereotypes	trust	harmful	friends	misinformation
puberty	care	responsibility	conceived	prejudice	discrimination	bullying	respect	unsafe
permission	gender	ethnicity	commitment	community	consequences	aspirations	money	cooperation

PSHE: KS2 – Assessment tracker: Year	r 5 & 6							
Topic: Living in the wider world – SHAF	RED RESP	ONSIBILIT	TES					
Pupils:								
Targets								
Children can/know/explain/understand:								
the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others								
ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)								

compassion	shared	responsibility	caring	nurturing	environent	reducing	reusing	recycling	choices
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healthy	gambling	hygiene	feelings	routines	lifestyle	empathy	self-respect	compassion
germs	menstrual cycle	self-worth	sexually	reaction	mood	change	boundaries	habit
reproduction	genitalia	illegal	private	stereotypes	trust	harmful	friends	misinformation
puberty	care	responsibility	conceived	prejudice	discrimination	bullying	respect	unsafe
permission	gender	ethnicity	commitment	community	consequences	aspirations	money	cooperation

PSHE: KS2 – Assessment tracker: Year 5 & 6												
Topic: Living in the wider world – COMI	MUNITIES		1	,	ı		1	1	1	1	1	
Pupils:												
Targets												
Children can/know/explain/understand:												
about the different groups that make up their												
community; what living in a community												
means												
to value the different contributions that												
people and groups make to the community												
about diversity: what it means; the benefits												
of living in a diverse community; about												
valuing diversity within communities												
about stereotypes; how they can negatively												
influence behaviours and attitudes												
towards others; strategies for challenging												
stereotypes												
about prejudice; how to recognise behaviours/actions which discriminate												
against others; ways of responding to it if												
witnessed or experienced												
withessed of experienced			1	1			1			1		

stereotypes

Topic specific vocabulary:

contributions

diversity

benefits

groups

healthy	gambling	hygiene	feelings	routines	lifestyle	empathy	self-respect	compassion
germs	menstrual cycle	self-worth	sexually	reaction	mood	change	boundaries	habit
reproduction	genitalia	illegal	private	stereotypes	trust	harmful	friends	misinformation
puberty	care	responsibility	conceived	prejudice	discrimination	bullying	respect	unsafe
permission	gender	ethnicity	commitment	community	consequences	aspirations	money	cooperation

prejudice

protect

responsibilities

discriminate

hatred

DCUE, KC2 Assessment tracker, Voor	E 0 C											
PSHE: KS2 – Assessment tracker: Year	3 & 0											
Topic: Living in the wider world – MEDIA	A LITERA	CY AND D	IGITAL RE	SILIENCE	Ī	Ī	T	T	T	1	1	ı
Pupils:												
Targets												
Children can/know/explain/understand:												
recognise ways in which the internet and												
social media can be used both positively and												
negatively												
how to assess the reliability of sources of												
information online; and how to make safe,												
reliable choices from search results												
about some of the different ways information												
and data is shared and used online,												
including for commercial purposes												
about how information on the internet is												
ranked, selected and targeted at specific												
individuals and groups; that connected												
devices can share information												
recognise things appropriate to share and												
things that should not be shared on social media; rules surrounding distribution of												
images												
about how text and images in the media and												
on social media can be manipulated or												
invented; strategies to evaluate the reliability												
of sources and identify misinformation												
or obtained and identity minimization			l .	l .			l .	l .	l .	1	1	l .

appropriate

Topic specific vocabulary:

misinformation

sources

commerical

reliability

healthy	gambling	hygiene	feelings	routines	lifestyle	empathy	self-respect	compassion
germs	menstrual cycle	self-worth	sexually	reaction	mood	change	boundaries	habit
reproduction	genitalia	illegal	private	stereotypes	trust	harmful	friends	misinformation
puberty	care	responsibility	conceived	prejudice	discrimination	bullying	respect	unsafe
permission	gender	ethnicity	commitment	community	consequences	aspirations	money	cooperation

manipulated

illegal

permission

private

responsibility

Pupils:												
Targets	L											
Children can/know/explain/understand about personal identity; what contributes who we are (e.g. ethnicity, family, gender culture, hobbies, likes/dislikes)	s to											
hat for some people gender identity doe correspond with their biological sex												
dentify the external genitalia and interna reproductive organs in males and female now the process of puberty relates to hur reproduction	es and	This is to	be covere	ed when "	puberty" ar	nd "Sex a	ınd Relatio	nship Edu	cation is o	covered in	Science.	
about the physical and emotional change nappen when approaching and during pu (including menstruation, menstrual cycle menstrual wellbeing and erections)	uberty	This is to	be covere	ed when "	puberty" aı	nd "Sex a	ınd Relatio	nship Edu	cation is o	covered in	Science.	
about how hygiene routines change during ime of puberty, the importance of keeping in the importance of keeping importance of keeping in the importance of keepin												
clean and how to maintain personal hygi												
clean and how to maintain personal hygiony of the control of the c	ene f Sex & cesses uman f born by	This is to	be covere	ed when "	puberty" aı	nd "Sex a	nd Relatio	nship Edu	cation is o	covered in	Science.	
	ene f Sex & cesses uman f born by red for	This is to	be covere	ed when "I	puberty" ar	nd "Sex a	nd Relation	nship Edu	cation is o	covered in	Science.	
clean and how to maintain personal hygical personal hygical personal hygical personal hygical personal hygical personal personal hygical personal personal personal hygical hygical personal hygical hygical personal hygical h	f Sex & cesses command by red for lip and pecially	This is to	be covere	ed when "I	puberty" ar	nd "Sex a	nd Relatio	nship Edu	cation is o	covered in	Science.	

missions of resultant (notice the sound the four that the simulation study inhostence of enduct to be served within this topic.											
healthy	gambling	hygiene	feelings	routines	lifestyle	empathy	self-respect	compassion			
germs	menstrual cycle	self-worth	sexually	reaction	mood	change	boundaries	habit			
reproduction	genitalia	illegal	private	stereotypes	trust	harmful	friends	misinformation			
puberty	care	responsibility	conceived	prejudice	discrimination	bullying	respect	unsafe			
permission	gender	ethnicity	commitment	community	consequences	aspirations	money	cooperation			

PSHE: KS2 – Assessment tracker: Year 5 & 6												
Topic: Health and wellbeing – KEEPING SAFE												
Pupils:												
Targets												
Children can/know/explain/understand:												
about the importance of taking medicines												
correctly and using household products												
safely, (e.g. following instructions carefully)												
about the importance of keeping personal												
information private; strategies for keeping												
safe online, including how to manage												
requests for personal information or images												
of themselves and others; what to do if												
frightened or worried by something seen or												
read online and how to report concerns,												
inappropriate content and contact												

mutilation household medicine	private priv	rivacy personal information inapropriate	content
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healthy	gambling	hygiene	feelings	routines	lifestyle	empathy	self-respect	compassion
germs	menstrual cycle	self-worth	sexually	reaction	mood	change	boundaries	habit
reproduction	genitalia	illegal	private	stereotypes	trust	harmful	friends	misinformation
puberty	care	responsibility	conceived	prejudice	discrimination	bullying	respect	unsafe
permission	gender	ethnicity	commitment	community	consequences	aspirations	money	cooperation

PSHE: KS2 – Assessment tracker: Year 5 & 6											
Topic: Health and wellbeing – DRUGS,	ALCOHOL	AND TOE	BACCO	•				•			
Pupils:											
Targets											
Children can/know/explain/understand:											
about the risks and effects of legal drugs											
common to everyday life (e.g.											
cigarettes, e-cigarettes/vaping, alcohol and											
medicines) and their impact on health;											
recognise that drug use can become a habit											
which can be difficult to break											
about the mixed messages in the media											
about drugs, including alcohol and											
smoking/vaping											
about the organisations that can support											
people concerning alcohol, tobacco and											
nicotine or other drug use; people they can											
talk to if they have concerns											

Ī	legal	illegal	medicine	caffeine	vaping	cigarettes	alcohol	habit

healthy	gambling	hygiene	feelings	routines	lifestyle	empathy	self-respect	compassion
germs	menstrual cycle	self-worth	sexually	reaction	mood	change	boundaries	habit
reproduction	genitalia	illegal	private	stereotypes	trust	harmful	friends	misinformation
puberty	care	responsibility	conceived	prejudice	discrimination	bullying	respect	unsafe
permission	gender	ethnicity	commitment	community	consequences	aspirations	money	cooperation

PSHE: KS2 – Assessment tracker: Year 5 & 6												
Topic: Relationships – MANAGING HUF	Topic: Relationships – MANAGING HURTFUL BEHAVIOUR AND BULLYING											
Pupils:												
Targets Children can/know/explain/understand:												
about the impact of bullying, including offline and online, and the consequences of hurtful behaviour												
strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support												
about discrimination: what it means and how to challenge it												
To know how to use the phrase "STOP IT! I DON'T LIKE IT!"												

discrimination prejudice harassment hurtful support witnessed acceptable una	nacceptable trolling
--	----------------------

healthy	gambling	hygiene	feelings	routines	lifestyle	empathy	self-respect	compassion
germs	menstrual cycle	self-worth	sexually	reaction	mood	change	boundaries	habit
reproduction	genitalia	illegal	private	stereotypes	trust	harmful	friends	misinformation
puberty	care	responsibility	conceived	prejudice	discrimination	bullying	respect	unsafe
permission	gender	ethnicity	commitment	community	consequences	aspirations	money	cooperation

DOLLE 1/00 Assessment to all an Vision							
PSHE: KS2 – Assessment tracker: Year	5 & 6						
Topic: Relationships – SAFE RELATION	NSHIPS						
Pupils:							
Targets							
Children can/know/explain/understand:							
about privacy and personal boundaries; what							
is appropriate in friendships and wider							
relationships (including online);							
recognise different types of physical contact;							
what is acceptable and unacceptable;							
strategies to respond to unwanted physical							
contact							
about seeking and giving permission							
(consent) in different situations							
about keeping something confidential or							
secret, when this should (e.g. a birthday							
surprise that others will find out about) or							
should not be agreed to, and when it is right							
to break a confidence or share a secret							
how to recognise pressure from others to do							
something unsafe or that makes them feel							
uncomfortable and strategies for managing							
this							
where to get advice and report concerns if							
worried about their own or someone else's							
personal safety (including online)							
To know how to use the phrase "STOP IT! I							
DON'T LIKE IT!"							

concern	confidential	boundaries	physical	unwanted	contact	acceptable	unacceptable	consent
CONCENT	confidential	bouridaries	priysicai	unwanteu	Contact	acceptable	unacceptable	CONSCIIL

healthy	gambling	hygiene	feelings	routines	lifestyle	empathy	self-respect	compassion
germs	menstrual cycle	self-worth	sexually	reaction	mood	change	boundaries	habit
reproduction	genitalia	illegal	private	stereotypes	trust	harmful	friends	misinformation
puberty	care	responsibility	conceived	prejudice	discrimination	bullying	respect	unsafe
permission	gender	ethnicity	commitment	community	consequences	aspirations	money	cooperation

PSHE: KS2 – Assessment tracker: Year	PSHE: KS2 – Assessment tracker: Year 5 & 6													
Tonic: Relationships - RESPECTING SI	opic: Relationships – RESPECTING SELF AND OTHERS													
Pupils:		,,,, <u>,</u> ,,,												
Targets Children can/know/explain/understand:														
about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background														
to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own														
how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with														

differences	similarities	respect	background	debate	challenge	beliefs	traditions	ethnicity
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healthy	gambling	hygiene	feelings	routines	lifestyle	empathy	self-respect	compassion
germs	menstrual cycle	self-worth	sexually	reaction	mood	change	boundaries	habit
reproduction	genitalia	illegal	private	stereotypes	trust	harmful	friends	misinformation
puberty	care	responsibility	conceived	prejudice	discrimination	bullying	respect	unsafe
permission	gender	ethnicity	commitment	community	consequences	aspirations	money	cooperation

Topic: Living in the wider world – ECON	MOMIC WELL	BING: MONE	Y					
Pupils:								
Targets								
Children can/know/explain/understand:								
about the different ways to pay for things								
and the choices people have about this								
recognise that people have different								
attitudes towards saving & spending money;								
what influences people's decisions; what								
makes something 'good value for money'								
that people's spending decisions can affect								
others and the environment (e.g. Fair trade,								
buying single-use plastics, or giving to								
charity)								
o recognise that people make spending								
decisions based on priorities, needs and								
wants					_	1	1	
different ways to keep track of money								
about risks associated with money (e.g.						+	+	
money can be won, lost or stolen) and ways								
of keeping money safe								
about the risks involved in gambling;								
different ways money can be won or lost								
hrough gambling-related activities and their								
mpact on health, wellbeing and future								
aspirations								
to identify the ways that money can impact							 	
on people's feelings and emotions						<u> </u>	<u> </u>	

Ī	gambling	debt	addiction	Fair trade	consquences	aspirations	emotions	impact	bankruptcy	

healthy	gambling		feelings	routines	lifestyle	ompathy	self-respect	compassion	
Healthy	garribiling	hygiene	reenings	routines	lilestyle	empathy		Compassion	
germs	menstrual cycle	self-worth	sexually	reaction	mood	change	boundaries	habit	
reproduction	genitalia	illegal	private	stereotypes	trust	harmful	friends	misinformation	
	-	responsibility		'	discrimination	bullying		_	
puberty	care	responsibility	conceived	prejudice	discrimination	bullying	respect	unsafe	
permission	gender	ethnicity	commitment	community	consequences	aspirations	money	cooperation	

Topic: Living in the wider world – ECOMOMIC WELLBING: ASPIRATIONS,WORK AND CAREER											
Pupils:											
Targets Children can/know/explain/understand:											
about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which											
stereotypical assumptions can deter people from aspiring to certain jobs)											
that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid											
about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation											
to identify the kind of job that they might like to do when they are older											
to recognise a variety of routes into careers (e.g. college, apprenticeship, university)											

voluntary	career	rewarding	university	choices	aspirations	teamwork	apprenticeship	salary

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healthy	gambling	hygiene	feelings	routines	lifestyle	empathy	self-respect	compassion
germs	menstrual cycle	self-worth	sexually	reaction	mood	change	boundaries	habit
reproduction	genitalia	illegal	private	stereotypes	trust	harmful	friends	misinformation
puberty	care	responsibility	conceived	prejudice	discrimination	bullying	respect	unsafe
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