

## **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
<p><b>1 &amp; 2</b></p> <p><b>Milestone 1</b></p>	<ul style="list-style-type: none"> <li>• Understand road safety.</li> <li>• Develop road sense.</li> <li>• Explore real life scenarios.</li> <li>• Develop understanding of safe and unsafe scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand germs and how they spread.</li> <li>• Know how to prevent the spread of germs.</li> <li>• Recognise and understand bullying behaviours.</li> <li>• Know how to cope with bullying behaviours.</li> <li>• Understand that feelings can be shown without words.</li> <li>• Understand why it is important to care about other people's feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and name a range of feelings.</li> <li>• Care about others.</li> <li>• Know how to be a good friend.</li> <li>• Recognise and understand bullying behaviours.</li> <li>• Know how to cope with bullying behaviours.</li> <li>• Understand that feelings can be shown without words.</li> <li>• Understand why it is important to care about other people's feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of preventing accidents.</li> <li>• Recognise responsible and irresponsible actions.</li> <li>• Name ways to improve at an activity/sport.</li> <li>• Recognise the benefits of practising an activity/sport.</li> <li>• Know how you can help other people.</li> <li>• Understand the risks of talking to people you don't know well in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to recognise and name emotions.</li> <li>• Describe how emotions make us feel, both physically and mentally.</li> <li>• Learn a range of skills for coping with unpleasant / uncomfortable emotions.</li> <li>• Be able to recognise and name emotions and their physical effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how online activity can affect others.</li> <li>• Be able to recognise negative aspects of using technology.</li> <li>• Understand how online actions can affect others.</li> <li>• Know the risks of sharing images without permission.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand different ways we can receive money.</li> <li>• Know how to keep money safe.</li> <li>• Understand the importance of saving money.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

## 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**

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

### **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**

**Topic: Health and wellbeing – HEALTHY LIFESTYLES**

<b>Pupils:</b>													
<b>Targets</b>													
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													

**Topic specific vocabulary:**

healthy	relax	hygiene	medicine	routines
germs	vaccinations	medicines	allergic	reaction

**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

**PSHE: KS1 – Assessment tracker: Year 1 & 2**

**Topic: Health and wellbeing – MENTAL HEALTH**

<b>Pupils:</b>													
<b>Targets</b>													
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													

**Topic specific vocabulary:**

feelings	empathy	sharing	calm	trust
mood	change	private	worried	family

**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

**PSHE: KS1 – Assessment tracker: Year 1 & 2**

**Topic: Relationships – FAMILIES AND CLOSE POSITIVE RELATIONSHIPS**

<b>Pupils:</b>														
<b>Targets</b>														
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														

**Topic specific vocabulary:**

feelings	empathy	sharing	personal	trust
friends	support	care	relatives	family

**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

**PSHE: KS1 – Assessment tracker: Year 1 & 2**

**Topic: Relationships – FRIENDSHIPS**

<b>Pupils:</b>													
<b>Targets</b> 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													

**Topic specific vocabulary:**

feelings	empathy	sharing	personal	trust
friends	support	care	relatives	family

**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

**PSHE: KS1 – Assessment tracker: Year 1 & 2**

**Topic: Living in the wider world – SHARED RESPONSIBILITIES**

<b>Pupils:</b>													
<b>Targets</b> 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													

**Topic specific vocabulary:**

rules	routines	feelings	cooperation	community
permission	environment	polite	respect	empathy

**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

**PSHE: KS1 – Assessment tracker: Year 1 & 2**

**Topic: Living in the wider world – COMMUNITIES**

<b>Pupils:</b>													
<b>Targets</b> 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													

**Topic specific vocabulary:**

rules	routines	feelings	cooperation	community
permission	environment	polite	respect	empathy

**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

**PSHE: KS1 – Assessment tracker: Year 1 & 2**

**Topic: Living in the wider world – MEDIA LITERACY AND DIGITAL RESILIENCE**

<b>Pupils:</b>													
<b>Targets</b> 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													

**Topic specific vocabulary:**

rules	online	feelings	bullying	community
permission	internet	polite	respect	harmful

**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

**PSHE: KS1 – Assessment tracker: Year 1 & 2**

**Topic: Health & wellbeing – OURSELVES, GROWING AND CHANGING**

<b>Pupils:</b>													
<b>Targets</b> 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													

**Topic specific vocabulary:**

vulva	vagina	penis	testicles	feelings
permission	transition	polite	respect	care

**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



**PSHE: KS1 – Assessment tracker: Year 1 & 2**

**Topic: Health & wellbeing – DRUGS, ALCOHOL AND TOBACCO**

<b>Pupils:</b>													
<b>Targets</b> 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													

**Topic specific vocabulary:**

drugs	harmful	medicines	emergency	alcohol
tobacco	vape	cigarettee	dangerous	addictive

**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

**PSHE: KS1 – Assessment tracker: Year 1 & 2**

**Topic: Relationships – MANAGING HURTFUL BEHAVIOUR AND BULLYING**

<b>Pupils:</b>													
<b>Targets</b> 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													

**Topic specific vocabulary:**

bullying	harmful	unfriendly	report	trusted
teasing	hurtful	unkind	online	adult

**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



**PSHE: KS1 – Assessment tracker: Year 1 & 2**

**Topic: Relationships – RESPECTING SELF AND OTHERS**

<b>Pupils:</b>													
<b>Targets</b> 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													

**Topic specific vocabulary:**

private	respect	feelings	respect	empathy
unique	polite	cooperatively	trust	sharing

**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

**PSHE: KS1 – Assessment tracker: Year 1 & 2**

**Topic: Living in the wider world – ECONOMIC WELLBEING: MONEY**

<b>Pupils:</b>													
<b>Targets</b> 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													

**Topic specific vocabulary:**

money	coins	savings	earning	respectful
denominations	notes	spending	transactions	sharing

**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

**PSHE: KS1 – Assessment tracker: Year 1 & 2**

**Topic: Living in the wider world – ECONOMIC WELLBEING: ASPIRATIONS, WORK AND CAREER**

<b>Pupils:</b>													
<b>Targets</b> 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													

**Topic specific vocabulary:**

money	strengths	interests	earning	respectful
denominations	community	need	transactions	sharing

**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

**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
<p><b>3 &amp; 4</b></p> <p><b>Milestone 2</b></p>	<ul style="list-style-type: none"> <li>• Recognise people who keep us safe.</li> <li>• Know how to stay safe in a range of scenarios.</li> <li>• Understand hazards in the home and outside.</li> <li>• Recognise warning signs for hazards.</li> <li>• Identify strategies to keep ourselves and others safe.</li> <li>• Identify a risky choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Know, describe and be able to practise simple safety rules about medicine.</li> <li>• Know who we can accept medicine from.</li> <li>• Combine understanding across Y1-3 to discuss healthy and unhealthy choices.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the difference between appropriate and inappropriate touch.</li> <li>• Understand personal boundaries.</li> <li>• Know who to talk to about worries (including NSPCC.)</li> <li>• Know that relationships change as we grow.</li> <li>• Be able to identify how relationships can be healthy and unhealthy.</li> <li>• Know strategies for asking for help if needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what it feels like if something is borrowed and not returned.</li> <li>• Know why it is wrong to steal.</li> <li>• Understand the importance of being responsible in a range of situations.</li> <li>• Discuss a range of situations where being on time is important.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and name emotions and their physical effects, including the feeling of grief.</li> <li>• Know a range of coping skills.</li> <li>• Use learning from Y1-3 to discuss feelings and how to manage them.</li> <li>• Understand how we can support others who feel lonely, jealous or upset.</li> <li>• Understand and use a range of strategies for managing unpleasant emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify possible dangers and consequences of talking to strangers online.</li> <li>• Know how to keep safe in online chatrooms.</li> <li>• Explore real life scenarios.</li> <li>• Identify cyberbullying and its consequences.</li> <li>• Develop coping strategies to use if we or someone we know is being bullied online.</li> <li>• Know how to ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>• Know who pays for the services that keep us safe and healthy.</li> <li>• Identify ways we can help those who look after us.</li> <li>• Understand how education is funded.</li> </ul>	<ul style="list-style-type: none"> <li>• Know when and why should we call 999.</li> <li>• Know what a hoax call is.</li> <li>• Understand the danger of fire.</li> <li>• Recognise the danger of texting while driving.</li> <li>• Understand safe and unsafe choices.</li> <li>• Understand that being different is OK.</li> <li>• Describe the positive attributes of others.</li> <li>• Understand how our judgements and opinions can affect others.</li> </ul>

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

### **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**



**PSHE: KS2 – Assessment tracker: Year 3 & 4**

**Topic: Health and wellbeing – MENTAL HEALTH**

<b>Pupils:</b>												
<b>Targets</b> 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												

**Topic specific vocabulary:**

inactive	self-worth	habits	nutrition	routines	contribute	self-respect	exercise	mood
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**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

**PSHE: KS2 – Assessment tracker: Year 3 & 4**

**Topic: Relationships – FAMILIES AND CLOSE POSITIVE RELATIONSHIPS**

<b>Pupils:</b>													
<b>Targets</b> 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													

**Topic specific vocabulary:**

friendship	romantic	partnership	civil	commitment	crime	advice
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**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

**PSHE: KS2 – Assessment tracker: Year 3 & 4**

**Topic: Relationships – FRIENDSHIPS**

<b>Pupils:</b>													
<b>Targets</b> 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													

**Topic specific vocabulary:**

friendship	disputes	reconcile	excluded	included	lonely	peer	influence
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**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

**PSHE: KS2 – Assessment tracker: Year 3 & 4**

**Topic: Living in the wider world – SHARED RESPONSIBILITIES**

<b>Pupils:</b>													
<b>Targets</b> 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													

**Topic specific vocabulary:**

rules	disputes	reconcile	laws	consequences	rights	protect	responsibilities
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**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

**PSHE: KS2 – Assessment tracker: Year 3 & 4**

**Topic: Living in the wider world – COMMUNITIES**

<b>Pupils:</b>													
<b>Targets</b> 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													

**Topic specific vocabulary:**

groups	contributions	diversity	benefits	stereotypes	prejudice	protect	responsibilities	discriminate	hatred
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**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

**PSHE: KS2 – Assessment tracker: Year 3 & 4**

**Topic: Living in the wider world – MEDIA LITERACY & DIGITAL RESILIENCE**

<b>Pupils:</b>													
<b>Targets</b> 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													

**Topic specific vocabulary:**

social	media	online	internet	esafety	distribution	images	shared	manipulated	reliability
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**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

**PSHE: KS2 – Assessment tracker: Year 3 & 4**

**Topic: Health and wellbeing – OURSELVES, GROWING AND CHANGING**

<b>Pupils:</b>													
<b>Targets</b>													
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													

**Topic specific vocabulary:**

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

**PSHE: KS2 – Assessment tracker: Year 3 & 4**

**Topic: Health and wellbeing – KEEPING SAFE**

<b>Pupils:</b>													
<b>Targets</b> 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													

**Topic specific vocabulary:**

regulations	restrictions	wellbeing	safety	hazards	assess	predict	injury	risk
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**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

**PSHE: KS2 – Assessment tracker: Year 3 & 4**

**Topic: Health and wellbeing – DRUGS, ALCOHOL AND TOBACCO**

<b>Pupils:</b>													
<b>Targets</b> 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);													

**Topic specific vocabulary:**

drugs	risks	harmful	addictive	illegal	legal	habit	medicine	impact
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**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

**PSHE: KS2 – Assessment tracker: Year 3 & 4**

**Topic: Relationships – MANAGING HURTFUL BEHAVIOUR & BULLYING**

<b>Pupils:</b>													
<b>Targets</b> 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!”													

**Topic specific vocabulary:**

bully	bullying	online	hurtful	witnessed	harassment	trolling	teasing	concern
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**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

**PSHE: KS2 – Assessment tracker: Year 3 & 4**

**Topic: Relationships – SAFE RELATIONSHIPS**

<b>Pupils:</b>													
<b>Targets</b> 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!”													

**Topic specific vocabulary:**

bully	bullying	online	hurtful	witnessed	harassment	trolling	teasing	concern
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**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

**PSHE: KS2 – Assessment tracker: Year 3 & 4**

**Topic: Relationships – RESPECTING SELF AND OTHERS**

<b>Pupils:</b>													
<b>Targets</b> 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													

**Topic specific vocabulary:**

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

**PSHE: KS2 – Assessment tracker: Year 3 & 4**

**Topic: Living in the wider world – ECONOMIC WELLBEING: MONEY**

<b>Pupils:</b>													
<b>Targets</b> 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													

**Topic specific vocabulary:**

money	transaction	aspiration	consequence	responsibility	savings	value	charity	Fair trade
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**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

**PSHE: KS2 – Assessment tracker: Year 3 & 4**

**Topic: Living in the wider world – ECONOMIC WELLBEING: ASPIRATIONS, WORK AND CAREER**

<b>Pupils:</b>													
<b>Targets</b> 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													

**Topic specific vocabulary:**

stereotype	career	aspiration	responsibility	limited	value	achievements
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**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

**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
<p><b>5 &amp; 6</b></p> <p><b>Milestone 3</b></p>	<ul style="list-style-type: none"> <li>• Understand the potential outcome of taking risks.</li> <li>• Recognise peer pressure and its dangers.</li> <li>• Explore a range of scenarios to develop strategies to deal with peer pressure.</li> <li>• Recognise the dangers of water, how to keep safe around it and the meaning of warning signs.</li> <li>• Draw on learning through the school to guide others on how to stay safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that cigarettes contain nicotine, which is a drug, and that there are risks (physical, social and legal) related to smoking.</li> <li>• Know how smoking can affect future health.</li> <li>• Predict and assess the level of risk in different situations.</li> <li>• Understand and describe risks associated with alcohol.</li> <li>• Draw on prior learning to describe the principles of a healthy life.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what puberty means, understand the changes that boys and girls may go through and the reasons for this.</li> <li>• Develop coping strategies to help with the different stages of puberty.</li> <li>• Know and understand the terms conception and reproduction.</li> <li>• Understand the function of the male and female reproductive systems.</li> <li>• Learn about the different stages of pregnancy.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop skills needed to speak out when someone is being unkind.</li> <li>• Describe caring or considerate behaviour.</li> <li>• Understand the importance of standing up to people who behave inconsiderately.</li> <li>• Understand the importance of not stealing.</li> <li>• Discuss and describe what it means to act considerately.</li> <li>• Explore a range of real-life scenarios and consider responsible and irresponsible behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of healthy and unhealthy anger.</li> <li>• Understand it is natural to feel angry, but how it is expressed is important.</li> <li>• Develop debate and discussion skills.</li> <li>• Recognise thoughts, feelings and emotions and understand the difference between those that make us feel good and those that makes us feel otherwise.</li> <li>• Apply skills to real-life scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the potential consequences of sharing images online and the laws around this.</li> <li>• Create a set of rules to follow when online.</li> <li>• Know how to overcome pressure to share images.</li> <li>• Know and understand the potential dangers of talking to people online.</li> <li>• Understand that fake online profiles exist.</li> <li>• Design and share a range of ways to stay safe online.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the basics of saving money and identify how to help with this at home.</li> <li>• Understand how to budget for items that you would like to buy.</li> <li>• Understand the impact of spending money without permission.</li> <li>• Recognise how to be responsible while using online games and apps.</li> <li>• Discuss how to help a family save money.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss what makes us different and unique.</li> <li>• Describe what makes the community diverse.</li> <li>• Describe strategies to overcome barriers and promote inclusion.</li> <li>• Understand that there are a wide range of religions and beliefs in the UK.</li> <li>• Describe and explain British values.</li> <li>• Discuss what is meant by equality, diversity and cohesion.</li> </ul>

## 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

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

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

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

**PSHE: KS2 – Assessment tracker: Year 5 & 6**

**Topic: Health and wellbeing – HEALTHY LIFESTYLES**

<b>Pupils:</b>													
<b>Targets</b> Children can/know/explain/understand:													
that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it													
how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed													
how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)													
about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer													
about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online													
how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health													

**Topic specific vocabulary:**

bacteria	diseases	immunisations	infection	vaccinations	oral	lifestyle
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**Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered 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
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**PSHE: KS2 – Assessment tracker: Year 5 & 6**

**Topic: Health and wellbeing – MENTAL HEALTH**

<b>Pupils:</b>													
<b>Targets</b> Children can/know/explain/understand:													
a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;													
strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations													
to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others													
to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult													
about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement													
problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools													

**Topic specific vocabulary:**

express	intense	conflicting	proportionately	support	bereavement	grief
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**Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered 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: Relationships – FAMILIES AND CLOSE POSITIVE RELATIONSHIPS**

<b>Pupils:</b>													
<b>Targets</b> 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													

**Topic specific vocabulary:**

express	intense	emotionally	relationship	orientation	gender	attracted
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**Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered 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: Relationships – FRIENDSHIPS**

<b>Pupils:</b>													
<b>Targets</b> 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													

**Topic specific vocabulary:**

positive	healthy	trust	truthful	mutual	genuine	loyal
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**Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered 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: Living in the wider world – SHARED RESPONSIBILITIES**

<b>Pupils:</b>												
<b>Targets</b> 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)												

**Topic specific vocabulary:**

compassion	shared	responsibility	caring	nurturing	environent	reducing	reusing	recycling	choices
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**Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered 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: Living in the wider world – COMMUNITIES**

<b>Pupils:</b>													
<b>Targets</b>													
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													

**Topic specific vocabulary:**

groups	contributions	diversity	benefits	stereotypes	prejudice	protect	responsibilities	discriminate	hatred
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**Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered 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: Living in the wider world – MEDIA LITERACY AND DIGITAL RESILIENCE**

<b>Pupils:</b>													
<b>Targets</b> 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													

**Topic specific vocabulary:**

reliability	misinformation	sources	commerical	appropriate	manipulated	illegal	permission	private	responsibility
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**Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered 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**

<b>Pupils:</b>													
<b>Targets</b> 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													

**Topic specific vocabulary:**

mutilation	household	medicine	private	privacy	personal information	inappropriate	content
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**Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered 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 – DRUGS, ALCOHOL AND TOBACCO**

<b>Pupils:</b>													
<b>Targets</b> 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													

**Topic specific vocabulary:**

legal	illegal	medicine	caffeine	vaping	cigarettes	alcohol	habit
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**Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered 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: Relationships – MANAGING HURTFUL BEHAVIOUR AND BULLYING**

<b>Pupils:</b>													
<b>Targets</b> 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!”													

**Topic specific vocabulary:**

discrimination	prejudice	harassment	hurtful	support	witnessed	acceptable	unacceptable	trolling
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**Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered 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: Relationships – SAFE RELATIONSHIPS**

<b>Pupils:</b>													
<b>Targets</b> 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!"													

**Topic specific vocabulary:**

concern	confidential	boundaries	physical	unwanted	contact	acceptable	unacceptable	consent
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**Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered 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: Relationships – RESPECTING SELF AND OTHERS**

<b>Pupils:</b>													
<b>Targets</b> 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													

**Topic specific vocabulary:**

differences	similarities	respect	background	debate	challenge	beliefs	traditions	ethnicity
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**Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered 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: Living in the wider world – ECONOMIC WELLBING: ASPIRATIONS, WORK AND CAREER**

<b>Pupils:</b>													
<b>Targets</b> 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)													

**Topic specific vocabulary:**

voluntary	career	rewarding	university	choices	aspirations	teamwork	apprenticeship	salary
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**Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered 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