

Botley School

PSHE Long Term Plan 2024

EYFS	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
	Health and Well-being		Relationships		Living in the Wider World	
Opportunities for Learning about Celebrations and PSED	Learning about ourselves and others Belonging to our families, school, groups	Children in Need Making comparisons between my celebrations and those others take part in	Where I live and how others live	Comic Relief / Sports Relief	Father's Day	Making comparisons between our lives and those of other people Thinking about how we can make our world a better place
Opportunities for learning about celebrations	Harvest Eid	Diwali (could be in Term 1) Bonfire Night Remembrance Sunday Christmas / Advent	Chinese New Year International Food Day Shrove Tuesday	Mother's Day Easter	St George's Day Eid	
EYFS Outcomes	<ul style="list-style-type: none"> · Health and Well-being Children to have the opportunity to: <ul style="list-style-type: none"> · Learn how we keep ourselves healthy through food, drink, exercise, personal hygiene, self-care routines 		<ul style="list-style-type: none"> Relationships Children to have the opportunity to: <ul style="list-style-type: none"> · Understand and recognise the different types of emotions <ul style="list-style-type: none"> · Identify emotions in ourselves and others, and what we can do to support these · Share how we are feeling with others and recognise where we can get help and support · Talk about the people who are special to us 		<ul style="list-style-type: none"> Living In The Wider World Children to have the opportunity to: <ul style="list-style-type: none"> · Understand how our actions impact others <ul style="list-style-type: none"> · Understand the effect we have on our local environment and planet · Understand how we can look after our environment and how we can help make our planet a better place to live 	

	<ul style="list-style-type: none"> · Learn about the professionals that · Understand how we grow and change over time · Understand how we can keep ourselves safe when out and about · Recognise things we are good at and verbalise these to others · Set ourselves goals for what we would like to achieve 	<ul style="list-style-type: none"> · Talk about the similarities and differences between ourselves and others 	
<p>Nursery 3-4 years</p>	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. 		

	<ul style="list-style-type: none"> • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.
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KS1	Autumn terms 1 and 2	Spring terms 3 and 4	Summer terms 5 and 6
Year 1	Health and Wellbeing Growth Mindset	Relationships	Living in the wider world (Economic)
Aspects for focus	<ul style="list-style-type: none"> • How Amazing is My Brain? • How Do My Feelings Affect My Learning? • What If I Feel Angry or Frustrated? • Where Can I Go on My Exciting Learning Journey? • What Magnificent Thing Can I Make for My Journey? • Can I Improve My Learning? • What Do I Do if I Don't Know Where to Start or I Get Stuck? • What if Something is Hard and Everybody Else Can Do It? 	Feelings and emotions Healthy relationships Valuing difference <ul style="list-style-type: none"> • Recognising feelings in self and others • Sharing feelings • Secrets and keeping safe • Special people in their lives • Respecting similarities and differences in others, sharing views and ideas 	Money <ul style="list-style-type: none"> • Where money comes from • Saving and spending money • Making choices • Keeping track of money spent/saved
Year 1 outcomes	<ul style="list-style-type: none"> • Learn that they have an incredible tool – the brain. 	<ul style="list-style-type: none"> • I can describe who a friend is and what a friend does. 	<ul style="list-style-type: none"> • I know the value of the coins and notes used in Britain. • I am beginning to understand the cost of everyday items.

	<ul style="list-style-type: none"> • Understand the functions of three parts of the brain - Amygdala, Prefrontal Cortex and the Hippocampus. • Learn how to control the three areas to improve their learning potential. • Understand the importance of practise for improvement. <p>Identify different feelings.</p> <ul style="list-style-type: none"> • Learn that happy brains learn better. • Identify what makes a happy classroom. • Learn what worries are and how to deal with them <p>Understand what happens when they are angry.</p> <ul style="list-style-type: none"> • Learn strategies to calm down <p>Learn that effort is needed for learning.</p> <ul style="list-style-type: none"> • Learn that learning can be difficult and that trying something new and different leaving their comfort zone is good for growing their brains. • Understand the difference between the growth and fixed mindset. • Start to understand that perseverance, curiosity and resilience are important for learning <p>Learn the importance of perseverance when things are difficult.</p> <ul style="list-style-type: none"> • Learn the importance of curiosity for learning. • Understand that when they are angry and upset that their thinking brain does not function effectively. • Learn that resilience is important for success. <p>Learn that mistakes are good – Good learns.</p>	<ul style="list-style-type: none"> • I can demonstrate some skills needed to make and maintain friendships. • I can describe and begin to value individuality and to recognise and celebrate my emotions, gifts and talents. • I can recognise the similarities and differences between myself and my peers. • I can share my opinions with everyone in the class, at one time. • I can say when I think something is fair or unfair, kind or unkind, right or wrong. • I know what to do if I am unhappy with things that happen to me. 	<ul style="list-style-type: none"> • I can recognise and choose the correct value of coins and notes to use. • I am able to calculate change. • I have learned the importance of keeping simple financial records e.g. recording the amount of money in my Money Box. • I am aware of the differences between a need and want. I understand that money is a finite resource and needs to be managed. • I am able to consider choices and make informed decisions about spending my money. • I am beginning to understand the different choices some people make about what to do with their money. • I appreciate that me and my family may need or want different things
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	<ul style="list-style-type: none"> • Learn that feedback is important to help them learn. • Learn the importance of mindful listening-listening to hear <p>Learn that perseverance even when things are difficult, is a useful strategy.</p> <ul style="list-style-type: none"> • Identify the characteristic of perseverance in a character in a story. • Understand that it is more useful to think of, I can't YET rather than I can't <p>Use the 'Can't YET' phrase.</p> <ul style="list-style-type: none"> • Understand that sometimes learning can be a struggle. • Learn the importance of being determined and not worrying about other's opinions. • Know that curiosity, perseverance and resilience help them with their learning 		
<p>RSE curriculum From CWP Year 1 To be taught where appropriate across the year</p>	<p>Different Friends – Learning Intention To understand that we are all different but can still be friends</p> <p>Learning Outcomes Know that we can be friends with people who are different to us</p>	<p>Growing and Changing- Learning Intention To discuss how children grow and change</p> <p>Learning Outcomes Understand that babies need care and support Know that older children can do more by themselves</p>	<p>Families and Care Learning Intention To explore different types of families and who to ask for help To identify who can help when families make us feel unhappy or unsafe</p> <p>Learning Outcomes Know there are different types of families Know which people we can ask for help</p>
<p style="text-align: center;">RSE Outcomes</p> <p>RSE Year 1 I can describe good and not so good feelings and ways I can manage them to make me feel better. I understand how to keep myself clean. I understand why personal hygiene is important. I can identify similarities and differences between myself and the opposite gender . I know about growing and changing and that babies grow into children and then into adults.</p>			

I can describe my family and understand why everyone's family is special.
 I can identify which people look after me, who to go to if I am worried and how I can help them to look after me.

KS1	Autumn terms 1 and 2	Spring terms 3 and 4	Summer terms 5 and 6
Year 2	Relationships Zones of Regulation	Health and well-being	Living in the Wider World (Being a responsible citizen)
Aspects for focus	Zones: Activity 1 to 9 where appropriate (some small group) <ul style="list-style-type: none"> • Become familiar and deepen understanding of the Zones • Increase emotional vocabulary • Recognise facial expressions • Gain awareness of how others perceive people in the different zones • Our behaviour can affect others' feelings and behaviour in the Zones • It's natural and expected to experience all Zones at some time 	Healthy Lifestyles Growing and changing Keeping safe <ul style="list-style-type: none"> • Behaviour, bodies, feelings can be hurt • Listening to others and playing cooperatively • Appropriate and inappropriate touch • Teasing and bullying • Respecting similarities and differences in others • Sharing views and ideas 	Rights and responsibilities Environment <ul style="list-style-type: none"> • Group and class rules • Respecting their own and their needs • Groups and communities they belong to • People who work in the community • Getting help in an emergency • Looking after the local environment

	<ul style="list-style-type: none"> • How external factors can affect your Zone • Matching behaviours to a Zone • Gaining awareness about how they feel and think when another student produces expected versus unexpected behaviours when in a zone 		
<p>Year 2 outcomes</p>	<ul style="list-style-type: none"> • I know what I am good at. • I can talk about my feelings. • I can talk about change and loss and the associated feelings, including moving home. • I recognise that choices can have good and not so good consequences. • I can learn from my experiences. • I can explain the new opportunities and responsibilities that increasing independence may bring. • I can talk about my family networks • I know how to attract the attention of people we trust • I can express ways that I can help other people to look after them. • I know that I share responsibility for keeping myself safe. • 	<ul style="list-style-type: none"> • I can feel the effect of exercise on my body. • I can explain why physical activity is healthy. • I can say what physical activity I enjoy. • I can explain what choices I make that are healthy. • I can explain the different kind of food that I should eat. • I can explain how some foods can harm my body. I can make healthy choices in my food. • I can describe how to look after particular parts of the body. • I can explain why it is important to keep clean. • I can describe and carry out basic hygiene. • I know what to take responsibility for and when to ask for help. • I can explain what things adults can do that a baby can't. 	<p>I know that people and other living things have needs.</p> <p>I understand the difference between a need and a want.</p> <p>I know about the United Nations convention on the rights of the child.</p> <p>I'm aware of some basic rights for children and young people.</p> <p>I'm aware of the need to protect children's rights in other countries and societies.</p> <p>I know that childhood looks different for many children in other parts of the world.</p> <p>I have a beginning awareness of my responsibilities as a member of the class, my family and the wider community.</p>

RSE curriculum From CWP Year 2 To be taught where appropriate across the year	<u>Differences</u> Learning Intention To introduce the concept of gender stereotypes To identify differences between males and females Learning Outcomes Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies	<u>Male and Female Animals</u> Learning Intention To explore some of the differences between males and females and to understand how this is part of the lifecycle Learning Outcomes Describe some differences between male and female animals Understand that making a new life needs a male and a female	<u>Naming Body Parts</u> Learning Intention To focus on sexual difference and name body parts Learning Outcomes Describe the physical differences between males and females Name the different body parts
RSE Outcomes			
RSE Year 2 I can describe some of the similarities and differences between boys and girls. I understand that some people have fixed ideas about what boys and girls can do. I can describe some differences between a male and female animals . I understand that making life needs a male and a female . I can name the main body parts including the male and female private parts, with confidence. I understand it is important to look after my body because that can help me have a healthy lifestyle. I understand that everyone's body is different and that we celebrate differences			

LKS2	Autumn terms 1 and 2	Spring terms 3 and 4	Summer terms 5 and 6
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Year 3	Health and Wellbeing Growth Mindset	Relationships	Living in the wider world (Economic)
Aspects of focus	<ul style="list-style-type: none"> • How Amazing is My Brain? • How Do My Feelings Affect My Learning? • How Do I Manage My Feelings? • Which Mindset World Am I in and Where Do I Want to Be? • Where Will I Go on My Learning Journey? • How Am I Doing on My Learning Journey? • What If I Fail or Lose My Way on My Learning Journey? • Am I There Yet? Have I Reached My Destination? 	<ul style="list-style-type: none"> • Feelings and emotions • Healthy relationships • Valuing difference <ul style="list-style-type: none"> ○ Year 3 ○ Recognising feelings in others ○ Responding to how others are feeling ○ Positive healthy relationships and friendships ○ Maintaining friendships ○ Actions affect ourselves and others ○ Working collaboratively ○ Year 4 ○ Keeping something secret or confidential ○ When to break a confidence ○ Recognise and manage dares ○ Acceptable and unacceptable physical contact ○ Solving disputes and conflicts amongst peers ○ Listen and respond effectively to people ○ Share points of view 	<ul style="list-style-type: none"> • Money <ul style="list-style-type: none"> ○ Year 3 ○ Enterprise-what it means ○ Developing skills in enterprise (cross year group project with Year 4) ○ Year 4 ○ Role of money ○ Managing money (saving and budgeting) ○ What is meant by interest and loan

<p>Yr 3</p>	<p>Learn that they have an incredible tool – the brain.</p> <ul style="list-style-type: none"> • Understand the functions of three parts of the brain - Amygdala, Prefrontal Cortex and the Hippocampus. • Learn how to control the three areas to improve their learning potential. • Understand the importance of practise for improvement <p>Explore different feelings.</p> <ul style="list-style-type: none"> • Understand that all emotions are useful. • Learn the benefits of positive feelings. • Learn how to create positive feelings. • Practise diaphragmatic breathing. <p>Identify their emotions.</p> <ul style="list-style-type: none"> • Learn to manage their anxiety through exploring different strategies. • Understand anger triggers and how to manage their anger. • Learn that being mindful can help them manage emotions <p>Explore their own mindset, identifying the differences between a growth mindset and a fixed mindset.</p> <ul style="list-style-type: none"> • Understand the difference between intelligence and effort. • Learn that their intelligence is not fixed and that they can change their brains. • Learn about the importance of CPR – Curiosity, Perseverance and Resilience as essential skills for their journey to the growth mindset. • Practise diaphragmatic breathing <p>Learn the importance of challenging themselves in order to reach their potential.</p>	<ul style="list-style-type: none"> • I can recognise a wide range of feelings in others. • I can respond appropriately to a wide range of feelings in others. • I know how to make and keep friends. • I have thought about when it is better to stop being friends with someone. • I know what to do if I am a witness to a bullying. • I can listen to other children and respond appropriately whether I agree or disagree with that viewpoint 	<ul style="list-style-type: none"> • I know that I can pay for things in a range of ways. • I can describe other ways of making payments and understands the reason for them. • I know there are different ways of keeping track of my money. • I can plan and track my spending and saving by keeping accurate records. • I know the choices I make about spending and saving money can be influenced by and have an impact on other people. • I'm beginning to understand that different people have different attitudes and feelings about spending and saving money. • I'm beginning to know that somethings are better value for money than others. • I can make choices based on my own needs and resources. • I understand that it may not be possible to have everything I want straight away if at all.
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	<ul style="list-style-type: none"> • Learn how their thoughts and feelings influence their behaviour linking back to the brain work in lesson 1. <p>Learn how to listen mindfully.</p> <ul style="list-style-type: none"> • Learn the importance of feedback as a tool for improving their learning. • Give useful feedback to their peers <p>Learn the importance of learning from mistakes. Mindful perspective.</p> <ul style="list-style-type: none"> • Understand the importance of failure as a route to success. • Demonstrate curiosity, perseverance and resilience <p>Identify growth mindset alternative phrases to use.</p> <ul style="list-style-type: none"> • Review their learning of the growth mindset. 		
<p>RSE curriculum From CWP Year 3 To be taught where appropriate across the year</p>	<p>Body Differences Learning Intention To identify that people are unique and to respect those differences To explore the differences between male and female bodies Learning Outcomes Know and respect the body differences between ourselves and others Name male and female body parts using agreed words</p>	<p>Personal Space Learning Intention To consider appropriate and inappropriate physical contact and consent Learning Outcomes Understand that each person’s body belongs to them Understand personal space and unwanted touch</p>	<p>Help and Support Learning Intention To explore different types of families and who to go to for help and support Learning Outcomes Understand that all families are different and have different family members Identify who to go to for help and support</p>
<p style="text-align: center;">RSE Year 3 Outcomes</p> <p>RSE Year 3</p> <ul style="list-style-type: none"> • I can tell the difference between a male and female babies and children. • I can name a male and female body parts using agreed scientific words. • I understand why males and females have different private parts. I can identify different types of touch that people are like and dislike. • I can talk about ways of dealing with unwanted touch. • I can identify the similarities and differences between different types of families. • I understand that it is important to respect the differences between families. 			

- I can identify my special people [family, friends, carers] and what makes them special.
- I know how my family should care for one another and who we can go for help and support

LKS2	Autumn terms 1 and 2	Spring terms 3 and 4	Summer terms 5 and 6
Year 4	<p>Relationships Zones of Regulation</p>	<p>Health and Wellbeing</p>	<p>Living in the wider world (Being a responsible citizen)</p>
<p>Aspect of focus</p>	<p>Zones: Activity 1 to 9 where appropriate (some small group)</p> <ul style="list-style-type: none"> • Become familiar and deepen understanding of the Zones • Increase emotional vocabulary • Recognise facial expressions • Gain awareness of how others perceive people in the different zones • Our behaviour can affect others' feelings and behaviour in the Zones • It's natural and expected to experience all Zones at some time • How external factors can affect your Zone • Matching behaviours to a Zone 	<ul style="list-style-type: none"> • what makes a balanced diet? • Opportunities for making choices with foods • What influences food choices? • Habits • Recognising what they are good at and setting goals • Describing feelings, conflicting feelings and how to manage them • School rules on health and safety • Basic emergency aid • People who help them stay healthy and safe • Year 4 	<p>Discuss and debate health and well being issues</p> <p>Being part of the community and who works in the community</p> <p>Responsibilities; rights and duties</p> <p>Enterprise; what it means; developing skills in enterprise (CROSS YEARGROUP PROJECT)</p> <p>Year 4</p> <p>Discuss and debate health and well being issues</p> <p>Appreciating difference and diversity in the UK and around the world</p> <p>Sustainability of the environment across the world</p> <p>Role of money , managing money (saving and budgeting)</p> <p>What is meant by interest and loan</p>

	<ul style="list-style-type: none"> • Gaining awareness about how they feel and think when another student produces expected versus unexpected behaviours when in a zone 	<ul style="list-style-type: none"> • What makes a balanced lifestyle and making choices • Drugs common to everyday life • Hygiene and germs • Recognising what they are good at, setting goals • Changes at puberty • Changes that happen in life and feelings associated with change • How to keep safe in local area and online • People who help them stay safe and healthy 	
Yr 4	<ul style="list-style-type: none"> • I have experience of how to make informed choices and what might influence my choices and recognise that I may experience conflicting emotions. • I have been reminded that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources. • I can reflect on and celebrate my achievements. • I can identify areas for improvements will stop the line I have deepened my understanding of good and not so good feelings. • I have extended my vocabulary to enable me to explain more emotions and feelings. • 	<ul style="list-style-type: none"> • I can explain more risks in our locality. • I can talk about how to manage those risks. • I understand how to call for emergency aid. • I can undertake basic first aid procedures. • I can explain what is meant by the term 'habit'. • I can explain why habits can be so hard to change. 	<ul style="list-style-type: none"> • I know what is meant by the term media. I am aware of a range of different types of media, including social networking. • I am able to research issues, problems and events concerning health and wellbeing. • I am able to look after alternative views and opinions. • I am beginning to understand how the media influences people's choices and decisions. • I am aware that people can feel pressured by media including social networking. • I know how to keep myself safe and protect my personal identity online.

			<ul style="list-style-type: none"> • I am able to present information and offer recommendations concerning health and well-being. • I am able to explore and critique how the media presents information. • I am able to research, discuss and
<p>RSE curriculum From CWP Year 4 To be taught where appropriate across the year</p>	<p>Changes Learning Intention To explore different types of families and who to go to for help and support Learning Outcomes Understand that all families are different and have different family members</p> <ul style="list-style-type: none"> • Identify who to go to for help and support 	<p>What is Puberty? Learning Intention To explore how puberty is linked to reproduction Learning Outcomes Know about the physical and emotional changes that happen in puberty</p> <ul style="list-style-type: none"> • Understand that children change into adults to be able to reproduce if they choose to 	<p>Healthy relationships Learning Intention To explore respect in a range of relationships To discuss the characteristics of healthy relationships Learning Outcomes Know that respect is important in all relationships including online</p> <ul style="list-style-type: none"> • Explain how friendships can make people feel unhappy or uncomfortable.

RSE Outcomes

RSE Year 4

I can describe the human life cycle.

I can describe some of the changes that happen as we grow up.

I can explain how puberty fits into the human life cycle.

I can identify which parts of the body changes during puberty.

I can describe some of the physical differences between the children and teenagers.

I understand that's going through puberty can affect our bodies and our feelings.

I understand that children change into adults so that they are able to reproduce and puberty is a part of this process.

I recognise that it be coming more independence can also mean having more responsibility for looking after myself.

UKS2	Autumn terms 1 and 2	Spring terms 3 and 4	Summer terms 5 and 6
Year 5	Health and Wellbeing Growth Mindset	Relationships	Living in the wider world (Economic)
Aspects of focus	<ul style="list-style-type: none"> • How Amazing is My Brain? • How Do My Feelings Affect My Learning? • How Do I Manage My Feelings? • Which Mindset World Am I in and Where Do I Want to Be? • Where Will I Go on My Learning Journey? • How Am I Doing on My Learning Journey? 	Year 5 <ul style="list-style-type: none"> • Responding to feelings in others • Actions have consequences • Working collaboratively • Negotiation and compromise • Giving feedback • Listening to others • Raise concern and challenge 	Year 5 <ul style="list-style-type: none"> • Discuss and debate health and wellbeing issues. • Importance of finance in p lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax • Year 6

	<ul style="list-style-type: none"> • What If I Fail or Lose My Way on My Learning Journey? • Am I There Yet? Have I Reached My Destination? 		<ul style="list-style-type: none"> • Discuss and debate health and wellbeing issues • Enterprise; setting up an enterprise (CROSS YEARGROUP PROJECT)
<p>Year 5 Outcomes</p>	<p>Learn that they have an incredible tool – the brain.</p> <ul style="list-style-type: none"> • Understand the functions of three parts of the brain - Amygdala, Prefrontal Cortex and the Hippocampus. • Learn how to control the three areas to improve their learning potential. • Understand the importance of practise for improvement <p>Explore different feelings.</p> <ul style="list-style-type: none"> • Understand that all emotions are useful. • Learn the benefits of positive feelings. • Learn how to create positive feelings. • Practise diaphragmatic breathing. <p>Identify their emotions.</p> <ul style="list-style-type: none"> • Learn to manage their anxiety through exploring different strategies. • Understand anger triggers and how to manage their anger. • Learn that being mindful can help them manage emotions <p>Explore their own mindset, identifying the differences between a growth mindset and a fixed mindset.</p> <ul style="list-style-type: none"> • Understand the difference between intelligence and effort. • Learn that their intelligence is not fixed and that they can change their brains. 	<ul style="list-style-type: none"> • I know the differences between confidential and secret. • I am confident to praise and support and to raise any concerns, appropriately. • I can handle pressure from others to do what I know to be wrong or unkind or damaging. • I am aware of the nature and consequences of discrimination 	<ul style="list-style-type: none"> • I know a range of different ways to pay for things; • some may involve using credit and going into debt. • I can plan and manage a more complex budget overtime. • I know that people who sell me things try to make profit. • I can recognise when people aim to influence my choices. • I know what is meant by ‘value for money’. • I can make comparisons between prices when deciding what is ‘value for money’. • I know there are financial risks associated with the Internet and other scams. • I can describe some ways to keep my money and identify safe when using the Internet. • I can calculate profit and loss. • I understand why I should be a critical consumer and that my choices about spending and saving can affect others

	<ul style="list-style-type: none"> • Learn about the importance of CPR – Curiosity, Perseverance and Resilience as essential skills for their journey to the growth mindset. • Practise diaphragmatic breathing <p>Learn the importance of challenging themselves in order to reach their potential.</p> <ul style="list-style-type: none"> • Learn how their thoughts and feelings influence their behaviour linking back to the brain work in lesson 1. <p>Learn how to listen mindfully.</p> <ul style="list-style-type: none"> • Learn the importance of feedback as a tool for improving their learning. • Give useful feedback to their peers <p>Learn the importance of learning from mistakes. Mindful perspective.</p> <ul style="list-style-type: none"> • Understand the importance of failure as a route to success. • Demonstrate curiosity, perseverance and resilience <p>Identify growth mindset alternative phrases to use.</p> <ul style="list-style-type: none"> • Review their learning of the growth mindset. 		
<p>RSE curriculum From CWP Year 5 To be taught where appropriate across the year</p>	<p>Talking About Puberty Learning Intention To explore the emotional and physical changes occurring in puberty Learning Outcomes Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence</p>	<p>The Reproduction System Learning Intention To understand male and female puberty changes in more detail Learning Outcomes Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production</p>	<p>Puberty help and support Learning Intention To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty Learning Outcomes Explain how to keep clean during puberty Explain how emotions/relationships change during puberty</p>

			Know how to get help and support during puberty
RSE Outcomes			
Year 5 I know when puberty is likely to happen. I can explain the main emotional and physical changes that happen during puberty. I know when puberty happens. I can explain what happens during menstruation and a wet dream and give advice on how to manage them when they happen. I know that young people can experience puberty differently and at different times. I can describe some of the different emotions young people can have at puberty and how they might manage them. I know how to stay clean during puberty. I know how to get help and support during puberty. I know how puberty can affect our bodies and our feelings. I understand that children change into adults so that they are able to reproduce and puberty is a part of this process. I recognise that becoming more independent can also mean having more risks.			
UKS2	Autumn terms 1 and 2	Spring terms 3 and 4	Summer terms 5 and 6
Year 6	Relationships Zones of Regulation	Health and Wellbeing	Living in the wider world (Being a responsible citizen) Year 6 Transition toolkit
Aspect of focus	Zones: Activity 1 to 9 where appropriate (some small group) <ul style="list-style-type: none"> Become familiar and deepen understanding of the Zones Increase emotional vocabulary Recognise facial expressions Gain awareness of how others perceive people in the different zones 	<ul style="list-style-type: none"> Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others 	<ul style="list-style-type: none"> Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others

	<ul style="list-style-type: none"> • Our behaviour can affect others' feelings and behaviour in the Zones • It's natural and expected to experience all Zones at some time • How external factors can affect your Zone • Matching behaviours to a Zone • Gaining awareness about how they feel and think when another student produces expected versus unexpected behaviours when in a zone 	<ul style="list-style-type: none"> • How resources are allocated; effect of this on individuals; communities and environment 	<ul style="list-style-type: none"> • How resources are allocated; effect of this on individuals; communities and environment
<p>Year 6 Outcomes</p>	<ul style="list-style-type: none"> • I can't use simple relaxation techniques • I understand the role of exercise in relaxation. • I have reflected on and celebrate my achievements. • I have thought about the future and our plans for success. • I know when I need to ask for help. I know how to ask for help. • I know who's the best person to ask for help. • I have extended my vocabulary to enable me to explain both the range and intensity of my feelings. 	<ul style="list-style-type: none"> • I have further knowledge and understanding of the effects that food and physical activity can have on health. • I have further knowledge and understanding of the ways I can keep myself safe in the locality. • I have further knowledge and understanding of ways I can help others to keep themselves healthy and safe. • I have strategies to resist the pressures from others to act in unsafe or unhealthy ways. 	<ul style="list-style-type: none"> • I know why and how rules and laws that protect me and others are made and enforced. • I understand why different rules are needed in different situations. • I know how I can take part in making and changing rules. • I'm beginning to understand how the UK is governed. • I know about local and national elections. • I know how pressure groups work and their roles in a democratic society I'm aware that there are different rules in different communities and countries. • I am able to see and respect other's points of view. • I understand there are different systems of governments.

				<ul style="list-style-type: none"> • I'm able to research and present information on rules and systems of governments. • I can use the tools in my Growth Mindset Transition Toolkit to feel positive about moving to secondary education
RSE curriculum From CWP Year 6 To be taught where appropriate across the year	Puberty and Reproduction <ul style="list-style-type: none"> • Learning Intention • To explore the impact of puberty on the body and the importance of physical hygiene • To explore ways to get support during puberty • Learning Outcomes • Explain how to keep clean during puberty • Explain how emotions/relationships change during puberty • Know how to get help and support during puberty 	Communication in relationships <ul style="list-style-type: none"> • Learning Intention • Exploring the importance of communication and respect in relationships • Learning Outcomes • Explain differences between healthy and unhealthy relationships • Know that communication and permission seeking are important 	Families, Conception and Pregnancy <ul style="list-style-type: none"> • Learning Intention • To consider different ways people might start a family • Learning Outcomes • Describe the decisions that must be made before having children • Know some basic facts about conception and pregnancy 	Online Relationships <ul style="list-style-type: none"> • Learning Intention • To explore positive and negative ways of communicating in a relationship • Learning Outcomes • To have considered when it is appropriate to share personal/private information in a relationship • To know how and where to get support if an online relationship goes wrong

Year 6 RSE Outcomes <ul style="list-style-type: none"> • I can label male and female reproductive body parts.

- I can explain how and why the body changes during puberty in preparation for reproduction.
- I understand what makes positive, healthy relationships.
- I can discuss different types of adult relationships with confidence.
- I know what forms of touching are appropriate and inappropriate.
- I can describe some of the decisions that have to be made before having a baby.
- I know some of the basic facts about pregnancy.
- I know when it is appropriate to share personal information in a relationship.
- I know where and how to get support if an online relationship goes wrong.