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| **C:\Users\r.page\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\B5A3B6E.tmpC:\Users\r.page\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\CE1629AC.tmpWorth Valley Primary School****Sticky Knowledge** |
| PSHE |
| Autumn Term  | Spring Term |  Summer Term |

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| --- | --- |
| **Pre-school** | **Birth to 3 years old****• Find ways to calm themselves, through being calmed and comforted by****• their key person.****• Establish their sense of self.****• Express preferences and decisions. They also try new things and start establishing their autonomy.****• Engage with others through gestures, gaze and talk.****• Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.****• Find ways of managing transitions, for example from their parent to their key person.****• Thrive as they develop self-assurance.****• Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.****• Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.****• Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.****• Feel strong enough to express a range of emotions.****• Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.****• Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to****• the front. Be increasingly able to talk about and manage their emotions.****• Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.****• Develop friendships with other children.****• Safely explore emotions beyond their normal range through play and stories.****• Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.** |
| **Nursery** | **Me and my relationships****I can talk about me.****I know what makes me special.****I can talk about my special people and listen to my friends talk about their special people.****I can care for my environment.****Valuing differences****I can share ways in which I am similar or different to my friends.****I understand how families can be similar and different****I understand why it is important to include everyone and be a good friend.** | **Keeping safe****I can identify people who keep me safe.****I can keep myself safe indoors and outdoors.****I know what is safe to go in my body.****Rights and respect****I know what can contribute to good health.** **I can talk about how to look after my special people.**  **I can learn how to take care of my home, my learning environment and the natural environment** | **Being my best****I can identify what my body needs.****I can keep trying when I want to achieve something.** **I can share something I am good at.****Growing and changing****I can learn about how plants and animals change and grow.** **I can discuss how I have changed since I was a baby.****When I was a baby****: I can share my ideas about differences between boys and girls.****I can name the main parts of the body including external genetailia,**  |
| Vocabulary: | **Vocabulary:** | **Vocabulary: vulva, vagina, penis, testicles.****Girls, boys and families** |
| **Early years foundation stage (EYFS) statutory framework****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.****• Do not always need an adult to remind them of a rule.****• Develop appropriate ways of being assertive.** |
| **Reception** | **Me and my relationships**I can talk about me. I understand that I like different things and this makes me special.I know that there are different types of families and we have different people who are special to us, both inside and outside our familyI know who can help me. I can talk about different feelings. My feelingsI know what to do if I am feeling sad. **Valuing differences**I know what makes me special. I know what is the same and what is different about us.I know about different types of families.I understand that there are different types of homes.I understand the value of friendship.I know how to be a good friend. | **Keeping safe**I understand what is safe to go in my body.I know how to keep my body safe and well.I know how to keep safe indoors and outdoors.I know the difference between safe and unsafe touch.I know how to keep safe online.I can identify people who help to keep me safe.**Rights and respect**I can look after the feelings of my special people.I can look after my friends.I can care for our environment.I can care for our world.I can begin to understand how we use money.I can begin to understand how we can keep money safe. | **Being my best****I can recognise a range of emotions to different experiences.****I can develop resilience to meet a goal.****I can recognise which foods we need to eat more and less of to be healthy.****I recognise the importance of a healthy diet.****I recognise that exercise is part of a healthy lifestyle.****I understand the importance of a healthy sleep routine.****Growing and changing****I understand the cycle of change throughout the seasons****I know about the life cycles of living things.****I know about the life cycle of humans.****I understand where babies come from.****I can talk about changes that have happened to me.** **I understand that parts of my body are private.****I can name the main parts of the body including external genetailia**  |
| Vocabulary: | Vocabulary: | Vocabulary: |
| **Early years foundation stage (EYFS) statutory framework**Talk with others to solve conflicts.• Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.• Begin to understand how others might be feeling Reception• See themselves as a valuable individual.• Build constructive and respectful relationships.• Express their feelings and consider the feelings of others.• Show resilience and perseverance in the face of challenge.• Identify and moderate their own feelings socially and emotionally.• Think about the perspectives of others.• Manage their own needs. **ELG****Self-regulation**• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.**Managing Self**• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.• Explain the reasons for rules, know right from wrong and try to behave accordingly.• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.**Building Relationships**• Work and play cooperatively and take turns with others.• Form positive attachments to adults and friendships with peers.• Show sensitivity to their own and to others’ needs. |
| **Y1** | Me and My Relationships: | **Keeping safe** | **Being my best** |
| Sticky knowledge | Vocabulary | Sticky knowledge | Vocabulary | Sticky knowledge | Vocabulary |
| **Feelings** - I can name a variety of different feelings and explain how these might help me behave.**Rights and Responsibilities -** Looking after things I can tell you some ways I look after money.**Feelings** - I can tell you some ways of dealing with not so good feelings.**Getting Help -** I know when to get help and who to go to for it.**Classroom Rules** - I can tell you some different classroom rules. | friends helprules familyhurt safefeelings listen | **How our feelings can keep us safe.** – I can say what to do if I have strong and not so good feelings.**Keeping Healthy -** I can give examples of how I keep myself healthy.**Medicine Safety** - I can tell you when medicines might be harmful. | air sleep exercise stopunsafe share nervous internetmedicine uncomfortablebody feelings foodwater safe healthyprivate worried scared | **Growth Mindset -** I can name a few ideas of what do to if I find things difficult.**Keeping Healthy** –  I can say why certain foods are healthy and why it’s important to eat at least 5 portions of fruit/veg a day. | starchy dairy proteinsugar practise fruit difficultlearning make mistakeshygeine cereal bread spreadtry water energy helphealthy support vitaminsvegetables germs |
| Valuing Difference: | Rights and respects | Growing and changing |
| Sticky knowledge | Vocabulary | Sticky knowledge | Vocabulary | Sticky knowledge | Vocabulary |
| Developing tolerance -I can say why things sometimes seem unfair, even when they’re not.Recognising values – I can tell you which ways people are similar and different. | respect feelings differentsafe bully fairrules special peopletease similar same kind | Looking after things -I can tell you some ways I look after money.Rights and Responsibilities: Looking after things I can give examples of how I look after myself and my environment. | clean environment routinefirst aid spending litterrisk responsibility dangersafe help moneysaving environmentlook after responsible | **Becoming Independent** I can tell you some things I can do now that I couldn’t do as a toddler.**Body Parts** - I can tell you what some of my body parts do.**Getting help -** I can identify an adult I can talk to at both home and school if I need help: | adult heartbrain stomachtrusted growinglungs vulvapenis learning |
| **Y2** | Me and My Relationships: | **Keeping safe** | Being My Best: |
| Sticky knowledge | Vocabulary | Sticky knowledge | Vocabulary | Sticky knowledge | Vocabulary |
| **Being a Good Friend** I can give you lots of ideas about being whatmakes a good friend**Feelings/self regulation**I can express my feelings in a safe**Bullying and Teasing**I can name some ways I can get help if I ambeing bullied. | feelings happyteasing bullied carerepeated bullyingfriendship help rulesfriendly safe break | **Safe and Unsafe secrets**I can give examples of safe and unsafe secrets.**Appropriate Touch**I can give examples of touches that are ok andnot ok.**Medicine Safety**I can tell you that medicines can be helpful or harmful. and controlled way. | medicines feelings tellsafe touch worriedsecret surprise unsafeprivate uncomfortablesomeone you trust | **Looking after my Body -**I can name some parts of my body that areinside me.**Growth Mindset**I can explain how setting a goal will help me toachieve what I want to do.  | achieve germs injectionrest choices brain soapvaccination choose waterlarge intestine healthylungs stomach energy learnfood small intestineexercise oxygen teeth |
| Valuing Difference:  | Rights and respects | Growing and changing |
| Sticky knowledge | Vocabulary | Sticky knowledge | Vocabulary | Sticky knowledge | Vocabulary |
| **Listening skills**I can give a few examples of good listening skills.**Being Kind**I can say how I could help myself if I was being left out. | unique calm point of viewbehaviour listening feelingshelpful problem unkindrespect different argumentskindness listenspecial people | **Cooperation and****self-regulation**I can give some examples of what I do when I’m unsettled. | share listencalm eruptcontrol ask for helpunsettled homeschool feelings | **Life Cycles**I can tell you the people who help us and what Ican do now that I couldn’t do when I wasyounger.**Being Supportive**I can give examples of how to give feedback tosomeone.**Dealing with Loss**I can give examples of how it feels to saygoodbye to someone. | supportive loss changenipples food feelingshelp forward growigpenis care goodbyelearning safe upsetvulva |
| **Y3** | Me and My Relationships:  | Keeping safe | Being My Best: |
| Sticky knowledge | Vocabulary | Sticky knowledge | Vocabulary | Sticky knowledge | Vocabulary |
| **Cooperation** I can usually accept the views of others and know that we don’t always agree.. **Friendships** I can give lots of ideas about what I do to be a good friend.  | apologise respect disagreeresponsibility calm disputesarguments feelings persuadefriendship opinions listeningfamily friendship falling outspecial people | **Drugs and their Risk** I can say why medicines can be helpful or harmful. **Staying Safe Online** I can give examples of how to keep my personal details safe online.**Managing Risk** I can say what to do to make a situation less risky. | alcohol personal detailsrisk (risky) internet safetycigarettes private nicotinetrust medicines publicunsafe search engine harmfulsituation e-cigarettes vapes | **Keeping Myself Healthy** I can give a few examples of things I can take responsibility for in relation to my health and give examples**Celebrating and Developing My Skills** I can give an example of a skill I have developed. | achieve fruit medicine bonesgoal-setting muscles skillsteeth balanced diet talentsimprove practise proteinswater sleep healthystarchy carbohydrates dairyexercise energy vegetables |
| Valuing Difference: | Rights and respects | Growing and changing |
| Sticky knowledge | Vocabulary | Sticky knowledge | Vocabulary | Sticky knowledge | Vocabulary |
| **Recognising and Respecting Diversity** I can give you examples of different community groups and what’s good about the groups.**Being respectful and tolerant** I can talk about examples in our classroom where respect and tolerance make it a happy place. | family differentname calling prejudicetolerance communitystrangers bullying differencesbelonging respectidentity families similarites | **Helping and Being Helped** I can say how I could help the people who help me.**Skills we need to develop** I can say some ways of checking whether something is a fact or an opinion. | online false checksafe parentcarer adultsearch factopinion | : **Keeping Safe** I can identify when someone hasn’t been invited into my body space and be assertive in asking them to leave if I feel uncomfortable.**Relationships** I can name a few things which make a healthy relationship. | angry penis relationshipsbody space touch assertivevagina jealous wombperiod/menstruation pad trustlining respect breastsuncomfortable caring genitalsupset egg healthypuberty testicles |
| **Y4** | Me and My Relationships:  | Keeping safe | Being My Best |
| Sticky knowledge | Vocabulary | Sticky knowledge | Vocabulary | Sticky knowledge | Vocabulary |
| **Recognising** Feelings I can give an example of how I can tell how a person is feeling by their body language. **Bullying** I can say what I would do if someone was upsetting me or if I was being bullied. **Assertive Skills** I can give you examples of what being assertive means..  | ignored delighted teasingcalm confident feelingscompromise body languageemotions frightened excludedcollaborate pressurebullying joyful excitedrespectful scaredalone worried lonely | **Managing Risks** I can say why people might influence other people to take risks. Understand the norms of drug use I can say a few of the risks of smoking or drinking alcohol. Keeping Myself Safe: Influences I can give examples of positive and negative influences. | hazard risky liverdecisons choices dangersituation influence alcoholconseqences lungs braindare drug harmfulcigarettes vapes sharede-cigarettes downloaded | **Celebrating and Developing My Skills** I can give an example of a skill I have developed.**Having Choices and Making Decisions** I can name a few things which I do to make me healthy.**Taking care of my environment** I can give examples of some of the things I do already to look after my environment. | accident emergency affectbalanced diet recycle breathingcommunity repair reducecreative give to othersinjury exercise choiceswound mental health activefirst aid repair connectfuture choking reusewellbeing be mindful |
| Valuing Difference: | Rights and respects | Growing and changing |
| Sticky knowledge | Vocabulary | Sticky knowledge | Vocabulary | Sticky knowledge | Vocabulary |
| **Recognising and Celebrating Differences** I can give lots of examples of how people are different**Understanding and Challenging Stereotypes** I can say why it’s important to challenge stereotypes. | challenge labelled confidencestereotype negotiateunique positive compromiselabel prejudice differencesinvade similarities respect | **Media Influences** I can give a few examples of how TV and social media might influence how people think and why this is a problem.**Making a Difference** I can say how a bystander can have a positive effect on negative behaviour. | anti-social behaviour mediaUnited Nations rightsspending reduce influenceenvironment public servicesincome tax negative recycleessential actions positivecommunity responsibility reusevolunteer School Council | **Managing Difficult Feelings:** I can list some reasons why teenagers might have difficulties**Relationships including marriage:** I can tell you why people get married. | breasts testicles womb choicecivil partnership sperm enjoypenis hormones pubic hairperiods marriage love pubertylive together civil partnershipuncomfortable feelingsmenstruation vagina vulvacompromise share ovarieswet dreams |
| **Y5** | Me and My Relationships: | Keeping safe | Being My Best |
| Sticky knowledge | Vocabulary | Sticky knowledge | Vocabulary | Sticky knowledge | Vocabulary |
| Feelings I can give a range of examples of our emotional needs. **Friendship skills** I can explain why these qualities are important. **Assertive Skills** I can give you examples of how I can stand up for myself.  | collaborate aggressiveresolution conflict pressureemotional needs passiveassertiveness negotiationunsafe compromisebody language respectuncomfortable touching qualitiesunhealthy relationship | **Legal Drugs** I can say the percentage of people aged 11-15 that smoke in the UK (3%) and give reasons why people think it’s more than this.**Managing Risks** I can give an example of things that might influence a person to take risks online. | habit cigarettes drugspressure alcohol vapesweigh up risk influenceprivacy settings assertivecyberbullying decisionsocial norms assessing riske-cigarettes | **Growing Independence** I can give a few examples of when I’ve had increased independence and how that helps me to show responsibility. | perseverance media-influencekindness celebritiesindependence patienceresilience considerationconfidencepersonal qualities |
| Valuing Difference: | Rights and respects | Growing and changing |
| Sticky knowledge | Vocabulary | Sticky knowledge | Vocabulary | Sticky knowledge | Vocabulary |
|  |  **Influence and pressure on social media** I can explain how sometimes people aim to create an impression of themselves and what they post online might not be real.**Recognising and Celebrating Differences** I can give examples of different faiths and cultures. | multicultural society comparepoint of view stereotypediscrimination diverse racismfalse impression respectprejudice similarities excludedconflict celebrate religioussocial media cultural toleranceacceptance | **Decisions about money** I can explain how local councils make decisions about spending money.**Rights** I can give examples of some of the rights and related responsibilities I have as I get older.**Media Awareness** I can give several qualities that make people attractive that have nothing to do with how they look, but how they behave. | councillors environment interestrights responsibility debitcosts borrow credithealth community grouppublic services loan councilexercise vote dutiessustainable elections | **Getting Help:** I can identify when I need help and I know the trusted adults in my life that can help**Managing Difficult Feelings** I can explain what resilience is and how it can be developed.**Managing Changes** I can list ways I can prepare for changes. | respect wellbeing trusthormones mood swingsconfidential confidenceresilience puberty crushembarrassed menstruationunwanted attention separationunwanted touch period products |
| **Y6** | Me and My Relationships: | Keeping safe | Being My Best |
| Sticky knowledge | Vocabulary | Sticky knowledge | Vocabulary | Sticky knowledge | Vocabulary |
| AssertivenessI can explain bystander behaviour and giveexamples of what bystanders do when someoneis being bullied.**Cooperation**I can explain what is meant by compromise.**Safe/Unsafe Touches**I can explain what inappropriate touch is andgive examples. | assertiveness appropriatesensitive collaboration respectfulresponse appropriate cultureinappropriate religion bulliedcompromise illegal activeforced marriage negotiationcommunity bystanders passivecivil partnership | **Staying Safe Online**I can say how I can keep myself safe whilstusing a mobile phone**Drugs**I can explain why some people think that moreyoung people drink alcohol than actually do.**Emotional Needs**I can explain why emotional needs are asimportant as physical needs | online safety legal privacysharing online emotional needsinappropriate physical needsage restrictions possessparental consent permissionsocial media alcohol medicalsupply non-medical producepersonal information | **Aspirations**I can tell you how I overcome problems andchallenges on the way to achieving my goals.**Managing Risks**I can give examples of emotional risks orphysical risks. | give connect influencebe active assessing riskproblems choicesgoal setting overcome vapingpractise mediaaspirations take notice (mindful)weigh up achieve challengesperseverancekeep learning (get creative) |
| Valuing Difference: | Rights and respects | Growing and changing |
| Sticky knowledge | Vocabulary |  | Vocabulary | Sticky knowledge | Vocabulary |
| **Recognising reflecting on****prejudiced-based bullying**I can give reasons why some people showprejudiced behaviour and bully for this.**Understanding Bystander****behaviour** I can explain the differences betweena passive bystander and an active bystander. | disrespect bystanderself-esteem diversity prejudiceidentity empathy stereotypetolerance assumptionmedia influence situationgender stereotype community | **Caring Communities**I can give a few examples of what‘environmentally sustainable living’ means**Understanding media bias** I can explain how social mediaaffects how a person feels about themselves.**Earning and Saving**money I can give the pros and cons of differentways of saving money. | biased elections candidateimage profile interest taxstereotype saving cashvotng shop local debit cardreuse pressure public servicessustainable recycling unbiasedenvironmentally sustainablebank (building society) accountdemocracy online safetysocial media | **Body Image**I can tell you some emotional changes to dowith puberty.**Self Esteem**I can give examples of the ways in which aperson feels about themselves can be affected.**Keeping Safe**I can give an example of secret that should beshared with a trusted adult. | media manipulation pubertysexual intercourse discussconfidential online safetyself esteemright to privacy age of consentstereotype peer pressureuncomfortable physical changesbody image emotional changesin confidence sharing online |