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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 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 family  I know who can help me.  I can talk about different feelings. My feelings  I 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 help  rules family  hurt safe  feelings 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 stop  unsafe share nervous internet  medicine uncomfortable  body feelings food  water safe healthy  private 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 protein  sugar practise fruit difficult  learning make mistakes  hygeine cereal bread spread  try water energy help  healthy support vitamins  vegetables 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 different  safe bully fair  rules special people  tease 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 routine  first aid spending litter  risk responsibility danger  safe help money  saving environment  look 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 heart  brain stomach  trusted growing  lungs vulva  penis 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 what  makes 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 am  being bullied. | feelings happy  teasing bullied care  repeated bullying  friendship help rules  friendly 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 and  not ok.  **Medicine Safety**  I can tell you that medicines can be helpful or harmful.  and controlled way. | | | medicines feelings tell  safe touch worried  secret surprise unsafe  private uncomfortable  someone you trust | | | | **Looking after my Body -**  I can name some parts of my body that are  inside me.  **Growth Mindset**  I can explain how setting a goal will help me to  achieve what I want to do. | | achieve germs injection  rest choices brain soap  vaccination choose water  large intestine healthy  lungs stomach energy learn  food small intestine  exercise 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 view  behaviour listening feelings  helpful problem unkind  respect different arguments  kindness listen  special people | | **Cooperation and**  **self-regulation**  I can give some examples of what I do when I’m unsettled. | | | share listen  calm erupt  control ask for help  unsettled home  school feelings | | | | **Life Cycles**  I can tell you the people who help us and what I  can do now that I couldn’t do when I was  younger.  **Being Supportive**  I can give examples of how to give feedback to  someone.  **Dealing with Loss**  I can give examples of how it feels to say  goodbye to someone. | | supportive loss change  nipples food feelings  help forward growig  penis care goodbye  learning safe upset  vulva | |
| **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 disagree  responsibility calm disputes  arguments feelings persuade  friendship opinions listening  family friendship falling out  special 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 details  risk (risky) internet safety  cigarettes private nicotine  trust medicines public  unsafe search engine harmful  situation 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 bones  goal-setting muscles skills  teeth balanced diet talents  improve practise proteins  water sleep healthy  starchy carbohydrates dairy  exercise 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 different  name calling prejudice  tolerance community  strangers bullying differences  belonging respect  identity 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 check  safe parent  carer adult  search fact  opinion | | | : **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 relationships  body space touch assertive  vagina jealous womb  period/menstruation pad trust  lining respect breasts  uncomfortable caring genitals  upset egg healthy  puberty 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 teasing  calm confident feelings  compromise body language  emotions frightened excluded  collaborate pressure  bullying joyful excited  respectful scared  alone 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 liver  decisons choices danger  situation influence alcohol  conseqences lungs brain  dare drug harmful  cigarettes vapes shared  e-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 affect  balanced diet recycle breathing  community repair reduce  creative give to others  injury exercise choices  wound mental health active  first aid repair connect  future choking reuse  wellbeing 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 confidence  stereotype negotiate  unique positive compromise  label prejudice differences  invade 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 media  United Nations rights  spending reduce influence  environment public services  income tax negative recycle  essential actions positive  community responsibility reuse  volunteer 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 choice  civil partnership sperm enjoy  penis hormones pubic hair  periods marriage love puberty  live together civil partnership  uncomfortable feelings  menstruation vagina vulva  compromise share ovaries  wet 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 aggressive  resolution conflict pressure  emotional needs passive  assertiveness negotiation  unsafe compromise  body language respect  uncomfortable touching qualities  unhealthy 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 drugs  pressure alcohol vapes  weigh up risk influence  privacy settings assertive  cyberbullying decision  social norms assessing risk  e-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-influence  kindness celebrities  independence patience  resilience consideration  confidence  personal 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 compare  point of view stereotype  discrimination diverse racism  false impression respect  prejudice similarities excluded  conflict celebrate religious  social media cultural tolerance  acceptance | | **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 interest  rights responsibility debit  costs borrow credit  health community group  public services loan council  exercise vote duties  sustainable 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 trust  hormones mood swings  confidential confidence  resilience puberty crush  embarrassed menstruation  unwanted attention separation  unwanted touch period products | |
| **Y6** | Me and My Relationships: | | | Keeping safe | | | | | | | Being My Best | | | |
| Sticky knowledge | Vocabulary | | Sticky knowledge | | | | Vocabulary | | | Sticky knowledge | | Vocabulary | |
| Assertiveness  I can explain bystander behaviour and give  examples of what bystanders do when someone  is being bullied.  **Cooperation**  I can explain what is meant by compromise.  **Safe/Unsafe Touches**  I can explain what inappropriate touch is and  give examples. | assertiveness appropriate  sensitive collaboration respectful  response appropriate culture  inappropriate religion bullied  compromise illegal active  forced marriage negotiation  community bystanders passive  civil partnership | | **Staying Safe Online**  I can say how I can keep myself safe whilst  using a mobile phone  **Drugs**  I can explain why some people think that more  young people drink alcohol than actually do.  **Emotional Needs**  I can explain why emotional needs are as  important as physical needs | | | | online safety legal privacy  sharing online emotional needs  inappropriate physical needs  age restrictions possess  parental consent permission  social media alcohol medical  supply non-medical produce  personal information | | | **Aspirations**  I can tell you how I overcome problems and  challenges on the way to achieving my goals.  **Managing Risks**  I can give examples of emotional risks or  physical risks. | | give connect influence  be active assessing risk  problems choices  goal setting overcome vaping  practise media  aspirations take notice (mindful)  weigh up achieve challenges  perseverance  keep 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 show  prejudiced behaviour and bully for this.  **Understanding Bystander**  **behaviour**  I can explain the differences between  a passive bystander and an active bystander. | disrespect bystander  self-esteem diversity prejudice  identity empathy stereotype  tolerance assumption  media influence situation  gender stereotype community | | **Caring Communities**  I can give a few examples of what  ‘environmentally sustainable living’ means  **Understanding media bias**  I can explain how social media  affects how a person feels about themselves.  **Earning and Saving**  money I can give the pros and cons of different  ways of saving money. | | | | biased elections candidate  image profile interest tax  stereotype saving cash  votng shop local debit card  reuse pressure public services  sustainable recycling unbiased  environmentally sustainable  bank (building society) account  democracy online safety  social media | | | **Body Image**  I can tell you some emotional changes to do  with puberty.  **Self Esteem**  I can give examples of the ways in which a  person feels about themselves can be affected.  **Keeping Safe**  I can give an example of secret that should be  shared with a trusted adult. | | media manipulation puberty  sexual intercourse discuss  confidential online safety  self esteem  right to privacy age of consent  stereotype peer pressure  uncomfortable physical changes  body image emotional changes  in confidence sharing online | |