



PSHE Curriculum

Gawthorpe Community Academy

PSHE

Pupils will develop the knowledge, skills and attributes they need to keep themselves healthy and safe and be prepared for life and work. This includes developing resilience, self esteem, risk management, team working and critical thinking within the three core themes. The aim is to support pupils' spiritual, moral, cultural and mental development (SMSC). This will enable pupils to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate effectively in a variety of settings.

Pupils will be taught over a series of lessons which include:

- Revisiting previously taught knowledge and skills;

The three core themes are:

- Health and Wellbeing;
- Relationships;
- Living in the Wider World.

PSHE Intent Early Years	Implementation	Impact	Research
<p>SDP High priorities: Developing subject specific vocabulary.</p>		<p>Revisiting common vocabulary will allow the children to "Know more and remember more".</p>	
<p>Curriculum Early years PSHE is planned and delivered using the Early Years Objectives and Outcomes. Chris Quigley Supported by Focus Learning Challenge Sarah Quinn and links to wider curriculum subjects where applicable.</p> <p>Child centred approach to teaching and learning is a cyclical process and includes:</p> <ul style="list-style-type: none"> • Observations, • Analysis of observations • Using target tracker for gap analysis of child development and curriculum coverage. To determine next steps. • Planning experiences and opportunities to support observations and next steps. • This includes what the child's interest are. • The environment is set up to connect with child's interests and their learning. <p>Values Based Learning - a monthly, focus value is displayed and discussed throughout school. This used to understand British Values and how the values are shown in everyday actions and words.</p> <p>Basic Skills Horizontal links between subjects are explicit during the teaching of PSHE to ensure children build on prior knowledge and utilize knowledge and skills learned from other subjects.</p> <p>Staff Knowledge PSHE lessons are, in the main, delivered by staff who are supported by the subject leader. This promotes confident and effective delivery throughout the school, resulting in children engaging in their PSHE learning.</p>	<p>Whole School Assemblies In lessons you will see:</p> <ul style="list-style-type: none"> • Explicit teaching of factual information. • Explicit teaching how to manage an issue: • Lessons which underpin core themes • To deliver a balance of child initiated experimentation opportunities and focus teaching through concrete, meaningful experiences • To work in the provision areas with the children observing, scaffolding, modelling, guiding, inspiring and providing resources to meet the needs of children at that moment in time. • To provide a constant set of resources for children to practice and consolidate skills and development in positive terms • To provide appropriate resources to enhance the environment relevant to learning • To talk about learning in positive terms fostering the characteristics of effective learning. Making links between learning and revisiting objectives in different contexts. • Praising children's efforts and values in positive terms enabling the children to talk about their own learning and reflect on what they have achieved. • Use display to promote and reinforce learning • Opportunities to develop questioning • Philosophy sessions • Discussion to develop knowledge and understanding • Books and Stories • Drama • Using photographs, pictures and videos. • Current learning displayed • Post it notes in response to stimuli • Visits and visitors • Using appropriate vocabulary to express opinions and emotions. 	<p>Children can form positive relationships with adults and other children.</p> <p>Children are confident to talk about their own ideas and feelings.</p> <p>Children begin to recognise the ideas and feelings of others.</p> <p>Children begin to realise the consequences of their actions.</p>	<p>"Closing the Vocabulary Gap" A Quigley. Historical Vocabulary.</p>

PSHE Intent KS1 and KS2	Implementation	Impact	Research
SDP High priorities: Developing subject specific vocabulary.		Revisiting common vocabulary will allow the children to “Know more and remember more”.	
<p>Curriculum National Curriculum requirements are planned and delivered using the PSHE Association Scheme and links to wider curriculum subjects where applicable. (Please see document below for skills progression and vertical links.) Relationships Education, Relationships and Sex education (RSE) and Health Education Statutory Guidance. Equality Act 2010.</p> <p>Citizenship Picture News is used to promote discussion of citizenship and current affairs issues, which links directly to British Values.</p> <p>Values Based Learning - a monthly, focus value is displayed and discussed throughout school. This used to understand British Values and how the values are shown in everyday actions and words.</p> <p>Basic Skills Horizontal links between subjects are explicit during the teaching of PSHE to ensure children build on prior knowledge and utilize knowledge and skills learned from other subjects.</p> <p>Staff Knowledge PSHE lessons are, in the main, delivered by staff who are supported by the subject leader. This promotes confident and effective delivery throughout the school, resulting in children engaging in their PSHE learning.</p>	<p>Whole School Assemblies In lessons you will see:</p> <ul style="list-style-type: none"> • children practicing their skills and developing knowledge through a wide range activities which are differentiated to meet all needs; • Explicit teaching of factual information. • Explicit teaching how to manage an issue: • Lessons which underpin core themes • Statutory Guidance is delivered using relevant up to date materials. • Discussion to develop knowledge and understanding • Opportunities to develop questioning • Philosophy sessions • Drama • Using photographs, pictures and videos. • Quizzes • Current learning displayed • Post it notes in response to stimuli • Visits and visitors • Using appropriate vocabulary to express opinions and emotions. 	<p>This will enable pupils to :</p> <ul style="list-style-type: none"> • recognise, accept and shape their identities. • understand and accommodate difference and change, • manage emotions and to communicate effectively in a variety of settings. <p>Children recognise and apply the fundamental British Values.</p>	<p>Ofsted Curriculum research “Knowledge rich” curriculum and “Vocabulary is knowledge.”</p> <p>“Closing the Vocabulary Gap” A Quigley. Historical Vocabulary.</p>



Progression in PSHE

PSED ELG:

Managing feelings and behaviour

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Physical Development:

ELG: Health and self care

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

PSED ELG: Self confidence and self awareness

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for

- Know some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)
- Know about making healthy choices
- Recognise what they are good at
- Know about different kinds of feelings
- Know simple strategies to manage feelings with support
- Know about how it feels when there is change or loss
- Know about basic personal hygiene routines Grow and change and becoming more independent
- Use the correct names for the main parts of the body of boys and girls
- Know household products, including medicines, can be harmful if not used correctly
- Know rules for keeping safe
- Ask for help if they are worried about something

- Know about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)
- Make healthy choices
- Recognise what they are good at and set simple goals
- Know about different kinds of feelings
- Know simple strategies to manage feelings
- Know about how it feels when there is change or loss
- Know about basic personal hygiene routines and why these are important
- Know about growing, changing and becoming more independent
- Know and use the correct names for the main parts of the body of boys and girl
- Know that household products, including medicines, can be harmful if not used correctly
- Know rules for keeping safe (in familiar and unfamiliar situations
- Ask for help if they are worried about something

- Understand about what makes a 'balanced lifestyle'
- Know about making choices in relation to health
- Know about what makes up a balanced diet
- Know about opportunities they have to make their own choices about food
- Know about what influences their choices about food
- Know that images in the media do not necessarily reflect reality
- Know about a wider range of feelings some good and some not so good
- Know people can experience different feelings at the same time
- Describing their feelings to others
- Know about the kinds of change that happen in life and the feelings associated with this
- Know about feeling negative pressure and how to manage this
- Know about drugs that are common in everyday life (medicines, caffeine, alcohol

- Understand about what makes a 'balanced lifestyle'
- Understand about making choices in relation to health
- Understand about what makes up a balanced diet
- Know about opportunities they have to make their own choices about food
- Know about what influences their choices about food
- To know about a wider range of feeling both good and bad
- Understand that people can experience conflicting feelings at the same time.
- The can describe feelings to others
- Manage risks in familiar situations and keeping safe
- Understand about the importance of school rules for health and safety
- Know about how to get help in an emergency
- Know about keeping safe in the local environment about keeping safe online
- Know about people who help them stay

- Understand that images in the media can distort reality
- Know media can affect how people feel about themselves
- To describe the range and intensity of their feelings to others
- Manage complex or conflicting emotions
- Know how the spread of infection can be prevented
- Know about the skills needed in an emergency
- Know about habits (*in relation to drug, alcohol and tobacco education*)
- Know about strategies for managing personal safety - local environment
- Know about strategies for managing personal safety – online
- Know what to consider before sharing pictures of themselves and others online
- Know how to keep safe and well when using a mobile phone

- Know that images in the media can distort reality
- Know media can affect how people feel about themselves
- Cope with change and transition - how this relates to bereavement and the process of grieving
- Know how the spread of infection can be prevented
- Understand about different influences on behaviour, including peer pressure and media influence
- Know how to resist unhelpful pressure and ask for help
- Know about habits (*in relation to drug, alcohol and tobacco education*)
- Understand about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco)
- Know about strategies for managing personal safety- local environment and online
- Know what to consider before sharing pictures of themselves and others online
- Know how to keep safe and well when using a mobile phone

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>PSED ELG: Making Relationships Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>PSED ELG: Self-confidence and self-awareness Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<ul style="list-style-type: none"> Recognising how other people are feeling Share their own feelings with others Know about different types of behaviour and how this can make others feel Know about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid With support, share their views and opinions with others Know about listening to others and playing cooperatively Know about the importance for respect for the differences and similarities between people Know about special people in their lives (Parents / family) Know about appropriate and inappropriate touch Know that bodies and feelings can be hurt Know that teasing and bullying hurts Know what to do if teasing and bullying is happening to 	<ul style="list-style-type: none"> Recognising how other people are feeling Share their own feelings with others Understand about different types of behaviour and how this can make others feel Understand about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid Confidently share their views and opinions with others Know about listening to others and playing cooperatively Know about the importance of respect for differences and similarities between people Know about special people in their lives (Parents / family / friends) Know about appropriate and inappropriate touch Know that bodies and feelings can be hurt Know that hurtful teasing and bullying is wrong Know what to do if 	<ul style="list-style-type: none"> Recognise a wider range of feelings in others Respond to how others are feeling To recognise a wider range of feelings in others Respond to how others are feeling Work collaboratively toward shared goals Know about differences and similarities between people, but understand everyone is equal Recognise bullying - themselves and others Know how to respond and ask for help Know about what is meant by 'stereotypes' Know about the importance of keeping personal boundaries and the right to privacy 	<ul style="list-style-type: none"> Know about what makes a positive, healthy relationship, including friendships Know how to maintain good friendships Understand how actions can affect ourselves and others Know about the difference between acceptable and unacceptable physical contact Know how to respond to unacceptable physical contact Work collaboratively toward shared goals Recognise differences and similarities between people, but understand everyone is equal Recognise all forms of bullying Know how to respond and ask for help Recognise dares Know about what is meant by 'stereotypes' Know about the importance of keeping personal boundaries 	<ul style="list-style-type: none"> Know about different types of relationships (friends, families, couples, marriage, civil partnership) Know about what constitutes a positive, healthy relationship Recognise when a relationship is unhealthy Judge whether physical contact is acceptable or unacceptable and how to respond Model negotiation and compromise strategies to resolve disputes and conflict Give helpful feedback and support to others Know about the factors that make people the same or different Recognise and challenge 'stereotypes' Know about the correct use of the terms sex, gender identity and sexual orientation Recognise dares Know about the importance of keeping personal boundaries and the 	<ul style="list-style-type: none"> Know about different types of relationships Know what constitutes a positive, healthy relationship Know how to maintain a healthy relationship Know about committed loving relationships (including marriage and civil partnership) Know that marriage, arranged marriage and civil partnership is between two people who <i>willingly</i> agree Know that to force anyone into marriage (forced marriage) is illegal Know about the importance of speaking out about forced marriage Know about confidentiality Know about times when it is appropriate and necessary to break a confidence Know about judging whether physical contact is acceptable or unacceptable Know how to respond Confidently negotiate and compromise strategies to resolve disputes and conflict Give helpful feedback and support to others Recognise and manage dares Understand about the importance of keeping personal boundaries and the right to privacy

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understanding the world ELG: People and communities Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>PSED ELG: Self confidence and self awareness Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they</p>	<ul style="list-style-type: none"> • Know about group and class rules and why they are important • Know about respecting the needs of ourselves and others • Know about groups and communities that they belong to about looking after the local environment • Know where money comes from and what it is used • Know what money is used for Understand that everybody is unique • Know the ways we are the same as other people Know about the people who work in their community • Know how to get help even in an emergency 	<ul style="list-style-type: none"> • Know about group and class rules and why they are important • Understand about respecting the needs of ourselves and other • Know about groups and communities that they belong to • Know about looking after the local environment • Understand about where money comes from and what it is • Understand how to keep money safe • Understand that everybody is unique • Understand about the ways we are the same as other people • Know about the people who work in their community • Know how to get help 	<ul style="list-style-type: none"> • Understand how to discuss and debate issues concerning health and wellbeing • Know about the ways in which rules and laws keep people safe • take part in making and changing rules • Know about their responsibilities, rights and duties (home, school and the environment) • Understand about resolving differences – agreeing and disagreeing • Appreciate difference and diversity (people living in the UK Understand about the role of money • Understand the ways of managing money (budgeting and saving) • Know that information 	<ul style="list-style-type: none"> • Discuss and debate issues concerning health and wellbeing Know about the ways in which rules and laws keep people safe • Take part in making and changing rules Understand that everyone has human rights (and that children have their own set of human rights) Know about the UN declaration on the Rights of the Child Understand about their responsibilities, rights and duties (home, school and the environment) • Understand about resolving differences – agreeing and disagreeing • Know about being part of a community Know about who works with the local community • Understand about the role of money • Know about ways of managing money (budgeting and saving) • Understand that information 	<ul style="list-style-type: none"> • To research, discuss and debate to discuss and debate issues concerning health and wellbeing • Know why and how laws are rules and laws are made • Take part in making and changing rules • Understand about the importance of human rights (and the Rights of the Child) • Know about the UN declaration on the Rights of the Child • Know that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights • Understand that human rights overrule any beliefs, ideas or practices that harm others • Understand about what it means to be a part of a community • Know about different groups / individuals that support the local community • Know about the role of voluntary, community and pressure groups • Appreciate the range of national, regional, religious and ethnic identities of people living in the UK • Understand how finance plays an important part in people's lives • Know about being a critical consumer • Understand 'loan, interest and debt 	<ul style="list-style-type: none"> • To research, discuss and debate to discuss and debate issues concerning health and wellbeing • Know why and how laws are rules and laws are made • Take part in making and changing rules • Understand about the importance of human rights (and the Rights of the Child) • Know about the UN declaration on the Rights of the Child • Know that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights • Know that human rights overrule any beliefs, ideas or practices that harm others • Appreciate the range of national, regional, religious and ethnic identities of people living in the UK • Know about the lives, values and customs of people living in other places • Know how finance plays an important part in people's lives • Know about being a critical consumer • Understand 'loan, interest and debt • Understand about the importance of looking after money, including managing loans and debt • Know that people pay 'tax' to contribute towards society • Know about how resources are allocated and the effect this has on individuals, communities and the environment • Know what it takes to set up an enterprise • Know about what enterprise means for work and society



PSHE in the Early Years

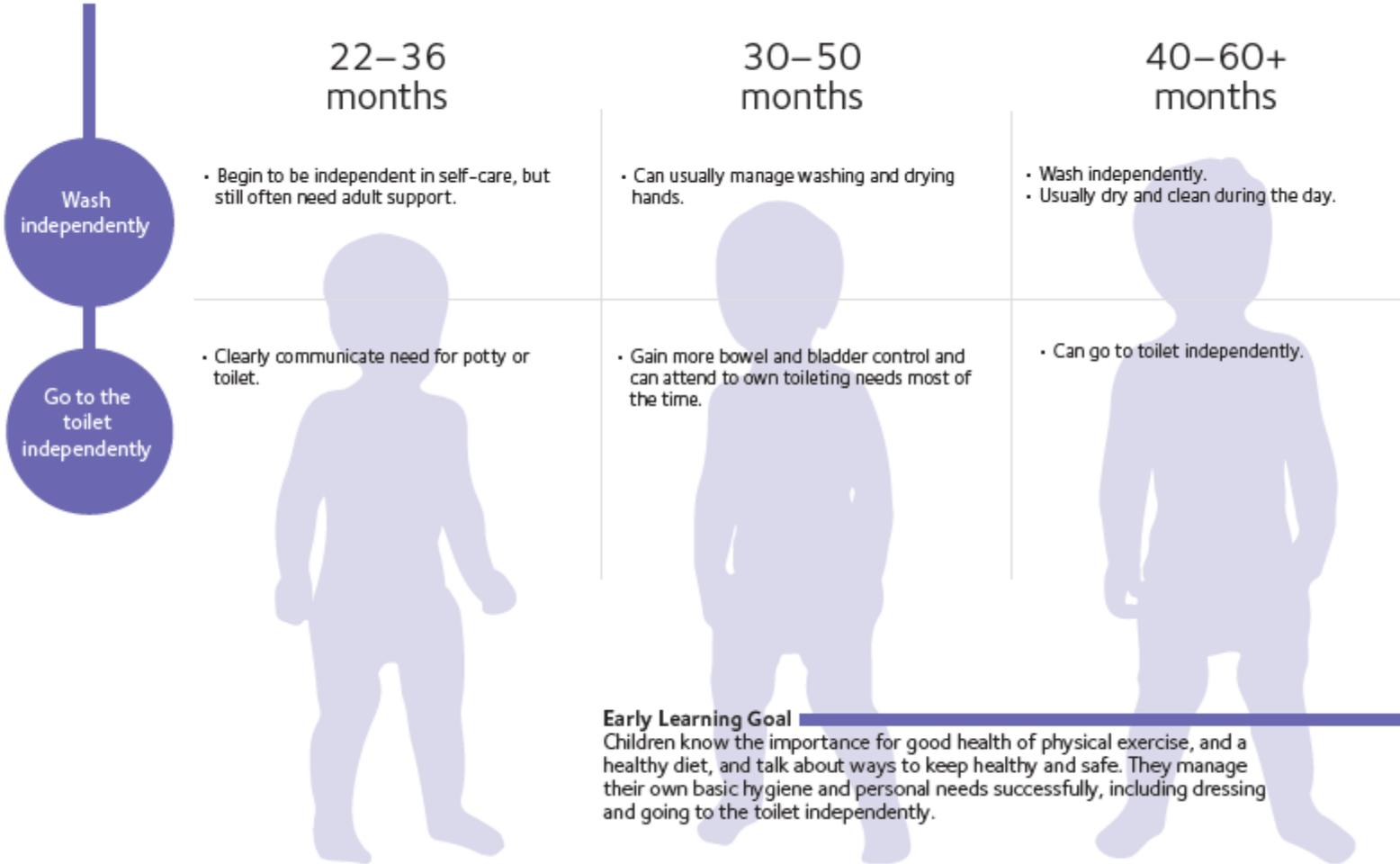
Early Years Key Objectives

Personal, social and emotional development	Communication and language	Physical development	Literacy	Mathematics	Understanding of the world	Expressive arts and design
<p>Making Relationships Play cooperatively Form positive relationships</p> <p>Self Confidence and self-awareness Try new activities with confidence Speak to others Ask for help</p> <p>Managing feelings and behaviour Talk about feelings Talk about behaviour Describe behaviour that is wrong Work as part of a group or class Adjusts behaviour</p>	<p>Listening and attention Listen attentively Listen to stories Anticipate key events Make relevant responses – appropriate response Give attention to others</p> <p>Understanding Follow instructions Answer ‘how’ and ‘why’ questions about events</p> <p>Speaking Can express ideas to an audience (express appropriately) Describe events in the past, present and future Develop narratives and explanations Connecting ideas and events</p>	<p>Moving and handling Show good coordination (large and small scale) Move confidently Negotiate space Handle equipment and tools</p> <p>Health and self-care Understand the importance of exercise and diet for good health Basic hygiene</p>	<p>Reading Read and understand simple sentences Use phonic knowledge to decode regular words Read some common irregular words Demonstrate to others an understanding of reading</p> <p>Writing Use phonic knowledge to write words Write some irregular common words Write simple sentences Spell some words correctly Spell some words in a phonetically plausible way</p>	<p>Numbers Count reliably with numbers from 1 to 20 Place numbers from 1 to 20 in order Represent numbers Add and subtract Solve problems</p> <p>Shape, space and measure Use measurements Recognise, create and describe patterns Describe objects and shapes</p>	<p>People and communities Talk about past and present events Show sensitivity to the likes and dislikes of others Know the similarities and differences between themselves and others</p> <p>The world Learn in familiar places Similarities and difference in places Observe and describe environments Own environment animals and plants</p> <p>Technology Recognise the uses of technology Select technology for a purpose</p>	<p>Exploring and using media and materials Make music and dance Experiment with colour etc.</p> <p>Being imaginative Use media and materials imaginatively and use what they have learnt Represent ideas, thoughts and feelings through design, technology, art, music, dance, role-play and stories Represent own ideas.</p>

Health and self-care

	22–36 months	30–50 months	40–60+ months
Understand the importance of exercise and diet for good health	<ul style="list-style-type: none">• Feed themselves competently with spoon.• Drink well without spilling.	<ul style="list-style-type: none">• Can tell adults when hungry or tired or when they want to rest or play.• Observe the effects of activity on their bodies.	<ul style="list-style-type: none">• Eat a healthy range of foodstuffs and understand the need for variety in food.• Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
Talk about ways to keep healthy and safe	<ul style="list-style-type: none">• Begin to recognise danger and seek support of significant adults for help.	<ul style="list-style-type: none">• Understand that equipment and tools have to be used safely.	<ul style="list-style-type: none">• Show an understanding of the need for safety when tackling new challenges, and consider and manage some risks.• Practise some appropriate safety measures without direct supervision.• Show understanding of how to transport and store equipment safely.
Dress independently	<ul style="list-style-type: none">• Help with clothing, e.g. put on hat, unzip zipper on jacket, take off unbuttoned shirt.	<ul style="list-style-type: none">• Dress with help, e.g. put arms into open-fronted coat or shirt when held up, pull up own trousers, pull up zipper once it is fastened at the bottom.	<ul style="list-style-type: none">• Dress independently.

Health and self-care



Making relationships

	22–36 months	30–50 months	40–60+ months
Play cooperatively, taking turns	<ul style="list-style-type: none">Interested in others' play and are starting to join in.	<ul style="list-style-type: none">Can play in a group, extending and elaborating play ideas.Initiate play, offering cues to peers to join them.	<ul style="list-style-type: none">Initiate conversations.
Listen to the ideas of others	<ul style="list-style-type: none">Seek out others to share experiences.	<ul style="list-style-type: none">Keep play going by responding to what others are saying or doing.	<ul style="list-style-type: none">Attend to and take account of what others say.
Show sensitivity to others	<ul style="list-style-type: none">Show affection and concern for people who are special to them.	<ul style="list-style-type: none">Demonstrate friendly behaviour, initiating conversations.	<ul style="list-style-type: none">Explain own knowledge and understanding and ask appropriate questions of others.

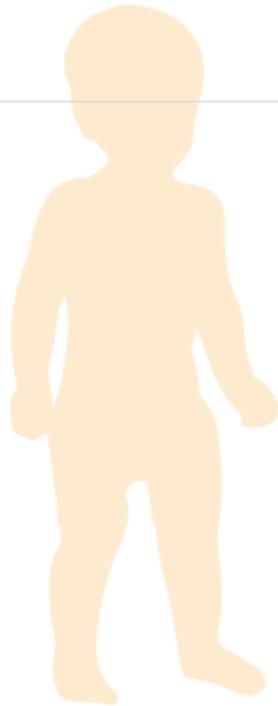
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Making relationships

Form positive relationships

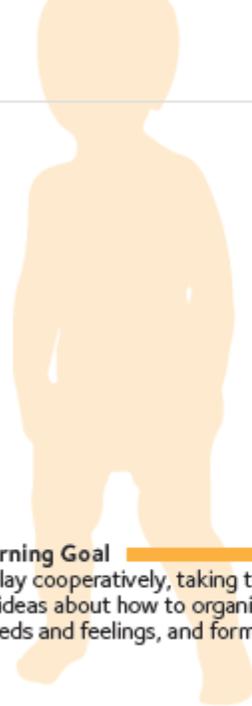
22–36 months

- May form a special friendship with another child.



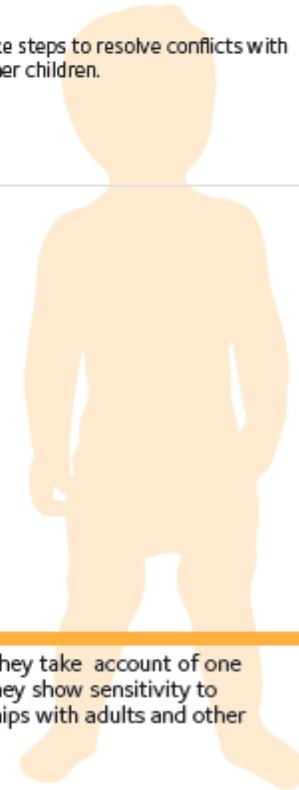
30–50 months

- Form good relationships with peers and familiar adults.



40–60+ months

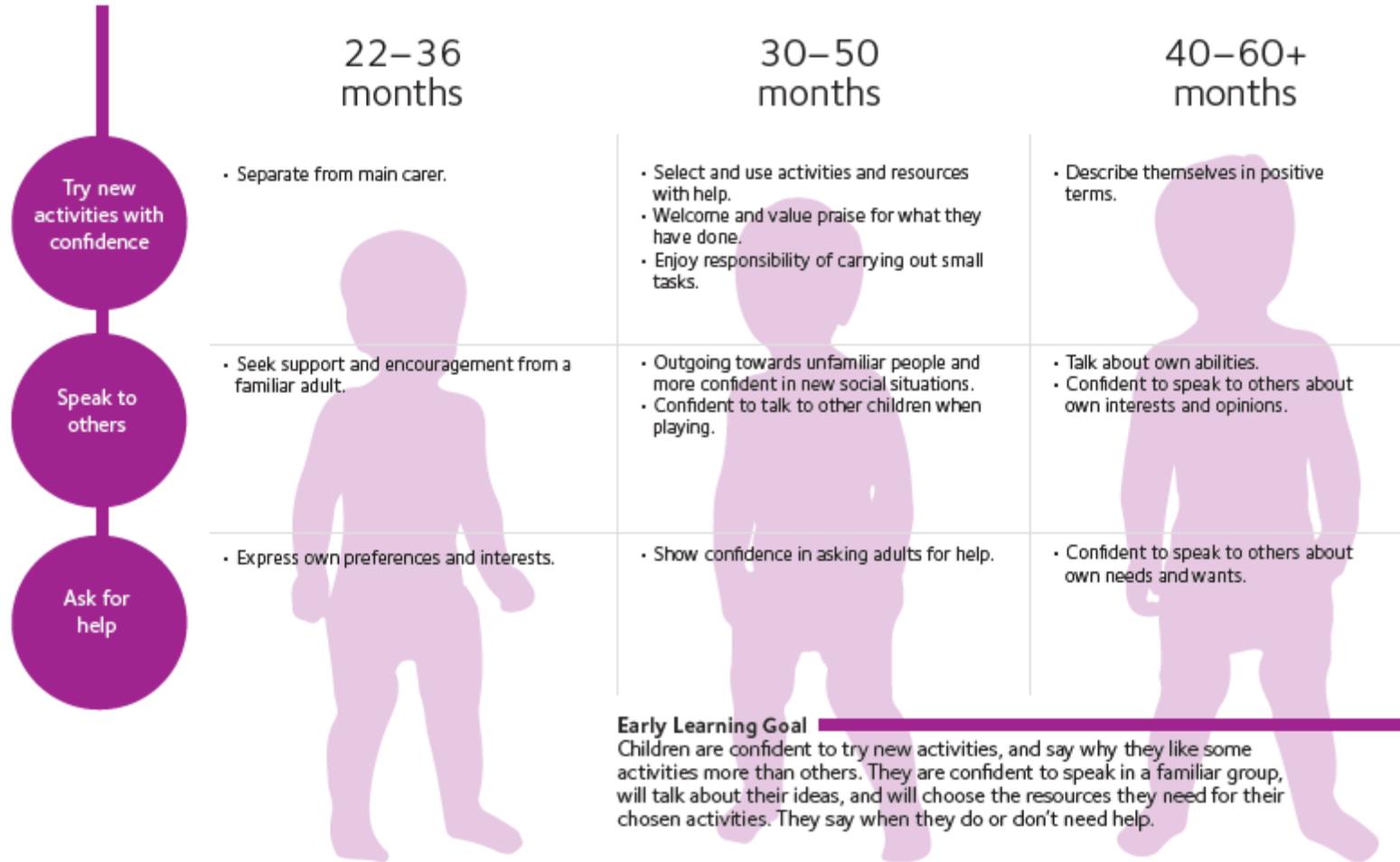
- Take steps to resolve conflicts with other children.



Early Learning Goal

Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self-confidence and self-awareness



Early Learning Goal

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour

	22–36 months	30–50 months	40–60+ months
Talk about feelings	<ul style="list-style-type: none">• Seek comfort from familiar adults when needed.• Can express feelings such as sad, happy, cross, scared, worried.	<ul style="list-style-type: none">• Aware of own feelings.	<ul style="list-style-type: none">• Describe own and others' feelings.
Talk about behaviour	<ul style="list-style-type: none">• Aware that some actions can hurt or harm others.	<ul style="list-style-type: none">• Know that some actions and words can hurt others' feelings.	<ul style="list-style-type: none">• Describe own and others' feelings and their consequences.
Describe behaviour that is wrong	<ul style="list-style-type: none">• Can inhibit own actions/behaviours.	<ul style="list-style-type: none">• Describe words or actions that may be hurtful to others.	<ul style="list-style-type: none">• Understand that their own actions affect other people.• Know that some behaviour is wrong.

Managing feelings and behaviour

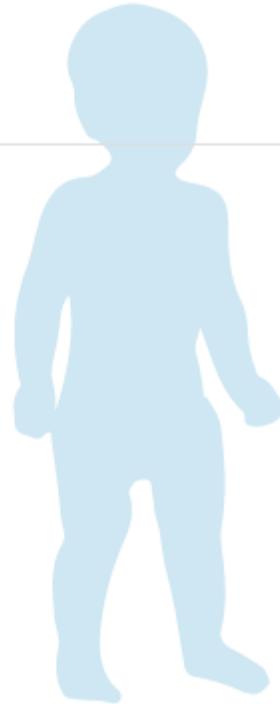
	22–36 months	30–50 months	40–60+ months
Work as part of a group or class	<ul style="list-style-type: none">• Try to help or give comfort when others are distressed.	<ul style="list-style-type: none">• Begin to accept the needs of others, take turns and share resources, sometimes with support from others.	<ul style="list-style-type: none">• Aware of the boundaries set, and of behavioural expectations in the setting.
Follow rules	<ul style="list-style-type: none">• Show understanding and cooperate with some boundaries and routines.	<ul style="list-style-type: none">• Usually follow rules and routines.	<ul style="list-style-type: none">• Understand and follow rules.
Adapt behaviour for the situation	<ul style="list-style-type: none">• Respond to the feelings and wishes of others.	<ul style="list-style-type: none">• Can usually tolerate delay when needs are not immediately met, and understand that wishes may not always be met.	<ul style="list-style-type: none">• Begin to negotiate and solve problems without aggression.

Managing feelings and behaviour

Accept changes to routine

22–36 months

- Have growing ability to move onto something different when upset.



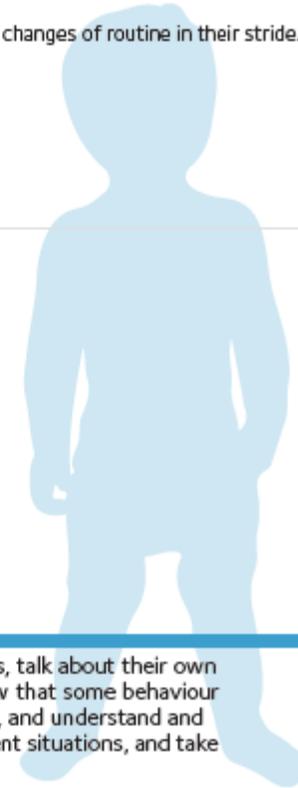
30–50 months

- Can usually adapt behaviour to different events, social situations and changes in routine.



40–60+ months

- Take changes of routine in their stride.



Early Learning Goal

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.



PSHE Overview

Question Based Model from PSHE
Association

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – QUESTION-BASED MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	