



Cameley Church of England Primary School

PSHE - Our Curriculum



'Nurturing Faith: Inspiring Learning'

Curriculum Intent for PSHE at Cameley CEVC Primary School



Learning is a change to long-term memory. At Cameley, our curriculum intent for **PSHE** is to ensure our children experience a wide breadth of study, which children not only enjoy, but also enables them to commit knowledge to their long-term memory, nurturing a deep and longer-lasting learning.

Our approach to **PSHE** reflects the purposes and aims taken from the National Curriculum, inspiring our pupils to develop their curiosity and fascination about the world and its people and equip them with knowledge to deepen their understanding of the Earth's physical and human processes. The subject topics are mapped out to ensure coverage and so that a clear progression is identified logically and systematically.

Our **PSHE** curriculum is sequenced through both long and medium term plans **following the Jigsaw Programme** to help children enhance and build upon their cumulative knowledge towards agreed milestones and end tasks (POP Tasks).

Subject content within **PSHE** is organised through threshold concepts which are mapped out through the National Curriculum aims.

This ensures that children are able to see a clear progression through their own learning as these consistent knowledge hooks help us as teachers to organise new knowledge systematically and ensure a logical progression throughout their time at our school.



Reading and Vocabulary within PSHE

The way that we have designed the curriculum engages pupils to read a wider breadth of fiction and non-fiction texts. We are passionate about reading at Cameley and demonstrate this in **PSHE** by exploring different types of genre and texts to help discover new information both visually and through written word. This enables us to help put topics within subjects in to a context whilst building upon previous learning. As well as this, it helps children to recall important information and embed learnt knowledge from the short term memory in to the long term memory. Within our reading, we aim to expose children, of differing needs, to high quality contexts linking back to cultural capital and with an aim to develop a wider range of vocabulary across the curriculum subjects. In **PSHE** we aim to promote reading and vocabulary by displaying a range of quality and age-appropriate non-fiction texts in the classrooms (relevant to the taught topic) and identification of key topic vocabulary to discuss definition and use within evidenced work.

Long Term Overview (Implementation)

Beneath, is a long term overview of **PSHE Implementation**. The school follows the **Jigsaw Programme** of study.

Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	Being Me in My World	Being Me in My World	Being Me in My World	Being Me in My World	Being Me in My World	Being Me in My World	Being Me in My World
Term 2	Celebrating Difference	Celebrating Difference	Celebrating Difference	Celebrating Difference	Celebrating Difference	Celebrating Difference	Celebrating Difference
Term 3	Dreams and Goals	Dreams and Goals	Dreams and Goals	Dreams and Goals	Dreams and Goals	Dreams and Goals	Dreams and Goals
Term 4	Healthy Me	Healthy Me	Healthy Me	Healthy Me	Healthy Me	Healthy Me	Healthy Me
Term 5	Relationships	Relationships	Relationships	Relationships	Relationships	Relationships	Relationships
Term 6	Changing Me	Changing Me	Changing Me	Changing Me	Changing Me	Changing Me	Changing Me

Progression: *Being Me in My World*: Term 1

	Nursery and Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Being Me in My World

<p>Self-identity; <i>Understanding feelings;</i> Being in a classroom; <i>Being gentle;</i> Rights and responsibilities.</p> <p>Nursery</p> <p>Developing understanding of self and differences Expresses emotions e.g. pride Responds to feelings of others</p> <p>Reception Recognise impact of actions on others.</p> <p>Explain the reasons for rules and try to behave accordingly.</p>	<p>Feeling special and safe; <i>Being part of a class;</i> Rights and responsibilities; <i>Rewards and feeling proud;</i> Consequences; <i>Owning the Learning Charter.</i></p>	<p>Hopes and fears for the year; <i>Rights and responsibilities;</i> Safe and fair learning environment; <i>Valuing contributions;</i> Choices; <i>Recognising feelings.</i></p>	<p>Setting personal goals; <i>Self-identity and worth;</i> Positivity in challenges; <i>Rules, rights and responsibilities;</i> Rewards and consequences; <i>Responsible choices;</i> Seeing things from others' perspectives.</p>	<p>Being part of a class team; <i>Being a school citizen;</i> Rights, responsibilities and democracy (School Council); <i>Rewards and consequences;</i> Group decision-making; <i>Having a voice;</i> What motivates behaviour.</p>	<p>Planning for the forthcoming year; <i>Being a citizen;</i> Rights and responsibilities; <i>Rewards and consequences;</i> How behaviour affects groups; <i>Democracy, having a voice, participating.</i></p>	<p>Identifying goals for the year; <i>Global citizenship;</i> Children's universal rights; <i>Feeling welcomed and valued;</i> Choices, consequences and rewards; <i>Group dynamics;</i> Democracy, having a voice; <i>Anti-social behaviour;</i> Role-modelling.</p>	
<p>Key Vocabulary</p>	<p>Feeling, sad, happy, excited, worried, angry, golden rules.</p>	<p>Bored Happy Sad Angry Surprise</p>	<p>Right Responsibility Safe Fair Equal</p>	<p>Rule Right Responsibility Ownership Positivity</p>	<p>Right Responsibility Democracy Decisions Choice</p>	<p>Right Responsibility Rules Choices Rewards</p>	<p>Citizenship Universal rights Welcome Valued Choice</p>

		Proud Safe Sick Embarrassed Tired Scared Rewards Consequences Right Responsibility	Choice Contributions Feelings Reflect Considerate	Perspective Choice Responsibility Self-identity Worth	Voice Motivation Behaviour	Consequences Voice Participation Choice Vote Democracy Liberty British vales Obey Listen Understand Rights	Consequence Rewards Dynamics Democracy Voice Vote Liberty British values Anti-social behaviour Role-model
POP Tasks	Nursery Painting a picture of self eg recognise skin tone, eye colour Reception I can talk about the classroom rules Picture - drawn a quote	Create own learning charter Year 1	Poster to demonstrate children following learning charter. Year 2/3 22/23	A letter/card to a friend - responding to a scenario.	Teamwork diamond 9.	Role play using scenarios.	Whole school learning charter.
Fundamental British Values	Democracy, solidarity and equality	Democracy, solidarity and equality	Democracy, solidarity and equality	Democracy, solidarity and equality	Democracy, solidarity and equality	Democracy, solidarity and equality	Democracy, solidarity and equality
Christian Values Yr 1	Generosity	Generosity	Generosity	Generosity	Generosity	Generosity	Generosity
Christian Values Yr 2	Justice	Justice	Justice	Justice	Justice	Justice	Justice
SMSC Links	Encourage a respect for	Encourage a respect for	Encourage a respect for	Encourage a respect for	Encourage a respect for	Encourage a respect for	Encourage a respect for

	democracy and support for participation in the democratic processes including respect for how laws are made and applied.	democracy and support for participation in the democratic processes including respect for how laws are made and applied.	democracy and support for participation in the democratic processes including respect for how laws are made and applied.	democracy and support for participation in the democratic processes including respect for how laws are made and applied.	democracy and support for participation in the democratic processes including respect for how laws are made and applied.	democracy and support for participation in the democratic processes including respect for how laws are made and applied.	democracy and support for participation in the democratic processes including respect for how laws are made and applied.
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Progression: *Celebrating Difference*: Term 2

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Celebrating Difference

<p>Identifying talents; <i>Being special;</i> Families; <i>Where we live;</i> Making friends; <i>Standing up for yourself.</i></p> <p>Nursery Begin to be able to cooperate and develop appropriate ways of being assertive.</p> <p>Reception Consideration for others needs Turn taking and compromise Resolve conflict.</p> <p>Talk about members of the community and describe people that are familiar to them.</p> <p>Begin to make sense of own life story and family history.</p>	<p>Similarities and differences; <i>Understanding bullying and knowing how to deal with it;</i> Making new friends; <i>Celebrating the differences in everyone.</i></p>	<p>Assumptions and stereotypes about gender; <i>Understanding bullying;</i> Standing up for self and others; <i>Making new friends;</i> Gender diversity; <i>Celebrating differences and remaining friends.</i></p>	<p>Families and their differences; <i>Family conflict and how to manage it (child centred);</i> Witnessing bullying and how to solve it; <i>Recognising how words can be hurtful;</i> Giving and receiving compliments.</p>	<p>Challenging assumptions; <i>Judging by appearance;</i> Accepting self and others; <i>Understanding influences;</i> Understanding bullying; <i>Problem solving;</i> Identifying how special and unique everyone is; <i>First impressions.</i></p>	<p>Cultural differences and how they can cause conflict; <i>Racism;</i> Rumours and name-calling; <i>Types of bullying;</i> Material wealth and happiness; <i>Enjoying and respecting other cultures.</i></p>	<p>Perceptions of normality; <i>Understanding disability;</i> Power struggles; <i>Understanding bullying;</i> Inclusion/exclusion; <i>Differences as conflict, difference as celebration;</i> Empathy.</p>
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<p>Key Vocabulary</p>	<p>Family, mum, dad, brother, sister, share, turn taking.</p>	<p>Bullying Behaviour Unkindness Kindness Bully Rude Attitude Respect Friendship Similarities Differences</p>	<p>Friendship Friends Enemies Kind Companion Acquaintance Caring Brave Good listener Considerate</p>	<p>Conflict Compliment Resolution Loss and separation Family changes Friendship Separate Divorce Trusted adult Parents Step family Half sister Half brother Friends Helping Kind Respectful Good friend Listens Advises</p>	<p>Assumptions Judgement Influences Unique Special Impressions Appearance Challenging Moral</p>	<p>Relationship Stereotypes Gender roles Worship Genetics Religion Culture Traditions Racism Rumours Prejudice</p>	<p>Inclusion Exclusion Disability Power Perception Empathy Conflict Celebration</p>
<p>POP Tasks</p>	<p>Nursery</p> <ul style="list-style-type: none"> - Turn taking games - Working in pairs - Sharing <p>Observations Reception Childs voice - where they live? How they can make friends?</p>	<p>Design own celebrating me label.</p> <p>Year 1</p>	<p>Year 2/3</p>	<p>Conflict/ resolution map based on a scenario.</p> <p>Year 2/3</p>		<p>Create a culture list.</p>	<p>Freeze-frames to represent conflict scenarios.</p>

	Draw pictures of family and special people.						
Fundamental British Values	Mutual respect, equality, equity, solidarity	Mutual respect, equality, equity, solidarity	Mutual respect, equality, equity, solidarity	Mutual respect, equality, equity, solidarity	Mutual respect, equality, equity, solidarity	Mutual respect, equality, equity, solidarity	Mutual respect, equality, equity, solidarity
Christian Values Yr 1	Compassion	Compassion	Compassion	Compassion	Compassion	Compassion	Compassion
Christian Values Yr 2	Perseverance	Perseverance	Perseverance	Perseverance	Perseverance	Perseverance	Perseverance
SMSC Links	Encourage respect for others	Encourage respect for others	Encourage respect for others	Encourage respect for others	Encourage respect for others	Encourage respect for others	Encourage respect for others

Progression: Dreams and Goals: Term 3

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Dreams and Goals

<p>Challenges; <i>Perseverance;</i> Goal-setting; <i>Overcoming obstacles;</i> Seeking help; Jobs; Achieving goals.</p> <p>Nursery Select and use resources with help when needed. To help achieve chosen goal.</p> <p>Develop sense of responsibility.</p> <p>Reception Show resilience and perseverance in face of challenge.</p> <p>Be confident to try new activities and show independence.</p>	<p>Setting goals; <i>Identifying successes and achievements;</i> Learning styles; <i>Working well and celebrating achievements with a partner;</i> Tackling new challenges; <i>Identifying and overcoming obstacles;</i> Feelings of success.</p>	<p>Achieving realistic goals; <i>Perseverance;</i> Learning strengths; <i>Learning with others;</i> Group co-operation; <i>Contributing to and sharing success.</i></p>	<p>Difficult challenges and achieving success; <i>Dreams and ambitions;</i> New challenges; <i>Motivation and enthusiasm;</i> Recognising and trying to overcome obstacles; <i>Evaluating learning processes;</i> Managing feelings; <i>Simple budgeting.</i></p>	<p>Hopes and dreams; <i>Overcoming disappointment;</i> Creating new, realistic dreams; <i>Achieving goals;</i> Working in a group; <i>Celebrating contributions;</i> Resilience; <i>Positive attitudes.</i></p>	<p>Future dreams; <i>The importance of money;</i> Jobs and careers; <i>Dream job and how to get there;</i> Goals in different cultures; <i>Supporting others (charity);</i> Motivation.</p>	<p>Personal learning goals, in and out of school; <i>Success criteria;</i> Emotions in success; <i>Making a difference in the world;</i> Motivation; <i>Recognising achievements;</i> Compliments.</p>
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Key Vocabulary	Challenge, persevere, help, goal, independent.	Success Achievement Challenges Celebration Persevere Obstacle	Co-operation Support Strengths Talents Learning style	Motivation Enthusiasm Overcome Evaluation Budgeting Managing Dreams Ambitions Goals	Resilience Positive attitude Determination Self esteem Dignity Self-respect Pride Proud Perseverance Continuation Purpose Flexible	Career Enterprise Community spirit Charity Ambitions Aspirations Community Local Global Team Teamwork Helping Motivation Determination	Aspirations Setting goals Ambitions Cooperation Self-control Enthusiasm Future Recognition Difference Impact
POP Tasks	Nursery Create their own (something) selecting their resources in the classroom - picture and observation. Reception Complete challenge set (e.g. making a bridge over the water, can you make a ramp that will make the car stop	Create a treasure chest of successes. Year 1		Self-review based on the Banana Car Challenge. Year 2/3		Present a project plan as a group.	Self-assessment in relation to group activity.

	on the target) - Picture and observation.						
Fundamental British Values	Individual liability, self- help, self- responsibility, equality	Individual liability, self-help, self- responsibility, equality	Individual liability, self-help, self- responsibility, equality	Individual liability, self-help, self- responsibility, equality	Individual liability, self-help, self- responsibility, equality	Individual liability, self-help, self- responsibility, equality	Individual liability, self-help, self- responsibility, equality
Christian Values Yr1	Courage	Courage	Courage	Courage	Courage	Courage	Courage
Christian Values Yr 2	Service	Service	Service	Service	Service	Service	Service
SMSC Links	Encourage pupils to accept responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely	Encourage pupils to accept responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely	Encourage pupils to accept responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely	Encourage pupils to accept responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely	Encourage pupils to accept responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely	Encourage pupils to accept responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely	Encourage pupils to accept responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely

Progression: *Healthy Me*: Term 4

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Healthy Me

<p>Exercising bodies; <i>Physical activity;</i> Healthy food; <i>Sleep;</i> Keeping clean; <i>Safety.</i></p> <p>Nursery Make healthy choices about food, drink, activities and toothbrushing.</p> <p>Reception Understand the importance of healthy food choices.</p> <p>Know and talk about different factors that support their overall health and wellbeing (e.g. teeth brushing, screen time, regular physical exercise)</p>	<p>Keeping myself healthy; <i>Healthier lifestyle choices;</i> Keeping clean; <i>Being safe;</i> Medicine safety/safety with household items; <i>Road safety;</i> Linking health and happiness.</p>	<p>Motivation; <i>Healthier choices;</i> Relaxation; <i>Healthy eating and nutrition;</i> Healthier snacks and sharing food.</p>	<p>Exercise; <i>Fitness challenges;</i> Food labelling and healthy swaps; <i>Attitudes towards drugs;</i> Keeping safe and why it's important on-line and off-line scenarios; <i>Respect for myself and others;</i> Healthy and safe choices.</p>	<p>Healthier friendships; <i>Group dynamics;</i> Smoking; <i>Alcohol;</i> Assertiveness; <i>Peer pressure;</i> Celebrating inner strength.</p>	<p>Smoking, including vaping; <i>Alcohol;</i> Alcohol and anti-social behaviour; <i>Emergency aid;</i> Body image; <i>Relationships with food;</i> Healthy choices; <i>Motivation and behaviour.</i></p>	<p>Taking personal responsibility; <i>How substances affect the body;</i> Exploitation, including 'county lines' and gang culture; <i>Emotional and mental health;</i> Managing stress.</p>
<p>Key Vocabulary</p>	<p>Healthy, diet, exercise, heart, bacteria, Dental hygiene Keeping clean Teeth</p>	<p>Healthy choice Diet Exercise Food</p>	<p>Diet Nutrients Healthy Carbohydrates</p>	<p>Friendship Group dynamic Smoking Alcohol</p>	<p>Smoking Vaping Alcohol Anti-social</p>	<p>Substance Affect Consequence Responsibility</p>

	balanced diet, screen time.	Tooth brush Tooth paste Brushing washing Shower Bath healthy unhealthy vitamins minerals balanced diet	Balanced diet Motivation Relaxation Active	Fats Vitamins Minerals Fibre Water Protein Sugars Gym Online safety Scenario Respect	Peer pressure Choice Danger Harmful Assertiveness Inner strength	Emergency aid Body image Healthy relationship Healthy diet Healthy choice Motivation Behaviour	Exploitation Gang County line Emotions Mental health Mind Mindfulness Strength Stress Management
POP Tasks	Nursery Create a healthy food plate - cut and stick activity/sorting activity - photo and observation Reception I can be healthy by .. draw a picture and quote.	Complete healthy timeline of the day. Year 1		Advice slip based on short story. Year 2/3		For and Against debate based on impact of social media on healthy lifestyle.	Ways to cope with stress/ pressure strategy cube.
Fundamental British Values	Mental health and well-being, self- help, self- responsibility	Mental health and well-being, self- help, self- responsibility	Mental health and well-being, self- help, self- responsibility	Mental health and well-being, self- help, self- responsibility	Mental health and well-being, self- help, self- responsibility	Mental health and well-being, self- help, self- responsibility	Mental health and well-being, self- help, self- responsibility
Christian Values Yr 1	Forgiveness	Forgiveness	Forgiveness	Forgiveness	Forgiveness	Forgiveness	Forgiveness
Christian Values Yr 2	Trust	Trust	Trust	Trust	Trust	Trust	Trust
SMSC Links	Enable pupils to develop self- knowledge, self-	Enable pupils to develop self- knowledge, self-	Enable pupils to develop self- knowledge, self-	Enable pupils to develop self- knowledge, self-	Enable pupils to develop self- knowledge, self-	Enable pupils to develop self- knowledge, self-	Enable pupils to develop self- knowledge, self-

	esteem and self-confidence	esteem and self-confidence	esteem and self-confidence	esteem and self-confidence	esteem and self-confidence	esteem and self-confidence	esteem and self-confidence
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Progression: Relationships: Term 5

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Relationships

Family life;
Friendships;
 Breaking friendships;
Falling out;
 Dealing with bullying;
Being a good friend.

Nursery
 Begin to understand how others may be feeling.
 Talk with others to solve conflicts.
 Help to find solutions to conflicts and rivalries.

Reception
 Think about perspectives of others.
 Show understanding of their own feelings and others and begin to regulate their behaviour accordingly.

Belonging to a family;
Making friends/being a good friend;
 Physical contact preferences;
People who help us;
 Qualities as a friend and a person;
Self-acknowledgement;
 Being a good friend to myself;
Celebrating special relationships.

Different types of family;
Physical contact boundaries;
 Friendship and conflict;
Secrets;
 Trust and appreciation;
Expressing appreciation for special relationships.

Family roles and responsibilities;
Friendship and negotiation;
 Keeping safe on-line and who to go to for help;
Being a global citizen;
 Being aware of how my choices affect others;
Awareness of how other children have different lives;
 Expressing appreciation for family and friends.

Jealousy;
Love and loss;
 Memories of loved ones;
Getting on and falling out;
 Girlfriends and boyfriends;
Showing appreciation to people and animals.

Self- recognition and self-worth;
Building self-esteem;
 Safer on-line communities;
Rights and responsibilities on-line;
 On-line gaming and gambling;
Reducing screen time;
 Dangers of on-Oline grooming;
SMART internet safety rules.

Mental health;
Identifying mental health worries and sources of support;
 Love and loss;
Managing feelings;
 Power and control;
Assertiveness;
 Technology safety;
Take responsibility with technology use.

Key Vocabulary	Fair, good friend, friendship, solving problems.	Kindness Family Caring Friendly Kind Caring Members Mother Father Brother Sister Friend Belonging Relationship Quality	Fostering Adoption Relationship Stereotypes Gender roles Worship Genetics Secrets Trust	Roles Responsibilities Friendship Negotiation Online safety Global citizen Choice Affect Awareness Appreciation	Love Jealousy Loss Remembrance Conflict Resolution Relationships Girlfriend Boyfriend	Self-esteem Self-recognition Self-worth Online community Online gaming Online gambling Screen time Internet safety SMARRT	Mental health Stress Worries Support Love Loss Power Control Assertiveness Technology Responsibility Awareness Empowered
POP Tasks	Nursery Quote about book- social story? How they can solve problems/how the characters may be feeling in the story. Reception Quote - how their actions can affect others (e.g. if I am not a good friend...)	Design a label for a gift for someone special. Year 1		Create an appreciation streamer to show who is special to me. Year 2/3		Design a SMARRT rules poster.	Internet safety PowerPoint presentation.
Fundamental British Values	Tolerance of different cultures and	Tolerance of different cultures and religions, equity and equality	Tolerance of different cultures and religions, equity and equality	Tolerance of different cultures and religions, equity and equality	Tolerance of different cultures and religions, equity and equality	Tolerance of different cultures and religions, equity and equality	Tolerance of different cultures and

	religions, equity and equality						religions, equity and equality
Christian Values Yr 1	Friendship	Friendship	Friendship	Friendship	Friendship	Friendship	Friendship
Christian Values Yr 2	Truthfulness	Truthfulness	Truthfulness	Truthfulness	Truthfulness	Truthfulness	Truthfulness
SMSC Links	Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.	Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.	Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.	Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.	Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.	Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.	Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.

Progression: *Changing Me*: Term 6

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Changing Me

<p>Bodies; <i>Respecting my body;</i> Growing up; <i>Growth and change;</i> Fun and fears; <i>Celebrations.</i></p> <p>Nursery</p> <p>Reception Describe events in detail.</p> <p>(not much in guidance) Talk about special times/celebrations birthdays, wedding and Christmas?</p> <p>How have we changed from babies - what do babies need, what can we do for ourselves now?</p> <p>PANTS (nspcc)?</p> <p>Growing up - moving to year</p>	<p>Life cycles - animal and human; <i>Changes in me;</i> <i>Changes since being a baby;</i> <i>Differences between female and male bodies (correct terminology);</i> Linking growing and learning; <i>Coping with change;</i> Transition.</p>	<p>Life cycles in nature; <i>Growing from young to old;</i> Increasing independence; <i>Differences in female and male bodies (correct terminology);</i> Assertiveness; <i>Preparing for transition.</i></p>	<p>How babies grow; <i>Understanding a baby's needs;</i> Outside body changes; <i>Inside body changes;</i> Family stereotypes; <i>Challenging my ideas;</i> Preparing for transition.</p>	<p>Being unique; <i>Having a baby;</i> Girls and puberty; <i>Confidence in change;</i> Accepting change; <i>Preparing for transition;</i> Environmental change.</p>	<p>Self - and body image; <i>Influence of on-line and media on body image;</i> Puberty for girls; <i>Puberty for boys;</i> Conception (including IVF); <i>Growing responsibility;</i> Coping with change; <i>Preparing for transition.</i></p>	<p>Self-image; <i>Body image;</i> Puberty and feelings; <i>Conception to birth;</i> Reflections about change; <i>Physical attraction;</i> Respect and consent; <i>Boyfriends/girlfriends;</i> Sexting; Transition.</p>
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	one/ reception - fears/feelings						
Key Vocabulary	Safe, growing, changes, fear, worries, body, respect, moving on.	Different Male Female Body parts Comfortable Uncomfortable Body parts Like Dislike Touch Testicles Penis Vagina Breast	Different Male Female Body parts Comfortable Uncomfortable Body parts Like Dislike Touch Testicles Penis Vagina Breast	Embryo Sperm Egg Womb Fertilise Hormone	Puberty Changes Period Ovary Egg Breast Develop Environmental changes Hormones	Body image Body positivity Puberty Testosterone Oestrogen Progesterone Conception Sperm Egg IVF Transition	Physical attraction Sex Consent Respect Relationship Rights Sexting Transition
POP Tasks	Quote about a celebration - what happened at this celebration. - what do you need at different celebrations.	Annotated drawing to represent changes. Year 1		Create a ribbon mobile to represent worries about growing up and changes. Year 2/3		Create a circle of change to represent worries about puberty.	"The year ahead" T-shirt design.
Fundamental British Values	Rule of law, equity and solidarity	Rule of law, equity and solidarity	Rule of law, equity and solidarity	Rule of law, equity and solidarity	Rule of law, equity and solidarity	Rule of law, equity and solidarity	Rule of law, equity and solidarity
Christian Values Yr 1	Respect	Respect	Respect	Respect	Respect	Respect	Respect

Christian Values Yr2	Thankfulness	Thankfulness	Thankfulness	Thankfulness	Thankfulness	Thankfulness	Thankfulness
SMSC Links	Distinguish right from wrong. Respect civil and criminal law of England.	Distinguish right from wrong. Respect civil and criminal law of England.	Distinguish right from wrong. Respect civil and criminal law of England.	Distinguish right from wrong. Respect civil and criminal law of England.	Distinguish right from wrong. Respect civil and criminal law of England.	Distinguish right from wrong. Respect civil and criminal law of England.	Distinguish right from wrong. Respect civil and criminal law of England.

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