



CHALLENGE

ACCESSIBILITY

COMMUNICATION

ENGAGEMENT

Curriculum Map: PSHE 'Growing and Changing'



Belonging

- we create a welcoming and inclusive environment, where every pupil feels valued, respected and supported. We accept and support diversity, nurture a strong sense of community and ensure every pupil knows they are an important part of our school family. We teach them their moral place within our school and the wider world, empowering them to thrive as future citizens.

Relationships

- we foster positive, strong relationships between pupils, staff and families. We equip children with the social and emotional skills needed to form healthy connections, working collaboratively, and resolving conflicts in a constructive way.

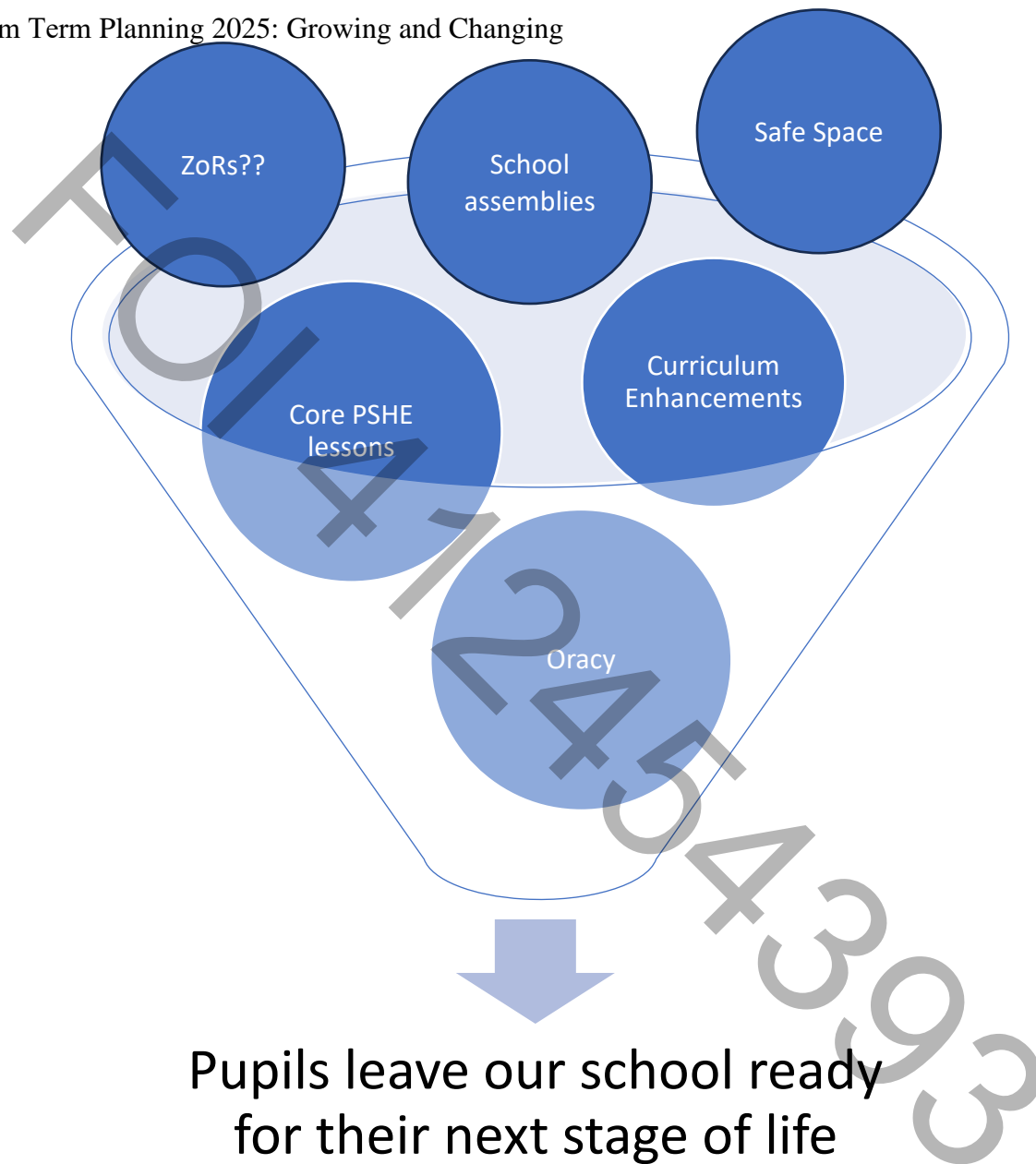
Health and Well-being

- we are committed to promoting the physical, emotional and mental well-being of our pupils. We empower our children with the knowledge and skills to make healthy choices, moral choices, build resilience, and develop life-long habits that support their overall well-being.

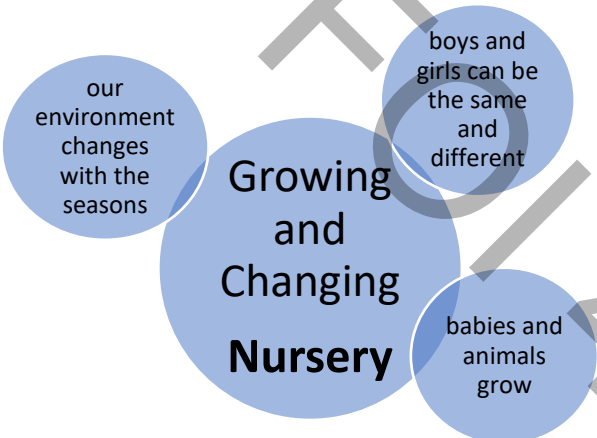
Personal Safety

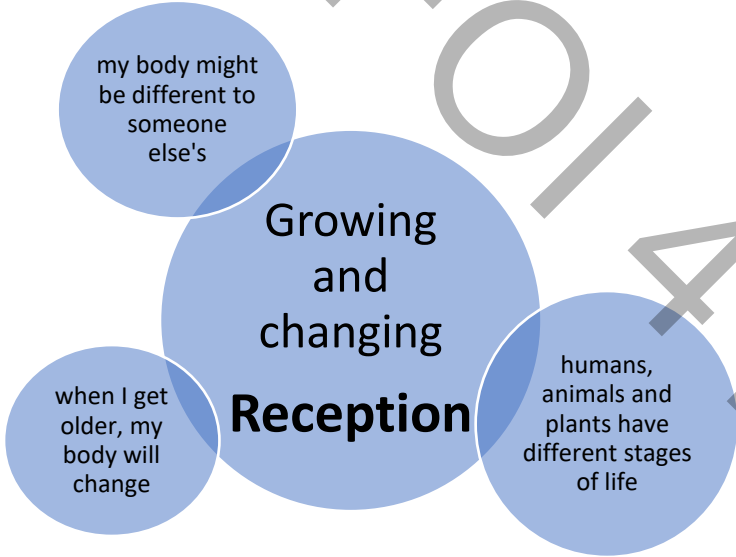
- our school is a safe and nurturing space where children learn how to protect themselves and others. We teach children about personal boundaries, online safety, and how to seek help when needed, ensuring they grow in confidence and independence.

St. Clement's PSHE Medium Term Planning 2025: Growing and Changing



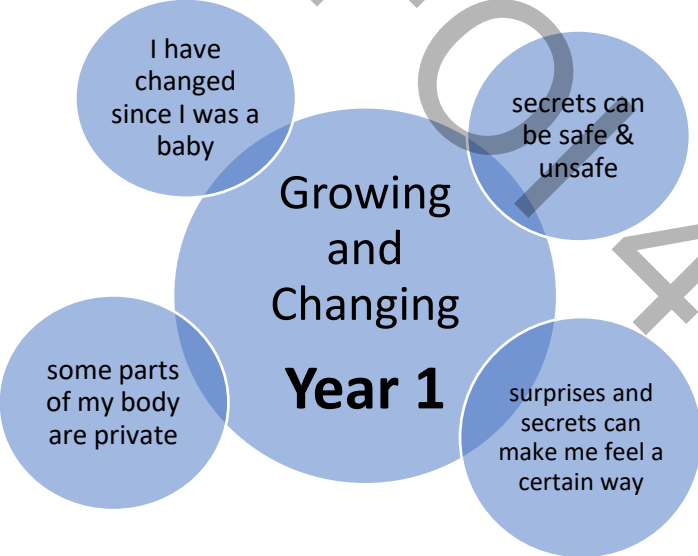
Pupils leave our school ready for their next stage of life

Nursery	Growing and Changing																											
 <p>Growing and Changing Nursery</p> <p>our environment changes with the seasons</p> <p>boys and girls can be the same and different</p> <p>babies and animals grow</p> <p><i>*When teaching the Growing and Changing Unit, please also refer to the RSE policy for further guidance.</i></p>		<p>End-point Skills:</p> <ul style="list-style-type: none"> I can describe the different seasons. I can talk about how babies and animals grow. I can tell you how boys and girls can be different or the same. 																										
		<p>Key Vocabulary:</p> <table border="0"> <tr> <td>change</td> <td>hear</td> <td>seasons</td> </tr> <tr> <td>grow</td> <td>see</td> <td>weather</td> </tr> <tr> <td>temperature</td> <td>smell</td> <td>warmer</td> </tr> <tr> <td></td> <td>different</td> <td>bigger</td> </tr> <tr> <td>dolls and cars</td> <td>remember</td> <td>taller</td> </tr> <tr> <td>are for everyone</td> <td></td> <td>breastfeeding</td> </tr> <tr> <td></td> <td></td> <td>adoption</td> </tr> <tr> <td></td> <td></td> <td>special needs</td> </tr> <tr> <td>private parts</td> <td></td> <td></td> </tr> </table>	change	hear	seasons	grow	see	weather	temperature	smell	warmer		different	bigger	dolls and cars	remember	taller	are for everyone		breastfeeding			adoption			special needs	private parts	
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<p>Possible SCARF lessons:</p>																												
<p>Growing and changing in nature</p>	<ul style="list-style-type: none"> Describe seasonal changes Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot Describe the life cycle of an animal 																											
<p>When I was a baby</p>	<ul style="list-style-type: none"> Talk about how babies change as they grow Explain what babies need and how this changes as they grow (role play area?) Share their own experiences and listen to those of the others 																											
<p>Girls, boys and families</p>	<ul style="list-style-type: none"> Talk about the similarities and differences between the males and females Begin to play inclusively with their friends, regardless of their sex (if not already doing so) Think differently and more openly about what a family may look like 																											
<p>PANTS (NSPCC)</p>	<p>https://learning.nspcc.org.uk/media/jejiv4dz/3-4-activities-plan-september-2024.pdf</p>																											

Reception	Growing and Changing																																	
 <p>Growing and changing Reception</p> <p>my body might be different to someone else's</p> <p>when I get older, my body will change</p> <p>humans, animals and plants have different stages of life</p> <p><i>*When teaching the Growing and Changing Unit, please also refer to the RSE policy for further guidance.</i></p> <p>Links to the Early Learning Goals:</p> <ul style="list-style-type: none"> • Managing self • People, culture & communities • Natural World 	<p>End-point Skills:</p> <ul style="list-style-type: none"> • I can describe the life cycle of an animal. • I can describe how a baby grows to an adult and what they might need. • I can tell you how babies are made in a mummy's tummy • I can tell you the scientific names for my body parts • I can tell you the PANTS rule. 																																	
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<p>Possible SCARF lessons:</p>																																		
<p>Seasons</p>	<ul style="list-style-type: none"> • Name the different seasons and describe their differences. • Explain the changes that occur as seasons change. 																																	

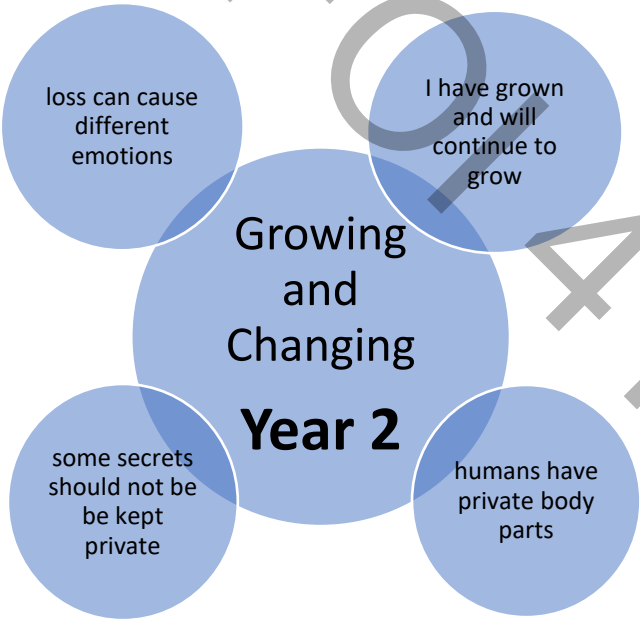
St. Clement's PSHE Medium Term Planning 2025: Growing and Changing

	<ul style="list-style-type: none"> • Talk about how they have grown in resilience.
Life stages - plants, animals, human	<ul style="list-style-type: none"> • To understand that animals and humans change in appearance over time. • Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). • Make observations and ask questions about living things.
Life Stages: Human life stage - who will I be?	<ul style="list-style-type: none"> • Retell a story and respond to questions about it. • Use the language and describe the different life stages of: baby, child, teenager, adult, older age. • Talk about their own experience of growing up.
Where do babies come from?	<ul style="list-style-type: none"> • Matching baby animals to their adults
Getting bigger	<ul style="list-style-type: none"> • Talk about how they have changed as they have grown. • Explain the differences between babies, children, and adults. • Understand that we are all unique (<i>links to RE</i>)
Me and my body - girls and boys	<ul style="list-style-type: none"> • Name parts of the body (including reproductive parts) using the correct vocabulary. • https://amaze.org/wp-content/uploads/2019/03/2019_AMAZEIR_COLORING_BOOK.pdf?utm_medium=download_button&utm_source=website&utm_campaign=coloring-book • Explain which parts of their body are kept private and safe and why. • Tell or ask an appropriate adult for help if they feel unsafe.
PANTS (NSPCC)	<p>https://learning.nspcc.org.uk/media/zshmdlfn/4-5-activities-plan-september-2024.pdf 4-5</p> <ul style="list-style-type: none"> - Recognise and repeat the Talk PANTS rules - Talk about everyday rules that keep children safe - Demonstrate some strategies for seeking support - Apply the Talk PANTS rule to real-life scenarios

Year 1	Growing and Changing																																							
 <p>Growing and Changing Year 1</p> <p>I have changed since I was a baby</p> <p>secrets can be safe & unsafe</p> <p>surprises and secrets can make me feel a certain way</p> <p>some parts of my body are private</p> <p><i>*When teaching the Growing and Changing Unit, please also refer to the RSE policy for further guidance.</i></p>		<p>End-point skills:</p> <ul style="list-style-type: none"> I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do. <i>(links to science & history)</i> I can tell you some things that babies need. I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried. I can name the body parts girls and boys have that are the same and which body parts are different. <i>(links to science)</i> I can name the adults I can talk to at home and school if I need help. 																																						
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St. Clement's PSHE Medium Term Planning 2025: Growing and Changing

Then and now	<ul style="list-style-type: none"> ● Identify things they could do as a baby, a toddler and can do now; ● Identify the people who help/helped them at those different stages
Taking care of a baby	<ul style="list-style-type: none"> ● Understand some of the tasks required to look after a baby; ● Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding
Who can help? (2) <i>(Revisits learning from Keeping safe)</i>	<ul style="list-style-type: none"> ● Explain the difference between teasing and bullying; ● Give examples of what they can do if they experience or witness bullying; ● Say who they could get help from in a bullying situation.
Surprises and secrets	<ul style="list-style-type: none"> ● Explain the difference between a secret and a nice surprise; ● Identify situations as being secrets or surprises; ● Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
Keeping privates private PANTS (NSPCC)	<ul style="list-style-type: none"> ● Identify parts of the body that are private; ● Describe ways in which private parts can be kept private; ● Identify people they can talk to about their private parts. <p>https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p>

Year 2	Growing and Changing																																																												
 <p>Growing and Changing Year 2</p> <ul style="list-style-type: none"> loss can cause different emotions I have grown and will continue to grow some secrets should not be kept private humans have private body parts <p><i>*When teaching the Growing and Changing Unit, please also refer to the RSE policy for further guidance.</i></p>		<p><u>End-point skills:</u></p> <ul style="list-style-type: none"> • I can give support to a friend. • I can describe feelings of loss and suggest what someone can do if a friend moves away. • I can describe the stages of growth I have been through and what I look forward to in my future. • I can name the human private parts that are used to make a baby. • I can talk about keeping private parts private. • I know that private parts are not to be touched. 																																																											
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<p>A helping hand</p>	<ul style="list-style-type: none"> • Demonstrate simple ways of giving positive feedback to others 																																																												

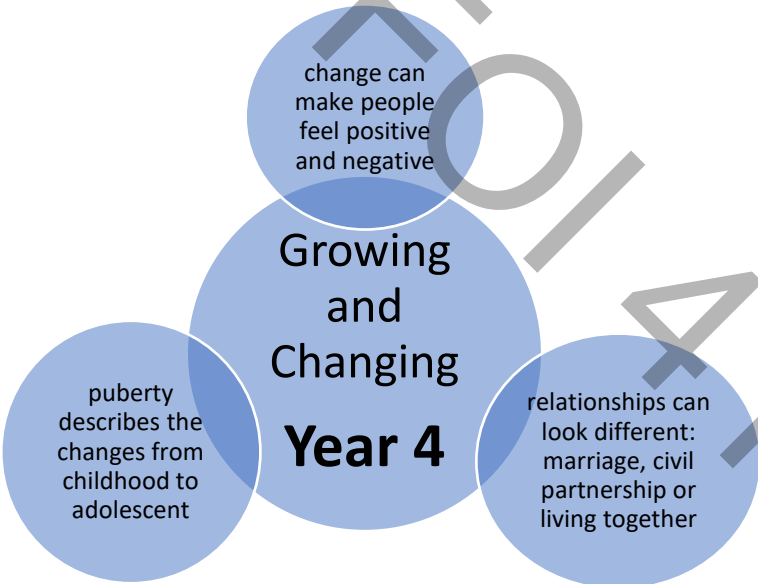
St. Clement's PSHE Medium Term Planning 2025: Growing and Changing

Sam moves away	<ul style="list-style-type: none"> Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. Other possible books: Badgers Parting Gift / Invisible String / The Heart & the bottle
Haven't you grown!	<ul style="list-style-type: none"> Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages.
My body, your body + Respecting privacy PANTS (NSPCC)	<ul style="list-style-type: none"> Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look different from person to person. <hr/> <ul style="list-style-type: none"> Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information. <hr/> <ul style="list-style-type: none"> https://learning.nspcc.org.uk/research-resources/schools/pants-teaching
Some secrets should never be kept	<ul style="list-style-type: none"> Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.

Year 3	Growing and Changing																																	
 <p>Growing and Changing Year 3</p> <ul style="list-style-type: none"> personal space is private (consent) personal information is private sometimes sharing a secret can keep us safe uncomfortable situations can cause uncomfortable feelings forgiveness is key to build better relationships <p><i>*When teaching the Growing and Changing Unit, please also refer to the RSE policy for further guidance.</i></p>			<p><u>End-point skills:</u></p> <ul style="list-style-type: none"> • I can forgive others to build new and existing friendships. • I can explain what body space is and how it feels when someone is too close to me. • I understand that people's bodies belong to them including our private parts. • I understand personal information, including images, are not to be shared without consent. • I can feel in my body when something isn't right and know that I can talk to someone about it (may need adapting for SEND) 																															
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<p>Possible SCARF lessons:</p>																																		
<p>Relationship tree</p>	<ul style="list-style-type: none"> • Identify different types of relationships; 																																	

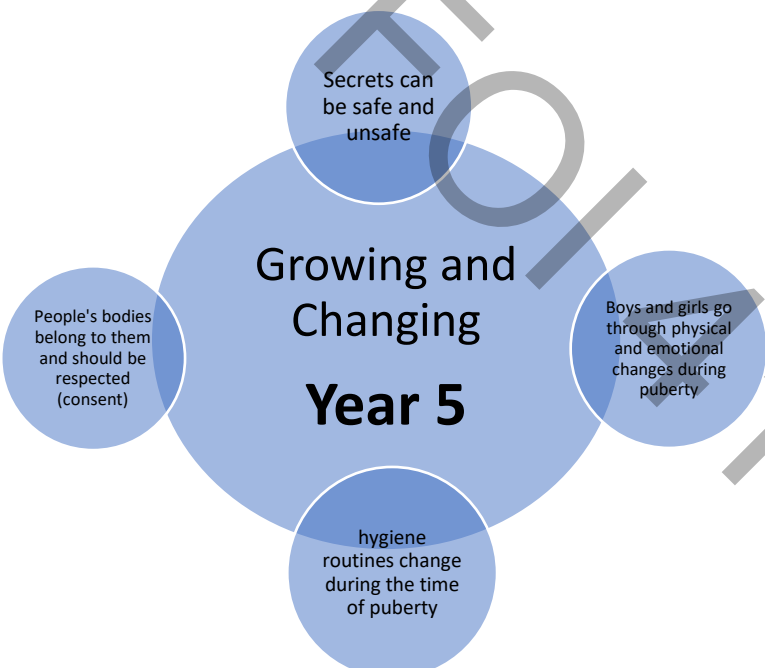
St. Clement's PSHE Medium Term Planning 2025: Growing and Changing

	<ul style="list-style-type: none"> Recognise who they have positive healthy relationships with. + forgiving people enables us and new friendships to grow; discuss the difficulties with forgiving; why it is difficult and what we can do to try.
Body space (consent)	<ul style="list-style-type: none"> Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space.
PANTS (NSPCC)	<ul style="list-style-type: none"> https://learning.nspcc.org.uk/research-resources/schools/pants-teaching Explain the PANTS rules and that children's bodies belong to them Identify examples of appropriate and inappropriate touch Recognise that no means no and different ways to express this Demonstrate ways to tell an adult and seek support if feeling uncomfortable
None of your business! Project Evolve https://projectevolve.co.uk/toolkit/resources/theme/protecting-personal-data/	<ul style="list-style-type: none"> Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this; Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. (Really important- current Safeguarding agenda)
Secret or surprise?	<ul style="list-style-type: none"> Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.

Year 4	Growing and Changing					
 <p>change can make people feel positive and negative</p> <p>Growing and Changing Year 4</p> <p>puberty describes the changes from childhood to adolescent</p> <p>relationships can look different: marriage, civil partnership or living together</p>		<p>End-point Skills:</p> <ul style="list-style-type: none"> I can describe how change can make a person feel (both negative and positive). I can explain why young people can have mixed up feelings when they go through puberty. I can explain why puberty happens (Life Cycles- Yr 5 Science pre-) I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes. I can explain why some people choose to get married, have a civil ceremony or live together. 				
		<p>Key Vocabulary:</p>			<p>Possible enhancements:</p>	
<p><i>*When teaching the Growing and Changing Unit, please also refer to the RSE policy for further guidance.</i></p>		<p>hormones puberty feelings independence conflict adolescent</p>	<p>puberty pubic hair eggs sperm penis testicles breasts ovaries womb vulva legal age of consent marriage</p> <p><i>If using the film clips, the following words are also used:</i> underarm hair sweat growth spurt</p>	<p>acne breast growth</p> <p>Puberty for boys: facial hair body odour deeper voice spots reproduction testosterone</p>	<p>mood swings romantic privacy</p> <p>Puberty for girls: hair removal wider hips All about getting your period: headache stomach-ache cramps foetus secret surprise uncomfortable feelings</p>	

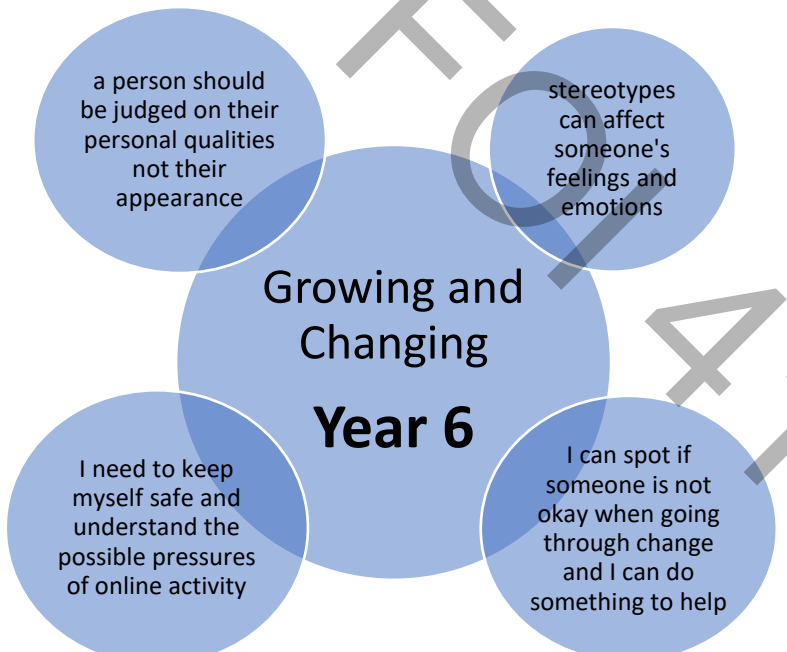
St. Clement's PSHE Medium Term Planning 2025: Growing and Changing

<u>Possible SCARF lessons to support:</u>	
Moving house	<ul style="list-style-type: none"> • Describe some of the changes that happen to people during their lives; • Explain how the Learning Line can be used as a tool to help them manage change more easily; • Suggest people who may be able to help them deal with change.
My feelings are all over the place!	<ul style="list-style-type: none"> • Name some positive and negative feelings; • Understand how the onset of puberty can have emotional as well as physical impact • Suggest reasons why young people sometimes fall out with their parents; • Take part in a role play practising how to compromise.
My changing body (from Year 3 to use starting point if needed))	<ul style="list-style-type: none"> • Recognise that babies come from the joining of an egg and sperm; • Explain what happens when an egg doesn't meet a sperm; • Understand that for girls, periods are a normal part of puberty.
All Change! SCARF uses 'amaze' (US company for resources)	<ul style="list-style-type: none"> • Identify parts of the body that males and females have in common and those that are different; • Know the correct terminology for their genitalia; • Understand and explain why puberty happens.
Preparing for changes at puberty	<ul style="list-style-type: none"> • Know the key facts of the menstrual cycle; • Understand that periods are a normal part of puberty for girls; • Identify some of the ways to cope better with periods.
Secret or surprise?	<ul style="list-style-type: none"> • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
Together	<ul style="list-style-type: none"> • Understand that marriage is a commitment to be entered into freely and not against someone's will; • Recognise that marriage includes same sex and opposite sex partners; • Know the legal age for marriage in England or Scotland; • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

Year 5	Growing and Changing																																																																																						
 <p>Growing and Changing Year 5</p> <p>Secrets can be safe and unsafe</p> <p>Boys and girls go through physical and emotional changes during puberty</p> <p>hygiene routines change during the time of puberty</p> <p>People's bodies belong to them and should be respected (consent)</p> <p><i>*When teaching the Growing and Changing Unit, please also refer to the RSE policy for further guidance.</i></p>		<p>End-point Skills:</p> <ul style="list-style-type: none"> I can begin to manage challenging emotions by building my resilience. I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with change, including personal hygiene. I can give examples of feelings and emotions people have at times of change. I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need. I can recognise that people's bodies belong to them and should be respected. I can identify when a secret becomes unsafe because someone might be at risk. Understand I might need to break a confidence in order to keep someone safe. 																																																																																					
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St. Clement's PSHE Medium Term Planning 2025: Growing and Changing

Possible SCARF lessons to support:	
How are they feeling? + Taking notice feelings (optional)	<ul style="list-style-type: none"> • Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; • Explain strategies they can use to build resilience.
PANTS (NSPCC)	<ul style="list-style-type: none"> • https://learning.nspcc.org.uk/research-resources/schools/pants-teaching • Recognise that other people's bodies belong to them and should be respected. • Describe how to challenge language and behaviours that are unacceptable • Identify situations where someone might need to break a confidence in order to keep someone safe. • Identify how to get help for themselves or for a friend. • Understand what kinds of touch are acceptable or unacceptable; • Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.
Dear Ash (secrets and surprises)	<ul style="list-style-type: none"> • Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe. <p>*sensitive content; need to assess appropriateness first</p>
Growing up and changing bodies	<ul style="list-style-type: none"> • Identify some products that they may need during puberty and why; • Know what menstruation is and why it happen. • About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene <p>*all children to have awareness; teacher to judge appropriate splitting for greater a safer conversations/delivery</p>
Changing bodies and feelings	<ul style="list-style-type: none"> • Know the correct words for the external sexual organs; • Discuss some of the myths associated with puberty. <p>(Possibly Youmatter enhancements)</p>
Help! I'm a teenager - get me out of here!	<ul style="list-style-type: none"> • Recognise how our body feels when we're relaxed; • List some of the ways our body feels when it is nervous or sad; • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.

Year 6	Growing and Changing																																																															
 <p>Growing and Changing Year 6</p> <ul style="list-style-type: none"> a person should be judged on their personal qualities not their appearance stereotypes can affect someone's feelings and emotions I can spot if someone is not okay when going through change and I can do something to help I need to keep myself safe and understand the possible pressures of online activity <p><i>*When teaching the Growing and Changing Unit, please also refer to the RSE policy for further guidance.</i></p>			<p><u>End-point Skills:</u></p> <ul style="list-style-type: none"> • I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image. • I can explain the possible pressures that may occur when I am online. • I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe (linked from previous Year group learning) • I can name some of the feelings and emotions people have during change. • I can give examples of how someone could cope with or get support during puberty. • (Non-stat) I understand human reproduction. 		<p><u>Possible enhancements:</u></p> <p>You matter- Boundaries Reproduction</p> <p>Well-being facilitator - transition</p>																																																											
<p><u>Possible SCARF lessons to support:</u></p>			<p><u>Key Vocabulary:</u> (vast vocab list on scheme to select from)</p> <table border="1"> <tbody> <tr> <td>body image</td> <td>peer pressure</td> <td>puberty</td> <td>identity</td> </tr> <tr> <td>self esteem</td> <td>right to privacy</td> <td>physical</td> <td>manage</td> </tr> <tr> <td>manipulation</td> <td>sharing online</td> <td>changes</td> <td>emotions</td> </tr> <tr> <td></td> <td>online safety</td> <td>emotional</td> <td>hormones</td> </tr> <tr> <td>media manipulation</td> <td></td> <td>changes</td> <td>feeling funny</td> </tr> <tr> <td>stereotype</td> <td>change</td> <td>rights</td> <td>sexually</td> </tr> <tr> <td>gender stereotype</td> <td>support</td> <td>FGM (secrets)</td> <td>start to have</td> </tr> <tr> <td></td> <td>conversation</td> <td>periods</td> <td>questions</td> </tr> <tr> <td>peer pressure</td> <td>discuss</td> <td>mood swings</td> <td>about sex</td> </tr> <tr> <td>right to privacy</td> <td></td> <td>spots</td> <td>sexual</td> </tr> <tr> <td>sharing online</td> <td></td> <td>voice</td> <td>reaction</td> </tr> <tr> <td>online safety</td> <td></td> <td>deepening</td> <td>friends</td> </tr> <tr> <td></td> <td></td> <td>period</td> <td>more</td> </tr> <tr> <td></td> <td></td> <td>products</td> <td>independence</td> </tr> <tr> <td></td> <td></td> <td>vulva</td> <td></td> </tr> </tbody> </table>		body image	peer pressure	puberty	identity	self esteem	right to privacy	physical	manage	manipulation	sharing online	changes	emotions		online safety	emotional	hormones	media manipulation		changes	feeling funny	stereotype	change	rights	sexually	gender stereotype	support	FGM (secrets)	start to have		conversation	periods	questions	peer pressure	discuss	mood swings	about sex	right to privacy		spots	sexual	sharing online		voice	reaction	online safety		deepening	friends			period	more			products	independence			vulva	
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St. Clement's PSHE Medium Term Planning 2025: Growing and Changing

<p>I look great!</p>	<ul style="list-style-type: none"> • Understand that fame can be short-lived; • Recognise that photos can be changed to match society's view of perfect; • Identify qualities that people have, as well as their looks
<p>Media manipulation</p>	<ul style="list-style-type: none"> • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people. • https://projectevolve.co.uk/toolkit/resources/content/self-image-and-identity/11-14/i-can-explain-how-online-images-can-help-to-reinforce-stereotypes/?from=themes&id=22
<p>Pressure online</p>	<ul style="list-style-type: none"> • Understand the risks of sharing images online and how these are hard to control, once shared; • Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; • Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. <p>https://projectevolve.co.uk/toolkit/resources/content/online-relationships/7-11/i-can-explain-that-there-are-some-people-i-communicate-with-online-who-may-want-to-do-me-or-my-friends-harm-i-can-recognise-that-this-is-not-my-our-fault/?from=themes&id=22</p>
<p>PANTS (NSPCC) (You matter: 'Boundaries')</p>	<ul style="list-style-type: none"> • https://learning.nspcc.org.uk/research-resources/schools/pants-teaching • Use PANTS rule for sharing images online
<p>Helpful or unhelpful? Managing change</p>	<ul style="list-style-type: none"> • Recognise some of the changes they have experienced and their emotional responses to those changes; • Suggest positive strategies for dealing with change; • Identify people who can support someone who is dealing with a challenging time of change.
<p>Is this normal? (Youmatter???)</p>	<ul style="list-style-type: none"> • Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; • Suggest strategies that would help someone who felt challenged by the changes in puberty; • Understand what FGM is and that it is an illegal practice in this country; (Risk assess the cohort or individual???) • Know where someone could get support if they were concerned about their own or another person's safety.
<p>Making babies (Non-Statutory) (Youmatter)</p>	<ul style="list-style-type: none"> • Identify the changes that happen through puberty to allow sexual reproduction to occur; • Know a variety of ways in which the sperm can fertilise the egg to create a baby; • Know the legal age of consent and what it means. <p>*Refer to RSE policy</p> <p>*all children to have awareness; teacher to judge appropriate splitting for greater a safer conversations/delivery</p>

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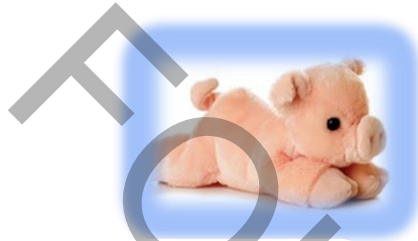
CHALLENGE

ACCESSIBILITY

COMMUNICATION

ENGAGEMENT

**Curriculum Map: PSHE
'Keeping Safe'**



Belonging

- we create a welcoming and inclusive environment, where every pupil feels valued, respected and supported. We accept and support diversity, nurture a strong sense of community and ensure every pupil knows they are an important part of our school family. We teach them their moral place within our school and the wider world, empowering them to thrive as future citizens.

Relationships


- we foster positive, strong relationships between pupils, staff and families. We equip children with the social and emotional skills needed to form healthy connections, working collaboratively, and resolving conflicts in a constructive way.


Health and Well-being

- we are committed to promoting the physical, emotional and mental well-being of our pupils. We empower our children with the knowledge and skills to make healthy choices, moral choices, build resilience, and develop life-long habits that support their overall well-being.

Personal Safety


- our school is a safe and nurturing space where children learn how to protect themselves and others. We teach children about personal boundaries, online safety, and how to seek help when needed, ensuring they grow in confidence and independence.

Nursery	Keeping Safe	
	<p>End-point skills:</p> <ul style="list-style-type: none"> • I can tell you who I can ask for help. • I can tell you some dangers and how I keep myself safe from them. • I can tell you what is safe and unsafe for me to touch and use. 	<p>Key Vocabulary:</p> <p>safe adults / feelings / safe / unsafe / danger / rules / medicine</p> <p>Possible enhancements:</p>
	<p>Possible SCARF lessons:</p>	
<p>People who help me and keep me safe</p>	<ul style="list-style-type: none"> • Name key relatives/care givers at home and those who care for them in their education settings; • Recognise a 'funny tummy' feeling when something feels wrong or unsafe and say what to do; • Talk about what makes them feel safe. 	
<p>Safety indoors and outdoors</p>	<ul style="list-style-type: none"> • Name potential dangers, both inside and outside, and how to avoid getting hurt; • Name things in the environment that keep us safe e.g. traffic lights, warning signs, school rules; • Talk about how to keep their bodies safe. 	
<p>What's safe to go into my body</p>	<ul style="list-style-type: none"> • Know which products in the home are to be used only by adults; • Sort items according to their use and purpose; • Explain who can give medicine to children and why. 	


Reception	Keeping Safe		
		<p>End-point skills:</p> <ul style="list-style-type: none"> • I can name some things that can be dangerous inside and outside. • I can tell you what my body needs to stay healthy. • I can make safe decisions around medicines and things I don't know. • I can tell you what is safe to play online and who to talk to if I feel worried. • I can name the adults who keep me safe and when I might need their help. 	
		<p>Key Vocabulary:</p> <p>safe / unsafe / clean / protected / decision / recognise / medicine / danger / feelings / safe touches / online / internet / device / trusted adults</p>	<p>Possible enhancements:</p>
<p>Possible SCARF lessons:</p>			
<p>What's safe to go onto my body</p>	<ul style="list-style-type: none"> • Name things that keep their bodies safe; • Name things that keep their bodies clean and protected; • Think about how to recognise things that might not be safe. 		
<p>Keeping myself safe - what's safe to go into my body (including medicines)</p>	<ul style="list-style-type: none"> • Make safe decisions about items they don't recognise; • Talk about what our bodies need to stay well; • Name the safe ways to store medicine and who can give it to children (adults). 		
<p>Safe indoors and outdoors</p>	<ul style="list-style-type: none"> • Name some hazards and ways to stay safe inside; • Name some hazards and ways to stay safe outside; 		

St. Clement's PSHE Medium Term Planning 2024: Keeping Safe

	<ul style="list-style-type: none">• Show how to care for the safety of others.
Listening to my feelings (1)	<ul style="list-style-type: none">• Name the adults who they can ask for help from, and will keep them safe;• Recognise the feelings they have when they are unsafe;• Talk about keeping themselves safe, safe touches and consent.
Keeping safe online	<ul style="list-style-type: none">• Share ideas about activities that are safe to do on electronic devices;• What to do and who to talk to if they feel unsafe online.
People who help to keep me safe	<ul style="list-style-type: none">• Name the people in their lives who help to keep them safe;• Name people in their community who help to keep them safe;• Talk about ways to keep themselves safe in their environment.

Year 1	Keeping Safe		
		<p><u>End-point skills:</u></p> <ul style="list-style-type: none"> • I can talk about the things my body needs to stay well (exercise, sleep, healthy foods) • I can say what I can do if I have strong, but not so good feelings, to help me stay safe • I can say 'no' to unwanted touch and ask for help from a trusted adult. • I can say when medicines can be helpful or might be harmful. • I can tell you how to stay safe around medicine. 	
		<p><u>Key Vocabulary:</u></p> <p>air / sleep / exercise / screentime / stop / unsafe / share / nervous / internet / medicine / uncomfortable / body / feelings / food / water / safe / healthy / private / worried / scared</p>	<p><u>Possible enhancements:</u></p> <p>St. Johns Ambulance (Emma Ward emma.ward@sja.org.ie)</p>

Possible SCARF lessons:	
<p>Super sleep (Needs to be revisited again)</p>	<ul style="list-style-type: none"> • Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; • Identify simple bedtime routines that promote healthy sleep. • The amount of Screentime we have can affect our health.
<p>Who can help? (1)</p>	<ul style="list-style-type: none"> • Recognise emotions and physical feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe.
<p>Good or bad touches?</p>	<ul style="list-style-type: none"> • Understand and learn the PANTS rules; • Name and know which parts should be private; • Explain the difference between appropriate and inappropriate touch; • Understand that they have the right to say "no" to unwanted touch; • Start thinking about who they trust and who they can ask for help.
<p>Sharing pictures (project evolve: Online Reputation /thinkuknow)</p>	<ul style="list-style-type: none"> • Start thinking about how to stay safe online, including safety around sharing images; • Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.
<p>What could Harold do?</p>	<ul style="list-style-type: none"> • Understand that medicines can sometimes make people feel better when they're ill; • Explain simple issues of safety about medicines and their use.
<p>Harold loses Geoffrey</p>	<ul style="list-style-type: none"> • Recognise the range of feelings that are associated with loss.

Year 2	Keeping Safe		
		<p><u>End-point skills:</u></p> <ul style="list-style-type: none"> • I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely. • I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe. • I can say what I do and don't like and who to ask for help. • I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. • I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something. 	
		<p><u>Key Vocabulary:</u></p> <p>medicines / feelings / tell / safe / unsafe / touch / worried / secret / surprise / unsafe / private / uncomfortable / trust</p>	<p><u>Possible Enhancements:</u></p> <p>EWO (PANTS)</p>
<p><u>Possible SCARF lessons:</u></p>			
Harold's picnic	<ul style="list-style-type: none"> • Understand that medicines can sometimes make people feel better when they're ill; • Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; <p>Explain simple issues of safety about medicines and their use.</p>		
<p><u>Project evolve: Online Reputation/Online relationships</u></p>			
Sharing pictures	<ul style="list-style-type: none"> • Start thinking about how to stay safe online, including safety around sharing images and information; • Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable. 		
<p>Objectives covered by external EWO:</p>			

Session 1: Worries, Rights and Choices, Personal Space

- **Rights** - We will talk about our Rights to choose and how it is OK to say NO.
- **Personal Space** – We talk about our personal space but also refer to this as our bubble.
- **Worries** - We will talk about our worries and what sorts of worries we might have and what we can do about these worries.

Session 2: Safe people, Yes and No Feelings, Inside Feelings


- **Safe People** – this is where we identify the safe people in our lives, family members teacher etc, these are people we can go to when we have worries.
- **Yes and No Feelings** - we will talk about Yes and No feelings – Yes feelings makes us feel good/happy, whereas No feelings make us feel uncomfortable, sad, angry etc.
- **Inside Feelings** - we will identify how these feelings present inside our bodies: i.e: fast heart rate, wobbly knees, butterflies in our tummies, goose bumps, tears, sweaty palms etc.

Session 3: Bullying, Relationships, Safe and Unsafe Secrets

- **Bullying** – we will open up a discussion about bullying and encourage the children to use the worry bag and go to their safe people if they have worries in relation to this.
- **Safe and Unsafe Secrets** – we will look at the difference between safe secrets - a secret that gives us yes feelings and unsafe secrets - a secret that gives us no feelings.
- **Relationships** – we will talk about the different relationships we have in our lives i.e. parent child, sibling, friendships etc.


Session 4: Safe Place and Body Privacy

- **Safe Place** – a real or imaginary place that the children can think about when they feel worried.
- **Body Privacy** – This part of the session will identify the parts of the body which are private and focus on developing understanding of body privacy.

Year 3	Keeping Safe	
	<p>End-point skills:</p> <ul style="list-style-type: none"> • I can say what I could do to make a situation less risky or not risky at all. • I can demonstrate strategies for dealing with a risky situation. • I can identify some key risks from and effects of cigarettes and alcohol. • I can give examples of strategies for safe browsing online. • I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs. 	
	<p>Key Vocabulary:</p> <p>Alcohol / personal details / risky / internet safety / cigarettes / private / nicotine / trust / medicines / public / unsafe / search engine / harmful / situation/ e-cigarettes / vapes</p>	<p>Possible Enhancements:</p> <p>St. Johns Ambulance (Emma Ward emma.ward@sja.org.ie)</p>
<p><u>Possible SCARF lessons:</u></p>		
<p>Safe or unsafe?</p>	<ul style="list-style-type: none"> • Identify situations which are safe or unsafe; • Identify people who can help if a situation is unsafe; • Suggest strategies for keeping safe. 	
<p>Danger or risk?</p>	<ul style="list-style-type: none"> • Define the words danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation. 	
<p>The Risk Robot</p>	<ul style="list-style-type: none"> • Identify risk factors in given situations; 	


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	<ul style="list-style-type: none"> ● Suggest ways of reducing or managing those risks.
Super Searcher (Project evolve)	<ul style="list-style-type: none"> ● Evaluate the validity of statements relating to online safety; ● Recognise potential risks associated with browsing online; ● Give examples of strategies for safe browsing online.
Raisin Challenge (1)	<ul style="list-style-type: none"> ● Demonstrate strategies for assessing risks; ● Understand and explain decision-making skills; ● Understand where to get help from when making decisions.
Help or harm?	<ul style="list-style-type: none"> ● Understand that medicines are drugs and suggest ways that they can be helpful or harmful.
Alcohol and cigarettes: the facts	<ul style="list-style-type: none"> ● Identify some key risks from and effects of cigarettes and alcohol; ● Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs.
Basic first aid Not sure it fits here???	<ul style="list-style-type: none"> ● https://firstaidchampions.redcross.org.uk/

Year 4	Keeping Safe	
<p>Year group Big Ideas:</p> 	<p><u>End-point Skills:</u></p> <ul style="list-style-type: none"> • I can demonstrate strategies for dealing with a risky situation • I can give examples of people or things that might influence me to take risks and make decisions. • I can give reasons for why most people choose not to smoke, or drink too much alcohol (enhancement). • I can identify images that are safe or unsafe to share online (project evolve supplement). 	
<p><u>Possible SCARF lessons to support:</u></p>	<p><u>Key Vocabulary:</u></p> <p>hazard / risky / liver / decisions / choices / danger / situation / influence / alcohol / consequences / lungs / brain / dare / drug / harmful / cigarettes / vapes / shared / e-cigarettes / downloaded</p>	<p><u>Possible enhancements:</u></p> <p>St. Johns Ambulance (Emma Ward emma.ward@sja.org.ie)</p>
<p>Danger, risk or hazard?</p>	<ul style="list-style-type: none"> • Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; • Identify situations which are either dangerous, risky or hazardous; • Suggest simple strategies for managing risk. 	

St. Clement's PSHE Medium Term Planning 2024: Keeping Safe

How dare you!	<ul style="list-style-type: none"> • Define what is meant by the word 'dare'; • Identify from given scenarios which are dares and which are not; • Suggest strategies for managing dares.
Keeping ourselves safe	<ul style="list-style-type: none"> • Describe stages of identifying and managing risk; • Suggest people they can ask for help in managing risk.
Raisin Challenge (2)	<ul style="list-style-type: none"> • Understand that we can be influenced both positively and negatively; • Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.
Picture Wise (Project evolve lessons to supplement)	<ul style="list-style-type: none"> • Identify images that are safe/unsafe to share online; • Know and explain strategies for safe online sharing; • Understand and explain the implications of sharing images online without consent.
Medicines: check the label Inspiring Futures Volunteers?	<ul style="list-style-type: none"> • Understand that medicines are drugs; • Explain safety issues for medicine use; • Suggest alternatives to taking a medicine when unwell; • Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).
Know the norms (formerly Tell Mark II) (OPTIONAL)	<ul style="list-style-type: none"> • Understand some of the key risks and effects of smoking and drinking alcohol; • Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).
Traffic lights (OPTIONAL)	<ul style="list-style-type: none"> • Identify strategies for keeping personal information safe online; • Describe safe behaviours when using communication technology.

Year 5	Keeping Safe	
	<p><u>End-point Skills:</u></p> <ul style="list-style-type: none"> • I can suggest what someone should do when faced with a risky situation. • I can protect my personal information online. I can recognise disrespectful behaviour online. • I can identify the risks in a specific situation (including emotional risks). • I can discuss social norms relating to cigarettes and what may influence a person's decision to not smoke. • I can support someone who is being bullied. 	
	<p><u>Key Vocabulary:</u></p> <p>habit / cigarettes / drugs / pressure / alcohol / vapes / influence / weigh up risk / assertive / privacy settings / decision / cyberbullying / social norms / e-cigarettes</p>	<p><u>Possible enhancements:</u></p> <p>St. Johns Ambulance (Emma Ward emma.ward@sja.org.ie)</p> <p>Inspiring futures</p> <p>Safety In Action</p>
<p><u>Possible SCARF lessons to support:</u></p>		
<p>Spot bullying (Anti-bullying week assemblies)</p>	<ul style="list-style-type: none"> • Demonstrate strategies to deal with both face-to-face and online bullying; • Demonstrate strategies and skills for supporting others who are bullied; • Recognise and describe the difference between online and face-to-face bullying. 	
<p>Play, Like, Share (Project evolve-</p>	<ul style="list-style-type: none"> • Reflect on what information they share offline and online; • Recognise that people aren't always who they say they are online; 	

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https://projectevolve.co.uk/toolkit/resources/theme/using-and-sharing-content/)	<ul style="list-style-type: none"> • Know how to protect personal information online.
Decision dilemmas	<ul style="list-style-type: none"> • Recognise which situations are risky; • Explore and share their views about decision making when faced with a risky situation; • Suggest what someone should do when faced with a risky situation.
Ella's diary dilemma	<ul style="list-style-type: none"> • Define what is meant by a dare; • Explain why someone might give a dare; • Suggest ways of standing up to someone who gives a dare.
Jay's dilemma (OPTIONAL)	<ul style="list-style-type: none"> • Recognise that there are positive and negative risks; • Explain how to weigh up risk factors when making a decision; • Describe some of the possible outcomes of taking a risk.
Vaping: healthy or unhealthy?	
Would you risk it? You Matter/Police	<ul style="list-style-type: none"> • Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; • Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
'Thinking' about habit	<ul style="list-style-type: none"> • Explain what a habit is, giving examples; • Describe why and how a habit can be hard to change. • Must include healthy and unhealthy habits of social media
Drugs: true or false? You Matter/Police	<ul style="list-style-type: none"> • Understand some of the complexities of categorising drugs; • Know that all medicines are drugs but not all drugs are medicines; • Understand ways in which medicines can be helpful or harmful and used safely or unsafely.
Smoking: what is normal? (OPTIONAL)	<ul style="list-style-type: none"> • Understand the actual norms around smoking and the reasons for common misperceptions of these.

Year 6	Keeping Safe	
		<p>End-point Skills:</p> <ul style="list-style-type: none"> I can use safe, respectful and responsible behaviours and strategies when using social media. I can give examples of how to safely share images online. I can explain how social norms around alcohol can influence a persons decision whether to drink alcohol or not. I can suggest positive ways to meet my emotional needs and how this impacts my behaviour. I can begin to make decisions independently and responsibly. <p>*some content within this unit will be bespoke to the cohort as a result of need and issues that arise (use of project evolve to resource such lessons will be used).</p> <p>Key Vocabulary:</p> <p>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 / influence</p> <p>Possible enhancements:</p> <p>Inspire the future</p> <p>Youmatter</p>
<p>Possible SCARF lessons to support:</p>		
<p>Think before you click!</p>	<ul style="list-style-type: none"> Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; 	

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	<ul style="list-style-type: none"> • Understand and describe the ease with which something posted online can spread.
<p>It's a puzzle (Do online activity only)</p> <p>(/ Project evolve)</p>	<ul style="list-style-type: none"> • Identify strategies for keeping personal information safe online; • Describe safe and respectful behaviours when using communication technology.
<p>To share or not to share?</p> <p>(/ Project evolve)</p>	<ul style="list-style-type: none"> • Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online; • Know how to keep their information private online.
<p>Rat Park</p>	<ul style="list-style-type: none"> • Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; • <i>Addiction to social media and devices</i> • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.
<p>What sort of drug is...?</p>	<ul style="list-style-type: none"> • Explain how drugs can be categorised into different groups depending on their medical and legal context; • Demonstrate an understanding that drugs can have both medical and non-medical uses; • Explain in simple terms some of the laws that control drugs in this country.
<p>Drugs: it's the law!</p>	<ul style="list-style-type: none"> • Understand some of the basic laws in relation to drugs; • Explain why there are laws relating to drugs in this country.
<p>Alcohol: what is normal?</p>	<ul style="list-style-type: none"> • Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; • Describe some of the effects and risks of drinking alcohol.
<p>Joe's story (part 1)</p>	<ul style="list-style-type: none"> • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; • Explain how these emotional needs impact on people's behaviour; • Suggest positive ways that people can get their emotional need met.
<p>Joe's story (part 2)</p>	<ul style="list-style-type: none"> • Understand that with independence comes responsibility

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	<ul style="list-style-type: none">• Explain how these emotional needs impact on people's behaviour;• Suggest positive ways that people can get their emotional needs met.
Basic first aid Not sure it fits here???	<ul style="list-style-type: none">• https://firstaidchampions.redcross.org.uk/

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CHALLENGE

ACCESSIBILITY

COMMUNICATION

ENGAGEMENT

**Curriculum Map: PSHE
'Me and My Relationships'**



Belonging

- we create a welcoming and inclusive environment, where every pupil feels valued, respected and supported. We accept and support diversity, nurture a strong sense of community and ensure every pupil knows they are an important part of our school family. We teach them their moral place within our school and the wider world, empowering them to thrive as future citizens.

Relationships

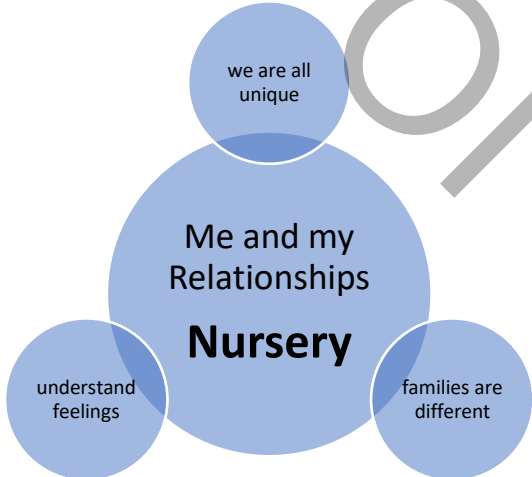
- we foster positive, strong relationships between pupils, staff and families. We equip children with the social and emotional skills needed to form healthy connections, working collaboratively, and resolving conflicts in a constructive way.

Health and Well-being

- we are committed to promoting the physical, emotional and mental well-being of our pupils. We empower our children with the knowledge and skills to make healthy choices, moral choices, build resilience, and develop life-long habits that support their overall well-being.

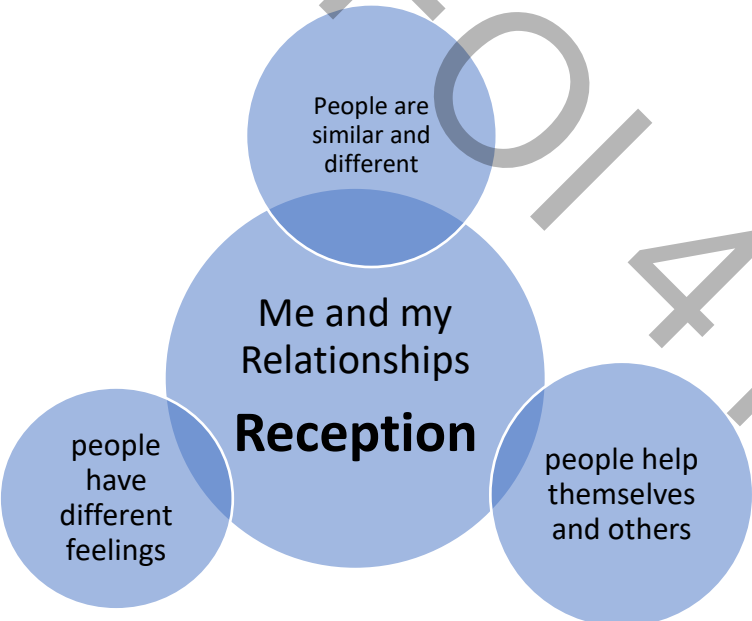
Personal Safety

- our school is a safe and nurturing space where children learn how to protect themselves and others. We teach children about personal boundaries, online safety, and how to seek help when needed, ensuring they grow in confidence and independence.

Nursery	Me and my Relationships	
	<p><u>End-point Skills:</u></p> <ul style="list-style-type: none"> • I can share my feelings with others. • I can name the important people in my life (including those who look after me). • I can talk about what my strengths are (what I'm good at) and what I enjoy. 	
	<p><u>Key Vocabulary:</u></p>	<p><u>Possible enhancements:</u></p>
<p><u>Possible SCARF lessons:</u></p>		
<p>Marvellous me!</p>	<ul style="list-style-type: none"> • Share their likes and dislikes with their friends and adults in their classroom • Name the different features of their face and parts of their body • Use their senses to explore the world around them 	
<p>I'm special</p>	<ul style="list-style-type: none"> • Speak positively about themselves • Name different feelings and possible causes • Name some key adults who can help them when feeling sad/worried/scared 	
<p>People who are special to me</p>	<ul style="list-style-type: none"> • Talk about their families and special people 	

	<ul style="list-style-type: none">• Name those who care for them and keep them safe• Describe the different types of homes
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Reception	Me and my Relationships	
	<p><u>End-point Skills:</u></p> <ul style="list-style-type: none"> • I can recognise and be sensitive to the differences of others. • I can name people who help me and describe ways to help others. • I can talk about feelings and what can cause them. • I can tell you which trusted adults I can ask for help. • I can help a friend if they are sad or worried. 	
	<p><u>Key Vocabulary:</u></p>	<p><u>Possible enhancements:</u></p>
<p><u>Possible SCARF lessons:</u></p>		
<p>All about me</p>	<ul style="list-style-type: none"> • Talk about their own interests. • Talk about their families. • Talk about how they are the same or different to others. 	
<p>What makes me special</p>	<ul style="list-style-type: none"> • Share their favourite interests and objects. • Talk about themselves positively. 	


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	<ul style="list-style-type: none">• Listen to what others say and respond.
Me and my special people	<ul style="list-style-type: none">• Talk about the important people in their lives.• Understand that we have different special people.• Name key people outside of families that care for them.
Who can help me?	<ul style="list-style-type: none">• Talk about when they might feel unsafe or unhappy.• Name the people who will help them.• Notice when a friend is in need at school and help them.
My feelings	<ul style="list-style-type: none">• Describe different emotions.• Explore how we feel at certain times or events.• Identify ways to change feelings and calm down.
My feelings (2)	<ul style="list-style-type: none">• Identify events that can make a person feel sad.• Suggest ways in which they can help a friend who is sad.• Choose ways to help themselves when they feel sad.

Year 1	Me and my Relationships		
		<p><u>End-point skills:</u></p> <ul style="list-style-type: none"> • I can name different feelings and how they might make me behave. • I can suggest ways of dealing with 'not so good' feelings and how to help others. • I can recognise when I need help and who to ask. • I can listen to others and wait my turn to speak. • I can tell you which trusted adults at home and school keep me safe. 	
		<p><u>Key Vocabulary:</u></p> <p>rules safe responsibility work together hurt help feelings behaviour</p>	<p>body language emotions safe support listening heal friendship making up</p> <p><u>Possible enhancements:</u></p>
<u>Possible SCARF lessons:</u>			
Why we have classroom rules?	<ul style="list-style-type: none"> • Understand that classroom rules help everyone to learn and be safe; • Explain their classroom rules and be able to contribute to making these. 		
How are you listening? (Oracy- listening ladder)	<ul style="list-style-type: none"> • Demonstrate attentive listening skills; 		

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	<ul style="list-style-type: none">• Suggest simple strategies for resolving conflict situations;• Give and receive positive feedback, and experience how this makes them feel.
Thinking about feelings (ZoR)	<ul style="list-style-type: none">• Recognise how others might be feeling by reading body language/facial expressions;• Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)
Our feelings (ZoR)	<ul style="list-style-type: none">• Identify a range of feelings;• Identify how feelings might make us behave:• Suggest strategies for someone experiencing 'not so good' feelings to manage these.
Feelings and bodies	<ul style="list-style-type: none">• Recognise that people's bodies and feelings can be hurt;• Suggest ways of dealing with different kinds of hurt.
Good friends	<ul style="list-style-type: none">• Identify simple qualities of friendship;• Suggest simple strategies for making up.

Year 2	Me and my Relationships		
 <p style="text-align: center;">Me and my Relationships Year 2</p>		<p><u>End-point skills:</u></p> <ul style="list-style-type: none"> • I understand we have different ways to express our feelings. • I can express my feelings in a safe, controlled way. • I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. • I can tell someone how they are making me feel. • I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend. 	
		<p><u>Key Vocabulary:</u></p> <p>feelings showing feelings help feelings help friendly friendship bullying teasing repeated regular</p> <p>happy safe caring friendly rules bullying repeated bullying help don't do that</p>	<p><u>Possible Enhancements:</u></p>
<p><u>Possible SCARF lessons:</u></p>			
<p>Our ideal classroom (1)</p>	<ul style="list-style-type: none"> • Suggest actions that will contribute positively to the life of the classroom; • Make and undertake pledges based on those actions. 		
<p>Our ideal classroom (2)</p>	<ul style="list-style-type: none"> • Take part in creating and agreeing classroom rules. 		
<p>How are you feeling today?</p>	<ul style="list-style-type: none"> • Use a range of words to describe feelings; 		

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	<ul style="list-style-type: none"> ● Recognise that people have different ways of expressing their feelings; ● Identify helpful ways of responding to other's feelings.
Let's all be happy!	<ul style="list-style-type: none"> ● Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); ● Explain where someone could get help if they were being upset by someone else's behaviour.
Being a good friend	<ul style="list-style-type: none"> ● Recognise that friendship is a special kind of relationship; ● Identify some of the ways that good friends care for each other.
Types of bullying	<ul style="list-style-type: none"> ● Explain the difference between bullying and isolated unkind behaviour; ● Recognise that there are different types of bullying and unkind behaviour; ● Understand that bullying and unkind behaviour are both unacceptable ways of behaving.
Don't do that!	<ul style="list-style-type: none"> ● Understand and describe strategies for dealing with bullying; ● Rehearse and demonstrate some of these strategies.
Bullying or teasing? (OPTIONAL)	<ul style="list-style-type: none"> ● Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; ● Identify situations as to whether they are incidents of teasing or bullying.

Year 3	Me and my Relationships		
<p>Me and my Relationships Year 3</p> <p>rules keep me safe and happy</p> <p>people have different ideas and opinions</p> <p>people help themselves and others</p>		<p>End-point skills:</p> <ul style="list-style-type: none"> • I can communicate my feelings and use this to try to manage my emotions. • I can collaborate with a team to achieve a goal. • I can accept I may not always agree with others. • I can listen and share my opinions respectfully. • I can say why friends may fall out and how they can make up. • I know how to look after my friends and stay friends. 	
		<p>Key Vocabulary:</p> <p>rules safety friendship falling out continuum opinions respectful courteous challenging dare persuade feelings</p> <p>making up compromise conflict point of view collaborate cooperate strategies point of view calm apologise listen making up responsibility care loss feelings</p>	<p>Possible Enhancements:</p>
<p>Possible SCARF lessons to support:</p>			
As a rule	<ul style="list-style-type: none"> • Explain why we have rules; • Explore why rules are different for different age groups, in particular for internet-based activities; • Suggest appropriate rules for a range of settings; 		

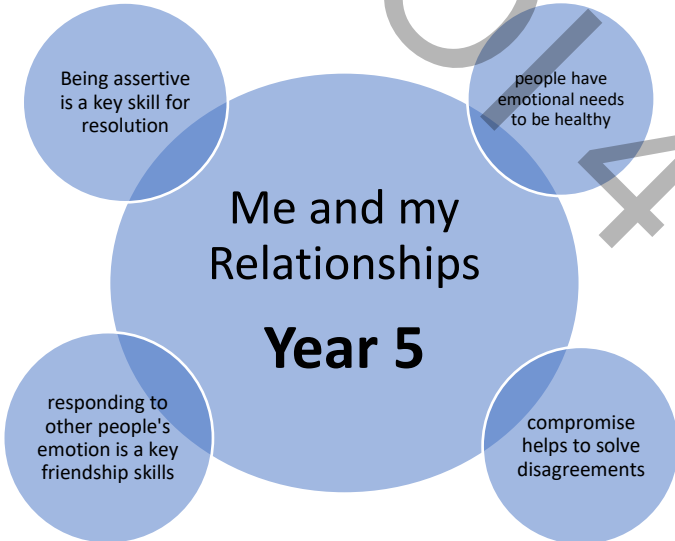
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	<ul style="list-style-type: none">• Consider the possible consequences of breaking the rules.
Looking after our special people	<ul style="list-style-type: none">• Identify people who they have a special relationship with;• Suggest strategies for maintaining a positive relationship with their special people.
How can we solve this problem?	<ul style="list-style-type: none">• Rehearse and demonstrate simple strategies for resolving given conflict situations.
Friends are special	<ul style="list-style-type: none">• Identify qualities of friendship;• Suggest reasons why friends sometimes fall out;• Rehearse and use, now or in the future, skills for making up again.
Thunks	<ul style="list-style-type: none">• Express opinions and listen to those of others;• Consider others' points of view;• Practise explaining the thinking behind their ideas and opinions.
Dan's dare	<ul style="list-style-type: none">• Explain what a dare is;• Understand that no-one has the right to force them to do a dare;• Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.

Year 4	Me and my Relationships		
		<p>End-point Skills:</p> <ul style="list-style-type: none"> • I can talk about how feelings change and be different for others. • I can read different emotions by a person's body language. • I can say 'no' in a calm and controlled way. • I can name some qualities or strategies that help teamwork. I am aware of others and their needs when working together. • I can say what to do if I am, or a friend is, hurt or bullied by another person. • I can recognise the qualities of a healthy relationship. 	
		<p>Key Vocabulary:</p> <p>positive, healthy relationship respect responsibilities qualities excluded assertive aggressive negotiate unkind tease bully pressure independent</p> <p>friendly rude aggressive assertive face-to-face compromise respectful feelings physical effects facial expressions body language</p>	<p>Possible enhancements:</p>
<p>Possible SCARF lessons to support:</p>			
Human machines	<ul style="list-style-type: none"> • Demonstrate strategies for working on a collaborative task; • Define successful qualities of teamwork and collaboration. 		
Ok or not ok? (part 1)	<ul style="list-style-type: none"> • Explain what we mean by a 'positive, healthy relationship'; 		

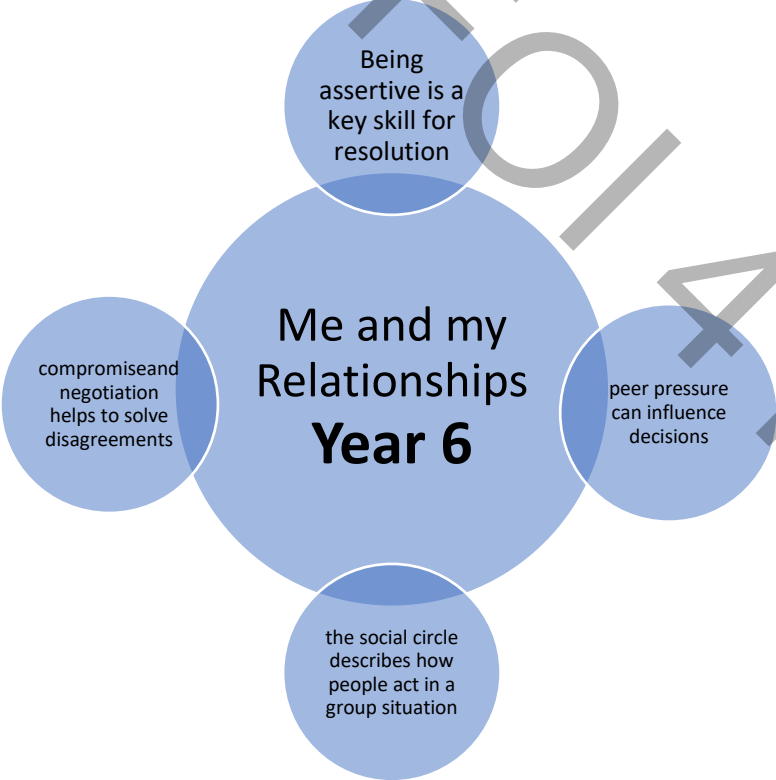
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	<ul style="list-style-type: none"> • Describe some of the qualities that they admire in others.
Ok or not ok? (part 2)	<ul style="list-style-type: none"> • Recognise that there are times when they might need to say 'no' to a friend; • Describe appropriate assertive strategies for saying 'no' to a friend.
An email from Harold!	<ul style="list-style-type: none"> • Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; • Explain how different words can express the intensity of feelings.
Different feelings	<ul style="list-style-type: none"> • Identify a wide range of feelings; • Recognise that different people can have different feelings in the same situation; • Explain how feelings can be linked to physical state.
When feelings change (OPTIONAL)	<ul style="list-style-type: none"> • Demonstrate a range of feelings through their facial expressions and body language; • Recognise that their feelings might change towards someone or something once they have further information.
Under pressure	<ul style="list-style-type: none"> • Give examples of strategies to respond to being bullied, including what people can do and say; • Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.

Year 5	Me and my Relationships		
		<p><u>End-point Skills:</u></p> <ul style="list-style-type: none"> • I can be assertive to keep myself happy, healthy and safe. • I can use strategies to resolve arguments or disagreements. • I can reflect on my behaviour, attitudes and qualities. • I am aware of the warning signs that a relationship could be unhealthy or unsafe. • I can manage my emotional needs and any risks to them. • I can respond to emotions according to the situation and person. 	
		<p><u>Key Vocabulary:</u></p> <p>Collaborate compromise conflict negotiation resolution body language face-to-face non-verbal tone of voice insensitive sensitive</p> <p>unsafe unhealthy relationship verbal abuse physical abuse sexual abuse uncomfortable touching emotion / emotional needs aggressive assertive passive</p>	<p><u>Possible enhancements:</u></p>

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Possible SCARF lessons to support:	
Collaboration Challenge!	<ul style="list-style-type: none"> ● Explain what collaboration means; ● Give examples of how they have worked collaboratively; ● Describe the attributes needed to work collaboratively.
Give and take	<ul style="list-style-type: none"> ● Explain what is meant by the terms negotiation and compromise; ● Describe strategies for resolving difficult issues or situations.
Communication	<ul style="list-style-type: none"> ● Understand that online communication can be misinterpreted; ● Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.
How good a friend are you?	<ul style="list-style-type: none"> ● Demonstrate how to respond to a wide range of feelings in others; ● Give examples of some key qualities of friendship; ● Reflect on their own friendship qualities.
Relationship cake recipe (optional)	<ul style="list-style-type: none"> ● Identify what things make a relationship unhealthy; ● Identify who they could talk to if they needed help.
Our emotional needs	<ul style="list-style-type: none"> ● Recognise basic emotional needs, understand that they change according to circumstance; ● Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks
Being assertive	<ul style="list-style-type: none"> ● Identify characteristics of passive, aggressive and assertive behaviours; ● Understand and rehearse assertiveness skills.

Year 6	Me and my Relationships		
		<p>End-point Skills:</p> <ul style="list-style-type: none"> • I can work through challenges I have with my friends with respect, assertiveness and understanding. • I can give examples of negotiation and compromise. I can use these skills in practical situations. • <i>I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.</i> • I can use assertive behaviours to keep myself safe from peer influence or pressure. • I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. 	
		<p>Key Vocabulary:</p> <p>Teamwork Collaboration Compromise sensitive thoughtful response</p> <p>Negotiation respectful assertive balanced friendship resolution assertiveness peer pressure illegal appropriate inappropriate</p>	<p>Possible enhancements:</p>
<p>Possible SCARF lessons to support:</p>			
Working together	<ul style="list-style-type: none"> • Demonstrate a collaborative approach to a task; • Describe and implement the skills needed to do this. 		

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Let's negotiate	<ul style="list-style-type: none"> ● Explain what is meant by the terms 'negotiation' and 'compromise'; ● Suggest positive strategies for negotiating and compromising within a collaborative task; ● Demonstrate positive strategies for negotiating and compromising within a collaborative task.
Solve the friendship problem	<ul style="list-style-type: none"> ● Recognise some of the challenges that arise from friendships; ● Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.
Dan's Day (optional)	<ul style="list-style-type: none"> ● Describe the consequences of reacting to others in a positive or negative way; ● Suggest ways that people can respond more positively to others.
Behave yourself	<ul style="list-style-type: none"> ● Recognise and empathise with patterns of behaviour in peer-group dynamics; ● Recognise basic emotional needs and understand that they change according to circumstance; ● Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.
Assertiveness skills	<ul style="list-style-type: none"> ● List some assertive behaviours; ● Recognise peer influence and pressure; ● Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
Don't force me (optional) <i>may be best left until later in the term to link with RSE</i>	<ul style="list-style-type: none"> ● Describe ways in which people show their commitment to each other; ● Know the ages at which a person can marry, depending on whether their parents agree; ● Understand that everyone has the right to be free to choose who and whether to marry.
Acting appropriately <i>may be best left until later in the term to link with RSE</i>	<ul style="list-style-type: none"> ● Recognise that some types of physical contact can produce strong negative feelings; ● Know that some inappropriate touch is also illegal.
The Social circle (Not SCARF)	<ul style="list-style-type: none"> ● Children understand their role in a social circle ● Recognise what they can do to move from the follower group into the upstander group



CHALLENGE

ACCESSIBILITY

COMMUNICATION

ENGAGEMENT

Curriculum Map: PSHE

'No Outsiders' (Valuing Difference)



Belonging

- we create a welcoming and inclusive environment, where every pupil feels valued, respected and supported. We accept and support diversity, nurture a strong sense of community and ensure every pupil knows they are an important part of our school family. We teach them their moral place within our school and the wider world, empowering them to thrive as future citizens.

Relationships

- we foster positive, strong relationships between pupils, staff and families. We equip children with the social and emotional skills needed to form healthy connections, working collaboratively, and resolving conflicts in a constructive way.

Health and Well-being

- we are committed to promoting the physical, emotional and mental well-being of our pupils. We empower our children with the knowledge and skills to make healthy choices, moral choices, build resilience, and develop life-long habits that support their overall well-being.

Personal Safety

- our school is a safe and nurturing space where children learn how to protect themselves and others. We teach children about personal boundaries, online safety, and how to seek help when needed, ensuring they grow in confidence and independence.

Reception		No Outsiders for Valuing Difference	
Book	Learning Intention	End-point skills	
You Choose	I can choose	I can make my own decisions I can tell you things I like / don't like I can ask others what they think	
Red Rockets & Rainbow Jelly	It's okay to like different things	I know my friends can like different things to me I know we can still be friends	
Hello Hello	To say hello	I know in my class we are not all the same I know we are different	

St. Clement's PSHE Medium Term Planning 2025: No Outsiders (Valuing Difference)

		<p>I know I can make friends with different people</p> <p>I know how to make friends</p>
Blue chameleon	To make a friend	<p>I know everyone is different in my class</p> <p>I can make friends with anyone</p>
The family book	To understand all families are different	<p>I know what a family is</p> <p>I know what families can look like</p> <p>I know all families are different</p>
Super duper you	To think about what makes me different	<p>I know there are lots of things about me</p> <p>I know my feelings can change</p> <p>I know I am growing up and I can change</p>

St. Clement's PSHE Medium Term Planning 2025: No Outsiders (Valuing Difference)

Year 1		No Outsiders for Valuing Difference	
Book	Learning Intention	End-point skills	
Elmer	I like the way I am	I know ways we are different I know how to welcome people	
I love me	To like myself	I know I am different I can tell you how I am different I can tell you what is great about me	

St. Clement's PSHE Medium Term Planning 2025: No Outsiders (Valuing Difference)

Going to the volcano	To join in	<p>I know how it feels to join in</p> <p>I know how it feels to be left out</p> <p>I can let people join my games</p>
Errol's garden	To ask for help	<p>I know I can ask for help if I need it</p> <p>I know how to ask for help</p> <p>I know how to respond if someone asks for help</p>
The boy who loved everyone	To make you feel welcome	<p>I know we all have feelings</p> <p>I can choose when to share my feelings</p> <p>I can choose how to share my feelings</p>
Bathe the cat	To work together	<p>I know all houses get messy</p> <p>I know families can work together to clean the house</p> <p>I can work as a team and solve a messy problem</p>

St. Clement's PSHE Medium Term Planning 2025: No Outsiders (Valuing Difference)

Year 2		No Outsiders for Valuing Difference	
Book	Learning Intention	End-point skills	
Can I join your club?	To welcome different people	I have friends who are different to me I don't leave people out	
Splash	I know I can be what I want to be	I know we all have dreams I know sometimes dreams can seem impossible to achieve I know why it is important not to give up	
Amazing	To consider what makes a good friend	I know what a friend is I know how to be a good friend	

St. Clement's PSHE Medium Term Planning 2025: No Outsiders (Valuing Difference)

How to be a lion	To have self-confidence	<p>I know we are all different</p> <p>I know sometimes people want you to change</p> <p>I know what confidence is</p> <p>I know how to help someone feel more confident</p>
Is that your mama	To know all families look different	<p>I know what a family is</p> <p>I know families look different</p> <p>I can tell you about different kinds of families</p>
The perfect fit	To know I fit in	<p>I know how it feels to join a game</p> <p>I know how it feels to be left out of a game</p> <p>I can think of ways to make sure everyone can join in</p>

St. Clement's PSHE Medium Term Planning 2025: No Outsiders (Valuing Difference)

Year 3		No Outsiders for Valuing Difference	
Book	Learning Intention	End-point skills	
This is our house	To understand what discrimination means	I know what discrimination is I can recognise discrimination I know how to make sure discrimination doesn't happen in my class	
We're all wonders	To find my wonder	I know we are all different I know sometimes people try to fit in I know why people sometimes try to fit in	

St. Clement's PSHE Medium Term Planning 2025: No Outsiders (Valuing Difference)

		<p>I can recognise my differences</p> <p>I am proud of my differences</p>
The truth about old people	To recognise a stereotype	<p>I know what a stereotype is</p> <p>I can recognise a stereotype</p> <p>I can challenge stereotypes</p>
I am Nefertiti	To show respect	<p>I know everyone has a name</p> <p>I know why names are important</p> <p>I know why I don't get to decide what to call you</p>
Shin Lin's Grandpa	To show welcoming behaviour	<p>I know we were all new in class once</p> <p>I can remember how it feels when you don't know anyone</p> <p>I can show empathy</p>
Aalfred and Aalbert	To find common ground	<p>I know that we have more things in common than divide us</p>

St. Clement's PSHE Medium Term Planning 2025: No Outsiders (Valuing Difference)

Year 4		No Outsiders for Valuing Difference	
Book	Learning Intention	End-point skills	
Red: a crayon's story	To help someone be who they are	I know sometimes people change I know what judgement is I know how to be non-judgemental	
When sadness comes to call	To look after my mental health	I know what mental health is I can recognise when I am feeling sad or unhappy I have strategies to make myself feel better	
Julian is a mermaid	To show acceptance	I know people can choose what to wear	

St. Clement's PSHE Medium Term Planning 2025: No Outsiders (Valuing Difference)

		<p>I know people in my community wear different things</p> <p>I can be accepting of differences</p>
My beautiful voice	To speak up	<p>I know I have a voice</p> <p>I can choose to use my voice to share up my ideas</p> <p>I know sometimes it feels hard to speak out</p> <p>I can find ways to speak up when I'm nervous</p>
Remixed	To understand how families change	<p>I know how families can change</p> <p>I know change can be hard to manage</p> <p>I understand changes are often out of my control</p>
My brother George	To consider how my language affects others	<p>I know we are different</p> <p>I know what judgement is</p> <p>I know I can choose how to respond in a situation</p> <p>I know how my language can affect others</p>

St. Clement's PSHE Medium Term Planning 2025: No Outsiders (Valuing Difference)

Year 5		No Outsiders for Valuing Difference	
Book	Learning Intention	End-point skills	
The girls	To explore friendship	I know what a good friend is I know how important friendship is I know sometimes friendships can go wrong I value people around me	
The boys	To check in with people	I know how to work as a team I know how mental health can be affected by friendship I know how to make someone feel valued	

St. Clement's PSHE Medium Term Planning 2025: No Outsiders (Valuing Difference)

<p>And Tango makes three</p>	<p>To exchange dialogue and express opinion</p>	<p>I know there are different ideas about equality around the world I can listen to ideas and respond I can show respect when I disagree I know it's ok to disagree</p>
<p>My shadow is pink</p>	<p>To find self-acceptance</p>	<p>I know we are all different I know some people hide who they really are I know what acceptance is I know how to help someone be proud of who they are</p>
<p>Mixed</p>	<p>To consider responses to racist behaviour</p>	<p>I can recognise racism when I see it I know how to challenge racist ideas</p>
<p>Milo imagines the world</p>	<p>To try not to judge by appearance</p>	<p>I know appearance can deceive I know it's hard not to judge someone on their appearance I know what non-judgemental means I know how I can try to remain non-judgemental</p>
<p>A day in the life of Marlon Bundo (Optional)</p>	<p>To consider democracy</p>	<p>I know what a democracy is I know how democracy fits into British values I know we live in a democracy I know how laws can change</p>

St. Clement's PSHE Medium Term Planning 2025: No Outsiders (Valuing Difference)

Year 6		No Outsiders for Valuing Difference	
Book	Learning Intention	End-point skills	
The island	To consider the causes of racism	I know what prejudice is (<i>prejudice is do with attitude, discrimination is to do with the action</i>) I can recognise prejudice I know what can happen if prejudice is not challenged I know ways I can challenge prejudice	
Introducing Teddy	To show acceptance and non-judgement	I know we all change as we grow older I know sometimes people can hide the person they really are I know how to make sure my friends trust me	

St. Clement's PSHE Medium Term Planning 2025: No Outsiders (Valuing Difference)

The proudest blue	To consider how new experiences affect us	I know how people in my community are different I can show respect to people different to me
You need to chill	To consider responses to change	I know we are all different I know what judgement is I can choose to respond in a judgement or non-judgemental way
You're so amazing!	To consider attitudes towards disability	I know there are often judgemental attitudes in society about disability I can work to break down those attitudes
Saving the butterfly	To consider how experiences shape us	I know people have different experiences that affect their behaviour I know how to give someone space when they need it I know sometimes people need time to be ok I can give someone space and time if they need it



CHALLENGE

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**Curriculum Map: PSHE
'Rights and Respect'**



Belonging

- we create a welcoming and inclusive environment, where every pupil feels valued, respected and supported. We accept and support diversity, nurture a strong sense of community and ensure every pupil knows they are an important part of our school family. We teach them their moral place within our school and the wider world, empowering them to thrive as future citizens.

Relationships

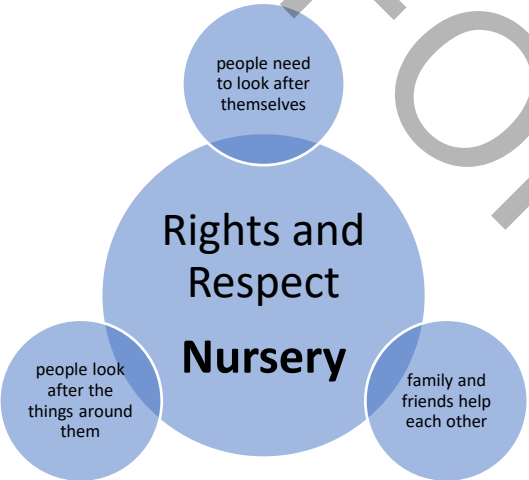
- we foster positive, strong relationships between pupils, staff and families. We equip children with the social and emotional skills needed to form healthy connections, working collaboratively, and resolving conflicts in a constructive way.

Health and Well-being

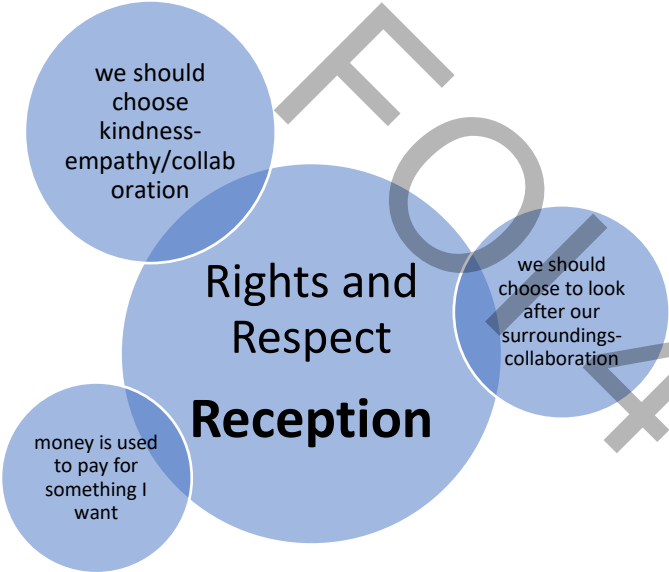
- we are committed to promoting the physical, emotional and mental well-being of our pupils. We empower our children with the knowledge and skills to make healthy choices, moral choices, build resilience, and develop life-long habits that support their overall well-being.

Personal Safety

- our school is a safe and nurturing space where children learn how to protect themselves and others. We teach children about personal boundaries, online safety, and how to seek help when needed, ensuring they grow in confidence and independence.

Nursery	Rights and Respect	
	<p>End-point skills:</p> <ul style="list-style-type: none"> • I can make some healthy choices. • I can help my family and friends. • I can make caring choices for my world. 	
	<p>Key Vocabulary:</p> <p>clean / choice / body / food / home / family / friends / care / world</p>	<p>Possible enhancements:</p>
<p>Possible SCARF lessons:</p>		
<p>Looking after myself</p>	<ul style="list-style-type: none"> • Talk about how healthy food and keeping clean can help our bodies; • Name some healthy foods; • Try new experiences. 	
<p>Looking after others</p>	<ul style="list-style-type: none"> • Name some activities that they can do to help out at home; • Talk about how they can look after other members of their family; • Talk about how they can look after their friends. 	
<p>Looking after my environment</p>	<ul style="list-style-type: none"> • Show care and respect for their home and learning environments; • Talk about what is special within the natural world; • Name some ways in which they can help their world. 	

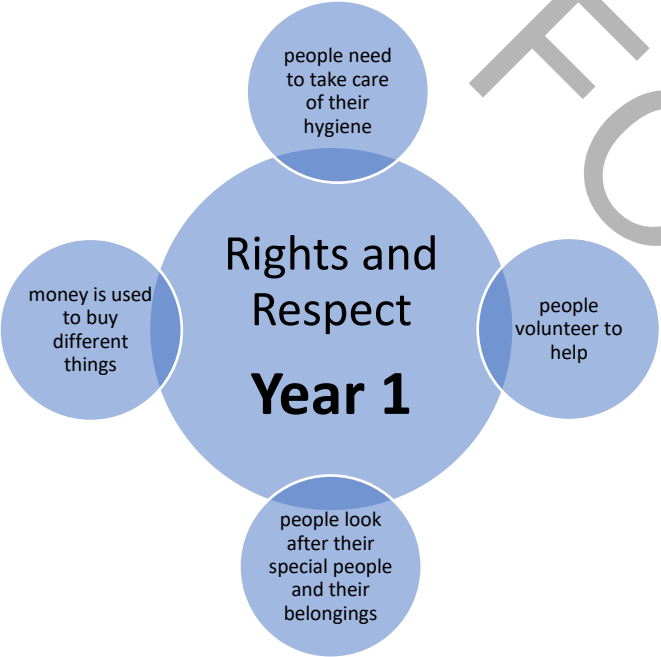
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Reception	Rights and Respect		
		<p>End-point skills:</p> <ul style="list-style-type: none"> • I can be kind to friends and others. • I can help to clean and tidy my home and classroom • I can tell you some ways to look after our world. • I can be kind to friends and others. • I can talk about what money is used for. 	
		<p>Key Vocabulary:</p> <p>kindness / working together / look after / clean / tidy / friends / money</p>	<p>Possible enhancements:</p>
<p>Possible SCARF lessons:</p>			
<p>Looking after my special people</p>	<ul style="list-style-type: none"> • Name the special people in their lives; • Understand that our special people can be different to those of others. 		
<p>Looking after my friends</p>	<ul style="list-style-type: none"> • Talk about why friends are important and how they help us; • Identify ways to care for a friend in need; • Identify ways to help others in their community. 		
<p>Being helpful at home and caring for our classroom</p>	<ul style="list-style-type: none"> • Identify ways in which they help at home; • Recognise the importance of taking care of a shared environment; • Name ways in which they can look after their learning environment. 		
<p>Caring for our world</p>	<ul style="list-style-type: none"> • Think about what makes the world special and beautiful; • Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less; • Talk about what can happen to living things if the world is not cared for. 		

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Looking after money (1): recognising, spending, using	<ul style="list-style-type: none">• Recognise coins and other items relating to money;• Identify the uses of money.
Looking after money (2): saving money and keeping it safe	<ul style="list-style-type: none">• Talk about why it's important to keep money safe;• Identify ways to save money;• Talk about why we save money.

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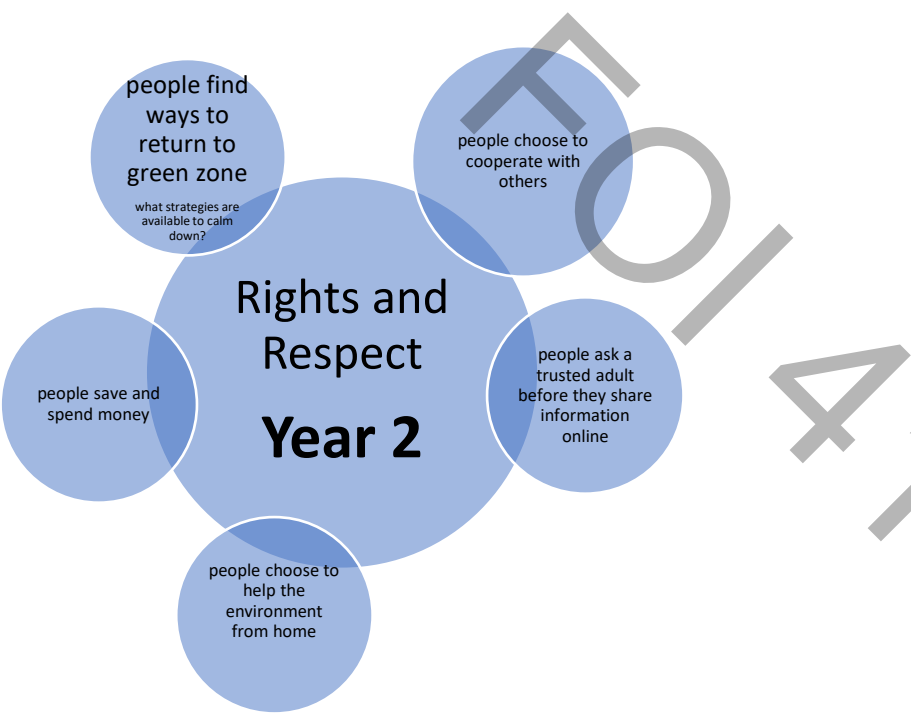
Year 1	Rights and Respect		
		<p><u>End-point skills:</u></p> <ul style="list-style-type: none"> • I can wash my hands correctly. • I can name ways to look after my home and school. • I can volunteer to help. • I can look after a special person or thing. • I can tell you some things that money is spent on. • I can get help if someone has hurt themselves. 	
		<p><u>Key Vocabulary:</u></p> <p>clean / environment / routine / first aid / spending / litter / risk / responsibility / danger / safe / help / money / saving / environment / look after / responsible</p>	<p><u>Possible enhancements:</u></p>
<p><u>Possible SCARF lessons:</u></p>			
Harold has a bad day	<ul style="list-style-type: none"> • Recognise how a person's behaviour (including their own) can affect other people. 		
Around and about the school	<ul style="list-style-type: none"> • Identify what they like about the school environment; • Recognise who cares for and looks after the school environment. 		
Taking care of something	<ul style="list-style-type: none"> • Demonstrate responsibility in looking after something (e.g. a class pet or plant); • Explain the importance of looking after things that belong to themselves or to others. 		
Harold's money	<ul style="list-style-type: none"> • Explain where people get money from; • List some of the things that money may be spent on in a family home. 		
How should we look after our money?	<ul style="list-style-type: none"> • Recognise that different notes and coins have different monetary value; • Explain the importance of keeping money safe; 		

St. Clement's PSHE Medium Term Planning 2024: Rights and Respect

	<ul style="list-style-type: none">• Identify safe places to keep money;• Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).
Basic first aid	<ul style="list-style-type: none">• See link to external resources for further information.

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Year 2	Rights and Respect	
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End-point skills:

- I can make choices that help me play and work well with others.
- I can use some strategies when I feel upset or angry.
- I can name some ways I can look after my environment.
- I can make choices with money.

Key Vocabulary:

share / listen / calm / erupt / control / ask for help / unsettled / home / school / feelings

Possible Enhancements:

Possible SCARF lessons:


Getting on with others	<ul style="list-style-type: none"> • Describe and record strategies for getting on with others in the classroom.
When I feel like erupting	<ul style="list-style-type: none"> • Explain, and be able to use, strategies for dealing with impulsive behaviour.
Feeling safe	<ul style="list-style-type: none"> • Identify special people in the school and community who can keep them safe; • Know how to ask for help.
Playing games	<ul style="list-style-type: none"> • Know the importance of keeping personal information private, when online and only talking to people they know in real life; • Know that they can tell an adult they trust if anything happens that makes them worried.
Online relationships	<ul style="list-style-type: none"> • I can explain who I should ask before sharing things about myself or others online.(project evolve) https://projectevolve.co.uk/toolkit/resources/content/online-relationships/early-years-7/i-can-explain-who-i-should-ask-before-sharing-things-about-myself-or-others-online/?from=years
Harold saves for something special	<ul style="list-style-type: none"> • Understand that people have choices about what they do with their money;

St. Clement's PSHE Medium Term Planning 2024: Rights and Respect

	<ul style="list-style-type: none">• Know that money can be saved for a use at a future time;• Explain how they might feel when they spend money on different things.
Harold goes camping (OPTIONAL)	<ul style="list-style-type: none">• Recognise that money can be spent on items which are essential or non-essential;• Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.
How can we look after our environment?	<ul style="list-style-type: none">• Identify what they like about the school environment;• Identify any problems with the school environment (e.g. things needing repair);• Make suggestions for improving the school environment;• Recognise that they all have a responsibility for helping to look after the school environment.

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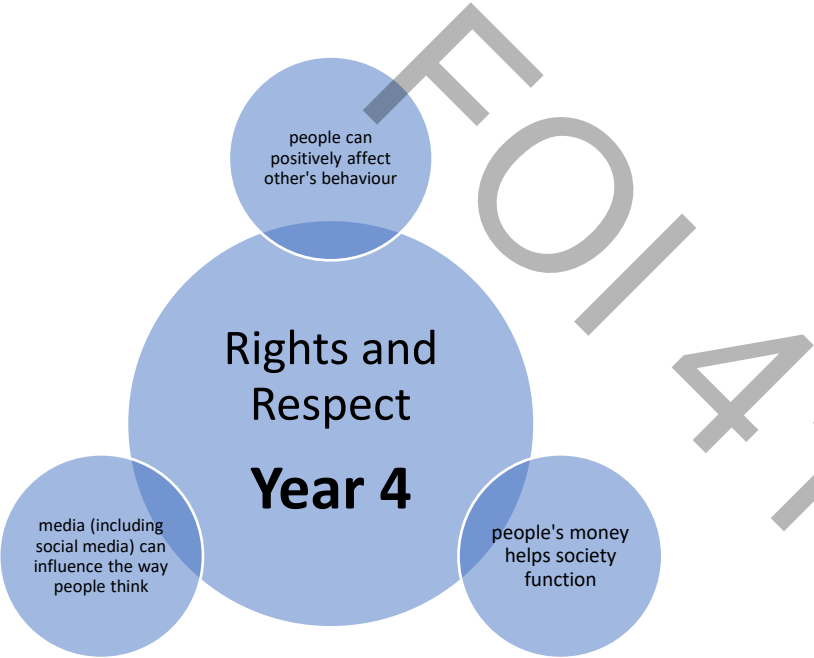
St. Clement's PSHE Medium Term Planning 2024: Rights and Respect

Year 3	Rights and Respect	
	<p>End-point skills:</p> <ul style="list-style-type: none"> • I can identify people who help me in different ways. • I can spot 'facts' and 'opinions' to help me share ideas. • I can identify different times and reasons to spend money. • I can give examples of how people earn money. • I can understand how money needs to be saved. 	
	<p>Key Vocabulary:</p> <p>Online / false check / safe / parent / adult / carer / search / fact / opinion / purchase / savings</p>	<p>Possible Enhancements:</p> <p>Inspiring the future volunteer: money and savings</p>
<p>Possible SCARF lessons:</p>		
<p>Helping each other to stay safe (revision and recall from Keeping safe)</p>	<ul style="list-style-type: none"> • Identify key people who are responsible for them to stay safe and healthy; • Suggest ways they can help these people. 	
<p>Recount task</p>	<ul style="list-style-type: none"> • Understand the difference between 'fact' and 'opinion'; • Understand how an event can be perceived from different viewpoints; • Plan, draft and publish a recount using the appropriate language. 	
<p>Our helpful volunteers</p>	<ul style="list-style-type: none"> • Define what a volunteer is; • Identify people who are volunteers in the school community; • Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. 	
<p>Can Harold afford it?</p>	<ul style="list-style-type: none"> • Understand the terms 'income', 'saving' and 'spending'; • Recognise that there are times we can buy items we want and times when we need to save for them; 	

St. Clement's PSHE Medium Term Planning 2024: Rights and Respect

	<ul style="list-style-type: none">• Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.);• Explain that people earn their income through their jobs;• Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.)
Earning money (combine with above?)	<ul style="list-style-type: none">• Explain that people earn their income through their jobs;• Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).
Environment	<ul style="list-style-type: none">• (taught elsewhere in English/Science)


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Year 4	Rights and Respect	
	<p>End-point Skills:</p> <ul style="list-style-type: none"> • I can name some responsibilities and rights that I have. • I can share ideas and make decisions that effect others. • I can give my own opinion based on facts, opinions and other influences. • I can give examples of how I can support others as a bystander. • I can explain how others have a financial responsibility to their families and community. • I can give examples of choices and decisions with money that will affect me. 	
	<p>Key Vocabulary:</p> <p>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</p>	<p>Possible enhancements</p> <p><i>RRS – Assembly on Rights (bullet point 1)</i></p>
<p>Possible SCARF lessons to support:</p>		
<p>Who helps us stay healthy and safe? (Keeping safe revision)</p>	<ul style="list-style-type: none"> • Explain how different people in the school and local community help them stay healthy and safe; • Define what is meant by 'being responsible'; • Describe the various responsibilities of those who help them stay healthy and safe; • Suggest ways they can help the people who keep them healthy and safe. 	
<p>It's your right (Assembly- RRS)</p>	<ul style="list-style-type: none"> • Understand that humans have rights and also need to respect the rights of other; • Identify some rights and also need to respect the rights of others that come with these rights. 	
<p>How do we make a difference?</p>	<ul style="list-style-type: none"> • Understand the reason we have rules; • Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); • Recognise that everyone can make a difference within a democratic process. 	

St. Clement's PSHE Medium Term Planning 2024: Rights and Respect

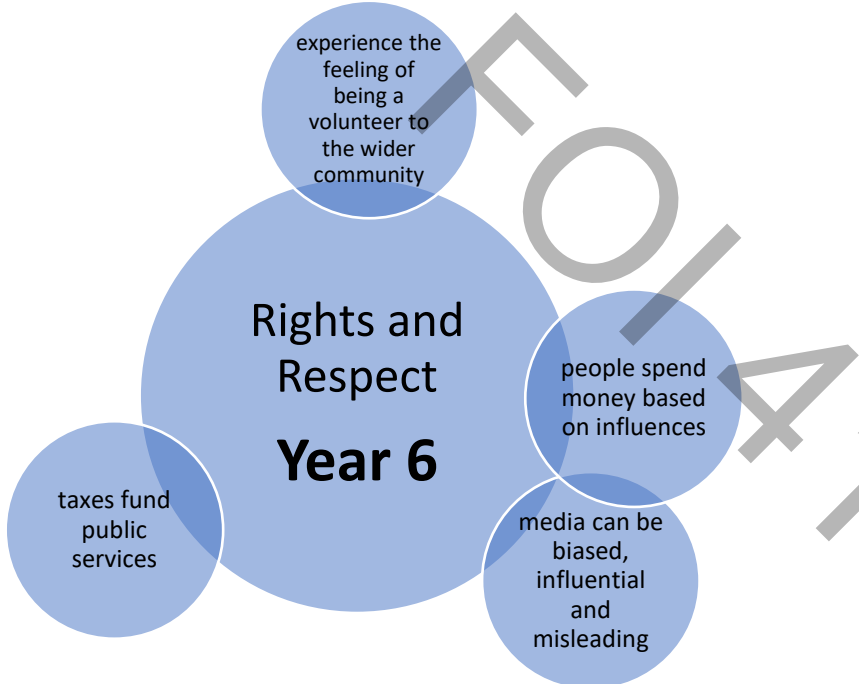
<p>In the news! (mix with project evolve lesson below)</p>	<ul style="list-style-type: none"> ● Define the word influence; ● Recognise that reports in the media can influence the way they think about an topic; ● Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.
<p>Managing Online Information</p>	<ul style="list-style-type: none"> ● I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. https://projectevolve.co.uk/toolkit/resources/content/managing-online-information/7-11/i-can-explain-the-difference-between-a-belief-an-opinion-and-a-fact-and-can-give-examples-of-how-and-where-they-might-be-shared-online-e-g-in-videos-memes-posts-news-stories-etc/?from=themes&id=3
<p>Safety in numbers</p>	<ul style="list-style-type: none"> ● Define the terms 'income' and 'expenditure'; ● List some of the items and services of expenditure in the school and in the home; ● Prioritise items of expenditure in the home from most essential to least essential.
<p>Harold's expenses (merge with above)</p>	<ul style="list-style-type: none"> ● Define the terms 'income' and 'expenditure'; ● List some of the items and services of expenditure in the school and in the home; ● Prioritise items of expenditure in the home from most essential to least essential.
<p>Why pay taxes?</p>	<ul style="list-style-type: none"> ● Explain what is meant by the terms 'income tax', 'Social Security' and 'GST'; ● Understand how a payslip is laid out showing both pay and deductions; ● Prioritise public services from most essential to least essential.

St. Clement's PSHE Medium Term Planning 2024: Rights and Respect

Year 5	Rights and Respect	
	<p>End-point Skills:</p> <ul style="list-style-type: none"> • I can develop ideas and opinions based on a current issue and challenge bias. • I can identify how the responsibilities of others impact me and my community. • I can give examples of barriers that can stop others following their responsibilities. • I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the environment. I can give real examples of each that relate to me. • I can suggest ways to spend and save money responsibly. • I can explain some things about finance and money (interest) 	
	<p>Key Vocabulary:</p> <p>councillors / environment / interests / rights / responsibility / debit / costs / borrow / credit / health / community group / public services / loan / council / exercise / vote / duties / sustainable / elections / bias</p>	<p>Possible enhancements:</p> <p><i>RRS – Assembly on rights, respect and duties</i></p> <p>Volunteers- visits from someone who volunteers - why do they do it?</p>
<p>Possible SCARF lessons to support:</p>		
<p>What's the story?</p>	<ul style="list-style-type: none"> • Identify, write and discuss issues currently in the media concerning health and wellbeing; • Express their opinions on an issue concerning health and wellbeing; • Make recommendations on an issue concerning health and wellbeing. (Teacher to choose appropriate new story) 	
<p>Fact or opinion? (combine with above)</p>	<ul style="list-style-type: none"> • Understand the difference between a fact and an opinion; • Understand what biased reporting is and the need to think critically about things we read. 	
<p>Mo makes a difference</p>	<ul style="list-style-type: none"> • Explain what we mean by the terms voluntary, community and pressure (action) group; • Give examples of voluntary groups, the kind of work they do and its value. 	
<p>Rights, respect and duties</p>	<ul style="list-style-type: none"> • Define the differences between respect, rights and duties; 	

St. Clement's PSHE Medium Term Planning 2024: Rights and Respect

(Assembly)	<ul style="list-style-type: none">• Discuss what can make them difficult to follow;• Identify the impact on individuals and the wider community if duties are not carried out.
Spending wisely	<ul style="list-style-type: none">• State the costs involved in producing and selling an item;• Suggest questions a consumer should ask before buying a product.
Lend us a fiver!	<ul style="list-style-type: none">• Define the terms loan, credit, debt and interest;• Suggest advice for a range of situations involving personal finance.

Year 6	Rights and Respect	
	<p>End-point Skills:</p> <ul style="list-style-type: none"> • I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means. • I can discuss the reasons why people post online and the positive and negative effects relating to social media. • I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers. • I can identify how people are influenced when they spend money (positive and negative). • I can describe how a group of people can make a change. I can reflect on my role in making a change in my community or environment. 	
	<p>Key Vocabulary:</p> <p>biased / elections / candidates / image / profile / interest / tax / stereotype / saving / cash / voting / shop local / debit card / reuse / pressure / public services / sustainable / recycling / unbiased / bank account / environmentally sustainable / online safety / social media / influence / misleading / consumers</p>	<p>Possible enhancements:</p>
<p>Possible SCARF lessons to support:</p>		
<p>Two sides to every story</p>	<ul style="list-style-type: none"> • Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; • Describe the language and techniques that make up a biased report; • Analyse a report also extract the facts from it. 	
<p>'Fakebook' Friends</p> <p><i>Better material found on Managing Online information theme from project evolve</i></p>	<ul style="list-style-type: none"> • Know the legal age (and reason behind these) for having a social media account; • Understand why people don't tell the truth and often post only the good bits about themselves, online; • Recognise that people's lives are much more balanced in real life, with positives and negatives. • Identify how companies will influence consumers with their spending. 	

St. Clement's PSHE Medium Term Planning 2024: Rights and Respect

<p>What's it worth?</p>	<ul style="list-style-type: none"> ● Explain some benefits of saving money; ● Describe the different ways money can be saved, outlining the pros and cons of each method; ● Describe the costs that go into producing an item; ● Suggest sale prices for a variety of items, taking into account a range of factors; ● Explain what is meant by the term interest.
<p>Jobs and taxes</p>	<ul style="list-style-type: none"> ● Recognise and explain that different jobs have different levels of pay and the factors that influence this; ● Explain the different types of tax (income tax and VAT) which help to fund public services; ● Evaluate the different public services and compare their value.
<p>Community project</p> <p>Seek out and offer volunteer services to a community project...</p>	<ul style="list-style-type: none"> ● Explain what we mean by the terms voluntary, community and pressure (action) group; ● Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. <hr/> <ul style="list-style-type: none"> ● That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; ● Continue to develop the skills to exercise these responsibilities.



CHALLENGE

ACCESSIBILITY

COMMUNICATION

ENGAGEMENT

Curriculum Map: Zones of Regulation



Belonging

- we create a welcoming and inclusive environment, where every pupil feels valued, respected and supported. We accept and support diversity, nurture a strong sense of community and ensure every pupil knows they are an important part of our school family. We teach them their moral place within our school and the wider world, empowering them to thrive as future citizens.

Relationships

- we foster positive, strong relationships between pupils, staff and families. We equip children with the social and emotional skills needed to form healthy connections, working collaboratively, and resolving conflicts in a constructive way.

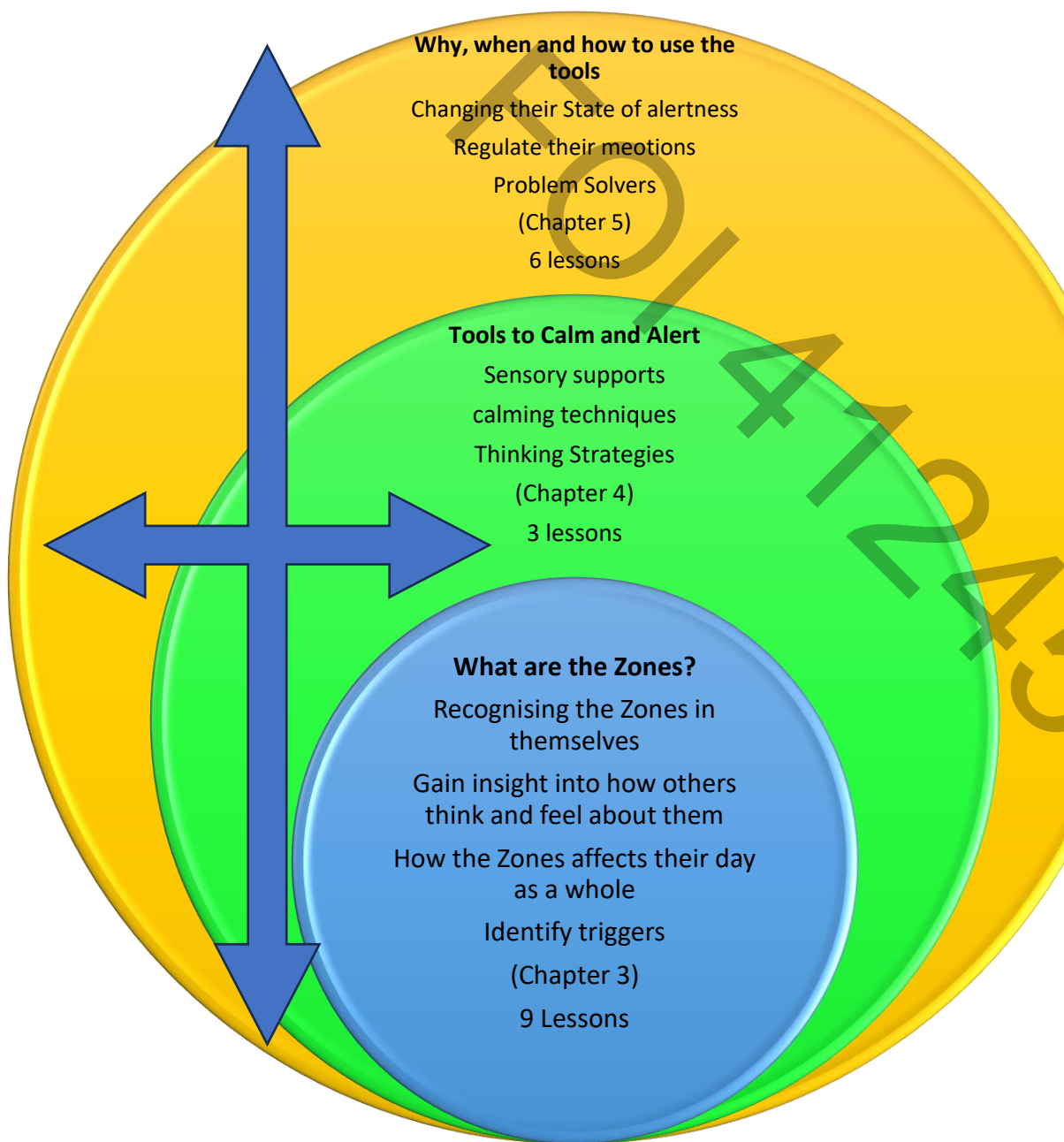
Health and Well-being

- we are committed to promoting the physical, emotional and mental well-being of our pupils. We empower our children with the knowledge and skills to make healthy choices, moral choices, build resilience, and develop life-long habits that support their overall well-being.

Personal Safety

- our school is a safe and nurturing space where children learn how to protect themselves and others. We teach children about personal boundaries, online safety, and how to seek help when needed, ensuring they grow in confidence and independence.

St. Clement's PSHE Curriculum Map: Zones of Regulation



This is the summary of learning that pupils will encounter on their journey through the Zones of Regulation at St Clement's.

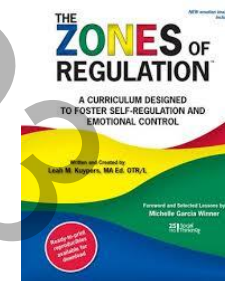
Unlike other areas in the curriculum, the level of emotional maturity can differ significantly within and across cohorts.

Therefore, mapping a number of lessons to a given Year group would not only be poor practice, but it would limit what certain children may be ready for, or need.

Instead, teachers should think about the needs of their pupils, where they are in their Zones learning and what would best support them in their emotional regulation.

However, within this curriculum map, lessons have been categorised to help teachers gauge how best to deliver the content. The essential whole class learning represents the key knowledge and skills that every pupil should have. The small group or individual learning may be only suitable for some, or best delivered in a more personal way.

We use the book resource as a starting point for lesson planning, terminology and resources. More can be found on the website also.



<https://zonesofregulation.com/>

For Pupils to learn about emotions

Lesson 1- Wall Posters the Zones

Lesson 2- Zones Bingo

Pre-teach lessons (Time for Refueling)

1- Expected + Unexpected Behaviours

2- Our Behaviour Impacts the Feelings of those around us

3- Good Thoughts vs Bad Thoughts

Lesson 3 The Zones in Video

Lesson 4- The Zones in Me

For Pupils to learn about awareness of emotions in themselves and others

Lesson 5- Understanding Different Perspectives

Lesson 6- Me in My Zones

Lesson 7- How Do I feel?

Lesson 8- Zones across the day

Lesson 9- Caution- Triggers Ahead!

For Pupils to learn strategies to cope in the different Zones

Lesson 10- Exploring Sensory Support

Lesson 11- Exploring Tools for Calming

Lesson 12- Exploring Tools- Thinking Strategies (Metacognition): Size of the Problem; Inner Coach vs Onner Critic; and Superflex vs Rock Brain

For Pupils to learn how to use tools in everyday life

Lesson 13- The Toolbox

Lesson 14- When to use Yellow Zone Tools

Lesson 15- Stop and Use a Tool

Lesson 16- Tracking my Tools

Lesson 17- Stop, Opt and Go

Lesson 18- Celebrating my use of tools

Essential whole-class learning

Possible small-group, or individual learning

Optional, non-essential learning

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CHALLENGE

ACCESSIBILITY

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Curriculum Map: PSHE 'Being my Best'



Belonging

- we create a welcoming and inclusive environment, where every pupil feels valued, respected and supported. We accept and support diversity, nurture a strong sense of community and ensure every pupil knows they are an important part of our school family. We teach them their moral place within our school and the wider world, empowering them to thrive as future citizens.

Relationships


- we foster positive, strong relationships between pupils, staff and families. We equip children with the social and emotional skills needed to form healthy connections, working collaboratively, and resolving conflicts in a constructive way.

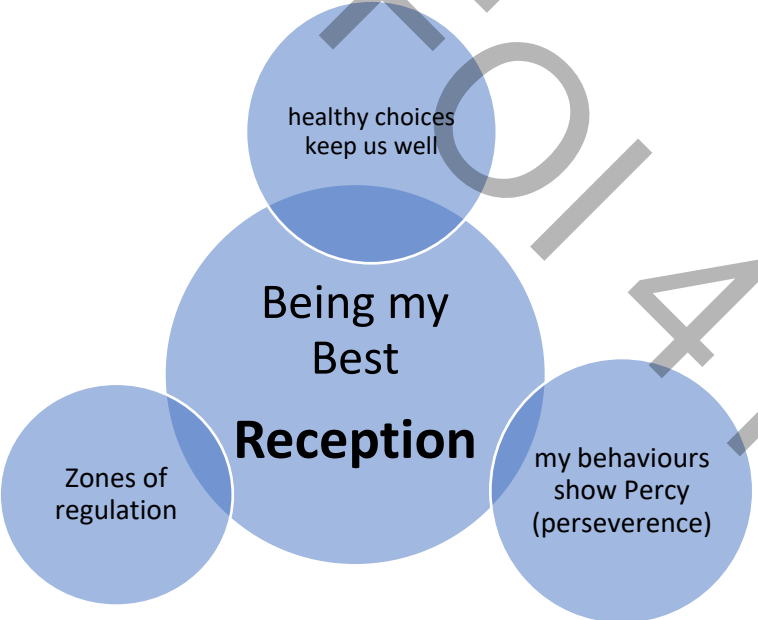
Health and Well-being

- we are committed to promoting the physical, emotional and mental well-being of our pupils. We empower our children with the knowledge and skills to make healthy choices, moral choices, build resilience, and develop life-long habits that support their overall well-being.

Personal Safety

- our school is a safe and nurturing space where children learn how to protect themselves and others. We teach children about personal boundaries, online safety, and how to seek help when needed, ensuring they grow in confidence and independence.

Nursery	Being my Best	
	<p>End-point Skills:</p> <ul style="list-style-type: none"> • I can choose a healthy snack and activity. • I can keep trying. • I can listen to my friends and take turns. 	
	<p>Key Vocabulary:</p> <p>working together (collaboration) / not giving up (perseverance) / challenge / exercise / sleep</p>	<p>Possible enhancements:</p>
<p>Possible SCARF lessons:</p>		
<p>What does my body need?</p>	<ul style="list-style-type: none"> • Name what their bodies need for energy (food, water, exercise, sleep); • Describe how they feel when they don't have enough food, water, exercise or sleep; • Make healthy choices independently, in their home or education setting. 	
<p>I can keep trying</p>	<ul style="list-style-type: none"> • Explain how people might feel if they find something hard; • Suggest ways to encourage others to keep going; • Have a go at challenging themselves. 	
<p>I can do it!</p>	<ul style="list-style-type: none"> • Develop skills in planning, reviewing applying a trial and error approach; • Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone; • Communicate with others by sharing with and listening to each other's ideas. 	

Reception	Being my Best	
	<p><u>End-point Skills:</u></p> <ul style="list-style-type: none"> • I can keep trying if the way I choose doesn't work. • I can talk about the different types of feelings we have. • I can have a go at something new. • I can make my own healthy choices. • I can make healthy sleep and exercise choices. 	
	<p><u>Key Vocabulary:</u></p> <p>Well / healthy / perseverance / collaboration / resilience / emotion / feelings</p>	<p><u>Possible enhancements:</u></p>
<p><u>Possible SCARF lessons:</u></p>		
<p>Bouncing back when things go wrong</p>	<ul style="list-style-type: none"> • Share an experience where they haven't achieved their goal; • Develop their confidence and resilience towards having a growth mindset; • Name a strategy to overcome a hurdle. 	
<p>Yes, I can!</p>	<ul style="list-style-type: none"> • Share an experience where they haven't achieved their goal. • Develop their confidence and resilience towards having a growth mindset. • Name a strategy to overcome a hurdle. 	

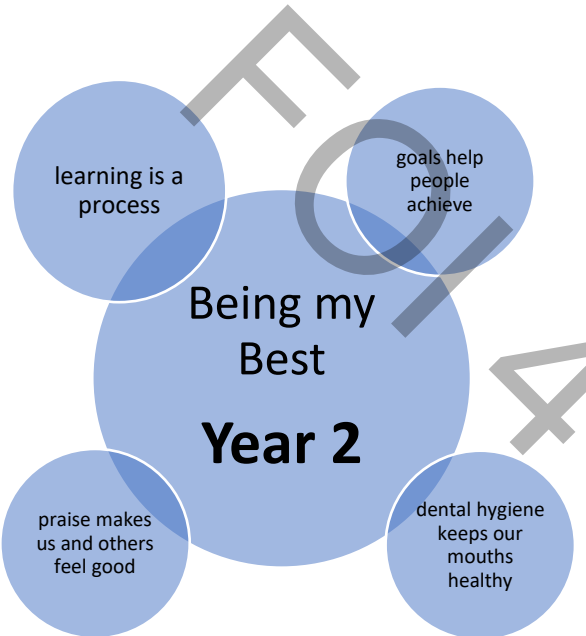
St. Clement's PSHE Medium Term Planning 2025: Being my Best

Healthy eating (1)	<ul style="list-style-type: none">• Name and choose healthy foods and drink;• Understand there are some foods that are a “just sometimes” food or drink (eating in moderation);• Explain the jobs of different food groups.
Healthy eating (2)	<ul style="list-style-type: none">• Name and choose healthy foods and drink;• Understand there are some foods that are a “just sometimes” food or drink (eating in moderation);• Explain the jobs of different food groups.
Move your body	<ul style="list-style-type: none">• Describe the changes in their body during exercise and what is happening to their body;• Explain how exercise can help us stay well - physically and mentally;• Name some ways to keep their body fit and well.
A good night's sleep	<ul style="list-style-type: none">• Understand why our body needs sleep;• Talk about their own bedtime routine;• Suggest ways to have a calm evening and bedtime routine.

Year 1	Being my Best	Spring 2	
		<p><u>End-point skills:</u></p> <ul style="list-style-type: none"> • I can understand that fruit and vegetables are healthy. • I can be persistent when learning a new skill. • I can name a few different ideas of what I can do if I find something difficult. • I can explain why praise helps me to keep trying. 	
		<p><u>Key Vocabulary:</u></p> <p>starchy / dairy / protein / sugar / practice / fruit / difficult learning / make mistakes / hygiene / cereal / bread / spread / try / water / energy / help / healthy / support / vitamins / vegetables / germs</p>	<p><u>Possible enhancements:</u></p>
<p><u>Possible SCARF lessons:</u></p>			
<p>I can eat a rainbow</p>	<ul style="list-style-type: none"> • Recognise the importance of fruit and vegetables in their daily diet; • Know that eating at least five portions of vegetables and fruit a day helps to maintain health. 		
<p>Harold's was up and brush up</p>	<ul style="list-style-type: none"> • Recognise the importance of regular hygiene routines; • Sequence personal hygiene routines into a logical order. 		

St. Clement's PSHE Medium Term Planning 2025: Being my Best


Catch it! Bin it! Kill it!	<ul style="list-style-type: none">• Understand how diseases can spread;• Recognise and use simple strategies for preventing the spread of diseases.
Harold learns to ride his bike	<ul style="list-style-type: none">• Recognise that learning a new skill requires practice and the opportunity to fail, safely;• Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.
Pass on the praise!	<ul style="list-style-type: none">• Demonstrate attentive listening skills;• Suggest simple strategies for resolving conflict situations;• Give and receive positive feedback, and experience how this makes them feel.


Year 2	Being my Best	
	<p>End-point skills:</p> <ul style="list-style-type: none"> • I can explain what happens when I learn something new. • I can explain how setting a goal or goals will help me to achieve what I want to be able to do. • I can explain how hand hygiene stops virus' and germs from spreading. • I can give examples of what I can do and give to my body to stay healthy (dental hygiene) • I can name different parts of my body that are inside me and help to turn food into energy. 	
	<p>Key Vocabulary:</p> <p>achieve / germs / injection / rest / choices / brain / soap / vaccination / choose / water / large intestine / healthy / lungs / stomach / energy learn / food / small intestine / exercise / oxygen / teeth / praise</p>	<p>Possible Enhancements:</p> <p>Nurse visit- hygiene / assembly</p>
<p>Possible SCARF lessons:</p>		
<p>You can do it!</p>	<ul style="list-style-type: none"> • Explain the stages of the learning line showing an understanding of the learning process; • Suggest phrases and words of encouragement to give someone who is learning something new; • Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. 	
<p>My day</p>	<ul style="list-style-type: none"> • Understand and give examples of things they can choose themselves and things that others choose for them; • Explain things that they like and dislike, and understand that they have choices about 	

St. Clement's PSHE Medium Term Planning 2025: Being my Best

	<p>these things;</p> <ul style="list-style-type: none"> • Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.
Harold's postcard - helping us to keep clean and healthy	<ul style="list-style-type: none"> • Explain how germs can be spread; • Describe simple hygiene routines such as hand washing; • Understand that vaccinations can help to prevent certain illnesses.
Harold's bathroom	<ul style="list-style-type: none"> • Explain the importance of good dental hygiene; • Describe simple dental hygiene routines.
What does my body do?	<ul style="list-style-type: none"> • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); • Describe how food, water and air get into the body and blood.
My body needs... (OPTIONAL)	<ul style="list-style-type: none"> • Understand that the body gets energy from food, water and oxygen; • Recognise that exercise and sleep are important to health.

St. Clement's PSHE Medium Term Planning 2025: Being my Best


Year 3	Being my Best		
		<p><u>End-point skills:</u></p> <ul style="list-style-type: none"> • I can understand my feelings (zones) • I can find strategies to help me cope with my emotions • I can explain why too much screentime is unhealthy (find more from project evolve) • I can find ways to manage my screentime 	
		<p><u>Key Vocabulary:</u></p>	<p><u>Possible Enhancements:</u></p>
<p>https://projectevolve.co.uk/toolkit/resources/theme/managing-use-screentime/</p> <p>Search and Access Resources ▶ Theme ▶ Health, Well-being and Lifestyle</p>			
<p>Zones of Regulation (requires mapping across all year groups)</p>	<p>Cohort dependent</p>		

Year 4	Being my Best		
<p>Year group Big Ideas:</p> 		<p><u>End-point Skills:</u></p> <ul style="list-style-type: none"> • I can say how being unique makes everyone special, different and valuable. • I can give examples of choices I make and the choices others make for me. • I can give examples of the ways people can look after their physical and mental well-being. • I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites). 	<p><u>Key Vocabulary:</u></p> <p>affect / breathing / creative / give to others / injury / exercise / choices / mental health / active / connect / reuse wellbeing / be mindful</p> <p><u>Possible enhancements:</u></p> <p>Environment - assembly</p>
<p><u>Possible SCARF lessons to support:</u></p>			
<p>What makes me ME! (formerly Diversity World)</p>	<ul style="list-style-type: none"> • Identify ways in which everyone is unique; • Appreciate their own uniqueness; • Recognise that there are times when they will make the same choices as their friends and times when 		

St. Clement's PSHE Medium Term Planning 2025: Being my Best

	they will choose differently.
Making choices	<ul style="list-style-type: none"> • Give examples of choices they make for themselves and choices others make for them; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
Health and well-being online	<ul style="list-style-type: none"> • I can explain why some online activities have age restrictions. • I can explain how children can be pressured into watching or doing something online. • I know who I can talk to if other people pressure me into doing something that makes me feel uncomfortable <p>https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/7-11/i-can-explain-why-some-online-activities-have-age-restrictions-why-it-is-important-to-follow-them-and-know-who-i-can-talk-to-if-others-pressure-me-to-watch-or-do-something-online-that-makes-me-feel-uncomfortable-e-g-age-restricted-gaming-or-websites/?from=themes&id=25</p>
Harold's Seven Rs	<ul style="list-style-type: none"> • Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); • Suggest ways the Seven Rs recycling methods can be applied to different scenarios.

St. Clement's PSHE Medium Term Planning 2025: Being my Best

Year 5	Being my Best	
		<p>End-point Skills:</p> <ul style="list-style-type: none"> • I can explain how one organ functions and how it contributes to the health of my body. • I can explain how choices relating to smoking and drinking can effect a persons health. • I can think of ways to improve a skill and the strategies that will help me do this. • I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. • I can give examples of how I am independent and manage my own success.
		<p>Key Vocabulary:</p> <p>perseverance/ media-influence / kindness / celebrities / independence / patience / resilience /consideration confidence / personal qualities</p>
<p>Possible SCARF lessons to support:</p>		
<p>It all adds up!</p>	<ul style="list-style-type: none"> • Know the basic functions of the four systems covered and know they are inter-related. • Explain the function of at least one internal organ. • Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. 	
<p>Different skills</p>	<ul style="list-style-type: none"> • Identify their own strengths and talents; • Identify areas that need improvement and describe strategies for achieving those improvements. 	
<p>Independence and responsibility</p>	<ul style="list-style-type: none"> • Identify people who are responsible for helping them stay healthy and safe; 	

St. Clement's PSHE Medium Term Planning 2025: Being my Best

	<ul style="list-style-type: none">● Identify ways that they can help these people.
Star qualities	<ul style="list-style-type: none">● Describe 'star' qualities of celebrities as portrayed by the media;● Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;● Describe 'star' qualities that 'ordinary' people have.
Getting fit (ARCHIVED)	<ul style="list-style-type: none">● Know two harmful effects each of smoking/drinking alcohol;● Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health;● Understand the actual norms around smoking and the reasons for common misperceptions of these.

St. Clement's PSHE Medium Term Planning 2025: Being my Best

Year 6	Being my Best	
	<p><u>End-point Skills:</u></p> <ul style="list-style-type: none"> • I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing. • I can set goals so that I can achieve an aspiration. • I can tell you how I can overcome problems and challenges on the way to achieving my goals. • I can identify risk factors in a given situation. • I can assess the level of risk and explain how a risk can be reduced. • I can explain how sharing something online may have an impact either positively or negatively 	<p><u>Possible enhancements:</u></p>
	<p><u>Key Vocabulary:</u></p> <p>give / connect / influence / be active / assessing / risk / problems / choices / goal setting / overcome / vaping / practice / media / aspirations / take notice / mindful / weigh up / achieve / challenges / perseverance / keep learning (get creative)</p>	
<p><u>Possible SCARF lessons to support:</u></p>		
<p>This will be your life!</p>	<ul style="list-style-type: none"> • Identify aspirational goals; • Describe the actions needed to set and achieve these. 	
<p>What's the risk? (1)</p>	<ul style="list-style-type: none"> • Identify risk factors in a given situation (involving alcohol); • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; 	

St. Clement's PSHE Medium Term Planning 2025: Being my Best

	<ul style="list-style-type: none"> • Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
<p>What's the risk? (2)</p>	<ul style="list-style-type: none"> • Identify risk factors in a given situation; • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; • Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.
<p>Online Relationships (project evolve) https://projectevolve.co.uk/toolkit/resources/content/online-relationships/7-11/i-can-explain-how-sharing-something-online-may-have-an-impact-either-positively-or-negatively/?from=themes&id=2</p>	<ul style="list-style-type: none"> • Understand the concept of consequence online and give examples. • Understand that reactions to events online can determine the consequences. • Understand that sharing online can be positive as well as negative and be able to give examples of both. <p>https://projectevolve.co.uk/toolkit/resources/theme/using-and-sharing-content/</p>
<p>Five Ways to Wellbeing project</p>	<ul style="list-style-type: none"> • Explain what the five ways to wellbeing are; • Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.