



The Evolution School

Personal, Social, Health and Economic
Education (PSHE) Policy for The Evolution
School
(also incorporates Relationships Education)

Intent/Aims:

- To provide all children with essential skills for life so that they have the knowledge, skills and attributes to protect and enhance their well being
- To equip children with the knowledge to help them to stay safe and healthy and know when and how to ask for help
- To provide the children with the knowledge and skills to build and maintain successful and positive relationships (with particular reference to friendships and relationships with other children and adults). Due to the nature of the children in our setting, we are mindful of the sensitivities around family relationships and acknowledging that many of our children will have a different structure of support around them if they are looked after children).
- For children to begin to form an understanding of the features of relationships that are likely to lead to happiness, safety and security
- To help children to develop their own identity and self-esteem
- To encourage children to be positive, confident citizens and participants in society
- To raise their aspirations and to team them a variety of skills to empower them to overcome any barriers they may face

Rationale:

Our curriculum broadly follows three core areas, although links are made between and across areas as they naturally occur both implicitly and explicitly.

- Health and Wellbeing
- Positive Relationships
- Living in the Wider World (which incorporates Citizenship)

Health and Well Being	Positive Relationships (incorporates statutory Relationships Education)	Living in the Wider World
Safety First	Team	Aiming High
It's my body	VIPs	One World
Think positive	Be Yourself	Diverse Britain/British Values
Growing Up	Respecting Rights	Money Matters

These themes are taught in units of 6 to 8 lessons and are arranged so that each theme is visited every two years. This enables our children to recall and build upon previous learning and to develop a wide and rich vocabulary.

Cycle 1 Britain, Team, It's My Body, Be Yourself, Aiming High, Money Matters
Cycle 2 VIPs, Safety First (including digital safety), Respecting Rights, Growing Up, Think Positive, One World

Our PSHE programme supports our school ethos of prioritising physical and mental health and wellbeing providing our children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them. Our PSHE and Relationships Education is complemented by our Therapy Team who offer children weekly sessions (where commissioned), as well as supporting and contributing to the school staff team's development and regular review meetings. We also have weekly 'All About Me' sessions, where the children are supported by staff individually, to reflect on their week and to have the time and space to discuss and explore issues (both positive and negative), in a safe space.

Provision:




Specific lessons are usually weekly (as a minimum) and where appropriate are linked to our creative curriculum. In order to meet the needs of our children, more lessons to address specific issues can be added or their content 'tweaked' as appropriate. Our teaching methods for this subject are typically quite informal with children working in small groups or with chosen friends. We regularly use games, role play, hot seating and discussions and often children's achievements are not recorded as formal prose but in note form, drawings or other creative ways e.g. posters. If we invite members of the local or wider community to enrich the children's experiences, we ensure that they follow our Visiting Speakers' Policy.




This policy has been adapted from an original Twinkl policy which the school have purchased.

Last reviewed	August 2022
Next review date	August 2023
Reviewed by	Primary Deputy Head and all school teaching staff




Appendix 1 – Medium Term Plans




Year 1

Half Termly Topics	Main Objectives
<p data-bbox="73 308 264 339">It's My Body</p> 	<ul data-bbox="443 308 2145 667" style="list-style-type: none">• To explain why getting enough sleep is important• To understand why exercise is good for them and explain what happens if you do not exercise regularly• To understand they can choose what happens to their bodies• To identify healthy and not healthy snacks• To know how to ask a trusted adult if uncertain about whether something is safe to eat or drink and to begin to recognise hazard signs that mean something is dangerous• To be able to explain that there are good and bad germs – how to keep clean and to protect themselves from the bad germs
<p data-bbox="73 687 253 719">Be Yourself</p> 	<ul data-bbox="443 687 2078 1054" style="list-style-type: none">• To be able to identify their own special traits and qualities and say what makes them an individual• To identify and name common feelings – introduce facial expressions and body language as part of this process• To be able to talk about what makes them feel unhappy or cross• To begin to be able to explain how change and loss make them• To understand the importance of sharing their thoughts and feelings and speaking kindly to others• To explore strategies to help to deal with change and loss – Badger's Parting Gifts or other similar stories• To begin to discuss the importance of individuality – Elmer or other similar stories
<p data-bbox="73 1114 264 1145">Aiming High</p> 	<ul data-bbox="443 1114 2123 1433" style="list-style-type: none">• To be able to recognise and discuss their star qualities and to identify star qualities in others• To be able to explain what a positive learning attitude is• To talk about jobs, they can do when they grow up and discuss what skills and interests are needed for different jobs• To identify attributes they have, that would suit them to a desired job• Challenge stereotypes and develop children's capacity to say why they should be challenged• To be able to talk about what they are looking forward to: next year, at secondary school and for the future


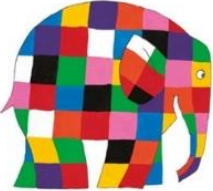

<p>Team</p> 	<ul style="list-style-type: none"> • To be able to describe the different teams that they belong to e.g. school team, family team, guides,scouts etc • To understand the need for following instructions – team games/projects to demonstrate • To be able to describe ways in which they can show kindness to others • To identify when others are being teased or bullied and explore ways to be brave enough to not join in and to deal with this • To explore the differences between one off incidents and potential bullying behaviour that is repeated and involves an imbalance of power
<p>Money matters</p> 	<ul style="list-style-type: none"> • To be able to discuss things they can buy in the shops • To be able to talk about different sources that money can come from and how we can save money • To be able to explain why it is important to keep money safe • Identify things they need as well as things they want • Begin to understand what influences what we buy – discuss adverts and how they try to persuade us to spend our money • Begin to be able to explain how we can keep track of what we spend and how to keep money safe • To be able to explain how to keep their belongings safe
<p>Diverse Britain and British Values</p> 	<ul style="list-style-type: none"> • To be able to identify groups and communities that they belong to and how they can help them • To be able to explain how to be a good neighbour • To be able to identify what harms and helps a neighbourhood • To be able to describe what it is like to live in Britain • To be able to identify similarities and differences between British people • To identify that people, have different opinions and begin to take interest in other people’s opinions • To be able to say what makes them feel proud of being British




Year 2

Half Termly Topics	Main Objectives
<p>Think Positive</p> 	<ul style="list-style-type: none">• To be able to identify and discuss feelings and emotions, using simple terms• To describe things that make them feel happy and unhappy and engage regularly with the regular 'All About Me' sessions• To begin to understand that they have a choice about how to react to things that happen• To think about and discuss the consequences of decisions they make and their actions• To be able to talk about personal achievements and goals• To be able to describe difficult feelings and what might cause these feelings• To discuss things for which they are thankful• To begin to understand the term 'mindful' and appreciate how being mindful can make us happier• To begin to apply the elements of growth mindset towards learning
<p>Relationships – Growing Up</p> 	<p>This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies, looking at similarities and differences in people and learning about gender stereotypes. They will also learn about respecting their own and others' bodies, keeping their bodies safe and sharing their feelings in response to life experiences.</p> <ul style="list-style-type: none">• To describe the physical changes humans go through as they grow up• To be able to use the scientific names introduced to name male and female body parts• To explain what unique means and consider what makes them unique• To be able to identify some differences between males and female• identify the body parts that we keep private;• understand the words 'no' and 'stop' (foundations for giving 'consent')• understand that people's bodies and feelings can be hurt• identify an adult they can talk to if they are concerned about inappropriate touch• talk about their own likes and dislikes and begin to understand that different people like different things• understand that girls and boys can like different things, or the same things – introduce the term stereotype
<p>Health and well-being – Safety First</p> 	<p>In this unit of work, children will learn about everyday dangers, in the home and outside and how they can keep themselves safe. Children will also learn about the Internet and how to stay safe online. They will be taught about the Underwear Rule, which includes information about appropriate and inappropriate touching and knowing that what is inside their underwear is private. Children will also learn about people who help them and how to get help when needed, as well as their growing responsibility for their own safety.</p> <ul style="list-style-type: none">• To be able to identify some everyday dangers both inside the home and outside• To understand some basic rules that help to keep people safe• Know the basics of the Green Cross Code• Know what to do if they feel in danger• To be able to identify what information they should never share on the Internet• Know that their private body parts are private• Know when to use 999• Identify some people who can help them stay safe• Explain the difference between good and bad secrets




<p>Respecting Rights</p> 	<ul style="list-style-type: none"> • To know what rights are and identify rights that all people share • To begin to understand that there are people who protect their rights • know what to do if they don't feel safe • talk about what respect means and how to show it • discuss the feelings associated with showing respect and feeling respected • identify ways in which people can be different; • explain what being fair means and why this is important • recognise that making a positive difference in school is important. • know how to make a positive difference in school and understand why this is important • take an active role in making a positive difference in school
<p>One World</p> 	<ul style="list-style-type: none"> • To be able to talk about special people in their life and say why they are special • To be able to talk about different homes around the world and identify how they are the same as and different from their own • To be able to describe how family life in different countries can be the same as and different from their own and describe what children might do in their homes (ensuring stereotypes of third world are not perpetuated) • To describe what their school is like and understand the importance of going to school for all children • To explain what an environment is; • To explain what natural resources are and identify how people use them; • To say what they love about the world in which they live and describe how they would feel if these things disappeared • discuss the environmental problems of the overuse and misuse of natural resources • explain why it is important to care for the earth and discuss ways this can be done
<p>VIPs</p> 	<ul style="list-style-type: none"> • identify who the special people in their lives are and explain why they are important to them (VIPs) • talk about the importance of families and recognise that families can look different • describe what makes someone a good friend • How to treat each other with kindness • know how to resolve an argument in a positive way • know the skills involved in successful cooperation e.g taking turns in a game • identify a way to show others they care • cooperate with others to complete a task • identify several ways to show others they care and understand the importance of doing this • encourage others to put positive resolution techniques into practice • To be able to demonstrate successful cooperation skills • discuss the positive impact of showing others that they are cared for

Year 3

Half Termly Topics	Main Objectives
<p data-bbox="73 153 226 180">It's My Body</p> 	<ul data-bbox="533 153 1832 515" style="list-style-type: none">• To know that sleep is important and be able to explain what happens if they do not get enough sleep• To be able to discuss what happens to muscles when we exercise them and identify their heart as muscle• To understand they can choose what happens to their body and know when a 'secret' should be shared• To explain that too much sugar is bad for health• know the difference between medicine and harmful drugs and chemicals• explain how germs travel and spread disease• explain why eating a balanced diet is important• know how to check medicine instructions• know how to inhibit the spread of germs• Identify and explain what different hazard signs mean
<p data-bbox="73 531 210 558">Be Yourself</p> 	<ul data-bbox="533 531 2011 1042" style="list-style-type: none">• To be able to identify their own strengths, list some of their achievements and say why they are proud of them• To be able to explain that how they are feeling on the inside can affect their facial expressions and body language• To describe some strategies that they could use to help them cope with uncomfortable feelings• To suggest assertive solutions to scenarios;• To explain that the messages they receive from the media about how they should look, think and behave are not always realistic• To be able to suggest and demonstrate ways to make things right after a mistake has been made• To explain that mistakes help them to learn and grow• To identify and begin to implement strategies to help them cope with uncomfortable feelings• To begin to demonstrate appropriately assertive behaviour• To analyse messages given by the media about how they should look, think and behave• To explain what they have learnt and how they have grown from mistakes they have made.• To identify if behaviour is aggressive, passive or assertive• To discuss the impact on others of making amends after a mistake has been made
<p data-bbox="73 1058 219 1085">Aiming High</p> 	<ul data-bbox="533 1058 2078 1481" style="list-style-type: none">• To be able to discuss their personal achievements and skills• Identify what a positive attitude to learning is• Talk about the range of jobs people do• Begin to know some of the skills and interests which are needed for different jobs (invite local experts in if possible or links to secondary site here)• Talk about jobs they might like to do in the future• Understand elements of a growth mindset• Identify and challenge stereotypes e.g. all children can be engineers etc. and also to explore this further and understand what the impact of stereotypes can be and why they must be challenged• Start to think about goals they could set to work towards their ambitions and also acknowledge it's ok not to know what you want to do in the future• Discuss challenges many people face and suggest ways in which people overcome these

<p>Team</p> 	<ul style="list-style-type: none"> • To be able to express their thoughts, feelings and worries by using a range of pictures • To be able to discuss why we have worries and concerns at times of change • To plan and create a role play about a team scenario • To read and follow clues and work as a team to solve 'a crime' • To be able to identify a feeling and how it is being expressed; • To show the resolution to a dispute through pictures and with the key words given • To use a word mat to create a list of 'Pass It On' ideas
<p>Money matters</p> 	<ul style="list-style-type: none"> • To be able to discuss where money comes from • To talk about reasons why people go to work • To discuss payment resources we can use to spend money • To consider why and how people might get into debt and ways to avoid this • To identify things they want and how these are different from things they need • To be able to explain ways we can keep track of what we spend • To discuss advertisements that try to influence what we buy and identify the ways they try to persuade us to spend money • explain why it is important to keep track of what we spend
<p>Diverse Britain and British Values</p> 	<ul style="list-style-type: none"> • To be able to describe what it is like to live in Britain and what being British means to them • To talk about what democracy is and why it is important • To talk about what rules and laws are and what it would be like to live in a society without them • To explore what liberty means (links to slave trade) • To describe a diverse society • To identify how respect of differing opinions and ideas to their own can be shown

Year 4

Half Termly Topics	Main Objectives
<p>Think Positive</p> 	<ul style="list-style-type: none">• To understand and be able to explain why it is important to look after our mental health• To recognise and describe a range of positive and negative emotions• To identify ways to cope with negative thoughts• To discuss changes people may experience in their lives and how they might make them feel• To identify and talk about things that make them happy and help them to stay calm• Start to be able to identify uncomfortable emotions and what can cause them and strategies for coping with them• To build on year 2 work with mindfulness and be able to identify some mindfulness techniques and discuss which prefer• Begin to explore the hormonal changes our bodies go through when puberty starts• To understand the need for our thinking brain to gain control over our feelings brain• To understand the implications of having a positive attitude towards learning
<p>Relationships – Growing Up</p> 	<ul style="list-style-type: none">• To be able to describe some of the changes boys go through during puberty• To be able to describe some of the changes girls go through during puberty• To describe some feelings young people might experience as they grow up and experience puberty• To be able to talk about their own family (if appropriate taking into account their history) and their relationships within it• To understand that there are many different types of families• To show respect for the differences between different families and describe the different types of relationships that exist, without prejudice;• Explore the similarities and differences in different loving relationships <p><u>This part of the unit is not taught until year 5 or 6, depending on the maturity of the children. If this is being taught prior warning will be given to the parents/house managers so that they can appropriately support the child at home</u></p> <ul style="list-style-type: none">• To be able to use the correct scientific vocabulary to name the main male and female body parts needed for reproduction• describe the conception and birth of a baby, using some scientific vocabulary• To use a range of technical terms when discussing differences in sex, gender identity and sexual orientation• To explore why this topic is sensitive and difficult for some people to explore
<p>Health and well-being – Safety First</p> 	<ul style="list-style-type: none">• To understand what being responsible means and name some of their responsibilities• To be able to identify things that they can now do independently, that they used to need help with• To be able to describe what a dare is and identify situations involving peer pressure• To know when to seek help in risky or dangerous situations• To identify and discuss some school rules for staying safe and healthy• To appreciate that some drugs are helpful, others are harmful and all drugs can be harmful if not taken correctly• To understand some of the negative effects of taking drugs, cigarettes or consuming excess alcohol• To identify which information they should never share online and identify who they should tell if they see something online that worries, upsets or confuses them• To be able to advise others on how to stay safe online

Respecting Rights



- know about The Universal Declaration of Human Rights and the Declaration of the Rights of the Child and why this legislation is important for all children
- understand that no one should take away our human rights
- explain what democracy is and explain how this relates to rules and human right
- explain what it means to respect the rights of others and understand why this is important
- describe what a stereotype is and understand how stereotypes can be harmful and explore strategies and approaches to challenge harmful stereotypes

One World



- To be able to describe and give reasons for similarities and differences between people’s lives
- Identify opinions that are different from their own and begin to express their own opinions in a mature way
- recognise that their actions impact on people in different countries;
- To know what climate change is and describe what can be done to reduce the effects of climate change
- To know there are organisations working to help people in challenging situations in other communities
- To identify when they feel something is fair or not and give reasons for their own opinions
- To recognise how their actions impact on people in different countries
- To discuss climate change in terms of what it is and its effects
- To reflect on ways in which we can tackle inequality
- To begin to formulate and share their ideas on what actions can be taken to make the world a fairer place




VIPs






The focus of this unit is to explore how friendships are formed, maintained and the qualities of a good friend. It will also explore disputes and bullying and strategies for coping with both.




- To be able to identify qualities that make a good friend
- To be able to recognise the benefits of having a variety of friends with differing personalities
- To explore and discuss the need to have a variety of friends with differing personalities
- Possible resource – Cloud Busting by M Blackman - create a storyline to address why a bully might have started bullying
- Begin to reflect on how the impact of our attitudes affects us when trying to make new friendships
- To be able to explore positive resolution techniques
- Possible activities for this unit to include: create a plan for being an anonymous friend over the course of a week, reflect on the different characters in the dares story and discuss the different outcomes for each character; role play opportunities and creating a poster a poster with ideas to help someone who is being bullied.




Year 5

Half Termly Topics	Main Objectives
<p data-bbox="73 172 224 199">It's My Body</p> 	<p data-bbox="465 172 936 199">Building on work from the year 3 units:</p> <ul data-bbox="515 212 2101 754" style="list-style-type: none">• To understand the importance of sleep; identify the best bedtime routine for themselves and be willing to try different strategies to aid a peaceful sleep• Explain the implications (both physical and emotional) of not getting enough sleep• understand that they can choose what happens to their own bodies and define consent and autonomy• know where and how to get help if they are worried, ensure they know 'Child Line' and how to access this support• identify some physical changes that their bodies go through during puberty;• identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies• identify positive aspects about themselves• To understand the choices related to health that they make each day• identify choices that will benefit their health and provide a 'balanced lifestyle• understand why they need to change some of their habits and routines as they get older• To understand that the choices they make about their bodies have consequences.• To be able to question and challenge stereotypical notions of 'the perfect body';• To understand the impact that the media (including social media) has on the choices they make about their bodies and about their health and wellbeing
<p data-bbox="73 770 212 794">Be Yourself</p> 	<ul data-bbox="515 770 1809 1026" style="list-style-type: none">• To become more confident at communicating their feelings in different situations• To be able to discuss scenarios where children are torn between 'fitting in' and being true to themselves• Explore ways to manage uncomfortable feelings• To be able to investigate which situations would make people fight or flee and why• To create resolutions to different tricky situations• To be able to identify the feelings involved in making a mistake and understand how to make amends• To work effectively with their peers in a range of role play situations
<p data-bbox="73 1058 224 1085">Aiming High</p> 	<ul data-bbox="515 1058 1944 1457" style="list-style-type: none">• To be able to recognise their personal achievements and skills• To be able to identify skills and attributes that are useful in many roles and talk about a range of jobs that people do• To discuss different learning styles and begin to identify how they learn best• Identify what a positive learning attitude is• Build on previous work to understand what a gender stereotype is• Begin to investigate what skills employers look for in employees• Identify skills which are useful when working in a team• To be able to identify potential barriers to success• To be able to discuss the impact a growth mindset can have on achieving our goals• To understand that our goals can change and explain why this might happen• To begin to appreciate the importance of seizing opportunities




	<ul style="list-style-type: none"> • To explain the impact of stereotypes and why they need to be challenged • To consider ways to develop their innovation and enterprise skills • To identify limitations to achieving goals and discuss how challenges can be overcome
<p>Team</p> 	<p>This unit entitled TEAM (Together Everyone Achieves More) focuses on the positive qualities of a team, learning how to disagree respectfully and communicate effectively. It looks at the key qualities and skills needed for a team to be successful. The lessons address collaborative learning and teach children how to compromise to ensure a group task is completed successfully. The unit ends by addressing the importance of caring for team members and the shared responsibilities a team has.</p> <ul style="list-style-type: none"> • To understand what successful teamwork skills are • To be able to express opinions respectfully, even if this means disagreeing • Explain what collaborative working is and also what a compromise is • Identify ways of showing care to others in their team • To be able to demonstrate successful teamwork skills • To be able to reflect on their own collaborative working skills • Begin to learn the skills needed to debate successfully – possible activity entitled, ‘Should we always say what we think?’
<p>Money matters</p> 	<ul style="list-style-type: none"> • To be able to talk about what a financial risk is and why people take financial risks • To recognise and discuss ways advertisers try to influence us • To identify what it means to be a ‘critical consumer’ • To describe what ‘value for money’ means and how we can compare the value for money of different products • Start to explain what ‘interest’ is • Begin to understand what ‘tax’ is and how we pay it • To discuss the importance of paying tax as a contribution to society • Be able to discuss how we can set a budget and the advantages of working to a budget
<p>Diverse Britain and British Values</p> 	<ul style="list-style-type: none"> • Be able to talk about their growing knowledge of the range of faiths and ethnicities in Britain and the importance of mutual tolerance and respect • To be able to explain how and why laws are made • Explain what a community is • Discuss some roles of local government • To be able to describe the basic structure of national government • To begin to debate political issues (activity to set up a mini parliament) • To be able to talk about the role of charities and voluntary groups in the community • To be able to think in detail about what society would be like without rules and laws • Identify how they can make a positive difference to their community and country





Year 6



Half Termly Topics	Main Objectives
<p>Think Positive</p> 	<ul style="list-style-type: none"> • To be able to talk about their thoughts, feelings and behaviours • To identify unhelpful and helpful thoughts • To be able to discuss ways in which positive thinking can be beneficial • Identify and discuss uncomfortable emotions • identify common choices we have to make in life • Explore the use of basic mindfulness techniques, when guided • To be able to describe what makes a good learner – and the differences between a growth and fixed mindset • Explore how to make an informed choice and appreciate how making good choices can make us happy • understand how mindfulness techniques can be used in their everyday lives • After exploration, be able to confidently employ strategies for coping with unhelpful thoughts and uncomfortable emotions • Explore ways of building up resilience to face tricky situations and challenges
<p>Relationships – Growing Up</p> 	<p>This topic builds on children’s knowledge of how we grow and change, both physically and emotionally and the types of relationships that people have. Depending on their maturity, our children will learn about sexual relationships and sexually transmitted diseases. There will be further opportunities to learn about positive and negative body images and stereotypes.</p> <ul style="list-style-type: none"> • To name physical and emotional changes young people will experience during puberty • Appreciate that there is no such thing as a ‘perfect body’ • Begin to recognise the characteristics of a loving relationship and describe the different types of loving relationships that exist • Access some of the ‘Stonewall’ scenarios/role plays • Explain what a sexual relationship is • Understand that some infections can be passed on during sexual intercourse • Explain the purpose of contraception and learn some of the different methods available • Explain how babies are conceived and how they are born • Consider the sensitive nature of this topic; why can it be difficult to discuss and what could be done to improve this
<p>Health and well-being – Safety First</p> 	<p>In this unit of work, children will consider what it means to take responsibility for their own safety, including the decisions they make and how they can stand up to peer pressure in a range of situations. They will assess the risks associated with different situations and learn about what to do if they feel in danger. They will also learn about how to identify an emergency, what to do in this situation and how to get help when needed. Children will re-visit e-Safety in detail, including social media, considering what should never be shared and how to report any concerns with incidents online.</p> <ul style="list-style-type: none"> • To be able to describe what a dare is and identify situations involving peer pressure • To appreciate that the most courageous thing is to refuse a dare • Know when to seek help in risky or dangerous situations • Identify and discuss some school rules for staying safe and healthy • To have experience of creating a school risk assessment for a particular activity • Recall the number to dial in an emergency




	<ul style="list-style-type: none"> • Know how to look after mobile devices • identify which information they should never share online and who they should tell if they see something online that worries, upsets or confuses them • To be able to explain what the right to privacy means • Explain what CEOP is and how to use it to report online abuse or concerns about the way someone has communicated with them online (arrange for CEOP ambassador from the Henslow School to visit) • Identify behaviour that constitutes cyberbullying • Understand some basic first aid • Discuss the full range of potential threats and dangers using the Internet can pose and advise others on how to stay safe online
<p>Respecting Rights</p> 	<ul style="list-style-type: none"> • Explain that there are basic human rights that all people share and that children have their own rights • To be able to explain what the Universal Declaration of Human Rights is • Understand that human rights are universal and cannot be taken away • Identify that human rights take precedence over national law and cultural and family traditions and practices and be able to give reasons as to why people's rights are not always met; • Recognise that there are people across the world whose rights are not met • Understand the importance of being rights-respecting citizens • To be able to explain what a human rights activist is and does • To reflect on how they can take actions and make choices which have a positive impact on the world
<p>One World</p> 	<p>The focus of this unit is to highlight the responsibility we all have to help the environment and living things through the choices we make. Children will explore the ideas of sustainability, the use of the earth's natural resources and the harmful effects of global warming. They will also learn about the importance of biodiversity and its importance.</p> <ul style="list-style-type: none"> • To be able to explain how to be a responsible global citizen • Understand the term global warming and what can be done to prevent it from getting worse • Understand that human energy can harm the environment • Understand the importance of not wasting water and appreciate how an important a resource this is to everyone • Understand the term biodiversity and its importance
<p>VIPs</p> 	<ul style="list-style-type: none"> • Share ideas for ways we can care for our VIPs • Explore different ways of avoiding or if they do happen, coping with disagreements • Respecting others in an age-appropriate way, in terms of understanding one's own body and others' boundaries in play, in negotiations about space, books, school resources etc. • explain ways to resist pressure to do something when you don't want to • identify which secrets are OK to keep and which need to be shared with support • To be able to identify some aspects of healthy and unhealthy relationships • To be able to give clear examples of how different opinions can be given in a respectful way • To consider different ways to resist behaving under pressure, in a range of situations • To be able to debate whether keeping secrets for other people is OK

Appendix 2 - Possible Key Vocabulary to Support Teaching

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>It's My Body</p> 	<p>Bacteria, body, brain, brushing, chemicals, chemist, choice, clean, colds, consent, contact, coughs, danger, dentist, diarrhoea, diet, disease, doctor, emergency, exercise, germs, healthy, heart, help, illness, medicine, mind, muscles, permission, pharmacist, poisonous, protect, rest, rules, safe, secret, serious, sleep, spread, strength, sugar, surprise, touch, treat, uncomfortable, unhealthy, unsafe, warning, wash.</p>	<p>Addiction, alcohol, allergies, balanced, bedtime, caffeine, Childline, cigarettes, consent, consequence, contagious, decision, dietary, drugs, e-cigarettes, habit, harmful, health, heart rate, hormones, hydrated, hygiene, illegal, immunisation, independence, infection, legal, nicotine, prescription, relax, resilience, restricted, routine, sleep, hygiene, tobacco, vaccination, vaping, virus, vitamins.</p>	<p>Addictive, advertising, age restrictions, appearance, appropriate, autonomy, balanced lifestyle, beauty, boundaries, care, cleanliness, contact, control, damage, dangerous, dental, deprivation, effects, emotional, healthy eating, impact, influence, looks, media, meditation, mental, mindfulness, negative, nicotine, oral, perfect, physical, platform, positive, pressure, protect, respect, responsibility, rest, rights, self-confidence, stereotype, substances, sun exposure, support, tell, unwanted, vapes, wellbeing.</p>
<p>Be Yourself</p> 	<p>Angry, body language, calm, change, confidence, content, cross, danger, disagree, wellbeing, emotions, enjoy, excited, facial expressions, feelings, happiness, happy, help, interests, kind, like, loss, memories, mental health, nervous, opinions, qualities, sad, safe, secure, share, skills, speak, talents, talk, thoughts, uncomfortable, unhappy, worried.</p>	<p>Achievements, actions, advertisements, assertive, comfortable, confident, consequences, dares, effects, emotional, forceful, gloating, hide, impact, influence, manipulated, mind, mistake, positive, pressure, pride, pushy, resist, resolution, resolve, right, rude, scared, sorry, strategies, strengths, support.</p>	<p>Acceptance, alternatives, amends, anxious, apologise, bereavement, caring, celebrate, choices, communication, conflict, dangerous, death, difficulties, express, face-to-face relationships, failure, feelings, generosity, grief, guilt, individual, individuality, intensity, kindness, loyalty, manage, negative, online friendships, options, peer approval, peer influence, peer pressure, problems, relationships, respect, setbacks, sharing, shy, trust, truthfulness, unhealthy, unhelpful thoughts, unique, uniqueness, wrong.</p>
<p>Aiming High</p> 	<p>Achieve, attitude, determination, fair, goals, grow, hard work, improve, job, learning, progress, strength, success.</p>	<p>Aims, accomplish, challenge, curriculum vitae/CV, develop, effort, employer, equal, experience, fair, gender, growth mindset, opportunities, race, resilience, responsibilities, setbacks, stereotype, strive, targets.</p>	<p>Advertisements (adverts), barriers, behaviours, benefits, careers, collaborate, creativity, discrimination, feedback, focus, further education, innovation, law, perseverance, prejudice, privilege, problem-solving, responsible, rights (and responsibilities), self-worth, stress, teamwork, university.</p>

<p>Team</p> 	<p>Active listening, behaviour, bullying, care, choices, community, compliment, discussion, fair, family, friends, group, helpful, joking, kind, learner, mindset, needed, negative, polite, positive, safe, secure, special, support, team, teasing, thoughtful, unkind.</p>	<p>Achieve, actions, attitude, behaviours, benefit, body language, change, collaboratively, communication, compromise, conflict, consequences, considerate, dispute, effect, emotion, facial expression, feelings, goals, impact, individuals, interpret, listening, negotiation, reflect, resolution, resolve, responding, responsibility, teammates, teamwork, transition, unhelpful.</p>	<p>Admire, attributes, collaborate, collaboration, communicate, contribute, decisions, disagree, discrimination, effective, emotional, excluding, harassment, health, honesty, hurtful, kindness, opinion, outcome, patience, respectful, sensitive, skills, social media, success, successful, thoughts, trolling, uncomfortable, understanding, upsetting, valued.</p>
<p>Money Matters</p> 	<p>Bank, bank account, buy, choice, coins, community, contactless, job, money, notes, payment, piggy bank, price, purse, receipt, save shopping, value, wages, wallet work.</p>	<p>Advertising, balance, benefits, borrow, budget, cash, consumer, credit, credit card, debt, employment, ethical, gambling, gift, interest, loan, owe, payment, priority, repay, savings.</p>	<p>Amount, bankrupt, bankruptcy, charity, consequences, cost, council tax, consumer, fair trade, gain, gamble, income, income tax, inflation, investment, minimum wage, national insurance, outgoings, payment, scam.</p>
<p>Diverse Britain and British Values</p> 	<p>Accepting, beliefs, belong, Britain, British, British Isles, celebrations, choice, coast, community, countryside, difference, dress, environment, happy, harm, helpful, island, kindness, lakes, listen, live, local area, mountain, neighbourhood, proud, respect, responsibility, right, river, safe, same, share, similarity, town, United Kingdom.</p>	<p>Care, celebrate, challenge, citizenship, common rights, concern, county, culture, customs, debate, democracy, discrimination, discuss, diverse, diversity, equality, ethnic, freedom, government, human rights, identity, liberty, multicultural, national, polite, prejudice, protect, region, regional, religious, rights-respecting, society, stereotype, tolerance, tradition, values.</p>	<p>Charity, community, spirit, compassion, consequence, contribute, enforce, equal, ethnicity, faith, impact, laws, local, government, members of parliament, police, politicians, positive, prime minister, responsibilities, roles, shared responsibility, similar, support, voluntary.</p>
<p>Think Positive</p> 	<p>Achievement, angry, bored, calm, choice, complain, concentrate, confused, decision, difficult, dislike, embarrassed, emotions, fears, fed up, feelings, focus, frightened, frustrated, future, goal, gratitude, happy, healthy, helpful, like, lonely, mind, mindful, negative, nervous, new, past, perseverance, positive, prefer, relaxed, resilience, respond, rest, sad, safe, shocked, thankful, thinking, thoughts, unhelpful, upset, worries.</p>	<p>Anger, anxious, attitude, aware, brain, brave, breathing, challenge, changes, chemicals, consequences, control, curious, determination, different, distract, dopamine, effort, embarrassment, endorphins, exciting, experience, failure, flexible, grief, guilt, happiness, jealousy, joy, mental health, mindfulness, mistakes, oxytocin, peace, perseverance, practise, prepare, problem, relax, represent, sadness, serotonin, shame, strategies, strengths, success, techniques, uncomfortable, unpleasant, weaknesses, worry.</p>	<p>Actions, affect, behaviour, blame, cognitive, comfortable, coping, difficulties, impact, independent, influence, learning, link, mindset, morals, opportunities, progress, pros, con's reaction, responsible, strategy.</p>

<p>Relationships – Growing Up</p> 	<p>Adult, bottom, carers, caring, change, childhood, comfortable, consent, coping, curious, develop, differences, difficult, emotions, female, grandparents, independence, love, male, needs, opportunities, parents, private parts, respect, responsibility, rules, safe, siblings, similarities, stereotype, touch, traditions, trusted adult, uncomfortable, worried.</p>	<p>Adopted, Adam’s apple, anger, anxious, attracted, baby, biological sex, blended family, breasts, commitment, civil partnership, confusion, crush, egg, embryo, erection, excited, feelings, foetus ,fostered, gay, gender, hormones, identity, lesbian, lonely, married, menstruation, oestrogen, offspring, orphaned, ovaries, penis, period, puberty, relatives, reproduction, sex hormones, same-sex, single parent, sperm, tearful, testes, testosterone, umbilical cord, uterus, vagina, womb.</p>	<p>Acne, amniotic fluid, amniotic sac, birth, bisexual, body image, body odour, caesarean section (C-Section), choice, conceive, conception, condom, consent, contraception, fancy, fertilise, heterosexual, illegal, incest, intercourse, legal, masturbation, media, mood swings, negative, placenta, positive, rape, safe sex, self-esteem, sex, sexual, sexual intercourse, sexual orientation, sexually transmitted infection (STI), stressed, weight, wet dreams.</p>
<p>Health and Well-Being – Safety First</p> 	<p>999, burn, choke, comfortable, connected, danger, device, download, electronic, emoji, e-safety, emergency, emergency services, fact, fake, fall, fire, harm, hazard, help, hut, internet, liquids, medicines, news, offline, online, password, personal information, poisonous, protect, rail, risk, road, rules, safe, screen time, sharp, stranger, safer stranger, tablets, text message, traffic, trip, trusted adult, uniform, unsafe, water.</p>	<p>Alcohol, ambulance, balance, behaviour, bullying, casualty, choices, cigarettes, comfortable, communicating online, concerns, connected devices, consequences, cyberbullying, cycling, dangerous, dare, depth, discrimination, disrespect, drugs, e-cigarettes, electricity, face to face, forward harassment, harmful content, first aid, first-aid, graze, images, impact, information sharing, impact, independent, inhaler, injection, injury, instructions, lungs, manipulated, misinformation, medicines, name calling, paramedic, permission, positive, privacy, peer pressure, physical, ranking, restrictions, risks, rules, right, road safety, safety, search results, scald, shared information, social media, shock, support, targeted information, teasing, trolling, uncomfortable, vaccine, water safety, wellbeing.</p>	<p>Accident, action, advice, brave, consequence, decision, environment, independence, informed, liquids, mature, media, medication, pills, responsible, sensible, situation, social media, support, unfamiliar. Appropriate, assess, benefit, boundaries, choices, consent, contact, content, control, date, deceive, digital, digital citizenship, digital footprint, digital health, digital wellbeing, echo chambers, emotional wellbeing, evaluate, excluding, false profiles, feelings, friendship, frightened, harassment, harmful, healthy, help, hurtful behaviour, image distribution, impersonate, inappropriate, intention, internet cookies, kindness, manipulation, mental health, misleading, negative, online games, online identity, online safety, online strangers, personal safety, pressure, privacy settings, regulations, reliable, reputable, respectful, right, secure sites, selection, shared responsibility, sharing, sources, storage, targeting, time management, trust, wellbeing, worry.</p>

<p>Respecting Rights</p> 	<p>Care, difference, different, fact, fair, false, help, law, opinion, respect, rights, rules, share, true, unfair.</p>	<p>Challenge, characteristics, Compassion, consequence, debate, diversity, local, national, protect, responsibilities, stereotype.</p>	<p>Activist, citizens, citizenship, constructive challenge, democracy, legislation</p> <p>Key legislation to introduce: The Universal Declaration of Human Rights, Declaration of the Rights of the Child,</p>
<p>One World</p> 	<p>Affect, care, change, choice, difference, earth, environment, environmental, happy, harm, help, home, important, learn, love, natural, planet, problem, protect, special, trust, waste, water, world.</p>	<p>actions, challenge, charity, citizen, climate change, compassion, consequence, consider, decision, difference, dilemma, discuss, diverse, diversity, empathy, fair, Fairtrade, global, human right, impact, inequality, local, negative, opinion, organisation, respect, responsibility, rural, share, shared responsibility, stereotype, support, trade, unfair, urban.</p>	<p>appreciate, awareness, biodiversity, citizenship, conserve, drought, encourage, energy, global citizen, global warming, persuade, pledge, prevent, renewable, responsible, save, sustainability.</p>
<p>VIPs</p> 	<p>Achieve, bully, caring, choices, conflict, cooperate, cooperation, disagreement, family, (blended family), friend, friendship, group, happy, healthy, help, important, kind, listen, love, making up, need, positive, safe, share, skills, solve, sort, special, support, talk, team, thoughtful, time, trust, trusted adult.</p>	<p>Acquaintances, actions, alternatives, anonymous, anti-bullying, arguments, behaviour, bullying, compromise, consequences, consideration, cyber, dares, decisions, differences, discrimination, disputes, diversity, equality, equity, falling out, honest, impact, interests, kindness, loyal, negotiation, opinions, prejudice, prejudiced, reflect, relatives, resolving, respect, strategies, support, network, teasing, techniques, thought, unhealthy, victim, views.</p>	<p>Advice, agree, anxious, commitment, committed, confidence, confidential, dangerous, family life, family structure, influence, living apart, living together, peer, polite, pressure, relationship, resist, risky, same-sex parents, secrets, security, self-love, single parents, stability, uncomfortable, wrong.</p>