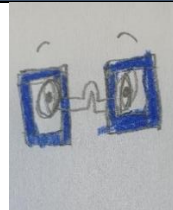


Personal, Social, Health and Economics Curriculum

Upton Cross Academy



‘Inspiring and achieving success for all!’

Characteristics of Learning								
								
Be curious	Be resilient	Be critical	Be independent	Be ready	Be focused	Be proud	Be resourceful	Be creative

DfE guidance for PSHE & RSE

PSHE – Personal, Social, Health and Economic

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on; drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

RSE – Relationship Sex Education

- The focus, in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendship, family relationships, and relationships with other children and with adults.
- This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.
- Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.
- Respect for others should be taught in an age appropriate way, in terms of understanding one’s own and others’ boundaries in play, in negotiations about space, toys, books, resources and so on.
- From the beginning, teachers should talk explicitly about features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.
- From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.
- The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils’ lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.
- Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.
- A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as ‘virtues’) in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.
- Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

2 Year Rolling Programme							
	EYFS	KS1		LKS2		UKS2	
	Year A	Year A	Year B	Year A	Year B	Year A	Year B
Autumn Term 1	<i>Being in my World</i>	<i>Being in my World</i>	<i>Being in my World</i>	<i>Being in my World</i>	<i>Being in my World</i>	<i>Being in my World</i>	<i>Being in my World</i>
Autumn Term 2	<i>Celebrating Difference</i>	<i>Celebrating Difference</i>	<i>Celebrating Difference</i>	<i>Celebrating Difference</i>	<i>Celebrating Difference</i>	<i>Celebrating Difference</i>	<i>Celebrating Difference</i>
Spring Term 1	<i>Dreams to Goals</i>	<i>Dreams to Goals</i>	<i>Dreams to Goals</i>	<i>Dreams to Goals</i>	<i>Dreams to Goals</i>	<i>Dreams to Goals</i>	<i>Dreams to Goals</i>
Spring Term 2	<i>Healthy Me</i>	<i>Healthy Me</i>	<i>Healthy Me</i>	<i>Healthy Me</i>	<i>Healthy Me</i>	<i>Healthy Me</i>	<i>Healthy Me</i>
Summer Term 1	<i>Relationships</i>	<i>Relationships</i>	<i>Relationships</i>	<i>Relationships</i>	<i>Relationships</i>	<i>Relationships</i>	<i>Relationships</i>
Summer Term 2	<i>Changing Me</i>	<i>Changing Me</i>	<i>Changing Me</i>	<i>Changing Me</i>	<i>Changing Me</i>	<i>Changing Me</i>	<i>Changing Me</i>

PSHE within the Wider Curriculum
PSHE sits within the wider context of our Personal Development programme. (Please see the Personal Development plan for further information) PSHE is enhanced by: • Weekly timetabled of assemblies covering Protected Characteristics, Safeguarding and British Values. • Visitors and speakers • Social emotional interventions • Outdoor learning to build self-esteem and confidence • Trips and residentials • Weekly Picture News class assemblies

PSHE Curriculum							
Block Themes	Stara Class	Henwood Class		Plusha Class		Caradon Class	
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Cycle A	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Autumn 1 Me and my Relationships	What makes me special People close to me Getting help	Feelings Getting help Classroom rules Special people Being a good friend	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Healthy relationships Listening to feelings Bullying Assertive skills	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Assertiveness Cooperation Safe/unsafe touches Positive relationships
Autumn 2 Valuing Difference	Similarities and difference Celebrating difference Showing kindness	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	Being kind and helping others Celebrating difference People who help us Listening Skills	Recognising and respecting diversity Being respectful and tolerant My community	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping
Spring 1 Keeping Safe	Keeping my body safe Safe secrets and touches People who help to keep us safe	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Safe and unsafe secrets Appropriate touch Medicine safety	Managing risk Decision-making skills Drugs and their risks Staying safe online	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)
Spring 2 Rights and Respect	Looking after things: friends, environment, money	Taking care of things: Myself My money My environment	Cooperation Self-regulation Online safety Looking after money – saving and spending	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy
Summer 1 Being my best	Keeping by body healthy – food, exercise, sleep Growth Mindset	Growth Mindset Healthy eating Hygiene and health Cooperation	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Having choices and making decisions about my health Taking care of my environment My skills and interests	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Aspirations and goal setting Managing risk Looking after my mental health
Summer 2 Growing and Changing	Cycles Life stages Girls and boys – similarities and difference	Getting help Becoming independent My body parts Taking care of self and others	Life cycles Dealing with loss Being supportive Growing and changing Privacy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets	Body changes during puberty Managing difficult feelings Relationships including marriage	Managing difficult feelings Managing change How my feelings help keeping safe Getting help Sex education (Year 6 only)	Coping with changes Keeping safe Body Image Self-esteem Sex education (Year 6 only Non-Statutory Content)

PSHE Curriculum Overview							
	Stara Class	Henwood Class		Plusha Class		Caradon Class	
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Cycle A	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Autumn 1 Being in My World	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others’ perspectives	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling
Knowledge	Know they have a right to learn and play, safely and happily Know that some people are different from themselves Know that hands can be used kindly and unkindly Know special things about themselves Know how happiness and sadness can be expressed Know that being kind is good	Understand their own rights and responsibilities with their classroom Understand that their choices have consequences Understand that their views are important Understand the rights and responsibilities of a member of a class	Understand the rights and responsibilities of class members Know about rewards and consequences and that these stem from choices Know that it is important to listen to other people Understand that their own views are valuable Know that positive choices impact positively on self-learning and the learning of others	Know that the school has a shared set of values Know why rules are needed and how these relate to choices and consequences Know that actions can affect others’ feelings Know that others may hold different views Understand that they are important Know what a personal goal is Understanding what a challenge is	Know their place in the school community Know what democracy is (applied to pupil voice in school) Know how groups work together to reach a consensus Know that having a voice and democracy benefits the school community Know how individual attitudes and actions make a difference to a class Know about the different roles in the school community Know that their own actions affect themselves and others	Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process Understand the rights and responsibilities associated with being a citizen in the wider community and their country Know how to face new challenges positively Understand how to set personal goals Know how an individual’s behaviour can affect a group and the consequences of this	Know about children’s universal rights (United Nations Convention on the Rights of the Child) Know about the lives of children in other parts of the world Know that personal choices can affect others locally and globally Know how to set goals for the year ahead Understand what fears and worries are Understand that their own choices result in different consequences and rewards Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process
Social Skills	Identify feelings associated with belonging Skills to play co-operatively with others Be able to consider others’ feelings Identify feelings of happiness and sadness Be responsible in the setting	Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place Understand that they have choices Understanding that they are special Identify what it’s like to feel proud of an achievement Recognise feelings associated with positive and negative consequences	Know how to make their class a safe and fair place Show good listening skills Be able to work co-operatively Recognise own feelings and know when and where to get help Recognise the feeling of being worried	Make other people feel valued Develop compassion and empathy for others Be able to work collaboratively Recognise self-worth Identify personal strengths Be able to set a personal goal Recognise feelings of happiness, sadness, worry and fear in themselves and others	Identify the feelings associated with being included or excluded Be able to take on a role in a group discussion / task and contribute to the overall outcome Know how to regulate my emotions Can make others feel cared for and welcome Recognise the feelings of being motivated or unmotivated Can make others feel valued and included Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices	Empathy for people whose lives are different from their own Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively Be able to identify what they value most about school Identify hopes for the school year Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions	Know own wants and needs Be able to compare their life with the lives of those less fortunate Demonstrate empathy and understanding towards others Can demonstrate attributes of a positive role-model Can take positive action to help others Be able to contribute towards a group task Know what effective group work is Know how to regulate my emotions Be able to make others feel welcomed and valued
Autumn 2 Celebrating Difference	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy
Knowledge	Know what being unique means Know the names of some emotions such as happy, sad, frightened, angry Know why having friends is important Know some qualities of a positive friendship Know that they don’t have to be ‘the same as’ to be a friend Know what being proud means and that people can be proud of different things Know that people can be good at different things Know that families can be different Know that people have different	Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy Know that people are unique and that it is OK to be different Know skills to make friendships Know that people have differences and similarities	Know the difference between a one-off incident and bullying Know that sometimes people get bullied because of difference Know that friends can be different and still be friends Know there are stereotypes about boys and girls Know where to get help if being bullied Know that it is OK not to conform to gender stereotypes Know it is good to be yourself Know the difference between right and wrong and the role that choice has to play in this	Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do Know that conflict is a normal part of relationships Know that some words are used in hurtful ways and that this can have consequences Know why families are important Know that everybody’s family is different Know that sometimes family members don’t get along and some reasons for this	Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Know the reasons why witnesses sometimes join in with bullying and don’t tell anyone Know that sometimes people make assumptions about a person because of the way they look or act Know there are influences that can affect how we judge a person or situation Know what to do if they think bullying is or might be taking place Know that first impressions can change	Know external forms of support in regard to bullying e.g. Childline Know that bullying can be direct and indirect Know what racism is and why it is unacceptable Know what culture means Know that differences in culture can sometimes be a source of conflict Know that rumour-spreading is a form of bullying online and offline Know how their life is different from the lives of children in the developing world	Know that people can hold power over others individually or in a group Know that power can play a part in a bullying or conflict situation Know that there are different perceptions of ‘being normal’ and where these might come from Know that difference can be a source of celebration as well as conflict Know that being different could affect someone’s life Know why some people choose to bully others Know that people with disabilities can lead amazing lives

	homes and why they are important to them Know different ways of making friends Know different ways to stand up for myself						
Social Skills	Recognise emotions when they or someone else is upset, frightened or angry Identify and use skills to make a friend Identify some ways they can be different and the same as others Identify and use skills to stand up for themselves Identify feelings associated with being proud Identify things they are good at Be able to vocalise success for themselves and about others successes Recognise similarities and differences between their family and other families	Identify what is bullying and what isn't Understand how being bullied might feel Recognise ways in which they are the same as their friends and ways they are different Know ways to help a person who is being bullied Identify emotions associated with making a new friend Verbalise some of the attributes that make them unique and special	Explain how being bullied can make someone feel Know how to stand up for themselves when they need to Understand that everyone's differences make them special and unique Understand that boys and girls can be similar in lots of ways and that is OK Understand that boys and girls can be different in lots of ways and that is OK Can choose to be kind to someone who is being bullied Recognise that they shouldn't judge people because they are different	Use the 'Solve it together' technique to calm and resolve conflicts with friends and family Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary Be able to show appreciation for their families, parents and carers Empathise with people who are bullied Employ skills to support someone who is bullied Be able to recognise, accept and give compliments Recognise feelings associated with receiving a compliment	Be comfortable with the way they look Try to accept people for who they are Be non-judgemental about others who are different Identify influences that have made them think or feel positively/negatively about a situation Identify feelings that a bystander might feel in a bullying situation Identify reasons why a bystander might join in with bullying Revisit the 'Solve it together' technique to practise conflict and bullying scenarios Identify their own uniqueness Identify when a first impression they had was right or wrong	Appreciate the value of happiness regardless of material wealth Identify their own culture and different cultures within their class community Identify their own attitudes about people from different faith and cultural backgrounds Develop respect for cultures different from their own Identify a range of strategies for managing their own feelings in bullying situations Identify some strategies to encourage children who use bullying behaviours to make other choices Be able to support children who are being bullied	Empathise with people who are different and be aware of my own feelings towards them Identify feelings associated with being excluded Be able to recognise when someone is exerting power negatively in a relationship Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict Identify different feelings of the bully, bullied and bystanders in a bullying scenario Appreciate people for who they are Show empathy
Spring 1 Dreams and Goals	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting
Knowledge	Know what a challenge is Know that it is important to keep trying Know what a goal is Know how to set goals and work towards them Know which words are kind Know some jobs that they might like to do when they are older Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they have achieved a goal	Know how to set simple goals Know how to achieve a goal Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them Know when a goal has been achieved Know how to work well with a partner Know that tackling a challenge can stretch their learning	Know how to choose a realistic goal and think about how to achieve it Know that it is important to persevere Know how to recognise what working together well looks like Know what good group-working looks like Know how to share success with other people	Know that they are responsible for their own learning Know what an obstacle is and how they can hinder achievement Know how to take steps to overcome obstacles Know what dreams and ambitions are important to them Know about specific people who have overcome difficult challenges to achieve success Know how they can best overcome learning challenges Know what their own strengths are as a learner Know how to evaluate their own learning progress and identify how it can be better next time	Know how to make a new plan and set new goals even if they have been disappointed Know how to work as part of a successful group Know how to share in the success of a group Know what their own hopes and dreams are Know that hopes and dreams don't always come true Know that reflecting on positive and happy experiences can help them to counteract disappointment Know how to work out the steps they need to take to achieve a goal	Know about a range of jobs that are carried out by people I know Know the types of job they might like to do when they are older Know that young people from different cultures may have different dreams and goals Know that they will need money to help them to achieve some of their dreams Know that different jobs pay more money than others Know that communicating with someone from a different culture means that they can learn from them and vice versa Know ways that they can support young people in their own culture and abroad	Know their own learning strengths Know what their classmates like and admire about them Know a variety of problems that the world is facing Know some ways in which they could work with others to make the world a better place Know what the learning steps are they need to take to achieve their goal Know how to set realistic and challenging goals
Social skills	Understand that challenges can be difficult Resilience Recognise some of the feelings linked to perseverance Recognise how kind words can encourage people Talk about a time that they kept on trying and achieved a goal Be ambitious Feel proud Celebrate success	Recognise things that they do well Explain how they learn best Recognise their own feelings when faced with a challenge/obstacle Recognise how they feel when they overcome a challenge/obstacle Celebrate an achievement with a friend Can store feelings of success so that they can be used in the future	Recognise how working with others can be helpful Be able to work effectively with a partner Be able to choose a partner with whom they work well Be able to work as part of a group Be able to describe their own achievements and the feelings linked to this Recognise their own strengths as a learner Recognise how it feels to be part of a group that succeeds and store this feeling	Can break down a goal into small steps Can manage feelings of frustration linked to facing obstacles Imagine how it will feel when they achieve their dream/ambition Recognise other people's achievements in overcoming difficulties Recognise how other people can help them to achieve their goals Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time	Have a positive attitude Can identify the feeling of disappointment Be able to cope with disappointment Can identify what resilience is Can identify a time when they have felt disappointed Can talk about their hopes and dreams and the feelings associated with these Help others to cope with disappointment Enjoy being part of a group challenge Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time	Verbalise what they would like their life to be like when they are grown up Appreciate the contributions made by people in different jobs Reflect on the differences between their own learning goals and those of someone from a different culture Appreciate the differences between themselves and someone from a different culture Understand why they are motivated to make a positive contribution to supporting others Appreciate the opportunities learning and education can give them	Understand why it is important to stretch the boundaries of their current learning Be able to give praise and compliments to other people when they recognise that person's achievements Empathise with people who are suffering or living in difficult situations Set success criteria so that they know when they have achieved their goal Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances
Spring 2 Healthy Me	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress

Knowledge	Know what the word ‘healthy’ means Know some things that they need to do to keep healthy Know the names for some parts of their body Know when and how to wash their hands properly Know how to say no to strangers Know that they need to exercise to keep healthy Know how to help themselves go to sleep and that sleep is good for them Know what to do if they get lost	Know the difference between being healthy and unhealthy Know some ways to keep healthy Know how to make healthy lifestyle choices Know that all household products, including medicines, can be harmful if not used properly Know that medicines can help them if they feel poorly Know how to keep safe when crossing the road Know how to keep themselves clean and healthy Know that germs cause disease/illness Know about people who can keep them safe	Know what their body needs to stay healthy Know what relaxed means Know why healthy snacks are good for their bodies Know which foods given their bodies energy Know that it is important to use medicines safely Know what makes them feel relaxed/stressed Know how medicines work in their bodies Know how to make some healthy snacks	Know how exercise affects their bodies Know that the amount of calories, fat and sugar that they put into their bodies will affect their health Know that there are different types of drugs Know that there are things, places and people that can be dangerous Know when something feels safe or unsafe Know why their hearts and lungs are such important organs Know a range of strategies to keep themselves safe Know that their bodies are complex and need taking care of	Know that there are leaders and followers in groups Know the facts about smoking and its effects on health Know the facts about alcohol and its effects on health, particularly the liver Know ways to resist when people are putting pressure on them Know what they think is right and wrong Know how different friendship groups are formed and how they fit into them Know which friends they value most Know that they can take on different roles according to the situation Know some of the reasons some people start to smoke Know some of the reasons some people drink alcohol	Know basic emergency procedures, including the recovery position Know the health risks of smoking Know how smoking tobacco affects the lungs, liver and heart Know how to get help in emergency situations Know that the media, social media and celebrity culture promotes certain body types Know the different roles food can play in people’s lives and know that people can develop eating problems/disorders related to body image pressure Know some of the risks linked to misusing alcohol, including antisocial behaviour Know what makes a healthy lifestyle	Know how to take responsibility for their own health Know what it means to be emotionally well Know how to make choices that benefit their own health and well-being Know about different types of drugs and their uses Know how these different types of drugs can affect people’s bodies, especially their liver and heart Know that stress can be triggered by a range of things Know that being stressed can cause drug and alcohol misuse Know that some people can be exploited and made to do things that are against the law Know why some people join gangs and the risk that this can involve
Social skills	Can explain what they need to do to stay healthy Recognise how exercise makes them feel Can give examples of healthy food Can explain what to do if a stranger approaches them Can explain how they might feel if they don’t get enough sleep Recognise how different foods can make them feel	Keep themselves safe Recognise how being healthy helps them to feel happy Recognise ways to look after themselves if they feel poorly Recognise when they feel frightened and know how to ask for help Feel good about themselves when they make healthy choices Realise that they are special	Feel positive about caring for their bodies and keeping it healthy Have a healthy relationship with food Desire to make healthy lifestyle choices Identify when a feeling is weak and when a feeling is strong Express how it feels to share healthy food with their friends	Respect their own bodies and appreciate what they do Can take responsibility for keeping themselves and others safe Identify how they feel about drugs Can express how being anxious or scared feels Able to set themselves a fitness challenge Recognise what it feels like to make a healthy choice	Can identify the feelings that they have about their friends and different friendship groups Recognise negative feelings in peer pressure situations Can identify the feelings of anxiety and fear associated with peer pressure Can tap into their inner strength and know-how to be assertive Recognise how different people and groups they interact with impact on them Identify which people they most want to be friends with	Respect and value their own bodies Can reflect on their own body image and know how important it is that this is positive Recognise strategies for resisting pressure Can identify ways to keep themselves calm in an emergency Can make informed decisions about whether or not they choose to smoke when they are older Can make informed decisions about whether they choose to drink alcohol when they are older Accept and respect themselves for who they are Be motivated to keep themselves healthy and happy	Are motivated to care for their own physical and emotional health Suggest strategies someone could use to avoid being pressured Can use different strategies to manage stress and pressure Are motivated to find ways to be happy and cope with life’s situations without using drugs Identify ways that someone who is being exploited could help themselves Recognise that people have different attitudes towards mental health/illness
Summer 1 Relationships	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Knowledge	Know what a family is Know that different people in a family have different responsibilities (jobs) Know some of the characteristics of healthy and safe friendships Know that friends sometimes fall out Know some ways to mend a friendship Know that unkind words can never be taken back and they can hurt Know how to use Jigsaw’s Calm Me to help when feeling angry Know some reasons why others get angry	Know that everyone’s family is different Know that families are founded on belonging, love and care Know that physical contact can be used as a greeting Know how to make a friend Know who to ask for help in the school community Know that there are lots of different types of families Know the characteristics of healthy and safe friends Know about the different people in the school community and how they help	Know that there are lots of forms of physical contact within a family Know how to stay stop if someone is hurting them Know there are good secrets and worry secrets and why it is important to share worry secrets Know what trust is Know that everyone’s family is different Know that families function well when there is trust, respect, care, love and co-operation Know some reasons why friends have conflicts Know that friendships have ups and downs and sometimes change with time Know how to use the Mending Friendships or Solve it together problem-solving methods	Know that different family members carry out different roles or have different responsibilities within the family Know some of the skills of friendship, e.g. taking turns, being a good listener Know some strategies for keeping themselves safe online Know that they and all children have rights (UNCRC) Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc Know how some of the actions and work of people around the world help and influence my life Know the lives of children around the world can be different from their own	Know some reasons why people feel jealousy Know that loss is a normal part of relationships Know that negative feelings are a normal part of loss Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe Know that jealousy can be damaging to relationships Know that memories can support us when we lose a special person or animal	Know that there are rights and responsibilities in an online community or social network Know that there are rights and responsibilities when playing a game online Know that too much screen time isn’t healthy Know how to stay safe when using technology to communicate with friends Know that a personality is made up of many different characteristics, qualities and attributes Know that belonging to an online community can have positive and negative consequences	Know that it is important to take care of their own mental health Know ways that they can take care of their own mental health Know the stages of grief and that there are different types of loss that cause people to grieve Know that sometimes people can try to gain power or control them Know some of the dangers of being ‘online’ Know how to use technology safely and positively to communicate with their friends and family
Social Skills	Can identify what jobs they do in their family and those carried out by parents/carers and siblings Can suggest ways to make a friend or help someone who is lonely Can use different ways to mend a friendship Can recognise what being angry feels like	Can express how it feels to be part of a family and to care for family members Can say what being a good friend means Can identify forms of physical contact they prefer Can say no when they receive a touch they don’t like Can show skills of friendship Can praise themselves and others Can recognise some of their personal	Can identify the different roles and responsibilities in their family Can recognise the value that families can bring Can recognise and talk about the types of physical contact that is acceptable or unacceptable Can identify the negative feelings associated with keeping a worry secret Can identify who they trust in their own	Can identify the responsibilities they have within their family Know how to access help if they are concerned about anything on social media or the internet Can empathise with people from other countries who may not have a fair job or are less fortunate Understand that they are connected to the global community in many different ways	Can identify feelings and emotions that accompany jealousy Can suggest positive strategies for managing jealousy Can identify people who are special to them and express why Can identify the feelings and emotions that accompany loss Can suggest strategies for managing loss Can tell you about someone they no longer	Can suggest strategies for building self-esteem of themselves and others Can identify when an online community/social media group feels risky, uncomfortable, or unsafe Can suggest strategies for staying safe online/ social media Can say how to report unsafe online/social network activity Can identify when an online game is safe	Recognise that people can get problems with their mental health and that it is nothing to be ashamed of Can help themselves and others when worried about a mental health problem Recognise when they are feeling grief and have strategies to manage them Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to

		qualities Can say why they appreciate a special relationship	relationships Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict Can identify the feelings associated with trust Can give and receive compliments Can say who they would go to for help if they were worried or scared	Can use Solve it together in a conflict scenario and find a win-win outcome Can identify similarities in children’s rights around the world Can identify their own wants and needs and how these may be similar or different from other children in school and the global community	see Can suggest ways to manage relationship changes including how to negotiate	or unsafe Can suggest ways to monitor and reduce screen time Can suggest strategies for managing unhelpful pressures online or in social networks	gain power or control Can resist pressure to do something online that might hurt themselves or others Can take responsibility for their own safety and well-being
Summer 2 Changing Me	SRE Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	SRE Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition	SRE Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition	SRE How babies grow Understanding a baby’s needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition	SRE Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change	SRE Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition	SRE Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Knowledge	Know the names and functions of some parts of the body (see vocabulary list) Know that we grow from baby to adult Know who to talk to if they are feeling worried Know that sharing how they feel can help solve a worry Know that remembering happy times can help us move on	Know the names of male and female private body parts Know that there are correct names for private body parts and nicknames, and when to use them Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these Know who to ask for help if they are worried or frightened Know that animals including humans have a life cycle Know that changes happen when we grow up Know that people grow up at different rates and that is normal Know that learning brings about change	Know the physical differences between male and female bodies Know that private body parts are special and that no one has the right to hurt these Know who to ask for help if they are worried or frightened Know there are different types of touch and that some are acceptable and some are unacceptable Know the correct names for private body parts Know that life cycles exist in nature Know that aging is a natural process including old age Know that some changes are out of an individual’s control Know how their bodies have changed from when they were a baby and that they will continue to change as they age	Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults Know some of the outside body changes that happen during puberty Know some of the changes on the inside that happen during puberty Know that in animals and humans lots of changes happen between conception and growing up Know that in nature it is usually the female that carries the baby Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops Know that babies need love and care from their parents/carers Know some of the changes that happen between being a baby and a child	Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm Know that babies are made by a sperm joining with an ovum Know the names of the different internal and external body parts that are needed to make a baby Know how the female and male body change at puberty Know that change can bring about a range of different emotions Know that personal hygiene is important during puberty and as an adult Know that change is a normal part of life and that some cannot be controlled and have to be accepted	Know how girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally Know that sexual intercourse can lead to conception Know that some people need help to conceive and might use IVF Know that becoming a teenager involves various changes and also brings growing responsibility Know what perception means and that perceptions can be right or wrong	Know how girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally Know how a baby develops from conception through the nine months of pregnancy and how it is born Know how being physically attracted to someone changes the nature of the relationship Know the importance of self-esteem and what they can do to develop it Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class
Social Skills	Recognise that changing class can elicit happy and/or sad emotions Can say how they feel about changing class/ growing up Can identify how they have changed from a baby Can say what might change for them they get older Can identify positive memories from the past year in school/home	Understand and accept that change is a natural part of getting older Can suggest ways to manage change, e.g. moving to a new class Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) Can express why they enjoy learning	Can say who they would go to for help if worried or scared Can say what types of touch they find comfortable/uncomfortable Be able to confidently ask someone to stop if they are being hurt or frightened Can appreciate that changes will happen and that some can be controlled and others not Be able to express how they feel about changes Show appreciation for people who are older Can recognise the independence and responsibilities they have now compared to being a baby or toddler Can say what greater responsibilities and freedoms they may have in the future Can say what they are looking forward to in the next year	Can express how they feel about puberty Can say who they can talk to about puberty if they have any worries Can suggest ways to help them manage feelings during changes they are more anxious about Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry Can express how they feel about babies Can describe the emotions that a new baby can bring to a family Can identify changes they are looking forward to in the next year	Can appreciate their own uniqueness and that of others Can express any concerns they have about puberty Have strategies for managing the emotions relating to change Can express how they feel about having children when they are grown up Can say who they can talk to about puberty if they are worried Can apply the circle of change model to themselves to have strategies for managing change	Can celebrate what they like about their own and others’ self-image and body image Can suggest ways to boost self-esteem of self and others Recognise that puberty is a natural process that happens to everybody and that it will be OK for them Can ask questions about puberty to seek clarification Can express how they feel about having a romantic relationship when they are an adult Can express how they feel about having children when they are an adult Can express how they feel about becoming a teenager Can say who they can talk to if concerned about puberty or becoming a teenager/adult	Recognise ways they can develop their own self-esteem Can express how they feel about the changes that will happen to them during puberty Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn’t feel pressured into doing something that they don’t want to Recognise how they feel when they reflect on the development and birth of a baby Can celebrate what they like about their own and others’ self-image and body image Use strategies to prepare themselves emotionally for the transition (changes) to secondary school
Economic Understanding	What is money and where does it come from?	How money is obtained (earned, borrowed, won, gifts). Keeping money safe. Needs vs wants. Different jobs and how people are paid. ✓ Natwest financial resources for schools: Money and Me: x3 lessons. click: What is money? What’s new with money? And ‘What can I do with money?’ ✓ JIGSAW additional lesson 1 and 2, objectives: ‘Recognise some of the different ways we get money and some of the different forms it comes in’ and, ‘Understand how I can look after money to keep it safe.’ ✓ ‘Know the difference between the things that we need to spend money on and the things that we want to spend money on’ and...		How to keep track of money. How to pay for things. How people decide what to spend money on. ✓ Natwest financial resources for schools: Money and Me: x3 lessons. click: What is money? What’s new with money? And ‘What can I do with money?’ ✓ JIGSAW financial education lesson obj 1: ‘Identify different ways that I can pay for things and keep track of money.’ + obj 2: ‘Recognise how and why people decide to spend their money.’ ✓ Bank of England financial resources for schools: Money and Me: Years 3/4 4x lessons click: ‘Intro to banking;’ ‘What is the bank of England?’ ‘Why do process change over time?’ and ‘Why is money so important?’		Decisions about money. Spending vs saving. Loans and debt. Value vs cost. Risks (loss, theft). Keeping track of money. Keeping money safe. Keeping track of money Attitudes towards money ✓ Bank of England 4x lessons click: ‘Hanging on to my money’, ‘How can I keep my money safe?’ ‘What is debt?’ and ‘Ethical spending.’ ✓ Entrepreneurial/enterprise unit for Year 6 in summer term: £5 challenge ✓ Jigsaw: Keeping track of money and Attitudes towards money	

EYFS Vocabulary													
Taking Turns	Sharing	Nervous	Happy	Angry	Feelings	Responsibilities	Rights	Different	Similar(ity)	Friend	Gentle	Kind	Excited
Different	Friends	Same	Similar	Happy	Sad	Frightened	Angry	Family		Dream	Goal	Challenge	Job
Ambition	Perseverance	Achievement	Happy	Kind	Encourage		Healthy	Exercise	Head	Shoulders	Knees	Toes	Sleep
Wash	Clean	Stronger	Scare		Family	Jobs	Relationship	Friendly	Lonely	Argue	Fall-out	Words	Upset
Breathing		Baby	Grown up	Adult	Change	Worry	Excited	Memories					
Year 1 Vocabulary													
Safe	Special	Calm	Belonging	Special	Rewards	Proud	Consequences	Upset	Disappointed	Illustration		Similarity	Same
Different from	Difference	Bullying	Behaviour	Deliberate	On purpose	Unfair	Included	Bully	Bullied	Celebrations	Special	Unique	Proud
Success	Treasure	Coins	Process	Teamwork	Celebrate	Learning	Stretchy	Challenge	Feelings	Obstacle	Overcome	Achieve	
Healthy	Unhealthy	Balanced	Exercise	Sleep	Choices	Clean	Hygienic	Safe	Medicines	Safe	Safety	Green cross code	
Belong	Same	Different	Friendship	Qualities	Caring	Sharing	Kind	Greeting	Touch	Feel	Texture	Like	Dislike
Help	Helpful	Community	Confidence	Praise	Skills	Self-belief	Incredible	Proud	Celebrate	Relationships	Special	Appreciate	
Changes	Life cycles	Adulthood	Mature	Male	Female	Vagina	Penis	Testicles	Vulva	Anus	Learn	New	Grow
Feelings	Anxious	Worried	Excited	Coping									
Year 2 Vocabulary													
Worries	Hopes	Fears	Responsible	Actions	Praise	Positive	Negative	Choices	So-operate	Problem-solving		Boys	Girls
Similarities	Assumptions	Shield	Stereotypes	Special	Differences	Bully	Purpose	Unkind	Feelings	Sad	Lonely	Help	Male
Female	Diversity	Fairness	Kindness	Unique	Value		Realistic	Achievement	Goal	Strength	Persevere	Difficult	Easy
Partner	Product		Healthy choices	Lifestyle	Motivation	Relax	Tense	Calm	Dangerous	Medicines	Portion	Proportion	Energy
Fuel	Nutritious		Similarities	Special	Important	Cooperate	Physical contact	Communication	Hugs	Acceptable	Conflict	Point of view	Secret
Surprise	Trust	Happy	Sad	Frightened	Trustworthy	Reliability	Compliments	Celebrate		Change	Grow	Control	Fully grown
Growing up	Old	Young	Change	Respect	Appearance	Physical	Baby	Toddler	Child	Teenager	Independent	Timeline	Freedom
Responsibilities	Vagina	Public	Private	Touch	Texture	Cuddle	Hug	Squeeze	Like	Dislike	Acceptable	Unacceptable	Comfortable
Uncomfortable	Looking forward	Nervous	Happy										
Year 3 Vocabulary													
Welcome	Valued	Achievements	Pleased	Personal goal	Acknowledge	Affirm	Emotions	Feelings	Nightmare	Solutions	Support	Dream	Behaviour
Fairness	Group Dynamics	Teamwork	Viewpoint	Ideal	Belong	Loving	Caring	Safe	Connected	Conflict	Solutions	Resolve	Witness
Bystander	Bullying	Gay	Feelings	Tell	Consequences	Hurtful	Compliment		Perseverance	Challenges	Success	Obstacles	Dreams
Goals	Ambitions	Future	Aspirations	Garden	Decorate	Enterprise	Design	Cooperation	Strengths	Motivated	Enthusiastic	Excited	Efficient
Responsible	Frustration	Technique	Solutions	Review	Learning	Evaluate		Oxygen	Calories	Healthy	Drugs	Attitude	Anxious
Scared	Strategy	Advice	Harmful	Risk	Feelings	Complex	Appreciate	Choice		Men	Women	Unisex	Male
Female	Stereotype	Career	Job	Role	Responsibilities	Respect	Differences	Similarities	Conflict	Solution	Internet	Social media	risky
Gaming	Safe	Unsafe	Direct messaging	Fair trade	Inequality	Journey	Climate	Transportation	Exploitation	Rights	Needs	Wants	Justice
Equality	Deprivation	Hardship	Appreciation	Gratitude		Birth	Animals	Babies	Mother	Grow	Uterus	Womb	Nutrients
Survive	Love	Affection	Care	Puberty	Sperm	Ovaries	Egg	Ovum	Womb	Stereotypes	Task	Roles	challenge

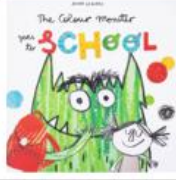
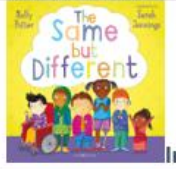
Year 4 Vocabulary													
Included	Excluded	Role	Community	Democracy	Democratic	Decisions	Voting	Authority	Contribution	Observer		Character	Judgement
Surprised	Different	Appearance	Accept	Influence	Opinion	Attitude	Secret	Deliberate	Bystander	Witness	Problem solve	Cyber-bullying	Text message
Website	Troll	Impression	Changed		Hope	Determination	Resilience	Positive	Attitude	Disappointment	Fears	Hurts	Positive experience
Plans	Cope	Help	Self belief	Motivation	Commitment	Enterprise		Friendship	Emotions	Relationships	Roles	Leader	Assertive
Agree	Disagree	Smoking	Pressure	Peers	Guilt	Advice	Alcohol	Disease	Anxiety	Fear	Believe	Assertive	Opinion
Right	Wrong		Relationship	Close	Jealousy	Emotions	Positive	Negative	Loss	Shock	Disbelief	Numb	Denial
Guilt	Sadness	Pain	Despair	Hop	Souvenir	Memento	Memorial	Acceptance	Relief	Remember	Negotiate	Compromise	Loyal
Empathy	Betrayal	Amicable	love		Personal	Unique	Characteristics	Parents	Making love	Having sex	Sexual intercourse	Fertilise	Conception
Menstruation	Periods	Seasons	Change	Control	Emotions	Acceptance							
Year 5 Vocabulary													
Challenge	Goal	Attitude	Citizen	Opinion	Collective		Culture	Conflict	Similarity	Belong	Culture wheel	Racism	Colour

Race	Discrimination	Rumour	Name- calling	Racist	Homophobic	Cyber-bullying	Texting	Indirect	Direct	Happiness	Celebration	Artefacts	Display
Presentation		Feeling	Money	Grown up	Adult	Lifestyle	Job	Career	Profession	Money	Salary	Contribution	Society
Determination	Motivation	Culture	Country	Sponsorship	Communication	Support	Rallying	Team work	Co-operation	Difference		Informed decision	Pressure
Media	Influence	Emergency	Procedure	Recovery position	Level-headed	Body image	Media	Social media	Celebrity	Altered	Self respect	Comparison	Eating problem
Eating disorder	Respect	Debate	Opinion	Fact	Motivation		Personal attributes	Qualities	Characteristics	Self esteem	Unique	Comparison	Negative self talk
Social media	Positive	Negatives	Safe	Unsafe	Rights	Violence	Grooming	Troll	Gambling	Betting	Trustworthy	Appropriate	Screen time
Physical health	Mental health	Peer pressure	Influences	Personal information	Passwords	Privacy	Profile	SMART rules		Body image	Self image	Personality	Self esteem
Perception	Affirmation	Comparison	Oestrogen	Fallopian tube	Cervix	Breasts	Adams apple	Scrotum	Genitals	Broader	Wider	Semen	Erection
Ejaculation	Urethra	Wet dream	Growth spurt	Larynx	Hormones	Testosterone		Foreskin	Epididymis	Fertilised	Unfertilised	Conception	Sexual intercourse
Embryo	IVF	Foetus	Contraception	Pregnancy	Sanitary products	Tampon	Hygiene	Age appropriate	Legal	Laws	Responsible	Responsibilities	Rights
Consent													
Year 6 Vocabulary													
Community	Education	Wants	Needs	Hierarchy	Empathy	Comparison	Opportunities	Education	Empathise	Obstacles	Cooperation	Collaboration	Legal
Illegal	Lawful	Laws	Participation	Motivation	Decision		Male	Female	Stereotype	Biological sex	Stereotype	Individuality	Diverse
Different	Equality	Fairness	Identity	Gender identity	Transgender	Nonbinary	Courage	Fairness	Rights		Unrealistic	Success	Criteria
Suffering	Concern	Hardship	Sponsorship	Empathy	Motivation	Admire	Respect	Praise	Compliment	Contribution	Recognition	Personal	Realistic
	Responsibility	Immunisation	Prevention	Drugs	Effects	Prescribed	Unrestricted	Restricted	Illegal	Volatile	Substances	Legal high	Exploited
Vulnerable	Criminal	Gangs	Pressure	Strategies	Reputation	Crime	Mental health	Emotional health	Mental illness	Symptoms	Stress	Triggers	Strategies
pressure		Mental health	Ashamed	Stigma	Stress	Anxiety	Support	Worried	Signs	Warning	Self-harm	Emotions	Feelings
Sadness	Loss	Grief	Denial	Despair	Guilt	Shock	Hopelessness	Anger	Bereavement	Coping strategies	Power	Control	Authority
Bullying	Script	Assertive	Risks	Pressure	Influences	Self-control	Real/fake	Assertiveness	Judgement	Communication	Technology	Power	Cyber bullying
Abuse	Safety		Mental health	Midwife	Labour	Opportunities	Freedoms	Attraction	Relationship	Love	Sexting	Transition	Worries

Assembly schedule

Assemblies 2023/2024

Mondays	Safeguarding/British Values/Protected Characteristics
Tuesdays	Picture News
Wednesday	Open the Book/School Improvement items/School Council
Thursdays	Singing
Fridays	Achievements

Monday 11 th Sept	 Safeguarding – How to stay happy and safe in school
Monday 18 th Sept	British Values - Democracy
Monday 25 th Sept	 Introduction to the Protected Characteristics - Age
Monday 2 nd Oct	Safeguarding – NSPCC Pants Rule
Monday 9 th Oct	British Values – The Rule of Law
Monday 16 th Oct	 Protected Characteristics – Disability
Autumn Half Term	
Monday 30 th Oct	 Safeguarding – Staying Safe Online
Monday 6 th Nov	British Values – Respect and Tolerance
Monday 13 th Nov	 Protected Characteristics – Gender reassignment
Monday 20 th Nov	Safeguarding – Road Safety
Monday 27 th Nov	British Values – Individual Liberty
Monday 4 th Dec	Protected Characteristics – Marriage and Civil Partnership
Monday 11 th Dec	Safeguarding – Dog Safety
Monday 18 th Dec	British Values - Citizenship
Christmas Holidays	
Monday 8 th Jan	Protected Characteristics – Pregnancy and Maternity
Monday 15 th Jan	 Safeguarding - Bullying

Monday 22 nd Jan	 British Values - Democracy
Monday 29 th Jan	Protected Characteristics - Race
Monday 5 th Feb	 Safeguarding – Staying Safe Online
Spring Half Term	
Monday 19 th Feb	Inset day
Monday 26 th Feb	British Values - The Rule of Law
Monday 4 th March	Protected Characteristics – Religion or Belief
Monday 11 th March	Safeguarding – Field Safety
Monday 18 th March	British Values - Respect and Tolerance
Monday 25 th March	Protected Characteristics – Sex and Sexual Orientation
Easter Holidays	
Monday 15 th April	 Safeguarding – Beach/Water - Safety RNLI Lifeguard visit
Monday 22 nd April	British Values - Individual Liberty
Monday 29 th April	Protected Characteristics - Age
Monday 6 th May	Safeguarding – Understanding different forms of abuse
Monday 13 th May	British Values - Citizenship
Monday 20 th May	Protected Characteristics - Disability
Spring Half Term	
Monday 3 rd June	 Safeguarding – Staying Safe Online
Monday 10 th June	British Values - Democracy
Monday 17 th June	 Protected Characteristics – Gender Reassignment
Monday 24 th June	 Safeguarding - Anxieties
Monday 1 st July	British Values – Rule of Law
Monday 8 th July	Protected Characteristics – Marriage and Civil Partnership
Monday 15 th July	Safeguarding – Staying safe at home (prepare for the summer hols)
Monday 22 nd July	British Values – Respect and Tolerance

PSHE SEND Strategies	
	Here is how we will help:
Attention Deficit Hyperactivity Disorder	Classroom environment/setup: • Ensure all adults in the lesson know the child well and can recognise when to enforce rules and when not to. A non-confrontational approach will help the child to self-regulate and reduce any anxiety and arousal; • Ensure any rules are consistently implemented and reinforced – for example those during group discussions (school rules may need to be differentiated); • Consider seating arrangements to minimise distractions (e.g. at the end of a row, or the back of the classroom). Paired working, or support from a positive role model, so paired seating may be preferable; • Allow calming-down period before the lesson starts, especially if it follows a breaktime/lunchtime, as transition points may be difficult for the child to manage Resources and equipment you might consider before the lesson: • A timer will provide a focus for the child’s attention, enabling them to complete the task; • A time-out card. This may support the child with moderating their own behaviour and to take responsibility for their actions; • Listening to music on headphones while engaging with sedentary tasks, tests or extended writing may help focus attention • Consider which rewards you might use to reinforce positive behaviour (in discussion with the child) and ensure these are given immediately upon task completion; • The child may wish to use a word processor if their work is disorganised/ illegible; • A ‘stress ball’, or other fiddle object (agreed by the SENDCO team) may help with concentration. Teaching methods to consider: • Ensure instructions are delivered clearly, concisely and step by step. Ask the child to repeat them back, or have them written on a prompt sheet; • Explicitly teach, reinforce and role model strategies to improve listening skills and encourage note taking; • Encourage the use of pictures, or diagrams to represent thoughts and ideas; • Use subtle, visual pre-agreed cues, to remind the child when they are off task, or behaviour is inappropriate, (e.g. a tap on the desk to re-focus attention); • Provide a mix of activities to suit a range of learning styles, especially including kinaesthetic activities. With this in mind, plan in time-limited learning breaks to allow for the release of excess energy (an active ‘job’ might be a useful strategy to break up the lesson)
Anxiety	Classroom environment/set-up: There are many types of anxiety and these will often accompany many areas of SEND. Ensure that you are familiar with the cause of anxiety for the particular child and how this manifests – bearing in mind that sometimes there may be no outward signs at all. Knowing the child really well will help with this. This is especially important in a subject such as PSHE, which often involves discussing feelings, thoughts, memories, families and, sometimes, sensitive issues. • Prior to the start of the lesson, discuss with the child where they would prefer to sit. They may prefer to enter the classroom first and get themselves settled, or after the rest of the class have settled. This may change depending on circumstances at the time; • Seating plans are very important for a child with anxiety. Let them know before the lesson if the usual seating plan is due to change during the activity. Carefully plan groupings/pairings and be aware of who the child feels most comfortable with sitting next to and having them support them in their work; • Ensure the child is prepared and knows what to expect prior to the lesson. This may include a list of vocabulary that will be covered, the activities involved etc; • If a supply teacher (or another member of staff) is covering a lesson, ensure that the child is made aware of this, so that it is not a surprise to them. Resources and equipment you might consider before the lesson: • Consider the use of a ‘help’ card, which the child can use if they feel anxious/overwhelmed, so that they can go somewhere they feel safe to calm down. Teaching methods to consider: • The child may find certain teachers difficult to cope with. This may be for a variety of reasons and they may not be able to verbalise these feelings. If you notice a child is anxious around you, please adapt your behaviour accordingly to make them feel more comfortable.
Autism Spectrum Disorder	Classroom environment/set up: A child with ASD may find PSHE a particular challenging curriculum area, however, using some of the strategies may help provide the environment for them to feel safe and secure in order to access some of the activities: • Take time to build a good, trusting relationship with the child. This will also help adults understand the most appropriate way to respond to any behaviour, at a given time; • Ask the child where they would prefer to sit in the classroom. Avoid changing this seating plan without plenty of warning, as this could cause anxiety. Think carefully about who is sat near to the child, as they may feel uncomfortable around certain children who may be a ‘trigger’ for them; • When planning group work, ask the child who they would prefer to work with, or offer the chance to work by themselves (or with their TA). Ensure that groups/pairs are carefully planned to provide supportive/positive role models; • Ensure that both the child and their TA are prepared for what is coming up next and what the lesson is about, so that they know the expectations. Ensure you pre-warn the child (and TA) of any changes, to avoid anxiety and allow them both time to prepare for the change; • Be mindful of sensory processing difficulties and ensure the learning environment is neither over, or under, stimulating for the child; • Provide a safe, familiar breakout space for the child, so that they can have sensory breaks when needed; • If the child’s behaviour becomes challenging, it is important to remember that this is often communicating a need, or difficulty. Look beyond the behaviour and ask for support from the SEND Team if necessary. Sometimes, the child may just need time out from the class in their breakout space and may then feel ready to return again to the class; • Display in class what is coming up next (as another way of preparing the child). Even if the child doesn’t look like they are taking any notice of this, they may still be taking it in; • Role model and encourage positive and supportive behaviour to the child’s peers. At times, the child may call out or try to make the class laugh etc. Explain to the class how important it is that they don’t react and that this will help the child to remain focused and calm. Resources and equipment you might consider before the lesson: • Give instructions using tick lists, breaking down the task into manageable chunks; • Provide vocabulary, structure, or starting ideas for the lesson; • Use visuals and structured tasks, incorporating the child’s own interests wherever possible. Find out which ones work and use them all of the time, even if it doesn’t seem that the child needs them; • Consider the use of ‘speech to text’ technology, so there is less writing; • Allow the use of fiddle toys in class. The child may also prefer to sit on a gym ball/wobble cushion/special seat to provide sensory feedback and help them self-regulate and focus; • The child may choose to do the work in different orders, or at a different time of the day that suits them (in discussion /negotiation with their TA). Provide additional resources, such as printouts of PowerPoint slides, word banks etc. so that the child has the same access to the same supporting resources as the rest of the class would have had during the lesson. You might also consider providing a simple lesson plan breakdown for the TA to follow, in case the child was out of the room during the input part of the lesson; • Some of the lesson plans for PSHE may be suitable to be adapted to social stories, as a familiar way for the child to access the learning intentions for the lesson Teaching methods to consider: • Avoid open-ended questions; • Provide time to process information; • Encourage the child to demonstrate/present their learning in alternative ways to suit them • Provide clear timelines for when things need to be achieved and make expectations really clear (ie how many sentences, how many pieces of work etc. to be completed in a time frame, or before a reward is achieved).
Dyscalculia	Although maths is unlikely to be focused on during a PSHE lesson, some of these strategies may still be applicable and worth bearing in mind as things to try. Resources and equipment you might consider before the lesson: • Provide written instructions, printed diagrams and personalised worksheets with a worked example (where appropriate/relevant) for the child to follow to help them keep up in class; • Tracking from the whiteboard to paper may be difficult. Share the lesson with the child so they can follow it on a laptop (if used);

	• Provide printouts of diagrams and visual support in lessons. Teaching methods to consider: • The child may work slower than peers. Be sensitive to this and supportive of any additional time/repetition they may need; • The child may become easily overwhelmed and anxious; they may shut down and employ avoidance strategies. You can interrupt this cycle by scaffolding the child’s work and supporting them
Dyslexia	Resources and equipment you might consider before the lesson: When preparing resources: - keep sentences and written instructions short and simple to read; - check reading ages and ensure any work is differentiated appropriately; - use pastel shades of paper (cream is a good alternative to white) and matt paper which reduces ‘glare’; - avoid black text on a white background and light text on a dark background; - Use text font size 12 or above; - clear, rounded fonts that have a space between (Century Gothic, Comic Sans, Arial or Verdana) will be used on all handouts, reading materials and on the interactive whiteboard; - use 1.5 or double line spacing and wide margins and lower case rather than capital letters; - numbered points, or bullet points are easier to follow, rather than continuous prose. Keep paragraphs short and pages uncluttered. For example, avoid using background graphics with text over the top, as this can be to visually confusing; - consider using visual representations (flow charts, illustrations, diagrams) to break up large sections of text, or to explain a particular point in a visual, rather than a written way; - consider colour-coding text. For example, information in one colour, questions in another (bearing in mind the contrast in the colours/background) - avoid underlining and italics; - use bold text for titles & sub-headings, or to draw attention to important information, or key vocabulary; - use text boxes, or borders for headings, or to highlight important text - on worksheets, leave plenty of space to write a response. Familiarise yourself with any resources/equipment the child needs to support them and ensure that these are readily available during their lesson. For example: • It may help to use a ruler, or finger track the words as they read; • A personalised, coloured overlay, or ruler may help cut down on visual contrast and help ‘stabilise’ any written materials. It may be worth trying a variety of colours to work out the best to use; • ‘Text to speech’ technology. Please facilitate this in your classroom, for example, providing a quiet space, seating near to a power point etc. Teaching methods to consider: • Help the child to learn and understand any specific vocabulary. This may be done visually, practically and/or during a pre-teach session to build the child’s confidence before the lesson; • The child may prefer it if an adult (or supportive peer) reads through questions with them; • Be supportive of the child if they do not want to read aloud in front of the class (either offering to read it for them, asking a friend to read it, or checking with them beforehand if they would like it shared)
Dyspraxia	Classroom environment /set up: • Provide a large space for the child to work in. This will allow the child room to move and remain active when completing a task. They may also prefer to stand when handling any equipment/physical resources. Resources and equipment you might consider before the lesson: • Provide part-prepared handouts to reduce unnecessary writing and lists of key concepts; or vocabulary; • Consider alternatives to writing – word processors, Dictaphones, scribe etc; • Special equipment eg. Looped scissors, rulers with handles etc may help; • Provide a lesson breakdown and tick list to help the child organise their time and take responsibility for their work; • Write instructions for any activities, using different colours for each line; • Provide templates with headings to help the child structure their work; • Prepare diagrams to label, as copying and drawing neatly can be challenging; • Provide an equipment list and encourage the child to only get out what they need Teaching methods to consider: • Clarify rules and expectations, using unambiguous language; • Allow extra time to complete work, with movement breaks when needed; • Allow time to settle, especially if the lesson is after a breaktime/lunchtime, as transitions are challenging; • Give the child plenty of warning that the lesson is due to end and allow them additional time to pack up to leave (or get ready for the next lesson)
Hearing Impairment	Classroom environment/set up: • Speak to the child privately, before a lesson begins, to find out where they would prefer to sit and if there is anything else that can be done to help them; • Discreetly check that the child is wearing a hearing aid (if applicable) and frequently check-in with the child that they are hearing and understanding; • Be aware of seating arrangements to suit the child’s specific needs, for example if they are reliant on lip reading etc (ie seated towards the front of the classroom with an unobstructed view, or with their good ear facing outwards into the classroom); • Ensure that any background noise is minimised and control class/group discussions so that only one person is speaking at once. Resources and equipment you might consider before the lesson: • Ensure any videos/films used are captioned, or a suitable alternative way is provided; • Provide any important information/instructions about the lesson in writing, as well as verbally. In addition, provide (in a written format) any lists of subject-specific vocabulary and technical terms; • Consider sharing the lesson with the child’s laptop (if they use one) and allow them to use headphones and the built-in assistive technology Teaching methods to consider: • Repeat clearly any questions asked by other students in class before giving a response; • Assist with lip reading by doing the following: - ensure your face is clearly visible at all times when speaking and sitting directly opposite the child whenever possible; - seating the child so that they can see others in the class (where possible); - ensuring the lighting is adjusted so that it is not too dark; - providing written materials for all lessons, so that the child is not having to lip read and take notes From the whiteboard; • Be aware of the specific circumstances for the child and adapt accordingly. For example, if they acquired their hearing loss early in life, they may have associated literacy issues and need additional support with reading and interpreting information. If they have associated speech issues, they may need support with reading out their work, or may prefer an adult to read it for them.
Toileting Issues	Classroom environment/set up: • Let the child leave and return to the classroom discreetly and without having to get permission whenever they need the toilet (use a ‘toilet pass’ if appropriate); • Sit the child close to the door so that they can leave the classroom, discreetly; • Appreciate that they may arrive late for lessons because of an urgent need to use the toilet; • Be aware that the child may need to take medication during school hours and/or need meal breaks and provide discreet/comfortable place for them to do this; • Respect the child’s need for privacy. They should decide how much teachers and other pupils are told about their condition. Resources and equipment you might consider before the lesson:

	• If the child has a diagnosed medical condition, they will have an Individual Healthcare Plan. Please make sure that you are familiar with this document. The SENDCo team can give you access to this; • If the child has ongoing toileting issues, they will have an Intimate Care Plan. Please make sure that you are familiar with this document. The SENDCo team can give you access to this. Teaching methods to consider: • During more active sessions, try to be alert to the child’s psychological needs and relationships with other children. Let them judge for themselves if they wish to join in on a day-to-day basis- don't stop them trying whatever they want to try. However, be aware that the child may also try to push themselves so that they don’t let others down. Be mindful of this and offer discreet support when/where needed; • Bending and stretching may bring on pain, or make pain worse. Teambuilding type activities/games can be particularly problematic; • Be mindful of other students teasing the child about lack of stamina or their need for extra rests (for example, during group activities/team building); • If the child is unwell at school, consider giving them time to rest rather than sending them home-they may be able to return to lessons later in the day.
Cognition and learning challenges	Classroom environment/ set up: • Ensure all classroom adults give specific, targeted praise so the child knows exactly what they are doing well; • The child may have difficulties with visual and auditory memory for information, processes and instructions. Ensure all classroom adults are aware of this and they regularly check the child’s understanding of questions and tasks. This will support the child staying on track; • Carefully consider working pairings/small groups. Support the child with managing peer relationships effectively by providing a positive work ‘buddy’; • The child may appear immature and find it difficult to mix with their peer group. This may cause issues during more sensitive PSHE activities, or group work. Ensure classroom adults are vigilant for any bullying and encourage paired working, or group work, with positive role models; • The child may appear needy with an over-reliance on adult help and support. Encourage and support the child’s independence and confidence by making the curriculum/tasks accessible to them. Resources and equipment you might consider before the lesson: • Plan self-checks for the child at each stage of a task; with the use of a tick list, so that the child knows what is expected of them; • Support the child to overcome problems with understanding instructions and task requirements by using visual timetables and prompt cards with pictures as reminders of the steps needed to complete a task; • Provide a word bank, with key vocabulary for the topic/area being studied; • Provide key words with pictures/symbols to help with the child’s memory; • Provide a writing frame to help structure work; • Keep Powerpoint slides simple and uncluttered. Highlight key information. Teaching methods to consider: • Carefully plan & differentiate work, breaking it down into small manageable tasks; • Provide time to consider questions, process & formulate an answer. Slow down and/or reduce the number of words that you use; • Go over key vocabulary and ideas with the child to check understanding; • Physically demonstrate tasks, rather than relying on verbal instructions; • Repeat information in different ways, varying the vocabulary you use. Also, keep instructions simple • Use structured questioning to support and help the child to answer by scaffolding their response; • Encourage the child to make a mindmap or other visual representation of what they already know and use that as a starting point to teach next steps.
Speech, Language & Communication Needs	Classroom environment/set up: • Create a relaxed, safe and friendly environment with lots of opportunities to talk. Not too noisy; • Provide plenty of opportunities for the child to communicate in a small group (they will be less confident working in a big group and will be less involved) • Carefully consider any pairing s or groupings and include good communication role models for the child to copy; • Ensure all adults respond positively to any attempt the child makes at communication –not just speech. Role model this positive response for the child’s peers to copy; • Listen carefully to what the child says, so that they don’t need to repeat themselves; • Provide a low distraction/quiet area for the child’s group/pair to work so they can focus on their communication; • Regularly check understanding and encourage the child to identify what they can/cannot understand. Resources and equipment you might consider before the lesson: • Use signs, symbols and visual timetables to support communication; • Use visual displays (objects and pictures) that can be used to support understanding; • Provide a visual guide to the lesson, eg a check list, or pictures to aid understanding. Teaching methods to consider: • Be aware of the specific communication difficulties the child may have – it may be processing disorder; • Be aware of the level of language the child is using – use similar level to ensure they understand; • Do not rush, interrupt the child s this means they have to begin processing all over again from the beginning, causing frustration. • Slow down your rate of speech by using pausing and give the child lots of time to process and reply-be prepared to wait for an answer; • Allow time for the child to finish what they are saying, don’t finish it for them; • Keep language simple by breaking long sentences into short separate ideas; • Provide plenty of repetition (activities and vocabulary); • Use non-verbal clues to back-up what you are saying eg gesture; • Ensure adults are providing a clear language model and expand what the child says, by repeating their words back to them correctly, <u>without</u> pointing out their errors; • Reduce the number of questions you ask and make sure you give time to answer; • If you do need to ask questions in front of the class try to use closed questions, as these require only ‘yes’/‘no’ answer, which will reduce anxiety
Tourette Syndrome	Classroom environment/set up: Be aware of (and familiar with) the various forms in which Tourette Syndrome can present. Common vocal tics are: coughing, grunting, sniffing, throat clearing, shrieking, whistling, spitting, animal sounds and echolalia (repeating others’ words, or phrases). Common motor tics are: eye blinking (excessively, or in an unusual pattern), echopraxia (imitating others’ actions), self-injurious behaviours involving touching, biting, hitting, pulling out eyelashes/hair, smelling/sniffing things. Being aware of the particular type of tic(s) presented by the child, will also help you to be aware of the impact on the child’s learning and how they can access the learning in the classroom. For example: • Motor tics of the eyes, head or neck may interfere with reading and affect handwriting, or the ability to write for prolonged periods of time; • Motor and vocal tics may make the child reluctant to read aloud, ask/answer questions, or ask for help. Be understanding of this and support the child to feel involved and able to participate; • Thought tics inhibit auditory processing. Be mindful and do not assume the child is intentionally not listening Tics can be triggered, or increased by stress, excitement or relaxation (all of these emotional states may be experiences during PSHE type activities and lessons, especially as some of the subjects covered may be of a sensitive nature). Ensure that all adults in the room are mindful to filter out their emotional reaction and instead listen and respond with support and understanding. It is not helpful to ask the child to stop their tics, as they are involuntary. Being asked to suppress them is stressful and will cause an increase in the tic. Furthermore, it will mean the child is unable to engage with what is going on around them. Similarly, try not to ask the child not to do something, as it will instantly turn into a compulsion. Because TS can be suggestible, if classmates discover the ‘trigger’, they may use this to make the child tic. Please try to prevent this from happening. Ignoring tics avoids drawing any unnecessary attention towards them. Teaching methods to consider: • The child may have a poor attention span, fail to complete tasks, be easily distracted, unable to listen, fidgety and impulsive. To support them, provide a structure (schedule/tick list) to assist with planning, organisation, time management and initiation of tasks;

	Be mindful when planning activities, that the child may experience sensory processing difficulties, where they may be either over-responsive, or under-responsive to sensory stimuli, eg noise, clothing, textures.
Experienced Trauma	Classroom environment/ set up: - Ensure you are very familiar with the child’s past experiences and context, as this will help you understand their behaviour; - Ensure all classroom adults take a non-confrontational, trauma-informed approach. A discreet, understanding and reassuring approach from all classroom adults is vital; - Provide a safe, consistent and warm classroom environment. Incorporate as many opportunities for humour and laughter in lessons as possible (as laughter reduces the traumatic response in the brain); - Ensure the school day has clear expectations for behaviour and structure, as this will help provide a predictable environment, necessary for the child to feel secure enough to participate and access the learning; - Classroom adults need to be emotionally available and able to support and coach the child in ways to calm themselves and manage their emotions, as well as opportunities to practise de-escalating when they feel overwhelmed; - Ensure adults are vigilant to and mindful of any trigger points for the child, as this will help de-escalate emotional situations - Very carefully check through the lesson content prior to the session and look at it through the eyes of the child’s context and background. There may be obvious trigger points that can be planned for and managed prior to the lesson, with some elements needing to be avoided. Equally, there may be trigger points in the lesson, which may not be so clear from the outside. Ensure that the classroom environment, available adults and overall support for the child is strongly in place should this arise. Resources and equipment you might consider before the lesson: - Provide a safe and familiar breakout space for the child to use during times when they feel overwhelmed or emotionally dysregulated. The child may also need access to a space to exercise, so that they can have regular learning breaks; - Consider the use of a ‘help’ card (or small item) for the child to use to signal that they are finding the situation tricky, without having to vocalise any details; - Have consistent expectations and behaviour plans in place that are based on reward systems, not punishment. Teaching methods to consider: - The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand emotions and behaviour. Lesson plans may need to be adapted/differentiated to include these elements; - Be extremely mindful and vigilant throughout the lesson, as some of the content of PSHE lessons can be very personal, maybe covering memories, families, emotions etc, all of which are likely potential trigger points. Equally, something which doesn’t seem connected on the surface, may be a trigger for the child in some way; - Slow yourself down when talking, as this will appear non-threatening; talk slower, use a lower pitch for your voice, don’t use complex sentences, minimise your body movements; - During activities, teach and model positive self-talk to encourage self-belief. Help the child to see that making a mistake is considered a necessary part of learning and that minor mistakes will not incur adult anger or punishment. - Ensure you use plenty of positive reinforcements, rewards, role modelling with the child (while actively ignoring any negative behaviour); - Use collaborative problem-solving during activities, so that the child feels in control.
Visual Impairment	Classroom environment/ set up: - Keep your classroom visually uncluttered and reduce the number of objects in the immediate working area; - Be mindful of seating arrangements and discuss any preferences with the child. For example, they may prefer to work at close distances, (such as sitting closer to the board), or move the object closer to them, (such as people getting closer when talking); - Be aware of the specific circumstances of the child, for example: - If they are sensitive to light and glare, control the light in the classroom using blinds, sit the child with their back to windows and reduce the glare on surfaces; - The child may need to be seated near natural light, where possible; - The child may need to use a lamp, which should be placed behind their shoulder on the opposite side to their writing hand and/or on the same side of their stronger eye; - They may need to wear a hat/visors, or sunglasses even when staying indoors. Be sensitive to this and mindful of other pupils’ comments/reactions surrounding this; - High contrast objects/pictures may be beneficial. As best practice on handouts/presentations, black & white give the highest contrast. Do not use dark colours together (like blue and green). avoid using white and grey with other light colours. Avoid pastel colours next to each other. In addition, avoid the use of red or green pens on the whiteboard, as these can be difficult to see; - Warn the child of changes in lighting, as this can cause extreme eye strain and headaches. Resources and equipment you might consider before the lesson: - Familiarise yourself with any specific resources the child needs to support them. For example: - they may be better able to read their own writing if they use a thicker black pencil/pen/marker; - they may need a typoscope when reading. This is a reading shield made of black material with a Rectangular cut out. It reduces extra light reflected from the surface of the paper and helps Assist with staying on the correct line while reading; - ensure the child is wearing any prescribed glasses to reduce visual fatigue; - Provide enlarged/magnified pictures, images, maps and print. The VI team will have assessed the child’s vision and recommended a font size and type-face to use. The SENDCo team will advise on this. Be wary that simply enlarging worksheets on a photocopier makes the letters or edges of diagrams lose their sharpness and reduces the contrast, please ensure resources are produced in the correct font size and type-face for the child to access. Teaching methods to consider: - Allow the child to take a break from their work, as this enables them to be visually focused for shorter periods of time and prevents fatigue; - Allow more time when visually exploring a material and when completing visually challenging tasks; - If the child has central visual field loss, they may experience incomplete images, or a central ‘blind spot’ when looking. This may mean they appear not to maintain direct eye contact. Be sensitive to this and manage any comments/reactions from their peers.