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	1. What I am good at?	I can identify something I am good at and understand everyone is good at different things																																																																																																							
2. I'm Special, I'm Me!	I understand that being different makes us all special																																																																																																								
3. Families	I know we are all different but the same in some ways																																																																																																								
4. Houses and Homes	I can tell you why I think my home is special to me																																																																																																								
5. Making Friends	I can tell you how to be a kind friend																																																																																																								
6. Standing Up for Yourself	I know which words to use to stand up for myself when someone says or does something unkind																																																																																																								
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1. The same as...	I can identify similarities between people in my class																																																																																																								
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5. Making new friends	I know how to make new friends																																																																																																								
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1. Families	I understand that everybody's family is different and important to them																																																																																																								
2. Family conflict	I understand that differences and conflicts sometimes happen among family members																																																																																																								
3. Witness and feelings	I know what it means to be a witness to bullying																																																																																																								
4. Witness and solutions	I know that witnesses can make the situation better or worse by what they do																																																																																																								
5. Words that harm	I recognise that some words are used in hurtful ways																																																																																																								
6. Celebrating difference: compliments	I can tell you about a time when my words affected someone's feelings and what the consequences were																																																																																																								
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1. Judging by Appearances	I understand that, sometimes, we make assumptions based on what people look like																																																																																																								
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3. Understanding Bullying	I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure																																																																																																								
4. Problem-solving	I can tell you why witnesses sometimes get in with bullying and sometimes don't																																																																																																								
5. Special Me	I can identify what is special about me and value the ways in which I am unique																																																																																																								
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6. Rallying Support Assessment Opportunity *	I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship																																																																																																						
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1. Personal Learning Goals	I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)																																																																																																						
2. Steps to Success	I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these																																																																																																						
3. My Dream For the World Puzzle outcome: Flags/bunting	I can identify problems in the world that concern me and talk to other people about them																																																																																																						
4. Helping to Make a Difference Puzzle outcome: Fundraising event	I can work with other people to help make the world a better place																																																																																																						
5. Helping to Make a Difference	I can describe some ways in which I can work with other people to help make the world a better place																																																																																																						
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Summer 1 Units, Key Vocabulary and Core concepts

Relationships:

1. My Family and Me!	I can identify some of the jobs I do in my family and how I feel like I belong
2. Make friends, make friends, never ever break friends! Part 1	I know how to make friends to stop myself from feeling lonely
3. Make friends, make friends, never ever break friends! Part 2	I can think of ways to solve problems and stay friends
4. Falling Out and Bullying Part 1	I am starting to understand the impact of unkind words
5. Falling Out and Bullying Part 2	I can use Calm Me time to manage my feelings
6. Being the best friends we can be	I know how to be a good friend

Relationships:

Pieces	PSHE learning intention
1. Families	I can identify the members of my family and understand that there are lots of different types of families
2. Making Friends	I can identify what being a good friend means to me
3. Greetings	I know appropriate ways of physical contact to greet my friends and know which ways I prefer
4. People Who Help Us	I know who can help me in my school community
5. Being My Own Best Friend	I can recognise my qualities as person and a friend
6. Celebrating My Special Relationships Puzzle Outcome: Balloons Assessment Opportunity ✨	I can tell you why I appreciate someone who is special to me

Vocab: family, belong, different, same, friends, friendships, qualities, caring, sharing, kind, greeting, touch, feel, texture, like, dislike, help, helpful, community, feelings, confidence, praise, qualities, skills, self-belief, incredible, proud, celebrate, relationships, special, appreciate

Relationships:

Pieces	PSHE learning intention
1. Families	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate
2. Keeping Safe - exploring physical contact	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not
3. Friends and Conflict	I can identify some of the things that cause conflict with my friends
4. Secrets	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret
5. Trust and Appreciation	I recognise and appreciate people who can help me in my family, my school and my community
6. Celebrating My Special Relationships Puzzle Outcome: Relationship Flag/Bunting Assessment Opportunity ✨	I can express my appreciation for the people in my special relationships

Vocab: family, different, similarities, special, relationships, important, cooperate, touch, physical contact, communication, hugs, like, dislike, acceptable, not acceptable, friends, conflict, point of view, positive problem solving, secret, surprise, good secret, worry secret, telling, adult, trust, happy, sad, frightened, trustworthy, honest, reliability, compliments, celebrate, positive, negative, appreciate

Relationships:

Pieces	PSHE learning intention
1. Family Roles and Responsibilities	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females
2. Friendship	I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener
3. Keeping Myself Safe Online	I know and can use some strategies for keeping myself safe online
4. Being a Global Citizen 1	I can explain how some of the actions and work of people around the world help and influence my life
5. Being a Global Citizen 2	I understand how my needs and rights are shared by children around the world and can identify how our lives may be different
6. Celebrating My Web of Relationships Puzzle Outcome: Appreciation Streamers	I know how to express my appreciation to my friends and family

Vocab: men, women, male, female, unisex, role, job, responsibilities, differences, similarities, respect, stereotype, conflict, solution, problem solving, friendship, win-win, safe, unsafe, risky, internet, social media, private messaging (PM), gaming, global, communications, food journeys, climate, trade, inequality, needs, wants, rights, deprivation, United Nations, equality, justice, happiness, celebrating, relationships, friendships, family, thank you, appreciation

Relationships:

Pieces	PSHE learning intention
1. Jealousy	I can recognise situations which can cause jealousy in relationships
2. Love and Loss	I can identify someone I love and can express why they are special to me
3. Memories Puzzle outcome: Memory Box	I can tell you about someone I know that I no longer see
4. Getting on and Falling Out	I can recognise how friendships change, how to make new friends and how to manage when I fall out with my friends
5. Girlfriends and Boyfriends	I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older
6. Celebrating My Relationships with People and Animals Assessment Opportunity ✨	I know how to show love and appreciation to the people and animals who are special to me

Vocab: relationship, close, jealousy, problem solve, emotions, positive, negative, loss, strategy, shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair, hopelessness, relief, acceptance, depression, souvenir, memento, memorial, special, remember, friendships, negotiate, compromise, trust, loyalty, anger, betrayal, empathy, boyfriend, girlfriend, attraction, pressure, personal, comfortable, special, love, appreciation, symbol, care,

Relationships:

Pieces	PSHE learning intention
1. Recognising Me	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities
2. Safety with Online Communities	I understand that belonging to an online community can have positive and negative consequences
3. Being in an Online Community	I understand there are rights and responsibilities in an online community or social network
4. Online Gaming	I know there are rights and responsibilities when playing a game online
5. My Relationship with Technology: screen time	I can recognise when I am spending too much time using devices (screen time)
6. Relationships and Technology Assessment Opportunity ✨ Puzzle outcome: Internet Safety Poster (staying safe and happy online)	I can explain how to stay safe when using technology to communicate with my friends

Vocab: characteristics, personal qualities, attributes, self-esteem, responsibility, age-limit, social network, community, online, off line, rights, risky, violence, appropriate, grooming, trolled, gambling, trustworthy, devices, screen time, social, mental health, physical health, personal information, safe, choices, vulnerable, responsibilities

Relationships:

Pieces	PSHE learning intention
1. Self and Body Image	I am aware of my own self-image and how my body image fits into that
2. Puberty for Girls	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally
3. Puberty for boys	I can describe how boys and girls bodies change during puberty
4. Conception	I understand that sexual intercourse can lead to conception and that it is how babies are usually made I also understand that sometimes people need IVF to help them have a baby
5. Looking Ahead 1 Puzzle Outcome: Change Cards	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)
6. Looking Ahead 2	I can identify what I am looking forward to when I move to my next class.

Vocab: self, self-image, body image, perception, self-esteem, perception, characteristics, aspects, affirmation, puberty, menstruation, periods, sanitary pads, sanitary towels, tampons, ovary/ovaries, vagina, oestrogen, vulva, womb/uterus, sperm, semen, testicles/testes, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones, relationships, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, umbilical cord, contraception, fertility treatment (IVF), teenager, milestone, perceptions, responsibilities, change, hope, manage, cope, opportunities, emotions, fear, excitement, anxious

Summer 2 Units, Key Vocabulary and Core concepts

Changing Me:	
1. My Body	I can name parts of the body
2. Respecting My Body	I can tell you some things I can do and foods I can eat to be healthy
3. Growing Up	I understand that we all grow from babies to adults
4. Fun and Fears Part 1	I can express how I feel about moving to Year 1
5. Fun and Fears Part 2	I can talk about my worries and/or the things I am looking forward to about being in Year 1
6. Celebration	I can share my memories of the best bits of this year in Reception

Pieces	PSHE learning intention
1. Life cycles	I am starting to understand the life cycles of animals and humans
2. Changing Me	I can tell you some things about me that have changed and some things about me that have stayed the same
3. My Changing Body	I can tell you how my body has changed since I was a baby
4. Boys' and Girls' Bodies	I can identify the parts of the body that make boys different to girls and can use the correct names for these parts: penis, testicles, vagina, vulva, anus
5. Learning and Growing Puzzle Outcome: Piece 6 Flowers	I understand that every time I learn something new I change a little bit
6. Coping with Changes Assessment Opportunity *	I can tell you about changes that have happened in my life

Vocab: changes, life cycle, baby, adulthood, grown up, adult, mature, change, male, female, vagina, penis, testicles, vulva, anus, learn, new, grow, change, feelings, anxious, worried, excited, coping

Pieces	PSHE learning intention
1. Life Cycles in Nature	I can recognise cycles of life in nature
2. Growing from Young to Old	I can tell you about the natural process of growing from young to old and understand that this is not in my control
3. The Changing Me	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old
4. Boys' and Girls' Bodies	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private
5. Assertiveness	I understand there are different types of touch and can tell you which ones I like and don't like
6. Looking Ahead Assessment Opportunity *	I can identify what I am looking forward to when I move to my next class

Vocab: change, grow, life cycle, control, baby, adult, fully grown, respect, appearance, physical, toddler, teenager, independent, timeline, freedom, responsibilities, male, female, vagina, penis, testicles, vulva, anus, public, private, touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, comfortable, uncomfortable, change, looking forward, excited, nervous, anxious, happy

Pieces	PSHE learning intention
1. How Babies Grow	I understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby
2. Babies	I understand how babies grow and develop in the mother's uterus
3. Outside Body Changes	I understand what a baby needs to live and grow
4. Inside Body Changes	I can identify how boys' and girls' bodies change on the outside during the growing up process
5. Family Stereotypes	I can identify how boys' and girls' bodies need to change so that when they grow up their bodies can make babies
6. Looking Ahead Assessment Opportunity *	I can start to recognise stereotypical ideas I might have about parenting and family roles
6. Looking Ahead Assessment Opportunity *	I can identify what I am looking forward to when I move to my next class

Vocab: changes, birth, animals, babies, mother, growing up, baby, grow, uterus, womb, nutrients, survive, love, affection, care, change, puberty, control, male, female, testicles, sperm, penis, ovaries, egg, ovum/ova, vagina, stereotypes, task, roles, challenge, looking forward, excited, nervous, anxious, happy

Pieces	PSHE learning intention
1. Unique Me	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm
2. Having a Baby	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby
3. Girls and Puberty	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this
4. Circles of Change Puzzle Outcome: Circles of Change	I know how the circle of change works and can apply it to changes I want to make in my life
5. Accepting Change	I can identify changes that have been and may continue to be outside of my control that I learnt to accept
6. Looking Ahead Assessment Opportunity *	I can identify what I am looking forward to when I move to a new class

Vocab: personal, unique, characteristics, parents, sperm, egg/ovum, penis, testicles, vagina/vulva, womb/uterus, ovaries, making love, having sex, sexual intercourse, fertilise, conception, puberty, menstruation, periods, circle, seasons, change, control, range of emotions, control, acceptance, looking forward, excited, nervous, anxious, happy,

Pieces	PSHE learning intention
1. What is Mental Health?	I know that it is important to take care of my mental health
2. My Mental Health	I know how to take care of my mental health
3. Love and Loss	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve
4. Power and Control	I can recognise when people are trying to gain power or control
5. Being Online: Real or Fake? Safe or Unsafe?	I can judge whether something online is safe and helpful for me
6. Using Technology Responsibly Puzzle Outcome: Internet Safety Presentation Assessment Opportunity *	I can use technology positively and safely to communicate with my friends and family

Vocab: mental health, ashamed, stigma, anxiety, support, worried, signs, stress, warning, self-harm, emotions, sadness, feelings, loss, grief, denial, despair, guilt, shock, hopelessness, anger, acceptance, bereavement, coping strategies, power, control, authority, bullying, script, assertive, strategies, risks, pressure, influences, self-control, real/fake, true/untrue, judgement, communication, technology, cyberbullying, abuse, safety

Pieces	PSHE learning intention
1. My Self Image	I am aware of my own self-image and how my body image fits into that
2. Puberty	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally
3. Babies: Conception to Birth Assessment Opportunity *	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born
4. Boyfriends and Girlfriends	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend
5. Real self and ideal self	I am aware of the importance of a positive self-esteem and what I can do to develop it
6. The Year Ahead	I can identify what I am looking forward to and what worries me about the transition to secondary school (or moving to my next class)

Vocab: self-esteem, self-image, real self, celebrity, opportunities, freedoms, responsibilities, puberty, pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, midwife, attraction, relationship, pressure, love, sexting, negative body-talk, choice, feelings/emotions, challenge, mental health, transition, secondary, looking forward, journey, worries, anxiety, hopes, excitement

SEND Adaptation (Specific Needs)

- Re-visiting, re-enforcing, consolidating previous learning and essential vocabulary
- Including different sensory experiences to promote physical, social and emotional understanding
- One to one adult for additional explanation

Unpick emotions rather than assuming knowledge and describing physical sensations that may be linked to a certain emotion and what you might see in another person if they are feeling a particular emotion, how they may react etc. Also being explicit about types of physical contact (e.g. touching another person's hair) and how this may be inappropriate or unwelcome.

SEND Adaptation (General)	<ul style="list-style-type: none"> • Re-visiting, re-enforcing, consolidating previous learning and essential vocabulary • Re-visiting content through cross-curricular learning • Including different sensory experiences to promote physical, social and emotional understanding • Adapting resources to make them more accessible e.g. adding labels with key vocabulary to RSHE diagrams • Ensuring children with literacy difficulties have writing scaffolds to support them with their recording. • Pairing children up carefully so that they have exposure to effective models of language in speaking and listening PSHE exercises <hr/> <ul style="list-style-type: none"> • Liaising with parents of children with complex needs to provide additional resources for RSHE learning at home
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INTENT/WHY?

Quality PSHCE should provide children with a greater sense of self, understanding of forming relationship with others and the impact of the world around them. Each topic is built upon year on year, which should allow the children to gain a deeper and more sophisticated understanding of key concepts. As topics are developed and adapted for specific classes, the repetition enables children of all needs to access information.

The content covered by the children should provide them with crucial skills for independent problem solving. At St. Mary's we encourage all children to be the best they can be. Skills provided in lessons, such as how to deal with bullying and how to build and sustain friendships, are lifelong lessons that should help mould children into their future selves. Our PSHCE curriculum provides children with a safe space to explore and practise these skills. This included the use of role play and learning about others experiences. The learning taking place should provide children with a greater understanding of themselves which will enable them to have a positive impact on the world through their actions.

LINKS TO? (Cross curricular History, Geography and Science links, PSHE, Values etc)

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Whole year	<p>Understanding the World Link to understanding of families and homes in different contexts.</p> <p>Link to stranger danger – understanding there are people we don't know.</p> <p>Link to understanding how our bodies change from when we are babies.</p>	<p>Local area – Geography unit about where most of the children live.</p> <p>Online safety – Links to computing.</p> <p>Senses and the Human Body – Links to Science</p> <p>Cooking and Nutrition – Links to DT (making fruit salad and healthy eating)</p>	<p>Local area – Geography unit about where most of the children live.</p> <p>Online safety – Links to computing.</p> <p>Amazing Grace – Links to Literacy (understanding differences are okay)</p> <p>Growing Up – Links to Science (changes experienced)</p>	<p>Amazing Bodies – Link to Science.</p> <p>Online safety – Links to computing.</p> <p>Email – Links to computing (included email safety).</p> <p>Making a Salad – link to DT (considers hygiene)</p>	<p>Online safety – Links to computing.</p> <p>Cuffley Camp Visit – Link to PE (children must also work well in teams).</p> <p>Making Soup – link to DT (considers hygiene)</p> <p>Effective Search – Link to computing (children must consider aspects of E-Safety)</p>	<p>Making Food for a Healthy Heart – Link to DT (children think about healthy eating and correct choices).</p> <p>Online safety – Links to computing.</p> <p>Lincolnsfield World War 2 Visit – Link to PE and History (children must also work well in teams).</p>	<p>Online safety – Links to computing.</p> <p>World War 2 Experience – Link to PE and History (children must also work well in teams).</p> <p>Keeping Healthy – Link to Science.</p>

	<p>Physical Links to consistent exercise, as well as knowing when to rest.</p> <p>Links to understanding the importance of hygiene.</p> <p>Communication and Language Recognising and expressing emotion.</p> <p>Understanding key words such as 'responsible'.</p> <p>Developing explanation skills, such as saying why home is special or why they are a good friend.</p> <p>Choosing appropriate words in different scenarios, for example when standing up for themselves.</p>		<p>Sandwich Making – Link to DT (considers hygiene)</p>			<p>Circle of Life – Link to Science (understand the changes the body goes through).</p>	
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