

**Long Term overview of PSHE/RSHE at The Mill Academy**

	Emotions	Relationships	Keeping Healthy	Staying Safe	The Working World	Wider World
<b>EYFS</b>	Self-Regulation	Building Relationships	Managing Self	How to keep safe: <ul style="list-style-type: none"> <li>at school</li> <li>when I'm out and about</li> <li>online</li> </ul> People who help us.	Jobs/occupations and to be explored throughout stories and role-play opportunities.  Exploring money in role-play	Celebrating our similarities and differences  Exploring the world around me  Looking after the world around me.
<b>Year 1</b>	Overview of Emotions	Families and people who care for me.	Personal Hygiene - germs, handwashing, keeping clean	Road Safety  Keeping Safe at home	Money-Different forms money comes in.  Introduction to Teamwork	Comparing Life around the World.
<b>Year 2</b>	Anger  Growth Mindset	Friendships Bullying & Hurtful Behaviour	What is a healthy lifestyle?  Oral hygiene	Strangers and Safer Strangers  Safe Secrets & Surprises	Money-Needs and wants.  Future Aspirations	What is a community?
<b>Year 3</b>	Joy & Nervousness	Healthy Relationships	Mental Health & Sleep	Fire Safety  Sun Safety	Money-Different ways to pay.  Achievements & Goals	Diverse Britain
<b>Year 4</b>	Fear & Jealousy	Online Relationships	Impact of an Inactive Lifestyle	Water Safety  Peer Pressure	Money-Advertising  Skills & Attributes	Prejudice & Discrimination
<b>Year 5</b>	Developing our resilience at dealing with our emotions	Respectful Relationships	Digital Well-being	Public Safety & Welfare  Bike Safety	Money-Financial risks Working as a team.	Laws, Rules & Responsibilities
<b>Year 6</b>	Uncomfortable Feelings	Touch & Sex Education	Drugs, Alcohol & Smoking	First Aid	Money-Budgeting Jobs & Careers	One World

EYFS – Nursery & Reception

	Emotions	Relationships	Keeping Healthy	Staying Safe	Working World	Wider World
Objectives	<p><b>PSED Self-regulation Nursery</b></p> <p>WALT Talk about our feelings using words such as ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>WALT Understand gradually how others’ might be feeling.</p> <p><b>Reception</b></p> <p>WALT Express our feelings and consider the feelings of others’.</p> <p>WALT Identify and moderate our feelings socially and emotionally.</p> <p>WALT Show resilience and perseverance in the face of challenge.</p> <p><b>Early Learning Goal - Self regulation</b></p>	<p><b>PSED Building relationships. Nursery</b></p> <p>WALT Play with one or more other children, extending and elaborating play ideas.</p> <p>WALT Become more confident with unfamiliar people in the safe context of their setting.</p> <p>WALT Show more confidence in new social situations.</p> <p>WALT Find solutions to conflicts and rivalries.</p> <p>WALT Develop appropriate ways of being assertive.</p> <p>WALT Talk with others to solve conflicts.</p> <p><b>Reception</b></p> <p>WALT See ourselves as a valuable individual.</p> <p>WALT Build constructive and respectful relationships.</p>	<p><b>PSED Managing Self Nursery</b></p> <p>WALT Be increasingly independent in meeting our own care needs, e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly.</p> <p>WALT Make healthy choices about food, drink, activity and toothbrushing.</p> <p><b>Reception</b></p> <p>WALT Manage our own needs – personal hygiene.</p> <p>WALT Know and talk about the different factors which affect their overall health and well-being: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.</p> <p><b>Early Learning Goal – Managing Self</b></p>	<p><b>Nursery</b></p> <p>WALT Increasingly follow rules, understanding why they are important.</p> <p>WALT Remember rules without needing an adult to remind them.</p> <p>WALT Talk about how I can keep myself safe at school.</p> <p><b>Reception</b></p> <p>WALT Talk about the different emergency services, explain what they do and why they are important.</p> <p>WALT Talk about how I can keep myself safe when I am out and about with a familiar grown-up.</p> <p>WALT Talk about how to stay safe on the internet.</p> <p><b>NSPCC Pants Rule to be introduced using Pantasaurus resources.</b></p>	<p><b>Nursery</b></p> <p>WALT Explore different jobs and money through stories and role-play.</p> <p><b>Reception</b></p> <p>WALT Talk about different occupations and what they do.</p> <p>WALT Talk about the future and what job I would like to do when I am a grown up.</p> <p><b>EYFS children to explore money through their yearly fundraising activity.</b></p>	<p><b>Nursery</b></p> <p>WALT Make sense of my own life-story and family’s history.</p> <p>WALT Understand the need to respect and care for the natural environment and all living things.</p> <p>WALT Develop positive attitudes about the differences between people.</p> <p>WALT Recognise that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>Reception</b></p> <p>WALT Talk about members of our community.</p> <p>WALT Name and describe people who are familiar to them.</p> <p>WALT Understand that some places are special</p>

		<p>WALT Think about the perspective of others.</p> <p>WALT Talk about members of their immediate family.</p> <p><b>Early Learning Goal – Building relationships</b></p>				<p>to members of their community.</p> <p>WALT Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>WALT Recognise some similarities and differences between life in this country and life in other countries.</p> <p>WALT Recognise some environments that are different to the one in which they live.</p> <p><b>Early Learning Goal – People, culture &amp; communities</b></p>
Vocabulary	<p>feeling, emotion, sad, happy, angry, worried, sad, scared, good, bad, perseverance, resilience, challenge</p>	<p>Taking turns, sharing, friend, kind, unkind, kind hands and feet</p>	<p>healthy, unhealthy, good, bad, hygiene, safe, unsafe, pedestrian, routine, health, well-being, exercise, physical activity</p>	<p>safe, unsafe, rules, important, danger, rules, follow, boundaries, consent, permission</p>	<p>firefighter, police officer, doctor, nurse, paramedic, emergency, coast guard, help, rescue, accident, lifeguards, first aid, siren, ambulance, fire engine, teacher, different occupations, money, fundraise</p>	<p>family, life, respect, care, environment, living things, similar, different, country, world, town, city, belief, celebration, special</p>

Year 1

	Emotions	Relationships	Keeping Healthy	Staying Safe	Working World	Wider World
Objectives	<p><b><u>Overview of Emotions</u></b></p> <p>WALT Talk about what makes us special and unique.</p> <p>WALT Name some of the different feelings I have and describe how they feel.</p> <p>WALT Recognise that feelings can be communicated with and without words.</p> <p>WALT Talk about the things that make me feel happy.</p> <p>WALT Talk about the things that make me feel unhappy.</p> <p>WALT Suggest and practice strategies for dealing with uncomfortable feelings.</p>	<p><b><u>Families and People who care for me.</u></b></p> <p>WALT Identify who my favourite people are and explain why they are special.</p> <p>WALT Describe why families are important.</p> <p>WALT Explore different types of families, including those that may be different to mine.</p> <p>WALT Describe how I can show my special people that I care about them.</p> <p>WALT Understand the importance of respecting personal space and boundaries.</p>	<p><b><u>Personal Hygiene</u></b></p> <p>WALT Explain what germs are and how they can be bad for us.</p> <p>WALT Discuss how we can keep our bodies clean.</p> <p>WALT Explain why handwashing is important and when we should do it.</p> <p>WALT Talk about and sequence a good handwashing routine.</p> <p>WALT Consolidate our knowledge on personal hygiene by Identifying healthy and unhealthy hygiene habits.</p>	<p><b><u>Staying safe at home</u></b></p> <p>WALT Identify dangers in the home and discuss how we can stay safe.</p> <p><b><u>Road Safety</u></b></p> <p>WALT Identify dangers of the road and discuss safe and unsafe traffic situations.</p> <p>WALT Sequence and talk through the green cross code.</p> <p>WALT Demonstrate how to be a safe pedestrian and follow the green cross code.</p> <p>WALT Consolidate our knowledge on road safety by responding to a given scenario.</p>	<p><b><u>Money</u></b></p> <p>WALT Explain the different forms money comes in.</p> <p>WALT Explain where money comes from.</p> <p>WALT Explain how to keep money safe and why this is important.</p> <p><b><u>Teamwork Skills</u></b></p> <p>WALT Be a good listener.</p> <p>WALT Co-operate with others to complete a task.</p> <p>WALT Explain how to be kind and why it is important.</p>	<p><b><u>The World around Me</u></b></p> <p>WALT Explore family life in different countries and say how it is the same as mine and how it is different.</p> <p>WALT Discuss homes and home life from around the world and say how they are the same as mine and how they are different.</p> <p>WALT Explain what it is like to go to school in other countries and say how it is the same as or different from my school.</p> <p>WALT Think about how people use things from the earth and what problems this can cause.</p> <p>WALT Understand why it is important to care for the earth and identify how we can help protect it.</p>
Vocabulary	<p>Synonyms for happy</p> <p>Synonyms for sad</p>	<p>Similar, different, kind, unkind, friendship, manners, qualities,</p>	<p>clean, wash, brush, germs, disease, hygiene, bacteria, virus,</p>	<p>Traffic light, zebra crossing, stop look listen, pedestrian,</p>	<p>Money, pence, pound, coins, notes, bank,</p>	<p>family life, special people, love, care, similarity, difference,</p>

	<p>confused, scared, uncomfortable, calm, worried, tired, body language, facial expression, communicate, behaviour, act, look, feel, describe</p>	<p>loyal, funny, caring, unique, polite, helpful, affection, love, special, consent</p>	<p>infection, spread, vomiting, diarrhoea, coughs, colds, illness, antibacterial, protect, dentist, doctor, chemist, pharmacist</p>	<p>vehicle, transport, safe, unsafe, danger, hazard</p>	<p>bank card, change, bank, save, work, job</p> <p>Listen, co-operate, kind, unkind, listener, teamwork</p>	<p>similar, different, trust, safe, home, school, learn, environment, people, resources, earth, problem, natural, harm, help, world, protect, choice, environmental</p>
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Year 2

	Emotions	Relationships	Keeping Healthy	Staying Safe	Working World	Wider World
Objectives	<p><b><u>Anger</u></b> WALT Understand what 'anger' is and identify how this emotion can affect someone's body and how they behave.</p> <p>WALT Talk about a time I have felt anger and share strategies on how to overcome this emotion.</p> <p>WALT Practise calming strategies that might help me when I feel angry.</p> <p><b><u>Growth Mindset</u></b> WALT Understand how happy thoughts can make me feel good.</p> <p>WALT Explore the difference between a fixed mindset and a growth mindset.</p> <p>WALT Talk about how to be a positive learner.</p>	<p><b><u>Friendships</u></b> <b><u>Hurtful Behaviour &amp; Bullying</u></b> WALT Understand that we are all different and different people like different things.</p> <p>WALT Understand how to be a good friend.</p> <p>WALT Describe ways we can resolve arguments and disagreements without being unkind.</p> <p>WALT Explain what bullying is and the impact it might have on someone.</p> <p>WALT Identify how to seek help if either myself or someone I know is getting bullied.</p> <p>WALT Identify acceptable and unacceptable physical contact.</p>	<p><b><u>Oral Hygiene</u></b> WALT Explain why keeping our teeth healthy is important and identify how we can achieve it.</p> <p>WALT Talk about and sequence a good routine for teeth brushing.</p> <p>WALT Identify which foods are healthy or unhealthy for our teeth.</p> <p><b><u>Healthy Lifestyle</u></b> WALT Identify the key characteristics of a healthy lifestyle.</p> <p>WALT Make healthy choices about food and drink.</p> <p>WALT Make healthy choices about exercise.</p>	<p><b><u>Safe Secrets &amp; Surprises</u></b> WALT Understand that some secrets and surprises are safe.</p> <p>WALT Recognise what I can share and what I should keep private to keep myself and others safe.</p> <p><b><u>Strangers &amp; Safer Strangers</u></b> WALT Identify the difference between a stranger and a safer stranger.</p> <p>WALT Identify and discuss the people whose job it is to help keep us safe.</p> <p>WALT Identify how to keep myself safe in different situations.</p>	<p><b><u>Money</u></b> WALT Explain choices we have about spending money and why it is important to keep track of what we spend.</p> <p>WALT Explain the difference between things we want and things we need.</p> <p>WALT Explain what happens when we go shopping.</p> <p><b><u>My Future</u></b> WALT Talk about jobs that people can do and tell my friends what I want to be when I grow up.</p> <p>WALT Discuss what skills and interests are needed for different jobs.</p>	<p><b><u>What is a community?</u></b> WALT Explain what a community is and identify the different communities' people can belong to.</p> <p>WALT Discuss ways we can help our school community.</p> <p>WALT Describe ways to be a good neighbour.</p> <p>WALT Identify things that can help and harm a neighbourhood.</p> <p>WALT Discuss ways we can help our local community.</p>
Vocabulary	Annoyed, furious, irritated, rage, cross, fuming	Consent, co-operate, resolve, caring, physical contact, acceptable, unacceptable, personal space, actions,	Dental floss, dentist, toothpaste, diet, balanced, unbalanced, dairy, fruit, vegetables, carbohydrates, energy,	secret, surprise, private, safe, unsafe, comfortable, uncomfortable, share, private, respect,	spend, save, choices, decisions, needs, wants.	respect, community, values, customs, tradition, neighbour, neighbourhood, harm, belong

	Positive, negative, fixed mindset, growth mindset, learner, thoughts	consequences, boundaries, worries, bully, bullying, trust, tease	vitamins, portion, goodness, balance, protein, fats, sugars	privacy, pressure, permission, consent, help, stranger	future, career, job, skills, interests, adult	
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Year 3

	Emotions	Relationships	Keeping Healthy	Staying Safe	Working World	Wider World
Objectives	<p><b><u>Nervousness &amp; Joy</u></b></p> <p>WALT Understand what ‘nervousness’ is and identify how this emotion can affect our bodies and how we behave.</p> <p>WALT Talk about a time I have felt nervous and share strategies on how to overcome this emotion.</p> <p>WALT Practise calming strategies that could help me when I have uncomfortable feelings.</p> <p>WALT Explain what ‘joy’ is and identify how finding joy in things can be beneficial.</p> <p>WALT Talk about how we can be ‘joyful’ in our everyday lives.</p>	<p><b><u>Healthy Relationships</u></b></p> <p>WALT Identify the different relationships people can have, either in person or online.</p> <p>WALT Identify my own support network.</p> <p>WALT Identify shared characteristics of a healthy family life.</p> <p>WALT Identify the characteristics of a positive healthy friendship.</p> <p>WALT Identify healthy and unhealthy boundaries.</p> <p>WALT Discuss what we can do if a relationship is making us feel unsafe or uncomfortable.</p>	<p><b><u>Mental Health &amp; Sleep</u></b></p> <p>WALT Explain why sleep is important and identify the implications of not getting enough sleep.</p> <p>WALT Recognise healthy and unhealthy sleep habits.</p> <p>WALT Create a healthy bedtime routine.</p> <p>WALT Explain what mental health is and why it is important to look after it.</p> <p>WALT Identify strategies and behaviours that support good mental health.</p> <p>WALT Explain what ‘mindfulness’ is and how it can support our mental health.</p>	<p><b><u>Sun Safety</u></b></p> <p>WALT Identify how to keep safe in the sun and protect skin from sun damage.</p> <p>WALT Consolidate our understanding of sun safety by responding to a given scenario.</p> <p><b><u>Fire Safety</u></b></p> <p>WALT Demonstrate how to call 999 when there is an emergency.</p> <p>WALT Identify what to do if a fire happens and talk about how to keep myself safe. I</p> <p>WALT Identify top tips for fire safety – check smoke alarms, create and practise a fire escape plan etc.</p> <p>WALT Consolidate our understanding of fire safety by responding to a given scenario.</p> <p>Year 3 will also have a Fire Safety workshop</p>	<p><b><u>Money</u></b></p> <p>WALT Explain the different ways people pay for things.</p> <p>WALT Discuss financial risk and borrowing and explain some consequences of this.</p> <p><b><u>Achievements &amp; Goals</u></b></p> <p>WALT Talk about the things I have achieved that make me feel proud.</p> <p>WALT Identify personal goals and suggest actions that I can take to achieve them.</p> <p>WALT Explain how a positive learning attitude can help me to learn new things.</p>	<p><b><u>Diverse Britain</u></b></p> <p>WALT Describe what it is like to live in Great Britain.</p> <p>WALT Explore how people living in Great Britain can be different and how they are the same.</p> <p>WALT Explore differences of opinion and identify if I feel these are fair.</p> <p>WALT Discuss ways in which people’s lives are similar and different and give reasons for these differences.</p>



				from South Yorkshire Fire Service.		
Vocabulary	Anxious, edgy, tense, apprehensive, hesitant Delight, jubilation, glee, happiness, elation, triumph	Consent, empathy, viewpoints, collaborate, respect, restorative, resilience, assertiveness, romantic, online, commitment, care, difficulty, advice, respect, truth, truthfulness, loyalty, generosity, included, lonely, excluded	Well-being, sufficient, insufficient, impact, benefits, mood, meditation, mental health, mental illness, daily, mindfulness, quality, improve	Ultraviolet radiation, UV, prevention, protection, fire alarm, drill, escape, smoke, flames, emergency, sun burn, heat stroke	Strength, weakness, proud, abilities, goals, aspiration, achievement, future, vision, determination, resilience	Identity, stereotypes, prejudice, diversity, equal, respect, values, opinion, society, fair, unfair, British, race, racism, poverty, tolerance, citizen, compassion

Year 4

	Emotions	Relationships	Keeping Healthy	Staying Safe	Working World	Wider World
Objectives	<p><b><u>Fear &amp; Jealousy</u></b></p> <p>WALT Understand what ‘jealousy’ is and identify how this emotion can affect someone’s body and how they behave.</p> <p>WALT Explore the question ‘Is jealousy always a negative emotion?’</p> <p>WALT Discuss different types of jealousy and how a person might be affected.</p> <ul style="list-style-type: none"> <li>• sibling jealousy</li> <li>• jealousy among peers</li> <li>• jealousy around possessions</li> <li>• jealousy around achievement</li> </ul> <p>WALT Talk about a time I have felt jealous and share and practice strategies on how to overcome this emotion.</p> <p>WALT Understand what ‘fear’ is and identify how this emotion can affect someone’s body.</p>	<p><b><u>Online Relationships</u></b></p> <p>WALT Explain what cyberbullying is and how it might affect someone.</p> <p>WALT Identify what personal information is and know what I should be careful about sharing online.</p> <p>WALT Talk about some of the risks of online friendships.</p> <p>WALT Identify how to get help if I am being bullied or feel unsafe online or in person.</p> <p>WALT Consolidate our understanding of online relationships by responding to a given scenario.</p>	<p><b><u>Impact of an Unhealthy, Inactive Lifestyle</u></b></p> <p>WALT Talk about the impact the internet and technology might have on our health.</p> <p>WALT Identify healthy and unhealthy habits.</p> <p>WALT Explain the benefits of being physically active and discuss how we can be more active.</p> <p>WALT Discuss how to keep our head, heart, teeth, and muscles healthy.</p> <p>WALT Discuss the characteristics of a balanced, healthy lifestyle and suggest how I could be healthier.</p>	<p><b><u>Water Safety</u></b></p> <p>WALT Identify how to stay safe around different water areas (e.g., swimming pool, lake, pond, sea)</p> <p>WALT Identify the four parts of the water safety code.</p> <p>WALT Consolidate our understanding of water safety by responding to a given scenario.</p> <p><b>Water Safety to also be explored as part of swimming curriculum.</b></p> <p><b><u>Peer Pressure</u></b></p> <p>WALT Explore peer pressure and discuss how a person might be affected.</p> <p>WALT Identify and practise different strategies for dealing with peer pressure.</p> <p>WALT Consolidate our knowledge of peer pressure by responding to a given scenario.</p>	<p><b><u>Money</u></b></p> <p>WALT Understand the different decisions people must make about how to spend their money.</p> <p>WALT Explain how adverts try to influence our spending and why they do this.</p> <p>WALT Explain ways I can keep track of what I spend and why it is important to do.</p> <p><b><u>Skills and Attributes</u></b></p> <p>WALT Identify the skills and attributes needed to do certain jobs.</p> <p>WALT Discuss what job I might like to do when I grow up and what skills I will need to achieve this.</p>	<p><b><u>Prejudice &amp; Discrimination</u></b></p> <p>WALT Talk about what I have in common with others e.g., physically, in personality or background.</p> <p>WALT Talk about discrimination: what it means and how to challenge it.</p> <p>WALT Talk about different stereotypes and how they might affect people.</p> <p>WALT Talk about prejudice and begin to recognise behaviours/ actions which discriminate against others.</p> <p>WALT Explore how prejudice and discrimination are still present today and identify examples of them.</p>

	WALT Talk about what I fear and share and practice strategies on how to overcome this emotion.					
Vocabulary	Envious, desirous, green-eyed, greedy, resentful, begrudging, bitter, insecure Terror, fright, alarm, panic, distress, dread, agitation, trepidation	Consent, private, personal, communication, permission, cyberbullying, risk,	healthy, exercise, heart, head, muscles, balanced, diet, heart rate, saturated, protein, hydrated, hormones, vitamins, minerals, sleep, eat, drink	Peer pressure, positive, negative, consequence, aggressor, assertive, danger, hazard, safe, unsafe,	Negation, communication, teamwork, considerate, inconsiderate, responsibilities, career, skills, attributes, dispute, team, actions, effective, ineffective, successful, positive, negative, non- verbal, verbal	Tolerance, respect, diversity, prejudice, judge, discrimination, society, stereotypes, witness, experience, challenge, background

Year 5

	Emotions	Relationships	Keeping Healthy	Staying Safe	Working World	Wider World
Objectives	<p><b><u>Developing our resilience at dealing with our emotions</u></b></p> <p>WALT Understand the link between thoughts, feelings, and behaviours.</p> <p>WALT Understand the concept and impact of positive thinking.</p> <p>WALT Use a varied vocabulary when talking about emotions.</p> <p>WALT Talk about everyday things that affect feelings and the importance of expressing how I feel.</p> <p>WALT Use mindfulness techniques in my everyday life</p>	<p><b><u>Respectful Relationships</u></b></p> <p>WALT Explain why everyone is unique and talk about why this should be celebrated and respected.</p> <p>WALT Name different types of relationships and identify the key characteristics of a committed relationship.</p> <p>WALT Identify the different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents)</p> <p>WALT Recognise different types of physical contact and talk about what is acceptable and unacceptable.</p> <p>WALT Identify some strategies to respond to unwanted physical contact.</p>	<p><b><u>Looking after my Digital Well-Being</u></b></p> <p>WALT Recognise ways in which the internet and social media can be used both positively and negatively.</p> <p>WALT Identify how to stay safe, healthy, and happy online and when I use digital technology.</p> <p>WALT Identify how to use social media responsibly to protect the health, wellbeing, and rights of all.</p> <p>WALT Identify strategies for improving our digital well-being.</p>	<p><b><u>Public Safety &amp; Welfare</u></b></p> <p>WALT Understand what it means to take responsibility for my own safety and share ideas on how to do this.</p> <p>WALT Assess a situation and decide whether it might be dangerous.</p> <p>WALT Identify what we can do when we are under pressure to do something risky.</p> <p>WALT Act sensibly and responsibly in an emergency.</p> <p>WALT Identify hazards and reduce risks to keep myself and others safe at home.</p> <p>WALT Explain how to stay safe in different outdoor environments.</p> <p><b>Bike Safety to be explored through Bikeability programme.</b></p>	<p><b><u>Money</u></b></p> <p>WALT Explain some financial risks and discuss how to avoid them.</p> <p>WALT Understand how retailers try to influence our spending.</p> <p>WALT Discuss the spending decisions people must make.</p> <p><b><u>Working as a team</u></b></p> <p>WALT Talk about the attributes of a good team.</p> <p>WALT Describe why disputes might happen and identify resolution strategies.</p> <p>WALT Describe how my actions and behaviour can affect my team.</p>	<p><b><u>Laws, Rules &amp; Responsibilities</u></b></p> <p>WALT Talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people.</p> <p>WALT Explain why and how laws are made and identify what might happen if laws are broken.</p> <p>WALT Discuss the terms democracy and human rights in relation to local government.</p> <p>WALT Discuss the terms democracy and human rights in relation to national government.</p> <p>WALT Investigate what charities and voluntary groups do and how they support the community.</p>

Vocabulary	Manage, mistake, intensity, ideal, wide range, error, fault, flexibility, body image, pressure, set-back, failure, perceived, amends	Consent, Committed, loving relationships, marriage, civil partnership, same-sex, single, step-parent, blended family, foster parents, love, security, stability, family structure, LBGT+, physical contact, unwanted	Self-image, self-respect, confidence, FOMO (fear of missing out), mental ill-health, rights, social media, self-care			human rights, legislation, entitled, agreement, rights, convention, United Nations, democracy, local government, national government, charities, voluntary, nation, faith, ethnicity
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**Year 6**

	Emotions	Relationships	Keeping Healthy	Staying Safe	Working World	Wider World
Objectives	<p><b><u>Uncomfortable Feelings</u></b></p> <p>WALT Explain why I should share my own thoughts and feelings and I know how to do this.</p> <p>WALT Explore uncomfortable feelings and understand how to manage them.</p> <p>WALT Understand why we sometimes feel worried or anxious and know how to manage these feelings.</p> <p>WALT Identify problem-solving strategies for dealing with emotions, challenges, and change.</p> <p>WALT Identify some techniques to support our transition to secondary school.</p>	<p><b><u>Touch &amp; Sex Education</u></b></p> <p>WALT Describe the changes that people’s bodies go through during puberty and describe how we can look after our changing bodies.</p> <p>WALT Describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.</p> <p>WALT Recognise that many things affect the way we feel about ourselves and understand that there is no such thing as an ideal kind of body.</p> <p>WALT Understand what a loving relationship is and recognise that there are many types of relationships.</p> <p>WALT Understand what a sexual relationship is and who can have a sexual relationship.</p>	<p><b><u>Drugs, Alcohol and Smoking</u></b></p> <p>WALT Discuss the risks and effects of legal drugs common to everyday life (e.g., cigarettes, e-cigarettes/vaping, alcohol, and medicines) and their impact on health.</p> <p>WALT Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> <p>WALT Understand the mixed messages in the media about drugs, including alcohol and smoking/vaping.</p> <p>WALT Recognise organisations that can support people concerning alcohol, tobacco and nicotine or other drug use and which people they can</p>	<p><b><u>First Aid</u></b></p> <p>WALT Explain what is meant by first aid. Outline the role of a first aider.</p> <p>WALT Explain what is meant by the Primary Survey. Understand what DR ABC stands for.</p> <p>WALT Explain what is meant by choking. Understand how to help a casualty who is choking. Safely practise the steps needed to help a casualty who is choking.</p> <p>WALT Explain the difference between a cut and a graze. Explain the difference between minor and severe bleeding. Understand how to help a casualty who is bleeding.</p> <p>WALT Explain the difference between a burn and a scald. Understand how to</p>	<p><b><u>Money</u></b></p> <p>WALT Explain why budgeting can be helpful and how a budget can be made.</p> <p>WALT Discuss the impact money can have on people’s emotional wellbeing.</p> <p>WALT Explain the impact spending has on our environment.</p> <p><b><u>Jobs and Careers</u></b></p> <p>WALT Discuss my goals for the future and the steps I need to take to achieve them.</p> <p>WALT Understand there are a variety of routes into different jobs which may match my skills and interests.</p>	<p><b><u>One World</u></b></p> <p>WALT Talk about and understand how we can be responsible global citizens.</p> <p>WALT Describe what global warming is and what we can do to help prevent it from getting worse.</p> <p>WALT Explain how our energy use can harm the environment and describe what we can do to help.</p> <p>WALT Describe how we can use water responsibly and understand the importance of doing this.</p> <p>WALT Understand what biodiversity is and explain the importance of doing all we can to encourage it.</p>

		WALT Describe the process of human reproduction from conception to birth.	talk to if they have concerns.  WALT Understand what to do if I feel pressured to try a harmful substance.	help a casualty who has a burn or a scald.  WALT Consolidate our knowledge of first aid by responding to a scenario.  Year 6 will have Crucial Crew trip.		
Vocabulary	Troubled, bothered, distressed, uneasy, anxious, change, confidence, technique, transition, anxiousness, anxiety	Consent, unhealthy, pressure, appropriate, personal safety, inappropriate, abuse, sexual intercourse, sex, fertile, conception, sperm, egg, foetus, pregnant, caesarean section, baby, responsibility, legal, age restriction, age of consent, puberty, menstruation, sexual, reproduction, conception, birth	alcohol, cigarettes, tobacco, e-cigarettes, vaping, vapes, vape pens, medicine, nicotine, addictive, drugs, harmful, dangerous, substances, habit, healthy, unhealthy, damage, pressure, media, legal, illegal, age restrictions, choice	First aid, primary survey, casualty, burn, scald, minor, severe, emergency, injury, cut, graze, choking	challenges, barriers, obstacles, strategies, mindset, positive, helpful, unhelpful, attitudes, behaviours, success, failure, mistakes, learning, feedback, privilege, power, gender, race, class, apprenticeship, study, employment, university, college, occupation, opportunities	global warming, energy, resources, impact, environment, use, responsible, help, protect, pledge, waste, save, renewable, non-renewable, conserve, global citizen, biodiversity