


PSHE	<p><u>Oak pathway</u></p> 
Curriculum cycle - Year 1 (2024-2025)	
Information taken from skills continuum in the PSHE Association SEND Planning Framework. Area on continuum highlighted where the majority of pupils are working at.	

*Subject specific curriculum*

Sunflower		PSHE	Key Vocabulary	Encountering	Foundation	Core	Development	Enrichment	Enhancement
Autumn	I am Special!	Being Unique	Goals, bad, good, actions, proud, respected, fulfilled, important, brave, help, support, loving, powerful, unique, future.	Respond with curiosity to stimuli about the ways in which we are special. Respond with curiosity to stimuli about our family.	Describe ourselves — recognising that there is self and there are others.	Identify things we are good at (strengths/talents). Describe the ways in which we are special and unique.	Describe things that we enjoy or that make us feel happy. Identify what we are good at, both in and out of school. Recognise that being unique means we might like and be good at different things from other people	Describe and demonstrate things we can do well and identify areas where we need help to develop. Identify hopes/wishes for our future lives.	Identify things we can do for ourselves to help us develop our strengths and those areas where we need help from others. Identify own hopes/aspirations; explain in simple terms how we might achieve them

	<b>We're not scared!</b>	What to do in an emergency	Injury, accident, 999, emergency, first aid, help, responsibility, safety, police, ambulance, fire service	Respond to stimuli about keeping physically safe. Respond with curiosity to stimuli about the adults who are responsible for keeping us safe.	Describe some simple ways we can help keep ourselves physically safe in school	Give simple reasons why it is important to help keep ourselves physically safe.  Describe ways to help keep ourselves physically safe out of school, on the way to school and when out with family, carers or friends.  Explain how we know when we might need to ask for help.  Identify people at home, school and in other settings who are responsible for helping us keep physically safe	Name and describe feelings associated with not feeling safe (e.g. worried, scared, frightened) and identify trusted adults who can help us if we feel this way. Demonstrate ways of making it clear to others when we need help. Describe some simple rules for keeping safe near water, railways, roads and fire	Identify some different responsibilities we may have to help keep ourselves and others safe.  Identify when someone might need first aid because they are hurt/ injured.  Explain why it is important to persist with asking for help if our initial requests are not met or understood	Evaluate ways of keeping safe in a variety of relevant situations and identify possible risks and hazards.  Describe some simple strategies for keeping physically safe in situations when we might feel afraid.  Recognise when a situation is an emergency and explain or demonstrate how to get help, including how to call 999
<b>Spring</b>	<b>The Egyptians</b>	Friendships	Friends, enemies, kind, companion, acquaintance, caring, brave, good listener, considerate,	Respond with curiosity to stimuli about what anger is and what being angry feels like. Respond to stimuli	Describe what feeling angry means.  Describe what feeling upset means.	Identify when people are being kind or unkind — either to us or to others.	Identify what teasing means and how people who are teased might feel.  Give reasons why teasing or name-	Explain what is meant by hurtful behaviour and bullying (including verbal, physical and emotional, e.g.	Explain that all bullying is abusive and some can be prejudice-based. Recognise that this is unacceptable behaviour and that

			bully, bullying, online, social media, trusted adult	about what feeling upset means	Recognise that behaviour which hurts others' bodies or feelings is wrong.	Give examples of how our feelings can be hurt.  Describe how this may make us feel angry, worried or upset.	calling is not acceptable.  Identify what we can do if others are excluding us or being unkind.	omission/exclusion) . Recognise that this can happen online. Describe and/or demonstrate what we can say or do if we or someone else is being bullied.  Identify trusted adults to tell if we think we or someone else is being unkind to us or we think we are being bullied.	a trusted adult needs to be told about it.  Identify different positive responses we can take towards unkind behaviour and bullying.  Describe what we can do (including whom to tell) if we witness or experience hurtful behaviour or bullying.
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	<b>Nature Detectives</b>	Staying safe	Trust, trusted adult, no, yes, happy, sad, worried, scared, secrets, sharing, dare, peer pressure	Respond to stimuli about the different ways we can communicate with adults in school.  Respond to stimuli about ways of asking for help.  Respond to stimuli about what we mean by keeping a secret and what we mean by a surprise	Identify trusted adults in school.  Recognise things we would call 'personal' and things we would call 'private'.  Recognise what keeping something secret means.  Identify someone who can help us if we are afraid or worried	Give examples of what is meant by trust.  Identify how we feel when we trust someone.  Identify some reasons for keeping personal information private.  Recognise that people do not have to keep secrets; that it is important to tell or show someone sometimes  Demonstrate how to ask for help if something happens that makes us feel sad, worried or frightened	Recognise that we do not have to trust someone just because they say we should.  Recognise that no adult should ever ask us to keep a secret but a surprise is different.  Explain that we should not keep any secret that makes us feel uncomfortable, afraid, worried or anxious, no matter who asks us.  Explain when and why to ask an adult for help if we're asked to share information or keep a secret.	Describe 'degrees of trust'.  Explain that if we don't feel sure about sharing information or feel pressured, we don't have to.  Give examples of how others may put us under pressure to do something.  Explain what a 'dare' is and what people might say or do if they are 'daring' us.  Identify some basic strategies for saying 'no' to pressure or dares.  Identify whom to tell in different situations and what we could say	Give examples of when we might take back our trust if we feel someone no longer deserves it.  Describe how we might feel if someone has dared us to do something.  Explain or demonstrate strategies to resist pressure to behave in inappropriate ways.  Demonstrate what we can say and do and where to get help if we have been pressurised, or seen someone else being pressurised, to do something risky
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<b>Summer</b>	<b>How can I travel?</b>	Hygiene	Hygiene, clean, germs, illness, spread, body parts, female, male, teeth, teeth brushing, dentist, washing, shower, bath	Respond to stimuli about the people who look after us.	Identify people who look after us and help us to take care of ourselves.	Identify some of the ways in which we may be cared for by our families, friends and other adults. Identify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed etc.).	Identify things we can do by ourselves to look after ourselves and stay healthy and things we need adult help with	Identify some simple ways we can help to keep ourselves well. Identify simple ways some germs/illnesses may be spread	Describe different ways we keep ourselves healthy and well. Explain or demonstrate what we and others can do to prevent the spread of germs and why this is important
	<b>Splish, splash, splosh into the sea</b>	Looking after the environment +	Environment, expect, respectful, responsibility, rules	Respond to stimuli which demonstrate the ways in which we are cared for by trusted adults. Respond to stimuli about the different pets people have and ways of caring for them.	Identify simple ways in which we may take care of people and/or animals	Give reasons why it is important to take care of people, animals and all living things.	Describe our own home and explain how we and family members may take care of it.	Explain how we can take care of our school environment. Explain the importance of routines in taking care of people or pets.	Explain what might happen if the wider environment is not taken care of (e.g. litter, graffiti, vandalism, pollution)
<b>Daffodil</b>		<b>PSHE</b>	<b>Key Vocabulary</b>	<b>Encountering</b>	<b>Foundation</b>	<b>Core</b>	<b>Development</b>	<b>Enrichment</b>	<b>Enhancement</b>
<b>Autumn</b>	Look at me!	Look what makes me happy	Family, positive, healthy, unhealthy, worried, marriage, civil partnership, fostering,	Respond to stimuli about some of the different kinds of relationships there are within families	Give examples of different types of relationships. Identify the people who make up our family.	Identify different types of family. Recognise others' families in school may be different from their family	Identify some of the ways in which we may be cared for by our families, friends and other	Recognise that two people in a long term relationship might live together or be married (or in a civil partnership); that getting married	Explain the features of a healthy and positive friendship or family relationship.

			adoption, parents, relationship				adults who care for us.  Explain that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship	must always be a choice both people make together.  Recognise that two people who love and care for one another may or may not have children.  Identify some of the roles and responsibilities of parents and carers.	Identify whom to tell if something in our family life makes us unhappy or worried.  Recognise that relationships, including marriage and civil partnership, can be between people of any gender.
	Winter Wonderl and	Road Safety	Emergency, safe, responsible, rules, unsafe, hazards, road safety, danger, 999, ambulance, police, paramedic, crossings	Respond to stimuli about keeping physically safe.  Respond with curiosity to stimuli about the adults who are responsible for keeping us safe.	Describe some simple ways we can help keep ourselves physically safe in school	Give simple reasons why it is important to help keep ourselves physically safe.  Describe ways to help keep ourselves physically safe out of school, on the way to school and when out with family, carers or friends.  Explain how we know when we might need to ask for help.	Name and describe feelings associated with not feeling safe (e.g. worried, scared, frightened) and identify trusted adults who can help us if we feel this way.  Demonstrate ways of making it clear to others when we need help.  Describe some simple rules for keeping safe near	Identify some different responsibilities we may have to help keep ourselves and others safe.  Identify when someone might need first aid because they are hurt/ injured.  Explain why it is important to persist with asking for help if our initial requests are not met or understood	Evaluate ways of keeping safe in a variety of relevant situations and identify possible risks and hazards.  Describe some simple strategies for keeping physically safe in situations when we might feel afraid.  Recognise when a situation is an emergency and explain or demonstrate how to get help,

						Identify people at home, school and in other settings who are responsible for helping us keep physically safe	water, railways, roads and fire		including how to call 999
Spring	China	Friendships	Friends, frustrated, angry, happy, sad, resolve, worried, agree, disagree, excluded, difficult, problems	Respond to stimuli about different feelings we or others may experience.	Describe times when we may feel unhappy with our friends  Demonstrate positive ways we could let others know how we are feeling.	Describe ways in which friends, classmates, may disagree and 'fall out'.  Demonstrate some ways of 'making up' after a falling out	Explain how other people may feel differently to us about the same situation and offer some examples.  Identify how to treat ourselves and others with respect	Explain why it is important to listen to others' point of view; demonstrate active listening; demonstrate simple ways of resolving disagreements.  Describe what it means to 'fall out' with friends or family.  Identify what might make someone feel that they are in an unhappy or unhealthy friendship or relationship.	Explain that our feelings about other people can change and that this is okay.  Identify kind ways of letting people know our feelings towards them have changed.  Identify what we can say, do or whom we can tell if we are worried or unhappy in a friendship or relationship.
	Extreme Earth	Managing my emotions	Emotions, health, mind, body, happy, sad, angry, worried,	Respond with curiosity to stimuli about different emotions.	Describe different kinds of feelings we may have experienced; those we like and	Describe some good (comfortable) and not so good (uncomfortable) feelings; describe	Explain why no-one has the right to make us feel unhappy, afraid, worried, and sad	Demonstrate vocabulary/ communication skills for expressing	Explain that everyone experiences a range of feelings at different times

			frustrated, strategies.	Respond with curiosity to stimuli which depict facial expressions representing different emotions/feelings.	those we don't like.  Identify things that make us feel happy. Identify things that may make us cry/feel sad.  Identify what makes us feel upset, angry, worried, anxious, frightened.	how they might make our body feel.  Recognise that when we experience a change or a loss we may feel sad/unhappy.  Identify signs, actions, facial expressions, body language which can help us identify how others might be feeling.	or make us do things we do not want to.	the intensity of a feeling	
Summer	Local History	Hygiene	Hygiene, clean, germs, illness, spread, body parts, female, male, teeth, teeth brushing, dentist, washing, shower, bath, prevention, explanation, describe	Respond to stimuli about the people who look after us.	Identify people who look after us and help us to take care of ourselves.	Identify some of the ways in which we may be cared for by our families, friends and other adults.  Identify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed etc.).	Identify things we can do by ourselves to look after ourselves and stay healthy and things we need adult help with	Identify some simple ways we can help to keep ourselves well.  Identify simple ways some germs/illnesses may be spread	Describe different ways we keep ourselves healthy and well.  Explain or demonstrate what we and others can do to prevent the spread of germs and why this is important
	Adventures	Looking after the	Environment, expect, respectful,	Respond to stimuli which demonstrate the ways in which	Identify simple ways in which we may take care of	Give reasons why it is important to take care of people,	Describe our own home and explain how we and	Explain how we can take care of our	Explain what might happen if the wider environment is not



		environment †	responsibility, rules, ownership, reflect, vandalism, consequences, litter, pollution	we are cared for by trusted adults.  Respond to stimuli about the different pets people have and ways of caring for them.	people and/or animals	animals and all living things.	family members may take care of it.	school environment.  Explain the importance of routines in taking care of people or pets.	taken care of (e.g. litter, graffiti, vandalism, pollution)
Fox	PSHE	Key Vocabulary	Encountering	Foundation	Core	Development	Enrichment	Enhancement	
Autumn	Families	Family, same, different, boy, girl, babies, male, female, new life cycle, birth, body parts, timeline, order, growing, changing, marriage.	Respond to stimuli about different kinds of families and different kinds of relationships in families.  Respond to stimuli about parenthood	Give examples of different types and features of committed, long-term relationships.  Identify adults we know who are in a long term relationship.  Identify what being in a family means.	Explain that marriage, (including same-sex marriage) civil partnerships and living together are choices that couples might make as part of their commitment to each other.  Recognise what ‘adopted’, ‘fostered’, or ‘looked after’ mean in terms of families.  Recognise that some relationships will end— meaning that a couple don’t go out	Identify possible reasons why people might choose to adopt or foster children or young people.  Explain that no-one can be forced to marry someone; that this is always wrong; that the person trying to force someone to marry is committing a very serious crime no matter who they are or what they say.  Identify what we can do and whom we could tell if we think someone is	Describe different ways relationships might be ended.  Describe the feelings people might have if they or someone they are close to is experiencing the ending of a relationship.  Explain that the breakdown of a relationship between parents is not the fault of their children.  Explain the importance of	Identify some of the range of beliefs and opinions about pregnancy, adoption and termination.  Recognise that long-term relationships experience challenges but that these can often be overcome.  Identify some of the changes in family circumstances that might occur following separation, divorce,	

					together, or live together any more.	being forced to marry someone.	talking to someone if worried about the ending of a relationship.	illness or bereavement.  Explain strategies that people who are experiencing the end of a relationship might use to manage their feelings.
	Health and Sport	Physical exercise, gym, health benefits, healthy, active, mental health	Respond to stimuli about different kinds of physical activity and exercise.	Identify different kinds of physical activity and exercise	Identify our favourite forms of physical activity and exercise.  Identify some of the benefits of being physically active, and possible consequences of inactivity.	Describe some of the physical and mental health benefits of regular exercise.	Explain some of the long term benefits of regular physical activity and exercise.  Identify and challenge common stereotypes relating to physical activity.	Describe the challenges that can prevent us from exercising, and suggest ways to overcome them.  Identify ways of motivating ourselves to take exercise.
Spring	Relationships with Others	Friends, helping, kind, respectful, good friend, listens, advises, disagreement, agree, disagree.	Respond to stimuli about different kinds of friendship.	Describe what having or being a friend means. Identify different kinds of friendship and ways in which friendship is important	Identify occasions when we might need the support of friends.  Describe how we can let friends know that we need their help and support	Identify occasions when our friends might need our support.  Give examples of how we can show support to our friends.  Explain that we might disagree with someone and still be friends.  Explore ways to manage	Describe ways in which friendships might change over time.  Explain that sometimes friendships may end, through choice or circumstances.	Demonstrate how we might end a friendship positively.  Identify reliable and appropriate sources of support for ourselves and our friends.

						<p>friendship disagreements restoratively.</p> <p>Recognise that friends do not always know what is best for each other</p>	<p>Demonstrate strategies for managing feelings about friendships as they change and develop.</p> <p>Demonstrate ways to manage friendship disagreements restoratively</p>	
	Being Safe in Relationships	<p>Friendships, relationship, positive, healthy, negative, unhealthy, safe, no, yes, consent, expectation, compromise, law, rights</p>	<p>Respond with curiosity to stimuli about different positive relationships we have in our lives.</p>	<p>Identify some key features of positive friendships/relationships, and how they can make us feel.</p> <p>Identify times when we might feel angry or sad because of someone's behaviour towards us.</p>	<p>Identify our expectations of friendships/relationships.</p> <p>Describe the positive qualities people bring to relationships.</p>	<p>Explain how we expect people to behave towards us in friendships and relationships.</p> <p>Identify the differences between positive/healthy and negative/unhealthy relationships.</p> <p>Identify people we can talk to about relationships.</p>	<p>Identify the aspects of relationships that we are responsible for.</p> <p>Identify positive strategies to manage inappropriate behaviour towards us.</p> <p>Recognise that some types of behaviour within relationships are against the law</p> <p>Identify what we can do if we are worried or concerned about an</p>	<p>Demonstrate strategies to help us negotiate and assert our rights in a relationship.</p> <p>Explain what is meant by compromise and demonstrate some ways to compromise.</p> <p>Explain how the media portrayal of relationships may not reflect real life but may affect our expectations.</p> <p>Identify sources of support for us or</p>

							unhealthy relationship	someone we know who is experiencing abusive behaviour
Summer	British Values- Religion and Culture	Religion, culture, respect, discrimination, diverse, belief, community, views, experiences, expectation, similar, different	Respond to stimuli about people who are different to us in different ways.	Describe what it means to treat others in a kind and fair way.  Recognise that everyone is unique and special and no one should be treated unfairly	Recognise what prejudice means.  Explain what it means to discriminate against someone.  Recognise that prejudice and discrimination in any form are unacceptable.	Identify some examples of different forms of prejudice and discrimination we may have seen/heard about.  Describe how and where to seek help if we think someone is behaving in a discriminatory way towards us or others.	Explore what stereotyping means.  Demonstrate simple constructive strategies for responding to prejudice and discrimination.  Give reasons why we should expect to be treated with respect by others.	Explain what stereotyping means.  Recognise that stereotypes based on religion, gender, age, race, disability or sexual orientation, can cause harm prejudice.  Explain how we should show respect to others and others' beliefs, including people in the wider community
	Environment	Responsibility, environment, living things, wildlife, issues, consequence, pets, compassion	Respond with curiosity to stimuli about the natural environment	Identify living things that people can care for	Recognise different ways of showing compassion to other living things	Describe shared responsibilities we all have for taking care of other people, living things and the environment we live in.	Explain how every day choices can affect the environment positively and negatively	Identify our feelings and values in relation to climate change and the environment.

		, rubbish, recycling						
Badger	PSHE	Key Vocabulary	Encountering	Foundation	Core	Development	Enrichment	Enhancement
Autumn	Families	Family, same, different, boy, girl, babies, male, female, new life cycle, birth, body parts, timeline, order, growing, changing, marriage, breakdown, step family, half brother, half sister, same sex marriage, divorce, separate	Respond to stimuli about different kinds of families and different kinds of relationships in families. Respond to stimuli about parenthood	<p>Give examples of different types and features of committed, long-term relationships.</p> <p>Identify adults we know who are in a long term relationship.</p> <p>Identify what being in a family means.</p>	<p>Explain that marriage, (including same-sex marriage) civil partnerships and living together are choices that couples might make as part of their commitment to each other.</p> <p>Recognise what 'adopted', 'fostered', or 'looked after' mean in terms of families.</p> <p>Recognise that some relationships will end— meaning that a couple don't go out together, or live together any more.</p>	<p>Identify possible reasons why people might choose to adopt or foster children or young people.</p> <p>Explain that no-one can be forced to marry someone; that this is always wrong; that the person trying to force someone to marry is committing a very serious crime no matter who they are or what they say.</p> <p>Identify what we can do and whom we could tell if we think someone is being forced to marry someone.</p>	<p>Describe different ways relationships might be ended (e.g. divorce, separation, or bereavement)</p> <p>. Describe the feelings people might have if they or someone they are close to is experiencing the ending of a relationship.</p> <p>Explain that the breakdown of a relationship between parents is not the fault of their children.</p> <p>Explain the importance of talking to someone if worried about the ending of a relationship.</p>	<p>Identify some of the range of beliefs and opinions about pregnancy, adoption and termination.</p> <p>Recognise that long-term relationships experience challenges but that these can often be overcome.</p> <p>Identify some of the changes in family circumstances that might occur following separation, divorce, illness or bereavement.</p> <p>Explain strategies that people who are experiencing the end of a relationship might use to manage their feelings.</p>

	Health and Sport	Physical exercise, gym, health benefits, healthy, active, mental health, abuse, obese, weight, tablets, alcohol, stereotypes	Respond to stimuli about different kinds of physical activity and exercise.	Identify different kinds of physical activity and exercise	Identify our favourite forms of physical activity and exercise.  Identify some of the benefits of being physically active, and possible consequences of inactivity.	Describe some of the physical and mental health benefits of regular exercise.	Explain some of the long term benefits of regular physical activity and exercise. Identify and challenge common stereotypes relating to physical activity.	Describe the challenges that can prevent us from exercising, and suggest ways to overcome them.  Identify ways of motivating ourselves to take exercise.
Spring	Relationships with Others	Friends, helping, kind, respectful, good friend, listens, advises, disagreement, agree, disagree, conflict, circumstances, choice, develop, change.	Respond to stimuli about different kinds of friendship.	Describe what having or being a friend means.  Identify different kinds of friendship and ways in which friendship is important	Identify occasions when we might need the support of friends.  Describe how we can let friends know that we need their help and support	Identify occasions when our friends might need our support.  Give examples of how we can show support to our friends.  Explain that we might disagree with someone and still be friends.  Explore ways to manage friendship disagreements restoratively.	Describe ways in which friendships might change over time.  Explain that sometimes friendships may end, through choice or circumstances.  Demonstrate strategies for managing feelings about friendships as they change and develop.  Demonstrate ways to manage friendship	Demonstrate how we might end a friendship positively.  Identify reliable and appropriate sources of support for ourselves and our friends.

						Recognise that friends do not always know what is best for each other	disagreements restoratively	
	Being Safe in Relationships	Friendships, relationship, positive, healthy, negative, unhealthy, safe, no, yes, consent, expectation, compromise, law, rights, responsibility, emotions, advice, support, strategies	Respond with curiosity to stimuli about different positive relationships we have in our lives.	Identify some key features of positive friendships/relationships, and how they can make us feel.  Identify times when we might feel angry or sad because of someone's behaviour towards us.	Identify our expectations of friendships/relationships.  Describe the positive qualities people bring to relationships.	Explain how we expect people to behave towards us in friendships and relationships.  Identify the differences between positive/healthy and negative/unhealthy relationships.  Identify people we can talk to about relationships.	Identify the aspects of relationships that we are responsible for.  Identify positive strategies to manage inappropriate behaviour towards us.  Recognise that some types of behaviour within relationships are against the law  Identify what we can do if we are worried or concerned about an unhealthy relationship	Demonstrate strategies to help us negotiate and assert our rights in a relationship.  Explain what is meant by compromise and demonstrate some ways to compromise.  Explain how the media portrayal of relationships may not reflect real life but may affect our expectations.  Identify sources of support for us or someone we know who is experiencing abusive behaviour
Summer	British Values- Religion and Culture	Religion, culture, respect, discriminate, diverse,	Respond to stimuli about people who are different to us in different ways.	Describe what it means to treat others in a kind and fair way.	Recognise what prejudice means.	Identify some examples of different forms of prejudice and discrimination	Explore what stereotyping means.  Demonstrate simple constructive	Explain what stereotyping means.  Recognise that stereotypes based on

		belief, community, views, experiences, expectation, similar, different, organisations, research, prejudice, religion names		Recognise that everyone is unique and special and no one should be treated unfairly	Explain what it means to discriminate against someone.  Recognise that prejudice and discrimination in any form are unacceptable.	we may have seen/heard about.  Describe how and where to seek help if we think someone is behaving in a discriminatory way towards us or others.	strategies for responding to prejudice and discrimination.  Give reasons why we should expect to be treated with respect by others.	religion, gender, age, race, disability or sexual orientation, can cause harm prejudice.  Explain how we should show respect to others and others' beliefs, including people in the wider community
	Environment	Responsibility, environment, living things, wildlife, issues, consequence, pets, compassion, rubbish, recycling, choices	Respond with curiosity to stimuli about the natural environment	Identify living things that people can care for	Recognise different ways of showing compassion to other living things	Describe shared responsibilities we all have for taking care of other people, living things and the environment we live in.	Explain how every day choices can affect the environment positively and negatively	Identify our feelings and values in relation to climate change and the environment.
Rabbit	PSHE	Key Vocabulary	Encountering	Foundation	Core	Development	Enrichment	Enhancement



Autumn	Families	Family, same, different, boy, girl, babies, male, female, new life cycle, birth, body parts, timeline, order, growing, changing, marriage, breakdown, step family, half brother, half sister, same sex marriage, divorce, separate, termination, adoption, bereavement	Respond to stimuli about different kinds of families and different kinds of relationships in families.  Respond to stimuli about parenthood	Give examples of different types and features of committed, long-term relationships. Identify adults we know who are in a long term relationship (e.g. married, in a civil partnership, living together, engaged). Identify what being in a family means.	Explain that marriage, (including same-sex marriage) civil partnerships and living together are choices that couples might make as part of their commitment to each other.  Recognise what 'adopted', 'fostered', or 'looked after' mean in terms of families.  Recognise that some relationships will end— meaning that a couple don't go out together, or live together any more.	Identify possible reasons why people might choose to adopt or foster children or young people.  Explain that no-one can be forced to marry someone; that this is always wrong; that the person trying to force someone to marry is committing a very serious crime no matter who they are or what they say.  Identify what we can do and whom we could tell if we think someone is being forced to marry someone.	Describe different ways relationships might be ended (e.g. divorce, separation, or bereavement).  Describe the feelings people might have if they or someone they are close to is experiencing the ending of a relationship.  Explain that the breakdown of a relationship between parents is not the fault of their children.  Explain the importance of talking to someone if worried about the ending of a relationship.	Identify some of the range of beliefs and opinions about pregnancy, adoption and termination.  Recognise that long-term relationships experience challenges but that these can often be overcome.  Identify some of the changes in family circumstances that might occur following separation, divorce, illness or bereavement.  Explain strategies that people who are experiencing the end of a relationship might use to manage their feelings.
	Health and Sport	Physical exercise, gym, health benefits,	Respond to stimuli about different kinds of physical activity and exercise.	Identify different kinds of physical activity and exercise	Identify our favourite forms of physical activity and exercise.	Describe some of the physical and mental health benefits of regular exercise.	Explain some of the long term benefits of regular physical activity and exercise.	Describe the challenges that can prevent us from exercising, and

		healthy, active, mental health, abuse, obese, weight, tablets, alcohol, stereotypes, motivation			Identify some of the benefits of being physically active, and possible consequences of inactivity.		Identify and challenge common stereotypes relating to physical activity.	suggest ways to overcome them. Identify ways of motivating ourselves to take exercise.
<b>Spring</b>	Relationships with Others	Friends, helping, kind, respectful, good friend, listens, advises, disagreement, agree, disagree, conflict, circumstances, choice, develop, change, reliable, sources	Respond to stimuli about different kinds of friendship.	Describe what having or being a friend means.  Identify different kinds of friendship and ways in which friendship is important	Identify occasions when we might need the support of friends.  Describe how we can let friends know that we need their help and support	Identify occasions when our friends might need our support.  Give examples of how we can show support to our friends.  Explain that we might disagree with someone and still be friends.  Explore ways to manage friendship disagreements restoratively.  Recognise that friends do not always	Describe ways in which friendships might change over time.  Explain that sometimes friendships may end, through choice or circumstances.  Demonstrate strategies for managing feelings about friendships as they change and develop.  Demonstrate ways to manage friendship disagreements restoratively	Demonstrate how we might end a friendship positively.  Identify reliable and appropriate sources of support for ourselves and our friends.

						know what is best for each other		
	Being Safe in Relationships	Friendships, relationship, positive, healthy, negative, unhealthy, safe, no, yes, consent, expectation, compromise, law, rights, responsibility, emotions, advice, support, strategies, abuse, power, media, portrayal	Respond with curiosity to stimuli about different positive relationships we have in our lives.	Identify some key features of positive friendships/relationships, and how they can make us feel.  Identify times when we might feel angry or sad because of someone's behaviour towards us.	Identify our expectations of friendships/relationships.  Describe the positive qualities people bring to relationships.	Explain how we expect people to behave towards us in friendships and relationships.  Identify the differences between positive/healthy and negative/unhealthy relationships.  Identify people we can talk to about relationships.	Identify the aspects of relationships that we are responsible for.  Identify positive strategies to manage inappropriate behaviour towards us.  Recognise that some types of behaviour within relationships are against the law.  Identify what we can do if we are worried or concerned about an unhealthy relationship	Demonstrate strategies to help us negotiate and assert our rights in a relationship.  Explain what is meant by compromise and demonstrate some ways to compromise.  Explain how the media portrayal of relationships may not reflect real life but may affect our expectations.  Identify sources of support for us or someone we know who is experiencing abusive behaviour
Summer	British Values- Religion and Culture	Religion, culture, respect, discriminate, diverse, belief,	Respond to stimuli about people who are different to us in different ways.	Describe what it means to treat others in a kind and fair way.  Recognise that everyone is unique	Recognise what prejudice means.  Explain what it means to discriminate against someone.	Identify some examples of different forms of prejudice and discrimination	Explore what stereotyping means.  Demonstrate simple constructive strategies for	Explain what stereotyping means.  Recognise that stereotypes based on religion, gender, age,

		community, views, experiences, expectation, similar, different, organisations, research, prejudice, religion names, sexual orientation, gay, lesbian		and special and no one should be treated unfairly	Recognise that prejudice and discrimination in any form are unacceptable.	we may have seen/heard about. Describe how and where to seek help if we think someone is behaving in a discriminatory way towards us or others.	responding to prejudice and discrimination. Give reasons why we should expect to be treated with respect by others.	race, disability or sexual orientation, can cause harm prejudice. Explain how we should show respect to others and others' beliefs, including people in the wider community
	Environment	Responsibility, environment, living things, wildlife, issues, consequence, pets, compassion, rubbish, recycling, choices, climate change,	Respond with curiosity to stimuli about the natural environment	Identify living things that people can care for	Recognise different ways of showing compassion to other living things	Describe shared responsibilities we all have for taking care of other people, living things and the environment we live in.	Explain how every day choices can affect the environment positively and negatively	Identify our feelings and values in relation to climate change and the environment.

		impact, feelings						
Key Stage 4- Hawk and Woodpecker follow ASDAN PSD for PSHE topics and then cover RSHE separately throughout the year. Objectives for RSHE are the same for Hawk and Woodpecker and will be differentiated at classroom level based on the understanding and knowledge of the cohort of pupils.								
<b>Hawk Woodpecker</b>	<b>PSHE</b>	<b>Key Vocabulary</b>	<b>Encountering</b>	<b>Foundation</b>	<b>Core</b>	<b>Development</b>	<b>Enrichment</b>	<b>Enhancement</b>
Autumn	Body knowledge		Respond to stimuli showing different images of young people	Identify and describe some different images of young people in pictures, magazines, TV programmes and social media.	Describe our thoughts and feelings about how different bodies are portrayed in the media	Identify some ways in which images of people may be manipulated in the media/social media and therefore not reflect reality.  Explain why some people might want to change the way they look. Recognise what is meant by body image.	Identify some influences on young people to look a particular way, and the impact of these on emotional wellbeing.  Explain what is meant by self-esteem.  Describe some ways we can maintain self-esteem in relation to body image.	Identify some of the risks associated with cosmetic/ aesthetic procedures (e.g. piercings, tattoos, tanning).  Explain why advertisers might use manipulated images and how recognising this might influence our responses.
Spring	Relationships		Respond to stimuli about different kinds of families and different kinds of relationships in families.	Give examples of different types and features of committed, long-term relationships. Identify adults we know who are in a long term	Explain that marriage, (including same-sex marriage) civil partnerships and living together are choices that couples might make as part of	Identify possible reasons why people might choose to adopt or foster children or young people.  Explain that no-one can be forced to	Describe different ways relationships might be ended (e.g. divorce, separation, or bereavement).  Describe the feelings people might have if they or someone they	Identify some of the range of beliefs and opinions about pregnancy, adoption and termination. Recognise that long-term relationships experience challenges but that

			Respond to stimuli about parenthood	relationship (e.g. married, in a civil partnership, living together, engaged). Identify what being in a family means.	<p>their commitment to each other.</p> <p>Recognise what 'adopted', 'fostered', or 'looked after' mean in terms of families.</p> <p>Recognise that some relationships will end— meaning that a couple don't go out together, or live together any more.</p>	<p>marry someone; that this is always wrong; that the person trying to force someone to marry is committing a very serious crime no matter who they are or what they say.</p> <p>Identify what we can do and whom we could tell if we think someone is being forced to marry someone.</p>	<p>are close to is experiencing the ending of a relationship.</p> <p>Explain that the breakdown of a relationship between parents is not the fault of their children.</p> <p>Explain the importance of talking to someone if worried about the ending of a relationship.</p>	<p>these can often be overcome.</p> <p>Identify some of the changes in family circumstances that might occur following separation, divorce, illness or bereavement.</p> <p>Explain strategies that people who are experiencing the end of a relationship might use to manage their feelings.</p>
Summer	Contraception and sexual health		Respond to stimuli about romantic relationships.	<p>Identify instances in or out of school when we might need to seek permission or receive consent.</p> <p>Demonstrate how to ask for permission (get consent) before we borrow or take something from someone.</p> <p>Demonstrate ways to indicate to others that we are</p>	<p>Identify different types of intimate relationships including same-sex relationships.</p> <p>Describe how strong emotions (including sexual attraction) might make people feel.</p> <p>Explain what seeking and giving/not giving consent means in relationships, that we have the right to say</p>	<p>Define what intimacy means.</p> <p>Identify readiness (emotional, physical and social) for a relationship that may include sex.</p> <p>Identify expectations we may have of being in a romantic/intimate/physical relationship, which may include sex.</p>	<p>Identify different levels of intimacy (physical/sexual) within relationships and their associated risks.</p> <p>Describe ways to manage others' expectations in relationships and our right not to be pressurised to do anything we do not want to do.</p>	<p>Explain that consent must be sought and freely given before any sexual activity and how to tell if someone is giving or not giving their consent.</p> <p>Identify how saying 'yes' under pressure is not consent, and is not the same as freely given, CG4 enthusiastic consent.</p>

			<p>happy/willing or not happy/unwilling to do something.</p> <p>Identify the similarities and differences between friendships and romantic/ intimate relationships.</p> <p>Identify whom we can talk to about relationships.</p>	<p>'no' or 'please stop' to anything we feel uncomfortable about, and demonstrate how we might do this.</p> <p>Recognise what sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs).</p> <p>Recognise that contraception, including condoms, can help prevent pregnancy and some STIs.</p> <p>Explain the difference between appropriate and inappropriate relationship behaviours in public places.</p>	<p>Recognise that although it may seem (in the media etc.) that everyone is having a sexual relationship, in reality this is not the case.</p> <p>Describe simple ways to check if consent is being given and ways of assertively giving, not giving and withdrawing consent.</p> <p>Explain that there are laws about the legal age of consent for sexual activity.</p> <p>Identify how others may manipulate/persuade us to do things we do not want to do or do not like.</p> <p>Describe ways we can take care of our own sexual health and that of others (e.g. using condoms to help prevent STIs).</p> <p>Identify where and how to obtain</p>	<p>Explain that if someone fails to respect another person's right to not give their consent, then they are committing a serious crime.</p> <p>Demonstrate different strategies to deal with manipulation/persuasion in relationships.</p> <p>Recognise that the portrayal of sex in the media and social media (including pornography) is an unrealistic representation of sexual behaviour and can affect people's expectations of relationships and sex.</p> <p>Describe some forms of contraception, their correct use and where and how they can be accessed.</p> <p>Explain what STIs are (including HIV), how</p>	<p>Describe how alcohol/ drugs may influence choices we or others make in relationships, including sexual activity.</p> <p>Evaluate the advantages and disadvantages of different forms of contraception for different individuals.</p> <p>Recognise that viewing pornography can have ongoing harms and where and how to access help if concerned.</p> <p>Describe different reliable sources of support regarding relationships, sex and sexual health and how to access them</p>
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						condoms and describe how to use them safely.  Identify sources of support with relationships and sex	they can be tested for and why it is important that they are treated.  Explain how and when to access sexual health services	