

Pathway 2 - Personal, Social, Health Education					
Year 1 of 3 year rolling programme - Phase 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-awareness and confidence	Managing Feelings and relationships	The world I live in	RSE- Changing and Growing	Keeping safe	Developing a healthy Lifestyle
<p>Knowing myself-</p> <p>Recognise that all people are different.</p> <p>Recognise that people grow and change.</p>	<p>Caring</p> <p>Cooperate with activities that help others</p> <p>-Show interest in activity</p>	<p>Belonging to groups</p> <p>Interact with others in a group by initiating interactions.</p> <p>- Cooperate with peers (work collaboratively)</p>	<p>Knowing My Body</p> <p>Identify and name common body parts</p> <p>To know that others are a boy or girl.</p>	<p>Risk Assessment and keeping safe</p> <p>Interact socially with familiar adults inside school/outside school.</p> <p>Respond with curiosity to stimuli about the adults who are responsible for keeping us safe.</p> <p>Describe some ways that we use to communicate including online.</p>	<p>Ourselves</p> <p>Recognise items that are needed for personal care routines.</p> <p>Start to Wash their hands correctly</p> <p>Use the mirror to see if their face is clean and wipe their face after eating if necessary.</p> <p>Establish routines for taking care of their belongings</p>
<p>Being aware in the community</p> <p>Recognise they belong to a community</p> <p>-Family</p> <p>-Know names of family members</p>	<p>The people around me</p> <p>Recognise and interact with familiar people</p> <p>-Tolerate an encounter with a familiar person</p>	<p>Looking after our environment</p> <p>I can spend time in an outdoor environment and remain within a group.</p>	<p>Knowing Me Begins on page</p> <p>To explore one's self and can demonstrate likes and dislikes.</p>	<p>Key stage focus:</p> <p>Safety around the school</p> <p>Road and car safety</p> <p>Stranger Danger</p> <p>Water Safety – School and home</p> <p>Sun Safety</p> <p>Internet safety</p>	<p>Name some fruit and vegetables and develop choice between two fruits</p>

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<p>Knowing myself-</p> <p>Can indicate differences between people</p> <p>Understand what you need to grow and change</p>	<p>Caring</p> <p>Begin to understand the basic care needs of pets -Show awareness of an animal and touch an animal appropriately</p> <p>Understand that each person has a different role in their life - Show awareness of different roles being played</p>	<p>Belonging to groups</p> <p>Identify themselves as part of a group -Family tree Class photo/Descriptions.</p> <p>Recognize the benefits of being part of a group -Friends -Parties</p>	<p>Knowing My Body</p> <p>Identify and name body parts</p> <p>To know that others are a boy or girl and man/woman</p>	<p>Risk Assessment and</p> <p>L/O Interact socially with familiar adults inside school/outside school/family members/peers.</p> <p>L/O Describe some simple ways we can help keep ourselves safe in school.</p> <p>L/O Explain what is meant by social media and how people use it?</p>	<p>Ourselves</p> <p>Join in enhanced routines with varying degree of support</p> <p>Sequence dressing and name items of clothing</p> <p>Know why it's important to use a tissue and demonstrate they can wipe their nose and have good tissue hygiene</p>
<p>Being aware in the community</p> <p>Recognise they belong to a community</p> <p>Understand where they fit into the school and family community</p>		<p>Looking after our environment (KS1)</p> <p>To be aware of the different properties of each chosen environment. -Features of a classroom -What is at the park?</p>	<p>Knowing Me</p> <p>To explore one's self and be comfortable with the things we like and the things we don't like.</p>	<p>Key stage focus:</p> <p>Safety around the school Road and car safety Stranger Danger Water Safety – School and home Sun Safety Internet safety</p>	<p>List food that should be eaten regularly and foods that should be eaten once in a while</p> <p>Make a choice between 2 Active activities</p>

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Knowing myself-	Caring	Belonging to groups	Knowing My Body	Risk Assessment and keeping safe	Ourselves
<p>Recognise My own abilities</p> <p>Recognise their own feelings and those of others</p>	<p>Recognise the main objects/ items that are needed to care for pets</p> <p>-Match objects with the pet who needs it</p> <p>Understand that pets need daily care routines</p> <p>-Sequence a simple care routine and demonstrate responsibility</p>	<p>Recognise the characteristics of a group.</p> <p>- Find a common feature of a group.</p> <p>-Make groups using different criteria.</p> <p>-Identify what makes them part of a particular group.</p>	<p>To begin to understand the function of body parts</p> <p>To know the names of private body parts.</p> <p>To know that there are private places where we dress and undress.</p>	<p>Identify people at home, school and in other settings who are responsible for helping us keeping us safe.</p> <p>Interact socially with familiar adults inside school/outside school.</p> <p>Describe some simple ways we can help keep ourselves safe in school.</p> <p>Explain what is meant by social media and how people use it?</p>	<p>Understand that some personal care routines are done in private</p> <p>Name personal care items they use and know that not washing causes people to smell</p> <p>Demonstrate the ability to brush their teeth with some verbal support</p> <p>Know why they should brush their teeth and what will happen if they don't.</p> <p>Know that exercise is good for them and it is required to stay healthy</p> <p>Recognise the changes in their bodies when they are active</p> <p>L/O Select an appropriate exercise activity and say how it makes them feel.</p>

Pathway 2 - Personal, Social, Health Education					
Year 1 of 3 year rolling programme - Phase 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-awareness and confidence	Managing Feelings and relationships	The world I live in	RSE- Changing and Growing	Keeping safe	Developing a healthy Lifestyle
Being aware of my ability Recognise what personal qualities make them special	Friends Engage in a basic understanding of right and wrong Demonstrate increased self-control when situations vary.	Rules Understand that most choices we make can affect ourselves and others.	Knowing My Body Identify and name body parts To know that others are a boy or girl and man/woman	Risk Assessment and keeping safe Identify people at home, school and in other settings who are responsible for helping us keep physically safe.	Healthy lifestyles Personal hygiene Identify the difference between clean and dirty -Follow/copy instructions/sequences for washing hands and brushing teeth
Choosing Make a Choice -show awareness of healthy choice.	Playing and learning together Share equipment. - Play and work alongside others.	Recycling Sort what is and is not rubbish.	Knowing Me To know what we are good at.	Describe some simple ways we can help keep ourselves safe in school. Explain what is meant by social media and how people use it?	
Communities Be aware of the roles of others in the wider community - Role play	My Family Recognise their own position in the family. Recognise the feelings they have towards people in the family.	Valuing money Use money to buy items -Put money away into different receptacles. -Handle money appropriately with help. Can spend small amounts of money on their own	Private and Public I can appropriately explore social touch. -To know that cuddling strangers in not ok.	Key stage focus: Internet safety Stranger danger/safer strangers Road/car safety Safety around the public in different settings. Safety around the home Water safety (school, home, local environment). Sun safety	Exercise Understand the benefits exercise - Take part in a range of active sessions and state what they have enjoyed participating
Taking responsibility towards others Take on individual responsibilities L/O demonstrate caring behaviour.	My Family -Behave appropriately with different family members as opposed to friends/familiar adults.				Medicine/ Drugs Demonstrate how to tell someone you are ill. Identify some things that might help us when we are ill. Know who can help us if we are ill.

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<p>Choosing Choose appropriate clothing for the weather or an activity.</p>	<p>Friends Co-operate with activities that help others and respond to turn taking. - Engage in a basic understanding of right and wrong and participate in what friends can do for each other.</p>	<p>Recycling Identify materials that are reusable - washing clothes to reuse -washing up dishes to reuse -Junk modeling. -Drawing/painting on used paper.</p>	<p>Knowing My Body To begin to understand the function of body parts To know how to shut, lock and unlock a school toilet cubicle. (SGG)</p>	<p>Risk Assessment and keeping safe Name and describe feelings associated with not feeling safe. Identify trusted adults who can help us if we feel this way. Explain actions that we all have to undertake in school to keep safe.</p>	<p>Medicine & Drugs Identify the differences between things that go on our body and things that go in our body Recognise that people need to take medicines in different forms. Distinguish between medicines and other solutions</p>
<p>Communities Communicate an understanding of the roles of others within the school and wider community</p>	<p>My Family Recognise some members of the extended family. - Behave appropriately with different family members as opposed to friends/familiar adults.</p>	<p>Rules I appreciate that games have rules.</p>	<p>Knowing Me To be comfortable with our own strengths and weaknesses.</p>	<p>Explain how other people's identity online can be different from what it actually is in real life. Key stage focus: Internet safety Stranger danger/safer strangers Road/car safety Safety around the public in different settings. Safety around the home (Inc. Dangerous substances around the home). Water safety (school, home, local environment). Sun safety.</p>	<p>Diet Explain what it means to eat a healthy balanced diet -Give examples of occasions when we can make a choice about the food we like to eat</p>
<p>Taking responsibility towards others Take on individual responsibilities Reflect on their own caring behaviours and identify how they can improve</p>	<p>Playing and learning together Take turns - Play and work alongside others.</p>	<p>Valuing money Take responsibility for their money.</p>	<p>Private and Public To know that some parts of our bodies are private.</p>		<p>Personal Hygiene Discuss positive personal hygiene and the effects it can have on people's health</p>

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<p>Choosing Understand the difference between a surprise and a secret Understand the difference between a good or bad secret.</p>	<p>Friends Understand what friends do together? - Engage in a basic understanding of right and wrong and participate in what friends can do for each other.</p>	<p>Recycling Dispose of material correctly in the school and community.</p>	<p>Knowing My Body To begin to understand the function of body parts To know the names of private body parts. To know that there are private places where we dress and undress. To look at gender body changes over time (SGG)</p>	<p>Risk Assessment and keeping safe Identify people at home, school and in other settings who are responsible for helping us keep physically safe. Describe some simple ways we can help keep ourselves safe in school.</p>	<p>Medicine & drugs Explain why it is important not to touch medicines without an adult being present Explain why we should never take someone else's medication Recognise someone who can give us medicine/drugs and someone who cannot Know that there are some substances that are not meant for children to consume (Alcohol)</p>
<p>Communities Show an understanding of rules in school and the wider community.</p>	<p>Playing and learning together Develop friendships. - Play and work alongside others.</p>	<p>Rules Understand why schools have rules.</p>	<p>Knowing Me To know who they can trust.</p>	<p>Explain what is meant by social media and how people use it?</p>	
<p>Being aware of my ability Recognise that sometimes others decide what's best for them.</p>	<p>My Family Understand that family units are individual and although the dynamics are different, they are still families. - Behave appropriately with different family members as opposed to friends/familiar adults.</p>	<p>Valuing money Learn that money has value.</p>	<p>Private and Public To understand the underwear rule.</p>	<p>Key stage focus: Internet safety Stranger danger/safer strangers Road/car safety Safety around the public in different settings. Safety around the home (Inc. Dangerous substances around the home).</p>	<p>Sleep Describe routines for going to bed Explain the benefits of having enough sleep.</p>
<p>Taking responsibility towards others Take on individual responsibilities Identify ways to care for a pet</p>					<p>Diet Categorise drinks into healthy and non-healthy State some benefits of staying hydrated</p>

Pathway 2 - Personal, Social, Health Education					
Year 1 of 3 year rolling programme - Phase 3					
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Self-awareness and confidence	Managing Feelings and relationships	The world I live in	RSE- Changing and Growing	Keeping safe	Developing a healthy Lifestyle
<p>Recognise My needs Identify something they have learnt to do because they are able to come to school.</p>	<p>Coping with changing moods. - Have an understanding of how relationships and feelings change.</p>	<p>Money and environment. Interact with each other about how to spend a lottery win.</p>	<p>Knowing My Body To begin to understand the function of body parts To know and name private body parts. To look at gender body changes over time (SGG) To know the importance of keeping private parts of the body clean (SGG).</p>	<p>Risk Assessment and keeping safe Identify some different responsibilities we may have to keep ourselves and others safe. Give examples of how others may put us under pressure to do something.</p>	<p>Health and Exercise Understand that body needs energy. Identify a range of food that gives us energy Discuss the value of different types of breakfast in terms of energy and healthy eating.</p>
<p>Media and advertising Identify and respond to a range of media resources.</p>	<p>Recognise the similarities between themselves and people from different origins.</p>	<p>Earning and spending Write a shopping list -Visit shops and purchase items.</p>	<p>Knowing Me To be aware that it may be necessary to trust some people.</p>	<p>Describe simple ways of keeping safe online, such as using passwords or having adult help to access the internet.</p>	<p>Describe what is meant by a healthy balanced diet?</p>
<p>Communities and cultures Indicate a preference while exploring multicultural resources.</p>	<p>Recognise friendships - Make choices about friendships and respond politely to the needs of others.</p> <p>Respond to bad choices made by others. - Understand that they are responsible for their actions and become more aware of the views, needs and rights of others.</p>	<p>Looking after our school Recognize areas within the school.</p> <p>Helping others Ask others about their preferences.</p>	<p>Private and Public To know that for girls, breasts, vagina and bottom and boys, the penis and bottom are private.</p> <p>Touching and allowing others to touch me To recognise where it's inappropriate to touch others on their bodies.</p>	<p>Key stage focus: Internet safety Stranger danger/safer strangers Road/car safety Environmental dangers Safety around the home (Inc. Dangerous substances around the home). Fire safety Electrical safety</p>	<p>Personal Hygiene Be able to take responsibility for their personal hygiene Participate in a personal care programme at their level Explain why personal care is important Name a range of personal care products</p>

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Recognise My needs Participate fully in a new activity.	Recognise that their feelings towards others is changing as they are getting older.	Money and environment. Show an awareness of the different types of money. Indicate an understanding of earning money.	Knowing My Body To know and name private body parts. To understand that menstruation happens to all girls/women and is a perfectly normal part of growing up (SGG). To show awareness of having a period (SGG). To have understanding that menstruation, like going to the toilet, is a private process To know the importance of keeping private parts of the body clean (SGG).	Assessment and keeping safe Explain why it is important to persist with asking for help. Explain that we should not keep any secrets that makes us feel uncomfortable. Identify some possible risks of using social media. Describe how to call 999. Explain how feeling frightened, worried or uncomfortable is one of the ways we know that something is wrong.	Exercise is fun Understand how exercise is accessible to everyone.
Media and advertising Respond to a range of media advertising.	Try to see things from the point of view of other people. - Have learnt about some of the effects of bullying and prejudice.	Earning and spending Interact appropriately with shop workers. -Maintain interactions and take turns.	Knowing Me To reflect on friends and friendships. Private and Public To know that some forms of social touching. E.g., Shaking hands.	Explain how feeling frightened, worried or uncomfortable is one of the ways we know that something is wrong. Key stage focus: Internet safety Stranger danger/safer strangers Road/car safety Environmental dangers Safety around the home Fire safety Electrical safety Substance abuse.	Awareness Develop awareness of a range of leisure and fitness activities.
Communities and cultures Be aware of prejudice and discrimination To use the correct pronoun for male and female	Recognise right and wrong behaviours. - Make choices about friendships - React responsibly in different situations.	Looking after our school Understand why it is important to keep areas clean and tidy.	Touching and allowing others to touch me To know that it is inappropriate to touch others' private body parts.		Personal Hygiene Be able to take responsibility for their hygiene Explain why personal care is important Name a range of personal care products
	Accept that sometimes they have to stick with a bad choice.	Helping others Show some consideration of the needs and feelings of others.			Health and Exercise Know and participate in a range of different exercise and relaxation activities stating their benefits. Describe some of the physical and mental health benefits of regular exercise.

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<p>Recognise My needs Discuss one thing they are proud of</p>	<p>Help make relationships grow and last. - Have coping strategies and an understanding of how relationships and feelings change.</p>	<p>Money and environment. Understand how banks and building societies work -Talk about saving money</p>	<p>Knowing My Body To know and name private body parts. To look at gender body changes over time (SGG) To develop independence Menstruation should be taught as something that will happen only to the girls as part of growing up and becoming a woman.</p> <p>Knowing Me To reflect on friendship as a two way relationship.</p> <p>Private and Public To know that some forms of social touching are less acceptable with age. Eg. Holding hands with teachers when you are older etc.</p> <p>Touching and allowing others to touch me To recognise that everyone is free to make choices about their own lives.</p>	<p>Risk Assessment and keeping safe Evaluate ways of keeping safe. Understand what a 'dare' is and identify some basic strategies for saying 'no' to pressure or dares. Describe how we can respond, if we see or are sent upsetting or inappropriate content. Explain that some actions are crimes. Indicate an understanding of being offered a harmful substance.</p> <p>Key stage focus: Internet safety Stranger danger/safer strangers Road/car safety Environmental dangers Safety around the home Fire safety Electrical safety Substance abuse</p>	<p>Medicines and medication Identify the difference between over-the-counter medicines and those prescribed by a doctor. Identify some examples of over-the-counter medicines Describe how medicines when used responsibly can help take care of our health Recognise that there are special rules (laws) around selling and consumption of nicotine and alcohol.</p> <p>Personal Hygiene Be able to take responsibility for their personal hygiene Participate in a personal care programme at their level Explain why personal care is important Name a range of personal care products</p>
<p>Media and advertising Create an advert</p>	<p>Understand what prejudice means. - Have learnt about some of the effects of bullying and prejudice.</p>	<p>Earning and spending Remain within a budget. -Children to choose an item within a budget.</p>			
<p>Communities and cultures To use the correct pronoun for male and female</p>	<p>Understand the consequences of doing wrong. - Make choices about friendships, respond politely to the needs of others.</p> <p>Understand that they are responsible for the consequences of the choices they make. - Understand that they are responsible for their actions</p>	<p>Looking after our school Use cleaning materials appropriately.</p> <p>Helping others Identify the needs of others.</p>			