

Pathway 3 - 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>Can indicate differences between people</p> <p>-Understand what you need to grow and change</p>	<p>Caring</p> <p>Cooperate and take lead on activities that help others</p> <p>-Accept and engage in coactive activities</p>	<p>Belonging to groups</p> <p>Identify themselves as part of a group</p> <p>-Family tree</p> <p>Class photo/Descriptions.</p> <p>Recognize the benefits of being part of a group</p> <p>-Friends</p> <p>-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 keeping safe</p> <p>Interact socially with familiar adults inside school/outside school/family members/peers.</p> <p>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>Take care of their belongings and follow routines with limited support throughout the day</p> <p>Name objects and products they use to take care of their teeth hair and skin</p> <p>Independently check a mirror to see if they are clean and act upon what they see.</p> <p>Know a range of fruit and vegetables and know that this type of food should be eaten regularly</p> <p>Identify food they like and dislike.</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>The people around me</p> <p>Recognise and interact with familiar people</p> <p>-Initiate and actively seek a person's attention</p>	<p>Looking after our environment</p> <p>Identify different local environments that are meaningful to them.</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</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>	

Pathway 3 - Personal, Social, Health Education					
Year 2 of 3 year rolling programme - Phase 1					
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<p>Knowing myself</p> <p>Recognise that all people have different abilities. Recognise their own feelings and those of others</p>	<p>Caring</p> <p>Begin to understand the basic care needs of pets - Coactively tend to an animal and begin to explore which animals can be pets</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>Recognize the challenges of interaction in a group.</p>	<p>knowing My Body</p> <p>To begin to understand the function of body parts</p> <p>To look at body changes over time</p>	<p>Risk Assessment and keeping safe</p> <p>Identify people at home, school and in other settings who are responsible for helping us keep physically safe.</p> <p>Identify some examples of school procedures that help us to keep safe. (E.g. Fire or emergency evacuation drills, corridor rules, playground rules).</p> <p>Recognise that not all information seen online is true.</p>	<p>Ourselves</p> <p>Join in enhanced routines with limited support</p> <p>Name appropriate clothing for the weather</p> <p>Demonstrate good tissue hygiene rules</p> <p>Select a healthy option and unhealthy option for each meal in the day</p> <p>Make a choice between 2 Active activities giving a reason for their choice</p>
<p>Being aware in the community</p> <p>Be aware that the school is part of a much wider community. -Encounter visits and activities in the locality outside school. -Participate in real situations (café, shopping).</p>		<p>Looking after our environment</p> <p>Learn that they have responsibility for the care of their environment.</p>	<p>Knowing Me</p> <p>To see that we are often both the same and different from other people.</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>	

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<p>Knowing myself Recognise that all people have different abilities.</p>	<p>Caring Recognise the main objects/ items that are needed to care for pets -Treat all animals with respect</p> <p>Understand that pets need daily care routines -Sequence a simple care routine and demonstrate responsibility and correct handling.</p>	<p>Belonging to groups Recognize the responsibilities they have to the group. -Empathies with people in the group -Show an awareness of group achievement e.g., we made a picture, we sang a song. -Show pride in group achievement.</p>	<p>Knowing My Body To begin to understand the function of body parts</p> <p>To know the names of private body parts and use the correct terms. To know that we always name these breasts, vagina, bottom and penis.</p> <p>To know that vagina and penis are private.</p>	<p>Risk Assessment and keeping safe</p> <p>Name and describe feelings associated with not feeling safe (eg. Worried, scared, frightened)</p> <p>Identify trusted adults who can help us if we feel this way.</p> <p>Explain actions that we all have to undertake in school to keep safe (e.g., lining up, keeping quiet, and why these are essential).</p>	<p>Ourselves Understand that some personal care routines are done in private and be respectful of others</p> <p>Name personal care items they use and discuss their personal care routines</p> <p>Know the effects of poor personal hygiene</p> <p>Demonstrate the ability to brush their teeth independently</p> <p>Know some reasons why exercise is good for them</p> <p>Recognise and discuss the changes in their bodies when they are active</p> <p>Select an appropriate exercise activity and say how it makes them feel physically and emotionally.</p>
<p>Being aware in the community Independently choose items on visits to shops/café's and supermarkets and behave appropriately.</p>		<p>Looking after our environment Have an understanding of what plants need to survive.</p>	<p>Knowing Me To know what we are good at.</p>	<p>Explain how other people's identity online can be different from what it actually is in real life.</p>	

Pathway 3 - Personal, Social, Health Education					
Year 1 of 3 year rolling programme - Phase 2					
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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
Being aware of my ability Talk about skills and qualities they would like to develop.	Friends Recognise that sometimes friendships are not equal. - They will have a good understanding of how to develop friendships.	Rules Appreciate that games have rules.	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)	Risk Assessment and keeping safe Name and describe feelings associated with not feeling safe and identify trusted adults who can help us if we feel this way.	Personal hygiene Describe step by step a range of hygiene routines Outline the effects of poor hygiene on physical social and mental well being
Choosing Communicate/justify the reasons for their choice.	My Family Recognise some members of the extended family. -Communicate about special family occasions.	Valuing money (KS2) Take responsibility for their money.	Knowing Me To be comfortable with our own strengths and weaknesses.	Explain actions that we all have to undertake in school to keep safe. Explain how other people's	
Communities Communicate an understanding of the roles of others within the school and wider community	Playing and learning together Take turns. - Understand how to play and work co-operatively together sharing and taking turns. -Recognise bullying behaviour and ask for help.	Recycling Categorize what is and is not rubbish - Collect a range of multi-sensory objects and place them into: disposable waste recyclable/reusable materials we keep -Explore why those objects fit into the particular categories.	Private and Public To know that some parts of our bodies are private.	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.	Medicine Drugs Know where to go if you are poorly. Know a range of jobs in the medical profession that support recovery.
Taking responsibility towards others Take on individual responsibilities Reflect on their own caring behaviours and identify how they can improve.					Exercise Participate in a range of active sessions and then Lead a small active session that would benefit health Describe the changes that occur physically when you start to exercise

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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>Choosing Understand the difference between a surprise and a secret Understand the difference between a good or bad secret.</p>	<p>Friends Begin to respect the needs and wishes of others, demonstrating a caring attitude. - They will have a good understanding of how to develop friendships.</p>	<p>Valuing money Know where they got their money and where that person got their money etc. -Learn that money has value.</p>	<p>Knowing My Body 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. Explain what is meant by social media and how people use it?</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 Explain the term vaccination Recognise and give examples between someone who can give us medicine/drugs and someone who cannot</p>
<p>Taking responsibility towards others Take on individual responsibilities Identify groups of people in the community who may need additional care.</p>	<p>Playing and learning together Develop friendships. - Understand how to play and work together. -Recognise bullying behaviour and ask for help.</p>	<p>Rules (KS2) Understand why schools have rules.</p>	<p>Knowing Me To know who they can trust.</p>		
<p>Communities Show an understanding of rules in school and the wider community</p>	<p>My Family Understand that family units are individual and although the dynamics are different, they are still families. - Identify whole family groups and say how they are different. Communicate about special family occasions.</p>	<p>Recycling Identify materials that are reusable and recyclable. -Make models from junk and identify what rubbish has been used. -Recognize the recycle symbol.</p>	<p>Private and Public Begins 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 Water safety (school, home, local environment). Sun safety</p>	<p>Personal Hygiene Discuss social situations and acceptable ways you can deal with people having poor personal hygiene.</p>
<p>Being aware of my ability Plan a special occasion appropriate for the class.</p>					<p>Diet Describe which foods we should only eat occasionally and explain why eating too much of them could harm your health.</p>

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Taking responsibility towards others Take on individual responsibilities Produce a fact file on several animals outlining care Suggest disadvantages of keeping a pet	My Family Understand there are events that occur within families and these have a focus for particular individuals. - Identify family groups and say how they are different. -Communicate about special family occasions.	Recycling Identify the need to recycle	Knowing My Body To know the names of private body parts and use the correct terms. To know that vagina and penis are private. To look at gender body changes over time (SGG)	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. Describe simple ways of keeping safe online, such as using passwords or having adult help to access the internet.	Drugs and Medicines Describe how smoking and drinking can affect people's health List side effects of smoking and drinking Identify simple strategies we can use if we are offered cigarettes, alcohol or other type of substances
Being aware of my ability Understand why others may make a decision for us.	Friends Take responsibility for themselves. -Have a good understanding of friendships.	Rules Understand that society has rules and this is the law.	Knowing Me To be aware that it may be necessary to trust some people and who those people might be.	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	Diet Outline the effects of drinking too many unhealthy drinks Discuss the benefits of staying hydrated.
Choosing Demonstrate an understanding of the importance of reporting bullying and inappropriate touch.	Playing and learning together Respond to bullying by seeking a familiar person. - Understand how to play and work co-operatively together sharing and taking turns.	Valuing money Know that without money families can't buy essentials.	SECTION THREE Private and Public To know that for girls, breasts, vagina and bottom and boys, the penis and bottom are private.		Sleep Describe healthy routines for going to bed -Recognise how spending excessive time on electronic devices can affect sleep, mental and physical wellbeing
Communities Make a positive contribution to people who are less fortunate.	Recognise bullying behaviour and ask for help.				

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<p>Recognise my needs Recognise their own areas of strength with regard to their education.</p>	<p>Understand that relationships and feelings change as they get older. Recognise that their feelings towards others is changing as they are getting older.</p>	<p>Money and environment. Communicate an understanding of what luxury means. Communicate an understanding of ideas of investment of money.</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 Explain why it is important to persist with asking for help if our initial requests are not met or understood. Explain that we should not keep any secrets that makes us feel uncomfortable, afraid, worried or anxious, no matter who asks us. Identify some possible risks of using social media. Describe how to call 999 in the case of an emergency.</p>	<p>PSHE association Describe some of the long-term benefits of a healthy diet Explain some risks of consuming food and drinks with high sugar or caffeine content Explain some of the influences on our food choices.</p>
<p>Recognise my needs Recognise their own areas of strength with regard to their education.</p>	<p>Recognise how bullying and prejudice affect other people.</p>	<p>Helping others Identify ways of raising money.</p>	<p>Knowing Me To reflect on friendships</p>	<p>Explain how feeling frightened, worried or uncomfortable is one of the ways we know that something is wrong.</p>	<p>Health and Exercise Select a breakfast menu that is high in energy and healthy</p>
<p>Media and advertising Make a judgement about truth and exaggeration from a range of media sources.</p>	<p>Understand the consequence of wrong. - Know how to support others when they need help.</p>	<p>Earning and spending Exchange money for goods. -Write a shopping list, purchase the items.</p>	<p>Private and Public To know that for girls, breasts, vagina and bottom and boys, the penis and bottom are private.</p>		<p>Personal Hygiene Make informed choices about their personal hygiene Explain the physical and social benefits of good personal hygiene Name a range of personal care products and can discuss appropriate use.</p>
<p>Communities and cultures Communicate an understanding of cultural diversity.</p>	<p>Accept that sometimes they have to stick with a bad choice.</p>	<p>Looking after our school Treat their school environment with care and concern.</p>	<p>Touching and allowing others to touch me To know that it is inappropriate to touch others' private body parts.</p>		

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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
Media and advertising Create an advert	Help make relationships grow and last. - Understand that relationships and feelings change as they get older.	Money and environment. Show the ability to use money appropriately i.e., use it to buy something from the shop.	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. To know the importance of keeping private parts of the body clean (SGG).	Risk Assessment and keeping safe Evaluate ways of keeping safe in a variety of relevant situations. Understand what a 'dare' is and identify some basic strategies for saying 'no' to pressure or dares. Describe how we can respond, including getting help, if we see or are sent upsetting or inappropriate online content. Explain that some actions (e.g., assaulting someone) are crimes, and how to respond, including reporting to police. Indicate an understanding of being offered a harmful substance. Key stage focus: Internet safety Stranger danger/safer strangers Road/car safety Environmental dangers Safety around the home Fire safety Electrical safety Substance abuse.	PSHE association Identify and challenge common stereotypes relating to physical activity Identify ways to motivate ourselves to take part in exercise.
	Respond appropriately to peers when being pressured to do something that they don't want to do/something wrong.	Looking after our school Identify those whose job it is to keep the school clean and tidy.	Knowing Me To reflect on friendship as a two-way relationship. Private and Public To know that some forms of social touching are less acceptable with age. E.g., Holding hands with teachers when you are older etc. Touching and allowing others to touch me To recognise that everyone is free to make choices about their own lives and their own bodies.		Exercise is fun Research the benefits of exercise -Participate in a range of activities. Leisure Awareness Develop awareness of a range of leisure and fitness activities.
Communities and cultures Indicate an awareness of the different types of discrimination Demonstrate an understanding of discrimination and how it feels	Respond to bullying and prejudice appropriately.	Helping others Work as part of a team in order to raise money			Personal Hygiene Use their knowledge, skill and understanding to make informed choices about their personal hygiene Explain the physical and social benefits of good personal hygiene Name a range of personal care products and can discuss appropriate use.
	Understand that they are responsible for the consequences of the choices they make.	Earning and spending Interact with shop assistants -Ask shop assistants for help in finding goods, and in use of appropriate interaction at till, e.g., 'Thank you', 'please'. Identify sources of money.			

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<p>Recognise My needs Communicate an understanding of their personal achievements -presentation</p>	<p>Know when and where to seek help in terms of changing relationships. - Understand that relationships and feelings change as they get older.</p>	<p>Money and environment. Is able to write a cheque independently.</p>	<p>SECTION ONE Knowing My Body Begins on page 30 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. To be able to identify what makes them aroused/turns them on. For example, physical features. Knowing Me To reflect on our responsibility as friends</p>	<p>Risk Assessment and Keeping safe Describe some simple strategies for keeping physically safe. Explain or demonstrate strategies to resist pressure Explain rules for keeping safe when using different social media platforms. Identifying ways of reducing risk and keeping safe in the street, on roads, during travel, in the park. Communicate an understanding of the consequences in law of using</p>	<p>Medicines and medication PSHE Association Recognise the importance of taking medicines correctly Explain that there are laws around supplying or possessing illegal substances. Describe some risks and possible consequences of drinking alcohol, smoking and other drugs in the body Identify when, why and how to ask for help in relation to drugs and alcohol Describe how pressure to use substances can come from people we know</p>
<p>Media and advertising Use a school event to offer pupils the opportunity to be reporters</p>	<p>Challenge unwanted situations assertively. - Have learnt how to use their personal power responsibly.</p>	<p>Earning and spending Identify ways in which pupils spend their money. Identify ways of earning money. Connect earning money with spending.</p>	<p>Private and Public To begin to introduce the idea of some places being private. E.g., Rooms around the school. E.g., Toilet, classroom, office etc. Touching and allowing others to touch me To recognise that everyone is free to make choices about their own lives and their own bodies.</p>	<p>harmful substances. 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>Personal Hygiene Make informed choices about their personal hygiene Explain the physical and social benefits of good personal hygiene Name a range of personal care products and can discuss appropriate use.</p>
<p>Communities and cultures Engage in a debate surrounding gender bias</p>	<p>Know how to support others. -Act responsibly despite pressure from others</p> <p>Understand agreed codes of behaviour that help groups of people work together.</p>	<p>Looking after our school Experience cleaning parts of the school.</p> <p>Helping others Understand how raising money can meet the needs of others.</p>			

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