

PSHE/RSHE Curriculum Skills and Knowledge Progression at Canon Popham Primary Academy

Substantive Knowledge= SK
Disciplinary Knowledge=DK



Covered in Sheffield (ILS) Primary RSHE Curriculum in these units- This document is used to identify where each part of the statutory guidance is taught. N.B. Many of the objective are covered more than once in each phase to ensure a spiral curriculum and full coverage across year groups. There are no set coverage requirements for each of the years within a key stage as the curriculum is intended to be delivered to pupils as a spiral curriculum and revisited as children’s understanding develops and needs occur or change.

<p>Colours denote items which correspond to “Fundamental British Values”. These are further explored through Discovery RE units of work.</p> <ul style="list-style-type: none"> • Democracy • Rule of law • Individual liberty • Mutual respect • Tolerance of those of different faiths and beliefs 	<p>KS1 Year 1 Year 2</p>	<p>LKS2 Year 3 Year 4</p>	<p>UKS2 Year 5 Year 6</p>
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Families and People Who Care For Us (FA)

<p>That families are important for children growing up because they can give love, security and stability SK</p>	<p>Fa1) Who’s in my family?</p>	<p>C2) Where do you feel like you belong? Fa1) Why do some people get married? Fa2) Are families ever perfect? Fa3) Is there such a thing as a normal family?</p>	<p>UKS2 should use this time to revisit based on pupils needs to ensure a spiral curriculum</p>
<p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. SK</p>	<p>Fa1) Who’s in my family? Fa3) How should families treat each other?</p>	<p>Fa2) Are all families like mine? Fa1) Why do some people get married? Fa2) Are families ever perfect?</p>	<p>Fa3) Is there such a thing as a normal family?</p>
<p>That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. SK</p>	<p>Fa6) Are all families the same? C3) What makes a boy or a girl?</p>	<p>Fa2) Are all families like mine? Fr2) Are all friends the same? C2) Where do you feel like you belong? Fa1) Why do people get married?</p>	<p>C3) What should I do if I encounter prejudice? M4) Who am I?</p>
<p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. SK</p>	<p>Fa1) Who’s in my family?</p>	<p>Fr1) What makes a close friend? C1) How do we make the world fair? C2) Where do you feel like you belong?</p>	

	<u>Fa3) How should families treat each other?</u> <u>Fa6) Are all families the same?</u>		
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. SK	<u>Fa1) Who's in my family?</u>	<u>Fa1) Why do people get married?</u>	
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. DK	<u>Fa3) How should families treat each other?</u> <u>Fa4) When should I say no?</u>	<u>Fa1) Do Families always stay the same?</u> <u>Fa1) Why do people get married?</u> <u>Fa2) Are families ever perfect?</u>	

Caring friendships (CF)

How important friendships are in making us feel happy and secure, and how people choose and make friends. SK	<u>Fr2) What makes a good friend?</u>	<u>Fr1) What makes a good friend?</u> <u>Fr2) Should I try and fit in with my friends?</u>	
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. SK	<u>Fr2) What makes a good friend?</u>	<u>Fr1) What makes a good friend?</u> <u>Fr1) What makes a close friend?</u>	
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. SK	<u>Fr2) What makes a good friend?</u>	<u>Fr2) Are all friends the same?</u> <u>Fr3) Should friends tell us what to do?</u>	<u>Fr6) How do I accept my friends for who they are?</u>
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right . SK	<u>Fr2) What makes a good friend?</u> <u>Fr3) Should friends tell us what to do?</u> <u>Fr4) How do we stop bullying?</u>	<u>Fr3) Are friendships always fun?</u>	<u>Fr4) Why are some people unkind?</u>
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. SK	<u>Fr2) What makes a good friend?</u> <u>Fr3) Should friends tell us what to do?</u>	<u>Fr3) Are friendships always fun?</u> <u>Fr2) Should I try and fit in with my friends?</u> <u>Fr3) Should friends tell us what to do?</u>	

Respectful relationships (RR)

<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. DK</p>	<p>Fa6) Are all families the same? C1) How do we make a happy school? C2) Who lives in my neighbourhood?</p>	<p>Fa2) Are all families like mine? C1) How do we make the world fair? C2) Where do you feel like you belong? C3) How can we help the people around us?</p>	<p>Fr5) What are stereotypes? Fr6) How do I accept my friends for who they are? C1) What is prejudice? C2) What is the history of prejudice? C3) What should I do if I encounter prejudice?</p>
<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships. SK</p>	<p>Fr2) What makes a good friend?</p>	<p>Fa2) Are all families like mine? Fa3) How should we treat people who are different? Fr3) Are friendships always fun? C2) Where do you feel like you belong? Fr2) Should I try and fit in with my friends? Fr3) Should friends tell us what to do?</p>	<p>C1) What is prejudice? C2) What is the history of prejudice? C3) What should I do if I encounter prejudice?</p>
<p>The conventions of courtesy and manners. DK</p>	<p>Fr2) What makes a good friend? Fr3) Should friends tell us what to do?</p>	<p>Fa3) How should we treat people who are different? Fr2) Are all friends the same? C1) How do we make the world fair?</p>	<p>Fa3) Is there such a thing as a normal family? Fr5) What are stereotypes? Fr6) How do I accept my friends for who they are? C1) What is prejudice? M4) Who am I?</p>
<p>The importance of self-respect and how this links to their own happiness. DK</p>	<p>Fr2) What makes a good friend? Fr3) Should friends tell us what to do? C3) What makes a boy or a girl? M2) Who am I?</p>	<p>Fr1) What makes a good friend? Os3) Friendship Online Fr1) What makes a close friend? M1) Does everybody have the same feelings? M2) Should we be happy all the time?</p>	<p>Fr5) What are stereotypes? M4) Who am I?</p>

<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. DK</p>	<p>Fa6) Are all families the same? Fr3) Should friends tell us what to do? C1) How do we make a happy school? C2) Who lives in my neighbourhood?</p>	<p>Fr1) What makes a good friend? Os3) Friendship Online C1) How do we make the world fair? C2) Where do you feel like you belong? C3) How can we help the people around us? Fr3) Should friends tell us what to do? Os1) Control and consent</p>	<p>C1) What is prejudice? C2) What is the history of prejudice? C3) What should I do if I encounter prejudice? C4) How can I be a great citizen? C5) Why is money important? C6) Who belongs in our country? C7) What does it mean to be British?</p>
<p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. SK</p>	<p>Fr3) Should friends tell us what to do? Fr4) How do we stop bullying? C1) How do we make a happy school?</p>	<p>Fr1) What makes a good friend? Fr2) Are all friends the same? Fr3) Are friendships always fun? Os2) Sharing Online Os3) Friendship Online Fr3) Should friends tell us what to do? Os1) Control and consent</p>	<p>Fr4) Why are some people unkind? Fr6) How do I accept my friends for who they are? C1) What is prejudice? C2) What is the history of prejudice? C3) What should I do if I encounter prejudice?</p>
<p>What a stereotype is, and how stereotypes can be unfair, negative or destructive. SK</p>	<p>C2) Who lives in my neighbourhood?</p>	<p>Fa2) Are all families like mine? Fa3) How should we treat people who are different? Fr2) Are all friends the same?</p>	<p>Fa3) Is there such a thing as a normal family? Fr5) What are stereotypes? Os6) Bias Os7) Echo Chambers C1) What is prejudice? C2) What is the history of prejudice? C3) What should I do if I encounter prejudice? C4) How can I be a great citizen? C6) Who belongs in our country? C7) What does it mean to be British?</p>
<p>The importance of permission-seeking and giving in relationships with friends, peers and adults. DK</p>	<p>Fa4) When should I say no? Fa5) Who owns my body? I do! Fr3) Should friends tell us what to do? Os2) Personal information (S1) Os3) Online strangers (P1)</p>	<p>Fa2) Are families ever perfect? Fr3) Should friends tell us what to do? Os1) Control and consent</p>	<p>Sx2) Optionall lessons on sexual reproduction</p>

Being safe (BS)

<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) SK</p>	<p>Fa4) When should I say no? Fr3) Should friends tell us what to do?</p>	<p>Os1) Online strangers Os2) Sharing Online Os3) Friendship Online Os1) Control and consent Fr1) What makes a close friend? Fr2) Should I try and fit in with my friends? Fr3) Should friends tell us what to do? Os3) Meeting strangers online</p>	
<p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. SK</p>	<p>Fa3) How should families treat each other? Fa4) When should I say no? Fa5) Who owns my body? I do!</p>	<p>Os2) Sharing Online Os4) Personal Information Fa2) Are families ever perfect? Os2) Protecting our identity Os3) Meeting strangers online Os4) Personal Information, terms and conditions</p>	
<p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. SK</p>	<p>Fa3) How should families treat each other? Fa4) When should I say no? Fa5) Who owns my body? I do!</p>	<p>Os1) Online strangers Os2) Sharing Online Os3) Friendship Online Os4) Personal Information Fa2) Are families ever perfect? Fr3) Should friends tell us what to do? Os1) Control and consent</p>	<p>Sx2) Optional lessons on sexual reproduction</p>
<p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. DK</p>	<p>Os3) Online strangers (A) C2) Who lives in my neighbourhood?</p>	<p>Os1) Online strangers Os2) Sharing Online Os1) Control and consent Os3) Meeting strangers online</p>	
<p>How to recognise and report feelings of being unsafe or feeling bad about any adult. DK</p>	<p>Fa3) How should families treat each other? Fa4) When should I say no? Fa5) Who owns my body? I do! Os3) Online strangers (A)</p>	<p>Os1) Online strangers Os2) Sharing Online Os1) Control and consent Os2) Protecting our identity Os3) Meeting strangers online</p>	<p>Fr4) Why are some people unkind?</p>

How to ask for advice or help for themselves or others, and to keep trying until they are heard. SK	<p>Fa3) How should families treat each other?</p> <p>Fa4) When should I say no?</p> <p>Fa5) Who owns my body? I do!</p> <p>Os3) Online strangers (P1)</p>	<p>Os1) Online strangers</p> <p>Os2) Sharing Online</p> <p>Os1) Control and consent</p> <p>Os2) Protecting our identity</p> <p>Os3) Meeting strangers online</p>	Fr4) Why are some people unkind?
Awareness that each person's body belongs to them and the importance of appropriate and inappropriate or unsafe contact. SK	<p>Fa3) How should families treat each other?</p> <p>Fa4) When should I say no?</p> <p>Fa5) Who owns my body? I do!</p> <p>Os3) Online strangers (P1)</p>	<p>Os1) Online strangers</p> <p>Os2) Sharing Online</p> <p>Os1) Control and consent</p> <p>Os2) Protecting our identity</p> <p>Os3) Meeting strangers online</p>	Fr4) Why are some people unkind?
Where to get advice e.g. family, school and/or other sources. DK	<p>Fa3) How should families treat each other?</p> <p>Fa4) When should I say no?</p> <p>Fa5) Who owns my body? I do!</p> <p>Os3) Online strangers (P1)</p>	<p>Os1) Online strangers</p> <p>Os2) Sharing Online</p> <p>Os1) Control and consent</p> <p>Os2) Protecting our identity</p> <p>Os3) Meeting strangers online</p>	Fr4) Why are some people unkind?

Internet safety and harms (IS)			
That for most people the internet is an integral part of life and has many benefits. SK	Os1) Screen time (L1)	<p>Os2) Sharing Online</p> <p>Os3) Friendship Online</p> <p>Os5) Digital Media</p> <p>Os1) Control and consent</p>	Os8) Does the internet make us happy?
About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. SK	Os1) Screen time (L1)	<p>Os2) Sharing Online</p> <p>Os5) Digital Media</p> <p>Os6) Verifying content and echo chambers</p>	Os8) Does the internet make us happy?
How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. SK	<p>Os2) Personal information (S1)</p> <p>Os3) Online strangers (P1)</p>	<p>Os1) Online strangers</p> <p>Os2) Sharing Online</p> <p>Os3) Friendship Online</p> <p>Os4) Personal information</p> <p>Os1) Control and consent</p> <p>Os4) Personal Information, terms and conditions</p>	
Why social media, some computer games and online gaming, for example, are age restricted. SK	Os2) Personal information (S1)	<p>Os1) Online strangers</p> <p>Os2) Sharing Online</p>	Os8) Does the internet make us happy?

		<p>Os3) Friendship Online</p> <p>Os4) Personal Information</p> <p>Os2) Protecting our identity</p> <p>Os3) Meeting strangers online</p> <p>Os4) Personal Information, terms and conditions</p>	
That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. SK	<p>Os2) Personal Information (S1)</p> <p>Os3) Online strangers (P1) Os4)</p> <p>Fake News (NI)</p>	<p>Os1) Online strangers</p> <p>Os2) Sharing Online</p> <p>Os3) Friendship Online</p> <p>Os4) Personal information</p> <p>Os1) Control and consent</p> <p>Os3) Meeting strangers online</p>	<p>Os8) Does the internet make us happy?</p>
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. SK	<p>Os4) Fake News (NI)</p>	<p>Os4) Personal Information</p> <p>Os5) Digital Media</p> <p>Os6) Verifying content and echo chambers</p>	<p>Os5) Analysing Digital Media</p> <p>Os6) Bias</p> <p>Os7) Echo Chambers</p> <p>Os8) Does the internet make us happy?</p>
Where and how to report concerns and get support with issues online. SK	<p>Os3) Online strangers (P1)</p>	<p>Os1) Online strangers</p> <p>Os3) Friendship Online</p> <p>Os1) Control and consent</p> <p>Os2) Protecting our identity</p> <p>Os3) Meeting strangers online</p>	

Online relationships (OR)

That people sometimes behave differently online, including by pretending to be someone they are not. SK	<p>Os3) Online strangers (P1)</p>	<p>Os1) Online strangers</p> <p>Os2) Sharing</p>	
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		<p>Online Os3) Friendship Online Os4) Personal Information Os1) Control and consent Os3) Meeting strangers online</p>	
<p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. SK</p>	<p>Os2) Personal information (S1) Os3) Online strangers (P1)</p>	<p>Os1) Online strangers Os2) Sharing Online Os3) Friendship Online Os5) Digital Media Os1) Control and consent</p>	<p>Os8) Does the internet make us happy?</p>
<p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. SK</p>	<p>Os2) Personal information (S1) Os3) Online strangers (P1)</p>	<p>Os1) Online strangers Os2) Sharing Online Os3) Friendship Online Os4) Personal Information Os1) Control and consent Os2) Protecting our identity Os3) Meeting strangers online Os4) Personal Information, terms and conditions</p>	
<p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. DK</p>	<p>Os3) Online strangers (P1) Os4) Fake News (N1)</p>	<p>Os1) Online strangers Os2) Sharing Online Os3) Friendship Online Os4) Personal Information Os6) Verifying content and echo chambers Os1) Control and consent Os3) Meeting strangers online</p>	<p>Os5) Analysing Digital Media Os6) Bias Os7) Echo Chambers</p>
<p>How information and data is shared and used online. SK</p>	<p>Os2) Personal information (S1) Os4) Fake News (N1)</p>	<p>Os4) Personal Information Os5) Digital Media Os6) Verifying content and echo chambers</p>	<p>Os5) Analysing Digital Media Os6) Bias Os7) Echo Chambers</p>

		Os4) Personal Information, terms and conditions	
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Mental wellbeing (MW)			
That mental wellbeing is a normal part of daily life, in the same way as physical health. SK	<u>M1) Where do feelings come from?</u>	<u>M1) How do I manage my feelings?</u> <u>M2) Are we happy all the time?</u> <u>M1) Does everybody have the same feelings?</u> <u>M2) Should we be happy all the time?</u>	
That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. SK	<u>M1) Where do feelings come from?</u> <u>M3) What helps me to be happy?</u>	<u>M1) How do I manage my feelings?</u> <u>M2) Are we happy all the time?</u> <u>M1) Does everybody have the same feelings?</u> <u>M2) Should we be happy all the time?</u>	<u>M3) Why do we argue?</u>
How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. DK	<u>M1) Where do feelings come from?</u> <u>M3) What helps me to be happy?</u>	<u>M1) How do I manage my feelings?</u> <u>M2) Are we happy all the time?</u> <u>M1) Does everybody have the same feelings?</u> <u>M2) Should we be happy all the time?</u>	<u>M3) Why do we argue?</u>
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	<u>M1) Where do feelings come from?</u> <u>M3) What helps me to be happy?</u>	<u>M1) How do I manage my feelings?</u> <u>M2) Are we happy all the time?</u>	<u>M3) Why do we argue?</u> <u>M4) Who am I?</u>

		<p>M1) Does everybody have the same feelings?</p> <p>M2) Should we be happy all the time?</p>	
<p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. DK</p>	<p>M1) Where do feelings come from?</p> <p>M3) What helps me to be happy?</p> <p>P1) How do I help my body stay healthy?</p> <p>C1) How do we make a happy school?</p>	<p>C2) Where do you feel like you belong?</p> <p>C3) How can we help the people around us?</p> <p>M1) How do I manage my feelings?</p> <p>M2) Are we happy all the time?</p> <p>P1) How do I keep my body healthy?</p> <p>M1) Does everybody have the same feelings?</p> <p>M2) Should we be happy all the time?</p> <p>P1) Is there such a thing as the perfect body?</p>	
<p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. DK</p>	<p>M1) Where do feelings come from?</p> <p>M2) Who am I?</p> <p>M3) What helps me to be happy?</p> <p>P1) How do I help my body stay healthy?</p> <p>C1) How do we make a happy school?</p>	<p>C2) Where do you feel like you belong?</p> <p>C3) How can we help the people around us?</p> <p>M1) How do I manage my feelings?</p> <p>M2) Are we happy all the time?</p> <p>P1) How do I keep my body healthy?</p> <p>M1) Does everybody have the same feelings?</p> <p>M2) Should we be happy all the time?</p>	
<p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. SK</p>	<p>M1) Where do feelings come from?</p> <p>M2) Who am I?</p> <p>M3) What helps me to be happy?</p>	<p>M1) How do I manage my feelings?</p> <p>M2) Are we happy all the time?</p> <p>M1) Does everybody have the same feelings?</p>	<p>M3) Why do we argue?</p> <p>M4) Who am I?</p>

		M2) Should we be happy all the time?	
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. SK	Fr4) How do we stop bullying? M3) What helps me to be happy?	Fa3) How should we treat people who are different? Fr3) Are friendships always fun? Fr2) Should I try and fit in with my friends? Fr3) Should friends tell us what to do?	Fr4) Why are some people unkind? Fr5) What are stereotypes? Fr6) How do I accept my friends for who they are?
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). DK	M1) Where do feelings come from? M2) Who am I? M3) What helps me to be happy?	Fr1) What makes a good friend? M1) How do I manage my feelings? M2) Are we happy all the time? Fr1) What makes a close friend? M1) Does everybody have the same feelings? M2) Should we be happy all the time?	M3) Why do we argue?
It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. SK	M1) Where do feelings come from? M2) Who am I? M3) What helps me to be happy?	M1) How do I manage my feelings? M2) Are we happy all the time? M1) Does everybody have the same feelings? M2) Should we be happy all the time?	M3) Why do we argue?

Physical health and fitness (PH)

The characteristics and mental and physical benefits of an active lifestyle. SK	P1) How do I help my body stay healthy?	P1) How do I keep my body healthy?	P2) How can I stay fit and healthy?
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The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. SK	<u>P1) How do I help my body stay healthy?</u>	<u>P1) How do I keep my body healthy?</u>	<u>P2) How can I stay fit and healthy?</u>
The risks associated with an inactive lifestyle (including obesity). SK	<u>P1) How do I help my body stay healthy?</u>	<u>P1) How do I keep my body healthy?</u>	<u>P2) How can I stay fit and healthy?</u>
How and when to seek support including which adults to speak to in school if they are worried about their health. SK	<u>P1) How do I help my body stay healthy?</u> <u>P3) How do we stop getting ill?</u>	<u>P1) How do I keep my body healthy?</u>	<u>P2) How can I stay fit and healthy?</u>

Healthy Eating (HE)			
What constitutes a healthy diet (including understanding calories and other nutritional content). SK	<u>P2) How do I decide what to eat?</u>	<u>P2) How do I get a healthy diet?</u>	<u>P2) How can I stay fit and healthy?</u>
The principles of planning and preparing a range of healthy meals (including understanding calories, and nutritional content). K/S	<u>P2) How do I decide what to eat?</u>	<u>P2) How do I get a healthy diet?</u>	<u>P2) How can I stay fit and healthy?</u>
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). SK	<u>P2) How do I decide what to eat?</u> <u>P3) How do we stop getting ill?</u>	<u>P2) How do I get a healthy diet?</u> <u>P3) How do I stop getting ill?</u>	<u>P2) How can I stay fit and healthy?</u> <u>P3) Can I avoid getting ill?</u>
Risks associated with health (e.g. the impact of alcohol on diet or health) SK	N/A	N/A	<u>P4) Why do some people take drugs?</u>

Drugs, alcohol and tobacco (DAT)

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. SK	N/A	N/A	P4) Why do some people take drugs?
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Health and prevention (HP)

How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. SK	N/A	P1) How do I keep my body healthy?	P3) Can I avoid getting ill?
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. SK	P4) How can I stay safe?	P3) How do I stop getting ill?	P3) Can I avoid getting ill?
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. SK	M3) What helps me to be happy? P1) How do I help my body stay healthy?	P1) How do I keep my body healthy?	P3) Can I avoid getting ill?
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. K/S	P1) How do I help my body stay healthy? P3) How do we stop getting ill?	P2) How do I get a healthy diet? P3) How do I stop getting ill?	P3) Can I avoid getting ill?
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. SK	P3) How do we stop getting ill?	P3) How do I stop getting ill?	P3) Can I avoid getting ill?
The facts and science relating to allergies, immunisation and vaccination. SK	N/A	N/A	P5) Where should I get my health information?

Basic first aid (BFA)

How to make a clear and efficient call to emergency services if necessary. DK	P4) How can I stay safe?	N/A	P6) How do I save a life?
Concepts of basic first-aid, for example dealing with common injuries, including head injuries. DK	P4) How can I stay safe?	N/A	P6) How do I save a life?

Changing adolescent body (CAB)

Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. SK	G1) How bodies change as we get older (link with science)	N/A	G1) How will my body change as I get older? G2) How will my feelings change as I get older? G3) How will I stay clean during puberty?
About menstrual wellbeing including the key facts about the menstrual cycle. SK	N/A	P1) How do I keep my body healthy?	G4) What is Menstruation?
Not covered in the statutory guidance , but explanation given that the teaching of age-appropriate sex education in primary schools is optional, at the discretion of the school leadership, following approval from school governors and community consultation	N/A	N/A	Sx2) Optional I lesson on sexual reproduction

Key Vocabulary- Revisited vocabulary is highlighted in bold

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<i>Friend, family, kind, unkind, choices, feelings, sad, happy, worried, healthy, unhealthy, sorry,</i>	<i>Friend, family, stranger, acquaintance, member of my community, exercise, diet, sleep, teeth, angry, happy, nervous, scared, sad, calm, surprised, diet, healthy, unhealthy, energy, people, roles, change, loss, screen, connect, active, creative, sorry, apologise, difference, different, feelings, opinions, team</i>	<i>Rules, community, different, truth, private, personal, bullying, physical, emotional, disability, change, forever, feelings, responsibility, kindness, dentist, clean, wash, disease, germs, consent, permission, trusted adult, secret, surprise, worried, change, fake, pride, unique, medicine, needles, emergency, penis, vagina, boy, girl, non-binary, normal, different, religion, culture, gender</i>	<i>Safe, trust, social media, privacy, stranger, foster care, adoption, disability, race, discrimination, same sex, healthy, nutrition, diet, social media, cyberbullying, pressure, identities, germs, bacteria, virus, hygiene, infection, sex (male & female), gay, straight, bullying, non-binary, gender, compromise, emotions, self-esteem, rules, laws, government, vote, rights, equality, community, citizen</i>	<i>Gender, stereotype, sexism bullying, disability, race, marriage, gay, control, consent, social media, private, clickbait, friendship, boundaries, manipulation, relationship, controlling, peer-pressure, body image, self-esteem, emotional reaction, different, privacy, valuable, sensitive, stranger, catfish, social media, loss, separation, bereavement</i>	<i>Oral hygiene, gender stereotypes, discrimination, media, clickbait, echo chamber, bias, propaganda, male, female, sexism, gender, intersex, non-binary, lesbian, gay, bisexual, transgender, sexual orientation, social media, menstruation, periods, vagina, vulva, fallopian tubes, ovaries, ovum, hormones, uterus, reproductive health, sperm, fertilisation, endometrium,</i>	<i>Citizen, disabled, disability, community, debt, salary, tax, poverty, immigration, asylum, refugee, drugs, illegal, alcohol, tobacco, cigarettes, addiction, fake news, vaccination, anti-vax, rights, refugees, asylum seekers, puberty, testicles, penis, Adam’s apple, erection, ejaculation, vagina, vulva, clitoris, discharge, menstruation, period, hormones, moods, risk, hygiene,</i>

					<i>cervix, prejudice, homophobic,</i>	<i>smegma, genitals, bacteria, essential, luxury, poverty,</i>
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SMSC at Canon Popham C of E Primary Academy

Spiritual- At Canon Popham, our spiritual development is shown through children's beliefs, religious or otherwise, which inform perspectives on life and their interest in and respect for different people's feeling and values. It is further developed through our children's enjoyment and fascination in learning about themselves, others and the world around them. The children use of imagination and creativity in their learning and have a willingness to reflect on themselves. We promote spiritual development specifically through

- yoga
- growth mindset
- faith stories with key messages and concepts
- RE scheme asks questions about life and beliefs

Moral— Our pupils' moral development is shown by their ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives. They develop their understanding of the consequences of their actions and show an interest in investigating, and offered reasoned views about, moral and ethical issues. We promote moral development specifically through

- Consistent use of the behaviour policy
- School rules on display
- Anti-bullying week
- writer of the month
- golden readers
- positive praise
- house points
- E safety

Social- Children use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds. They show a willingness to participate in a variety of social settings, cooperating with others and being able to resolve conflicts effectively. We promote social development specifically through

- encouraging children to work co-operatively in classroom and on the playground
- high expectations of oracy to empower children to communicate effectively

- celebrations - harvest, nativity, class assembly
- Transition time with new teacher

Cultural- We develop understanding and appreciation of the wide range of cultural influences that have shaped their own heritage. Children show a willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. Teachers create opportunities for exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

- celebration of important events - Olympics, royal weddings
- awareness of national and global issues - plastic pollution
- charity events - children in need
- arts week

Democracy

Pupils have the opportunity to air their opinions and ideas through our School Council and regular questionnaires and pupil consultations. The elections of the School Council members are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action. In our Foundation Stage, the children take ownership of their topic based learning. They enjoy choosing and voting for which activities they would like to have out during their child initiated learning time. Individual classes encourage democratic voting stations for different areas including voting for a class story for story times. Children are invited to a termly Governors award assembly, where children have the opportunity to win an award linked to our Christian Values. Children are aware of the Governors in school and understand their role, they are able to speak to Governors directly. Through our literacy learning, children often debate their ideas and explore the views of their peers.

Rule of law

Pupils are taught the value and reasons behind laws and that they are there to protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police help reinforce this. We teach children to distinguish right from wrong, drawing parallels between rule breaking and behaviour management at school and in society generally, involving pupils in understanding what makes a disciplinary action fair and just, and modelling consistency in the exercise of authority.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Our school places special emphasis on an enriched and creative curriculum, and the amount of freedom given to children to make choices as learners. We ensure children's interests are celebrated and shared. Children are given the choice at the end of each topic of how they wish to present their learning, based on the skills and knowledge delivered during wider curriculum learning.

Mutual respect

Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect, including children and staff equally. Our Christian values encompass mutual respect which is discussed during daily worship times. Staff model positive relationships and respectful relationships day-to-day. Respect is a value observed and taught through the RSHE curriculum as well as in our school ethos.

Tolerance of those of different faiths and beliefs and those without faith

Collective Worship and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Our RE lessons cover a variety of skills and knowledge from different faiths and beliefs from Nursery through to Year 6. The Diocese of Sheffield Academy Trust promote that children are supported to explore the concept of faith within a range of contexts and to respect the views of others. However, the child's individual faith journey is their own regardless if they come to a faith decision or no faith at all.