



PSHCE/SMSC Curriculum Aims and Overview

A rich, inclusive PSHCE education is the heart of the INSPIRE's ethos and is fundamental to developing young people with positive attitudes and well-rounded members of society. By teaching PSHCE/SMSC, we intend to impart pupils with the knowledge, understanding, confidence, attitudes, values and skills they need in order to reach their potential as individuals and within the community as well as knowing how to keep themselves safe.

Our aim is to provide inclusive and aspirational environments and learning experiences where pupils thrive and build the cultural capital they need to make aspirational choices about their own futures, overcoming any barriers and stereotypes. The INSPIRE curriculum focuses on developing emotionally resilient students who have strategies to cope with the demands of school life and living in the wider world. Through teaching children how to be healthy and safe, self-regulating and confident to tackle daily challenges, we embed our school values, which align with British fundamental values. We teach and celebrate acceptance, diversity and respect.

Scope and sequencing

Pupils will learn how and when to solve their own problems and when to seek help. They will develop their resilience and ability to care for themselves and others, pursuing their self-knowledge for self-efficacy.

Pupils will develop the tools to become emotionally literate individuals engaged with the world around them.

Pupils will be empowered to understand themselves and their minds in order to combat stress, pressure and influence that may cause them harm. They will understand the importance of mental health as a prerequisite for successful learning, for health, happiness and positive life choices.

Lessons are developmental and progressive: they build and enhance pupil skills via a spiral curriculum. As such, concepts, ideas, knowledge and skills are revisited in each year group.

There are six core pillars underpinning the discipline of PSHCE:

1. **Me and my relationships**
2. **Valuing difference**
3. **Citizenship**
4. **Growing up**
5. **Safety**
6. **Economic well-being**

Substantive and Disciplinary Content in PSHCE

Every subject is unique and includes its own substantive content and disciplinary content. The INSPIRE curriculum is designed to ensure that pupils not only have broad and strong substantive knowledge but also understanding of the disciplines within PSHCE. Pupils learn both global citizen 'facts' and how to make sense of them simultaneously. When pupils learn about global citizenship, they tackle these two closely linked types of content, each dependent on the other with each playing a vital part in securing **scope, coherence, rigour and sequencing**.

Substantive Knowledge

Pupils' knowledge of what we often call substantive concepts such as **money, safety, relationships, human body** come up time and time again in the PSHCE curriculum. We know if pupils are able to build up knowledge of these concepts, building richer and richer schemata of these concepts and terms over time, it can help them access increasingly complex material throughout the curriculum, which helps them to learn, understand and remember more – meaning they make more progress.

Disciplinary Skills

Learning to be a global citizen requires the development of both substantive knowledge (the 'stuff' of PSHCE) and familiarity with the 'second-order' or procedural disciplinary concepts, that shape the way in which the 'stuff' or 'substance' is understood, organised and debated, as well as the ways in which it is actually generated.

We want pupils to develop within the discipline of PSHCE –

1. **Moral judgement and critical thinking**
2. **Respect**
3. **Empathy**
4. **Making connections and drawing contracts**
5. **Building character and developing confidence**

The INSPIRE PSHCE curriculum increases and develops pupil’s disciplinary knowledge by understanding how to manage emotions to how to build resilience when setting goals. Children will have opportunities to make their own choices about how to do something and will be able to evaluate what they have learnt and tried and how to improve for their future. It is the social and emotional skills acquired, and the interpretation of themselves.

The simplest way to think about the difference is – the substantive knowledge is the **‘what’** and the disciplinary knowledge is the **‘how’**.

As we’re teaching, we need to interweave the **what** and the **how** for our children. Thinking as a global citizen is vital. Simply 'knowing' the name of a body part or what safety means, in itself, is not global citizenship thinking. The best we could say is that it *enables* PSHCE thinking. We need facts in order to think, but we also need concepts to enable us to group bits of information, or facts, together.

Core Concepts

BIG IDEAS - SUBSTANTIVE CONCEPTS					
S.C. 1 – Me and my and Relationships	S.C. 2 – Valuing Difference	S.C.3 – Citizenship	S.C. 4 Growing up	S.C. 5 –Safety	S.C. 6 Economic Wellbeing
Healthy relationships Mental Health Mental ill-health Physical Health Healthy Eating Sun Safety	Stereotypes Bullying Conflict Culture Religions Uniqueness	Human Rights Democracy Diversity Community Environment	Puberty Menstruation	Safeguarding First Aid Medicines Online Safety Road Safety Water Safety	Budgeting Expenditure Income Career Choices Money Saving

PERSONAL DEVELOPMENT– DISCIPLINARY CONCEPTS				
D.C 1 – Moral Judgement and critical thinking	D.C. 2 - Respect	D.C. 3 – Empathy	D.C. 4 – Making connections and drawing contrasts	D.C. 5 – Building character and confidence
Reflection Evaluation Personal Values Personal Experience	Acceptance Tolerance Fairness Co-operation Relationships Courtesy	Respect Expression Emotions Perspective	Celebration Appreciation Reflect Comparisons	Resilience Perseverance Focus Aspiration Inspiration

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN 1 SC1 Me and my relationships	- What makes me special and unique? - How do my feelings impact others? - How can I manage my own feelings? - What makes a good friend? <i>(Including overcoming conflicts.)</i> - Who cares for me and what role do they have in my life? <i>Parents, siblings, teachers etc.</i> - What is a family? <i>Different family dimensions.</i>	- How can I recognize and manage my emotions? <i>Including loneliness, anger and anxiety.</i> - How do others show their feelings? - What makes a good friend? - Why do friends fall out? <i>Including resolutions.</i> - Who is special to me? <i>What attribute do they have?</i>	- Why am I unique? <i>Personal strengths, interests, achievements.</i> - How can I manage setbacks? <i>Friendship breakdowns, finding work challenging.</i> - What makes up a family? <i>Blended, single-parent, same sex families.</i> - What are the benefits of being in a family? <i>Stability, love.</i> - How do people in your family care for you? - Why do families fall out? <i>Solutions as well as support available.</i>	- What different relationships do you have? <i>Family, friends, acquaintances</i> - What is a healthy friendship? <i>Mutual respect, trust, sharing interests.</i> - How can I say 'no' to a friend? - How can I be respectful when using digital devices? - Are online friends the same as 'face to face' friends? <i>Online risks.</i>	- What makes a healthy friendship? <i>Including everyone.</i> - How do I manage peer influence? <i>Exit strategies, assertive communication.</i> - How can I positively resolve disputes and reconcile differences? <i>Negotiation and compromise.</i> - How do I recognize if a friendship is making me feel unsafe, worried or uncomfortable? <i>Including who to speak to.</i> - What is consent? <i>Wanted, acceptable, unacceptable physical contact.</i>	- How can I overcome friendship challenges? <i>Including strategies.</i> - What is the difference between a healthy and unhealthy friendship? <i>Peer-pressure, 'dares' and 'challenges'.</i> - Who can I love? <i>Gender identity, different faiths, sexual orientations and ender identity.</i> - How do people show their love to each other? <i>Marriage, living together, legal declaration.</i> - Should marriage be a choice? <i>Legalities around forced marriage.</i> - What is consent? <i>Including sexual/ non-sexual situations.</i>
Core Disciplinary focus	DC2 – Respect DC3 - Empathy	DC2 – Respect DC3 - Empathy	DC2 – Respect DC3 - Empathy	DC2 – Respect DC3 - Empathy	DC2 – Respect DC3 - Empathy	DC2 – Respect DC3 - Empathy
SMSC/ assessment question	How can we show that we care for people?	Should we always make people feel welcome?	Are all families the same and does that matter?	How do we build positive relationships with people?	Is peer pressure ever a positive thing?	Should everyone be treated the same?
Suggested books to support						
AUTUMN 2 SC2 Valuing Difference	- What do I like and dislike? <i>Including what they are good at.</i> - How are my preferences similar/ different to others? - What is respect and what does it look like? - What is the difference between unkindness, teasing and bullying? - What is fair and unfair and kind and unkind? <i>Including examples of what this looks like.</i>	- What makes people different? <i>Physical and non-physical differences.</i> - How can I recognize hurtful behaviour? <i>How should this be addressed?</i> - What is bullying and how can I deal with it? - What is the difference between a 'secret' and a 'surprise'? <i>Strategies to use when these make children feel uncomfortable.</i> - What should I do to overcome pressure to do something that makes me feel uncomfortable? <i>Safety, inappropriate</i>	- What can be the impact of bullying? <i>Including consequences.</i> - How is cyber bullying and face-to-face bullying different? <i>Including strategies to overcome this.</i> - Why should everyone be treated respectfully and politely? - What are similar and different about diverse cultures? <i>Regional, ethnic and religious backgrounds.</i> - How do people show respect in different cultures and societies?	- What makes people different? <i>Race, faith, religion, common values, aspirations, experience</i> - How can I show respect? <i>Respecting similarities and difference between people.</i> - What is the difference between playful teasing, hurtful behaviour and bullying? <i>Include online.</i> - What is the difference between 'dares' and 'playful dares'? <i>peer pressure, acceptance, risks.</i> - When is it right to share a secret? <i>Including breaking</i>	- What contributes to someone's personal identity? <i>Race, sex, gender, faith, culture.</i> - What are the benefits of living in a diverse society? <i>Mutual respect.</i> - Why is it important to listen and respond respectfully to a wide range of people? <i>Including traditions, differing lifestyles.</i> - What is discrimination? <i>Racism, sexism, homophobia.</i> - What impact can discrimination have people and communities?	- Can someone's gender identity change? <i>Transgender, gender neutral.</i> - What does prejudice mean? - What does LGBTQ+ mean? <i>Sex, gender identity, gender expression and sexual orientation.</i> - How can I respectfully challenge points of view I disagree with?

				<i>confidence – emergencies etc.</i> 6. How do I report concerns when I feel worried about something online?	6. How can I challenge discrimination safely? <i>Including how and who to report it to.</i>	
Core Disciplinary focus	DC1 – Moral Judgement & Critical Thinking DC4 – Making connections and drawing contrasts.	DC1 – Moral Judgement & Critical Thinking DC4 – Making connections and drawing contrasts.	DC1 – Moral Judgement & Critical Thinking DC4 – Making connections and drawing contrasts.	DC1 – Moral Judgement & Critical Thinking DC4 – Making connections and drawing contrasts.	DC1 – Moral Judgement & Critical Thinking DC4 – Making connections and drawing contrasts.	DC1 – Moral Judgement & Critical Thinking DC4 – Making connections and drawing contrasts.
SMSC/ assessment question	Is everyone special?	Is it always wrong to keep secrets?	Is showing respect the same as being well behaved?	Should we always respect confidentiality?	How might you challenge someone who was being discriminatory?	Is it ok for someone to change their identify?
Suggested books to support						
SPRING 1 SC2 Health & well-being	1. What does it mean to be healthy? <i>Why is being health important.</i> 2. How can I take care of myself on a daily basis? <i>Hygiene routines – washing hands.</i> 3. How does food and exercise affect my health? <i>Healthy and unhealthy foods, physical exercise, balanced diet.</i> 4. Who can help me to stay healthy? <i>Parents, doctors, nurses, teachers, dentists.</i> 5. How do I stay safe in the sun?	1. How can I maintain a good mental health? <i>Routines.</i> 2. Why is sleep important? <i>Discuss growing and keeping healthy.</i> 3. What else helps me stay healthy? <i>Medicines, vaccinations and immunizations.</i> 4. Why should I brush my teeth and visit the dentist? 5. What do feelings look like? <i>Internal and external appearances.</i> 6. How can I manage big feelings? <i>Loss, bereavement.</i>	1. What are healthy and unhealthy choices? <i>Food, sleep and exercise.</i> 2. What are the positives and negatives of habits? <i>Eating a lot of sugar, biting nails.</i> 3. What is a balanced diet? 4. Does exercise affect my mental health? 5. Do feelings change overtime? <i>Do they become more/ less powerful?</i>	1. What can affect my mental health? <i>Lifestyle, mood, environments.</i> 2. What is good physical health? <i>Healthy body, balanced diet, including recognizing signs of early physical illness.</i> 3. What should I do if I feel ill? <i>Rest, medical advice, medicines.</i> 4. Is dental hygiene important? Brushing and flossing teeth. 5. What effect can food and drinks have on my teeth?	1. How is sleep important? <i>Healthy lifestyle including strategies to help sleep.</i> 2. Does being outside effect my mental health? <i>Impact of physical exercise, sun exposure.</i> 3. Why are medicines important? <i>Managing allergies, vaccinations, viruses. Preventing viruses.</i> 4. Can medicines effect mental health?	1. Is mental health or physical health more important? <i>Discuss what each are and the positives.</i> 2. Can anyone be affected by ill-health? <i>Bullying, trauma, health, loss, bereavement.</i> 3. Can I experience conflicting feelings at the same time? <i>Mixed feelings about an event (excited/ nervous). Overcoming the negative feeling with strategies.</i> 4. What does loss feel like? <i>How loss may feel including bereavement and who can support.</i> 5. Can habits effect my well-being? <i>Managing time online, foster positive habits e.g. turning devices off.</i>
Core disciplinary focus	DC5 – Building character and confidence.	DC5 – Building character and confidence.	DC5 – Building character and confidence.	DC5 – Building character and confidence.	DC5 – Building character and confidence.	DC5 – Building character and confidence.
SMSC/ assessment question	Why is health important?	Does my mental health effect what I do?	Is it always a negative when things go wrong?	Who decides what a good life balance is?	Is it better to be individual or similar to other people?	Which is more important- physical or mental health?
Suggested books to support						
SPRING 2 SC3 citizenship	1. Why do we have rules? <i>Rules in different contexts.</i> 2. Do we all have the same needs? <i>Medical, physical.</i>	1. Do I belong to a group? <i>School, family, faith, teams. What role do they play?</i>	1. What is a volunteer? <i>Why might people volunteer and for who?</i>	1. What are the benefits of living in a community?	1. How do resources impact communities? <i>Funding, individuals, tourism.</i>	1. What does living environmentally sustainably mean? <i>How</i>

	3. How can we care for others? <i>Elderly, pets, parents, siblings,</i> 4. How can we look after our environment? <i>School, home, community.</i>	2. Who is responsible for the school environment? <i>Students, teachers, premises supervisor.</i> 3. What rights and responsibilities do I have? <i>In school and wider community?</i> 4. Who in my community can keep me safe? <i>Families, teachers, emergency services.</i> 5. Is everyone in the community the same? <i>Gender, race, age, faiths.</i>	2. Why is it important to abide by the law? <i>Consequences of breaking law, examples of laws.</i> 3. What rights do children have? <i>Like with human rights legislation.</i> 4. What responsibilities do we have in line with our human rights? 5. What is the Environment Agency? <i>Their role and impact.</i>	2. What other communities can someone belong to? <i>Faiths, sports, hobbies.</i> 3. Who helps and supports communities? <i>Volunteers, public sector.</i> 4. How can we show compassion to others within the community? <i>Food banks, charities, volunteering, being friendly.</i> 5. How do national and international organisations take care of the environment?	2. What can we do to protect our community? <i>Disposing of litter, recycling, shopping locally.</i> 3. How can we show compassion in our community? <i>Wildlife</i> 4. How does the money we spend affect our environment? 5. What is my responsibility in the environment?	<i>could this be improved in the community?</i> 2. What responsibilities do I have at home, school and in the community? 3. How does the law protect communities? 4. Why do rules need to be different in different situations? 5. How does democracy work in Britain?
Core Disciplinary focus	DC1 – Moral Judgement & Critical Thinking	DC1 – Moral Judgement & Critical Thinking	DC1 – Moral Judgement & Critical Thinking	DC1 – Moral Judgement & Critical Thinking	DC1 – Moral Judgement & Critical Thinking	DC1 – Moral Judgement & Critical Thinking
SMSC/ assessment question	Do we need rules?	Is it easier when everyone is the same or everyone is different?	Can you have rules and freedom at the same time?	Are communities important?	Whose responsibility is it to protect the environment?	Are stereotypes always wrong?
Suggested books to support						
SUMMER 1 SC4 Growing Up	1. Which parts of my body are private? 2. What is a safe secret? <i>Surprises. How to tell someone an unsafe secret.</i>	1. What will change as I grow up? <i>Get older, taller, more responsibilities, opportunities.</i> 2. Can anyone touch anyone? <i>Fun touches, consent and privacy.</i>	1. What is body space? <i>What to do when you feel uncomfortable.</i> 2. What is the difference between a secret and a surprise? <i>Safe and unsafe secrets and surprises and who to tell.</i>	1. How can I protect my personal space? 2. What influences my opinions and decisions? <i>Media, online, friends, siblings.</i>	1. What is puberty? <i>Products needed in puberty.</i> 2. What are the external sexual organs? 3. What is menstruation? <i>Why does it happen?</i>	1. What is puberty? <i>Physical and emotional changes.</i> 2. What is consent? <i>Legal age of consent.</i> 3. What is an addiction? <i>Addiction in the form of behaviour including laws.</i>
SUMMER 1 SC5 Safety	1. Why do some things have age restrictions? <i>TV shows, games, toys.</i> 2. How do I stay safe online? <i>Sharing information.</i> 3. How do I tell someone I have seen something online that made me feel unhappy or worried?	1. How do I stay safe online? <i>Usernames and passwords. How to share concerns with adults.</i> 2. How do I stay safe when crossing roads and near water? 3. How do I stay safe at home? <i>Electrical, windows, appliances.</i> 4. How do I contact the emergency services?	1. How do I keep myself safe in the local environment? <i>Strangers, water, railway.</i> 2. Can I play any online game? <i>Age restrictions, appropriate games.</i> 3. How do I make safe, reliable choices on search engines? <i>How to report worries.</i>	1. What is the difference between ‘danger’, ‘risk’ and ‘hazard’? 2. How can I manage risk? 3. What are the dangers of medicines, tobacco and alcohol?	1. When might a situation become risky, unsafe or an emergency? <i>Contacting emergency services.</i> 2. What is the difference between positive risk taking and dangerous behaviour? 3. What should I do if an injury occurs? <i>Basic first aid training.</i>	1. Why might images be edited online? <i>Manipulated, altered and faked.</i> 2. Why does some online content have age restrictions? 3. Why might media content be designed to manipulate people's emotions? 4. What is appropriate to share online? <i>Laws relating to this.</i>
Core Disciplinary focus	DC1 – Moral Judgement & Critical Thinking DC2 - Respect	DC1 – Moral Judgement & Critical Thinking DC2 - Respect	DC1 – Moral Judgement & Critical Thinking DC2 - Respect	DC1 – Moral Judgement & Critical Thinking DC2 - Respect	DC1 – Moral Judgement & Critical Thinking DC2 - Respect	DC1 – Moral Judgement & Critical Thinking DC2 - Respect
SMSC/ assessment question	When is asking permission important?	Is life better as you get older?	Should we always put safety first?	Are medicines better than natural remedies?	What do you think are the hardest to cope with- mental or physical changes?	How does social media impact on our opinions?

Suggested books to support						
SUMMER 2 SC6 Economic well-being	- Who can help us in our community? <i>Teachers, emergency services, dentists.</i> - What strengths do the people who help us have? - How can we earn money? <i>Understanding the variety or jobs/ carers and what each job entails.</i> - What is money spent on in the family home? <i>Bills, clothes, food.</i> - Why is it important to keep money safe?	- How do you earn money? <i>Different jobs. Look at how different jobs are paid.</i> - What can you do with money? <i>save and spend it.</i> - Can we buy everything we want? <i>Distinguish between 'need' and 'want'.</i> - Do we need to spend all of our money? <i>Importance of saving and budgeting.</i>	- What are the different job sectors? - Can you have more than one job? - Should jobs be stereotyped? - What skills are needed in certain jobs? - What do the terms 'income', 'saving' and 'spending' mean?	- What influences people's spending decisions? (budget, values, needs). - Is it important to know how much money is being spent? - Can people be encourage to spend their money? <i>Advertisements, pop-ups, media.</i> - What do the terms 'income' and 'expenditure' mean?	- Is it important to be ambitious? <i>How ambition can influence career/ education/ opportunities.</i> - Can people be influenced in career decisions? <i>Pay, family, education, hobbies, interests, skills.</i> - Is diversity and inclusion important in career opportunities? - Does stereotyping impact careers? - Are there different routes to different careers? <i>Apprenticeships, university, training.</i>	- What role does money play in people lives? <i>Is it the most important thing? Attitudes – negative and positive towards money.</i> - How do companies encourage people to buy their products? <i>Advertisements, emails, offers, catchy tunes. How to be a critical customer.</i> - Can money have an impact on someone's mental health? - What are the risks with money? <i>Debt, gambling, fraud.</i> - Hw can money be gained and lost? <i>Stolen, scams, gambling and the impacts of money loss.</i>
Core Disciplinary focus	DC4 – Making connections and drawing contrasts. DC5 – Building character and confidence.	DC4 – Making connections and drawing contrasts. DC5 – Building character and confidence.	DC4 – Making connections and drawing contrasts. DC5 – Building character and confidence.	DC4 – Making connections and drawing contrasts. DC5 – Building character and confidence.	DC4 – Making connections and drawing contrasts. DC5 – Building character and confidence.	DC4 – Making connections and drawing contrasts. DC5 – Building character and confidence.
SMSC/ assessment question	Are all careers important?	Do we need everything we want?	Do we have to reach all our goals?	Is it better to spend money or save money?	Does everyone have to have a job?	Is it right that there are so many rich people and so many poor?
Suggested books to support						

WHOLE SCHOOL OVERVIEW AND PLAN

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN 1 SC1 Family & Relationships	Me and my relationships - Recognise what makes them special and unique including likes and dislikes. - How to recognise feelings in themselves and others and how can these feelings affect how people behave. - How to manage their own feelings and whom to tell when finding things	Me and my relationships - Recognise, name and understand how to deal with feelings (anger, loneliness). - How to be a good friend, e.g. kindness, listening, honesty including courtesy and manners - Strategies for positive play with friends, e.g. joining in, including others, etc.	Me and my relationships - to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents - that being part of a family provides support, stability and love	Me and my relationships - Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends and acquaintances). - healthy friendships such as mutual respect, trust and sharing interests including strategies to build positive friendships	Me and my relationships - what makes a healthy friendship and how they make people feel included - Peer influence and its impact including online strategies e.g. exit strategies, assertive communication - strategies to positively resolve disputes and reconcile differences in	Me and my relationships - Recognising some of the challenges that arise from friendships and strategies to overcome these. - to compare the features of a healthy and unhealthy friendship including peer pressure – 'dares' and 'challenges'. - that people who love each other can be of any

	difficult, or when things go wrong. • Friendship; What makes a good friend? How to deal with friendship conflicts. • Identify people who care for them and the role they play in children's lives e.g. parents, siblings, grandparents, friends, teachers. • What is means to be a family – how are families different e.g. single-sex, same-sex.	• What causes arguments and how can these be resolved? • Recognise that people have different ways of expressing their feelings including helpful ways to respond to other's feelings. • Identify people who are special to them and what attributes they have.	• about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe	• How to say 'no' to a friend • Recognise that some people can have different feelings in the same situation including misinterpretation • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know	friendships – negotiation and compromise • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable and who to speak to. • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations and how to ask for, give and not give permission for physical contact	gender, ethnicity or faith including the difference between gender identity and sexual orientation and everyone's right to be loved • ways in which couples show their love and commitment to one another, including those who are not married or who live apart including the legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married; that to force anyone into marriage is illegal • what consent means and how to seek and give/not give permission in different situations
AUTUMN 2 SC2 Valuing Difference	Valuing Difference • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how they are the same and different to others • What is respect and what does it look like? • Explain the difference between unkindness, teasing and bullying. • Recognise what is fair and unfair, kind and unkind. • How to be kind to others	Valuing Difference • Recognise some of the physical and non-physical differences and similarities between people. • how to recognise hurtful behaviour, including online what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying and how to deal with it. • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe	Valuing Difference • bullying and hurtful behaviour is unacceptable in any situation including the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying including strategies to overcome this. • the importance of self-respect and their right to be treated respectfully and politely by others • Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds.	Valuing Difference • to recognise differences between people such as gender, race, faith and to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure,	Valuing Difference • how to recognise, respect and express their individuality and personal qualities • Describe the benefits of living in a diverse society – importance of mutual respect. • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia including the impact. • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	Valuing Difference • that for some people their gender identity does not correspond with their biological sex • Understand and explain the term prejudice. • Understand the difference in sex, gender identity, gender expression and sexual orientation. • how to listen and discuss issues respectfully including constructively challenging points of view they disagree with.

			the ways in which people show respect and courtesy in different cultures and in wider society	at risk, or make them feel uncomfortable - when it is right to keep or break a confidence or share a secret - how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online	ways to safely challenge discrimination and report it.	
SPRING 1 SC2 Health & well-being	Health & well-being - what it means to be healthy and why it is important - ways to take care of themselves on a daily basis about basic hygiene routines, e.g. hand washing - about healthy and unhealthy foods, including sugar intake about physical activity and how it keeps people healthy about different types of play, including balancing indoor, outdoor and screen-based play - about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors how to keep safe in the sun	Health & well-being - about routines and habits for maintaining good physical and mental health - why sleep and rest are important for growing and keeping healthy - that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies - the importance of, and routines for, brushing teeth and visiting the dentist - how to describe and share a range of feelings including ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others - how to manage big feelings including those associated with change, loss and bereavement - when and how to ask for help, and how to help others, with their feelings	Health & well-being - to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) including influences. - the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle - what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally - that regular exercise such as walking or cycling has positive benefits for their mental and physical health - about some of the different ways people express feelings e.g. words, actions, body language – strategies to support this. - to recognise how feelings can change overtime and become more or less powerful - that everyone is an individual and has unique and valuable contributions to make - how to identify their own personal strengths and interests and what they're proud of (in school, out of school) - to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues	Health & well-being - to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally - what good physical health means and how to recognise early signs of physical illness - that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary - how to maintain oral hygiene and dental health, including how to brush and floss correctly - the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health	Health & well-being - how sleep contributes to a healthy lifestyle - healthy sleep strategies and how to maintain them - about the benefits of being outdoors and in the sun for physical and mental health how to manage risk in relation to sun exposure, including skin damage and heat stroke - how medicines can contribute to health and how allergies can be managed - that some diseases can be prevented by vaccinations and immunisations - that bacteria and viruses can affect health - how they can prevent the spread of bacteria and viruses with everyday hygiene routines - ways to boost their mood and improve emotional wellbeing - about the link between participating in interests, hobbies and community groups and mental wellbeing	Health & well-being - that mental health is just as important as physical health and that both need looking after and to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support - how negative experiences such as being bullied or feeling lonely can affect mental wellbeing - that there are situations when someone may experience mixed or conflicting feelings how feelings can often be helpful, whilst recognising that they sometimes need to be overcome - to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available - that changes can mean people experience feelings of loss or grief and about the process of grieving and how grief can be expressed - strategies to manage time spent online and foster positive habits e.g. switching phone off at night

			• basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again			
SPRING 2 SC3 citizenship	Citizenship • about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling	Citizenship • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • Recognise that they have a responsibility for helping to look after the school environment. • about different rights and responsibilities that they have in school and the wider community • To recognise people in school and the community who can keep them safe. • to recognise that they are all equal, and ways in which they are the same and different to others in their community	Citizenship • Define what a volunteer is and why people volunteer. • the importance of abiding by the law and what might happen if rules and laws are broken • to identify basic examples of human rights including the rights of children • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn • Environment Agency – Caring for the Environment and Careers	Citizenship • the meaning and benefits of living in a community • to recognise that they belong to different communities as well as the school community • about the different groups that make up and contribute to a community • about the individuals and groups that help the local community, including through volunteering and work • how to show compassion towards others in need and the shared responsibilities of caring for them • Understand some of the ways that various national and international environmental organisations work to help take care of the environment.	Citizenship • about how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • about the way that money is spent and how it affects the environment • to express their own opinions about their responsibility towards the environment • to recognise the shared responsibility of keeping a clean environment	Citizenship • that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. • Why and how rules and laws protect them and others are made and enforced. • Begin to understand the way in which democracy in Britain works. • Why different rules and laws are needed in different situations and how to take part in making and changing rules.
SUMMER 1 SC4 Safety SC5 Change	Growing Up • Identify the parts of the body that are private and how they are kept private. • Understand safe secrets(surprises)and unsafe secrets and how to tell someone. Safety • how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online including sharing information.	Growing Up • about change as people grow up, including new opportunities and responsibilities • Recognise that some touches are not fun and can be upsetting including consent and privacy. Safety • Internet safety (Y1 revisit) • how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe at home in relation to electrical appliances, fire safety and	Growing Up • Understand the term ‘body space’ and what to do when you feel uncomfortable. • Define the term ‘secret’ and ‘surprise’ and know the difference between safe and unsafe secrets. Safety • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety • to evaluate whether a game is suitable to play or	Growing Up • Understand that people have the right to protect their personal space and the strategies to recognise and overcome this. • Understand that we can be influenced both positively and negatively (older siblings, media). Safety • Define the terms ‘danger’, ‘risk’ and ‘hazard’ and explain the difference between them. • Describe stages of identifying and managing risk including online (adverts).	Growing Up • What is puberty and to identify some products that they may need in puberty (including myths). • Name the external sexual organs. • Know what menstruation is and why it happens. Safety • to identify when situations are becoming risky, unsafe or an emergency. To know when and how to contact the emergency services. • to differentiate between positive risk taking (e.g. trying a challenging new	Growing Up • Define what is meant by addiction, demonstrating addiction is a form of behaviour including laws. • Define puberty and the physical and emotional changes the body goes through. • Legal age of consent and what that means. Safety • how and why images online might be manipulated, altered, or faked • the reasons why some media and online content has age restrictions and

	whom to tell if they see something online that makes them feel unhappy, worried, or scared	- medicines/household products - how to recognise danger and how to get help in an emergency, including how to dial 999 and what to say.	- a website is appropriate for their age-group - to make safe, reliable choices from search results - how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication	Understand the dangers of medicines, tobacco and alcohol.	- sport) and dangerous behaviour - how to deal with common injuries using basic first aid techniques	- regulations and is not appropriate for children - how online content can be designed to manipulate people's emotions and encourage them to read or share things - how to recognise what is appropriate to share online including the laws relating to this.
SUMMER 2 SC6 Economic well-being	Economic well-being - that everyone has different strengths, in and out of school - about how different strengths and interests are needed to do different jobs - about people whose job it is to help us in the community - about different jobs and the work people do - that people are paid money for the job they do - List some of the things that money may be spent on in the family home. - Importance of keeping money safe.	Economic well-being - about getting, keeping and spending money - how to recognise the difference between needs and wants - Recognise that money can be spent on 'essential' and 'non-essential' items. - Know that money can be saved and used in the future and understand why people might do this.	Economic well-being - about jobs that people may have from different sectors e.g. teachers, business people, charity work - that people can have more than one job at once or over their lifetime - to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM - about some of the skills needed to do a job, such as teamwork and decision-making - Understand the terms 'income', 'saving' and 'spending'.	Economic well-being - how people make different spending decisions based on their budget, values and needs - how to keep track of money and why it is important to know how much is being spent - that organisations can use personal information to encourage people to buy things - Understand the terms 'income' and 'expenditure'.	Economic well-being - about the role ambition can play in achieving a future career - about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values - the importance of diversity and inclusion to promote people's career opportunities - about stereotyping in the workplace, its impact and how to challenge it - that there is a variety of routes into work e.g. college, apprenticeships, university, training	Economic well-being - about the role that money plays in people's lives, attitudes towards it and what influences decisions about money - how companies encourage customers to buy things and why it is important to be a critical consumer - how having or not having money can impact on a person's emotions, health and wellbeing - about common risks associated with money, including debt, fraud and gambling - how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk

Trust Inclusion Calendar

Religions

Mental Health and Well-being

Diversity/ Inclusion

<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>	<u>January</u>	<u>February</u>
15 th Rosh Hashana (Judasim) w/c/ 25 th National Inclusion Week	Black History Month Dwarfism awareness month 4 th Dyslexia Awareness Day 5 th World Teachers Day 7 th Poetry Day 10 th World mental health day 18 th Anti-slavery day 22 nd Wear Red – show racism the red card	1 st National Stress awareness day 11 th Mental Health Day 12 th Diwali (Hinduism) 13 th Remembrance Sunday 14 th Anti-bullying Week 14 th Odd Sock Day 18 th Children In Need	25 th Christmas (Christians)	5 th National Bird Day	10 th Chinese New Year 14 th Lent begins (ends 28.3)
<u>March</u>	<u>April</u>	<u>May</u>	<u>June</u>	<u>July</u>	
7 th World Book Day 10 th Ramadan (Islam) (ends 9.4) 17 th Red Nose Day 21 st World Down Syndrome day 21 st Single Parent Day 28 th Lent ends 31 st Easter Sunday (Christians)	2 nd World Autism Awareness Day 8 th Eid al-Fitr (Islam) 9 th Ramadam ends 13 th Vaisakhi (Sikhs) 22 nd Passover (Judaism) begins (ends 30.4) 30 th Passover ends	6 th Deaf Awareness Week 23 rd Saga Dawa (Buddism) 25 th George Flyd Anniversary – Anti-racism	Gypsy Roma and traveller history month 8 th Brain Tumour Day 26 th Pride Week	Plastic Free Month 4 th Independence day (America)	