



| Discovery Education | KSI | | LKS2 | | UKS2 | |
|---|--|--|---|--|---|--------|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Healthy and Happy Friendships | | | | | | |
| <i>I know how to form friendships</i> | <i>I understand what makes a happy friendship</i> | <i>I know how to be a good friend</i> | <i>I know how solve friendship difficulties</i> | <i>I understand the issues around identity and peer pressure, both off- and online</i> | <i>I understand how relationships evolve as we grow, including when transitioning to secondary school</i> | |
| <i>I know how kind or unkind behaviours impact other people</i> | <i>I recognise personal boundaries</i> | <i>I respect personal space</i> | <i>I know how to act if someone invades my privacy or personal boundaries</i> | <i>I understand the importance of positive emotional health and wellbeing</i> | <i>I understand how to cope with a wider range of emotions</i> | |
| | <i>I recognise safe/unsafe situations</i> | <i>I know strategies for resilience</i> | | | | |
| Similarities and Differences | | | | | | |
| <i>I understand the similarities and differences between people</i> | <i>I explore different strengths and abilities</i> | <i>I respect and value differences</i> | <i>I understand the issues around identity and diversity</i> | <i>I can celebrate my strengths and the strengths of others</i> | <i>I understand how online identities and behaviours can affect us offline</i> | |
| <i>I know how to respect and celebrate differences</i> | <i>I understand and challenge stereotypes</i> | <i>I understand the shared values of communities</i> | <i>I can see issues from different perspectives</i> | <i>I can set goals for my future</i> | <i>I can reflect about how people feel when they don't 'fit in'</i> | |
| | | | <i>I know not to make judgements based on appearance</i> | <i>I know how to keep myself safe online</i> | | |
| Caring and Responsibility | | | | | | |
| <i>I can identify who my special people are</i> | <i>I can identify the different communities and groups I belong to</i> | <i>I understand what my responsibilities towards others are</i> | <i>I understand my rights and responsibilities in wider society</i> | <i>I know how our care needs change as we get older</i> | <i>I understand how I can take more responsibility for my self-care</i> | |
| <i>I identify how special people keep me safe</i> | <i>I can identify how we support each other in different communities and groups</i> | <i>I know ways we can care for and show respect to other people</i> | <i>I understand how the UN Convention of Rights of the Child affects me</i> | <i>I understand the effects of loneliness and isolation</i> | <i>I know who can care for me as I grow older, including at secondary school</i> | |
| | | | | <i>I know ways I can show care in the community</i> | | |
| Families and Committed Relationships | | | | | | |
| <i>I know what a family is</i> | <i>I know the different people in my family/families</i> | <i>I know the different types of committed relationships</i> | <i>I know about the range of relationships that I experience in my everyday life</i> | <i>I know the characteristics of healthy, positive and committed relationships</i> | <i>I know how humans reproduce, including different ways to start a family</i> | |
| <i>I know that some families are different to others (numbers of people, generations, etc.)</i> | <i>I know that some families vary and may be different to mine</i> | <i>I know the basic characteristics of committed relationships</i> | <i>I can understand the differences between the different types of relationships I encounter</i> | <i>I know how healthy relationships develop as people grow older</i> | <i>Note: This includes age-appropriate sex education (which parents can opt-out of)</i> | |
| <i>I know why families are important and special</i> | | | | | | |
| Healthy Bodies, Healthy Minds | | | | | | |
| <i>I know the correct names for different body parts</i> | <i>I know ways to stay healthy, including the safe use of household products and medicines</i> | <i>I know how to maintain my physical and mental well-being through healthy eating, sleep and keeping calm</i> | <i>I know about different influences on my health and well-being, including family, friends and the media</i> | <i>I know that everyone's body is unique</i> | <i>I know how to make positive health choices</i> | |
| <i>I know about the amazing things bodies can do</i> | | | <i>I know how different influences can affect my personal health choices</i> | <i>I develop a sense of self-acceptance about my body</i> | <i>I practice ongoing self-care for my body and mind</i> | |
| | | | | <i>I value my body and mind</i> | <i>I can describe ways to prevent and manage mental ill-health</i> | |
| | | | | <i>I know how different lifestyle habits (including alcohol, tobacco and drugs) can affect my well-being</i> | | |
| Coping With Change | | | | | | |
| <i>I can describe how I have changed since I was born</i> | <i>I can explore how our bodies change as I grow older</i> | <i>I can identify some feelings that can be associated with change</i> | <i>I know how human bodies change during puberty</i> | <i>I know how puberty can affect emotions</i> | <i>I can develop ways to manage my increasing responsibilities</i> | |
| <i>I know that humans grow from young to old</i> | <i>I can describe how my needs change as I grow older</i> | <i>I know how to cope with feelings associated with change</i> | <i>I understand the process of menstruation</i> | <i>I know how to manage emotional changes caused by puberty</i> | <i>I can develop ways to manage the emotional effects of life changes</i> | |
| | <i>I develop aspirations for the future</i> | | <i>I understand that hygiene needs change as I get older</i> | <i>I can create my own questions about puberty and change</i> | | |



| Non-Discovery Education Units | KS1 | | LKS2 | | UKS2 | |
|---|--|---|--|---|--|--------|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Money and Work (taught throughout the year) | | | | | |
| <p><i>I understand that everyone has different strengths, in and out of school</i></p> <p><i>I know about how different strengths and interests are needed to do different jobs</i></p> <p><i>I can describe people whose job it is to help us in the community</i></p> <p><i>I can explain about different jobs and the work people do</i></p> | <p><i>I know about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</i></p> <p><i>I can explain how money can be kept and looked after</i></p> <p><i>I know about getting, keeping and spending money</i></p> <p><i>I know that people are paid money for the jobs they do</i></p> <p><i>I am able to recognise the difference between needs and wants</i></p> <p><i>I understand how people make choices about spending money, including thinking about needs and wants</i></p> | <p><i>I know about jobs that people may have from different sectors e.g. teachers, business people, charity work</i></p> <p><i>I understand that people can have more than one job at once or over their lifetime</i></p> <p><i>I can challenge common myths and gender stereotypes related to work</i></p> <p><i>I am supported to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</i></p> <p><i>I know about some of the skills needed to do a job, such as teamwork and decision-making</i></p> <p><i>I can recognise my interests, skills and achievements and how these might link to future jobs</i></p> <p><i>I know how to set goals that I would like to achieve this (or next) year e.g. learn a new hobby</i></p> | <p><i>I know how people make different spending decisions based on my budget, values and needs</i></p> <p><i>I know how to keep track of money and why it is important to know how much is being spent</i></p> <p><i>I know about different ways to pay for things such as cash, cards, e-payment and the reasons for using me</i></p> <p><i>I can explain how people spend money can have positive or negative effects on others e.g. charities, single use plastics</i></p> | <p><i>I can identify jobs that I might like to do in the future</i></p> <p><i>I understand the role ambition can play in achieving a future career</i></p> <p><i>I can explain how or why someone might choose a certain career</i></p> <p><i>I know about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</i></p> <p><i>I understand the importance of diversity and inclusion to promote people's career opportunities</i></p> <p><i>I know about stereotyping in the workplace, its impact and how to challenge it</i></p> <p><i>I understand that there are a variety of routes into work e.g. college, apprenticeships, university, training</i></p> | <p><i>I can explain the role that money plays in people's lives, attitudes towards it and what influences decisions about money</i></p> <p><i>I understand the concept of 'value for money' and how to judge if something is value for money</i></p> <p><i>I can explain how companies encourage customers to buy things and why it is important to be a critical consumer</i></p> <p><i>I know how having or not having money can impact on a person's emotions, health and wellbeing</i></p> <p><i>I am aware of common risks associated with money, including debt, fraud and gambling</i></p> <p><i>I know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</i></p> <p><i>I can explain how to get help if I am concerned about gambling or other financial risks</i></p> | |
| First Aid (taught in first week of each academic year) | | | | | | |
| <p><i>I know how to get help from an adult in the classroom or playground</i></p> | <p><i>I understand that it is important to ensure the safety of myself and others in the event of an emergency</i></p> <p><i>I can assist in an emergency by correctly calling for help from an adult</i></p> <p><i>I can identify a major and minor head injury</i></p> <p><i>I know to get help for a casualty who has a head injury</i></p> | <p><i>I understand that it is important to ensure the safety of myself and others in the event of an emergency</i></p> <p><i>I can assist in an emergency by correctly calling for help</i></p> <p><i>I can explain the information I need to give to emergency services if they are called to an incident</i></p> <p><i>I can identify a major and minor head injury (recap from year 2)</i></p> <p><i>I know to get help for a casualty who has a head injury (recap from year 2)</i></p> <p><i>I know how to give first aid to a casualty who has a head injury</i></p> | <p><i>I am able to identify when a casualty is having an allergic reaction to a bite or sting</i></p> <p><i>I am able to provide first aid treatment for a casualty who has been bitten or stung</i></p> <p><i>I am able to comfort and reassure a casualty who has been bitten or stung</i></p> <p><i>I am able to seek medical help if required</i></p> <p><i>I am able to identify a casualty who is having an asthma attack</i></p> <p><i>I am able to assess a casualty's condition calmly and give first aid to someone who is having difficulty breathing due to asthma</i></p> <p><i>I am able to seek medical help, if required, for someone who is having an asthma attack</i></p> | <p><i>I am able to assess a casualty's condition calmly and give first aid to a casualty who is bleeding</i></p> <p><i>I am able to give first aid to a casualty who is in shock</i></p> <p><i>I am able to seek medical help, if required for a casualty who is bleeding</i></p> <p><i>I am able to recognise when a casualty has suffered a burn or scald</i></p> <p><i>I am able to respond appropriately to a casualty who has been burnt or scalded</i></p> | <p><i>I am able to explain what an allergic reaction is</i></p> <p><i>I am able to give first aid to a casualty who is having an allergic reaction</i></p> <p><i>I am able to recognise when to call for help for a casualty who is having an allergic reaction</i></p> <p><i>I am able to identify a casualty who is choking</i></p> <p><i>I am able to assess and give first aid to a casualty who is choking</i></p> <p><i>I am able to seek medical help if required for a casualty who is choking</i></p> | |



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|--|--|--|--|--|--|--------|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Rail Safety (taught in first week of each academic year) | | | | | |
| <p><i>I can talk about different safety signs and say what they mean</i></p> <p><i>I can show how to behave safely around railways by following safety signs</i></p> <p><i>I can talk about who helps us at the station and on the train</i></p> <p><i>I can show how to behave safely at the station</i></p> <p>Note: Switched on Suzi lessons 1, 2 and 3</p> | <p><i>I can show how to behave safely at a level crossing</i></p> <p><i>I can recognise and follow the signs that keep us safe</i></p> <p><i>I can show what to do if there is an emergency</i></p> <p><i>I can say why we all need to be safe around railways</i></p> <p>Note: Switched on Suzi lessons 4, 5, 6 and 7</p> | <p><i>I can explain rail safety rules and how to behave as I become more independent and responsible</i></p> <p><i>I can demonstrate that I understand rail safety signs and explain why they are there</i></p> <p><i>I can describe the warning signs at a level crossing and what to do if they appear</i></p> <p><i>I can describe other rail warning signs and reasons for these in different places</i></p> | <p><i>I can recognise and talk about wider rail safety risks and dangers</i></p> <p><i>I can explain some consequences of taking risks or unsafe behaviour around railways</i></p> <p><i>I can follow rules for keeping safe in and around trains and railways</i></p> | <p><i>I can talk about and show how to keep myself and others safe at a station and on a train</i></p> <p><i>I can explain ways to resist pressure to behave unsafely or take risks at a station</i></p> <p><i>I can explain what to do or how to get help if someone or something is unsafe, or there is an emergency</i></p> | <p><i>I can explain some consequences of taking risks or unsafe behaviour around railways</i></p> <p><i>I can describe other rail warning signs and reasons for these in different places</i></p> <p><i>I can demonstrate ways to resist pressure to behave in an unsafe or risky way around railways</i></p> <p><i>I can demonstrate that I understand rail safety signs and explain why they are there</i></p> | |

| EYFS | EYFS objectives are taught throughout the year, both in planned lessons and unplanned interactions with the I. The objectives that we will assess the I against are below. These EYFS objectives are taken from the Personal, Social and Emotional Development areas of the EYFS curriculum, as these often tie into mental and physical well-being and self-care, which are key concepts in PSHE at Whitmore. | | | | | | |
|------------------|--|--|--|---|--|--|--|
| | Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Nursery | <p><i>I am starting to enjoy the company of peers</i></p> <p><i>I can form relationships with new adults</i></p> | <p><i>I can select and use activities with help</i></p> <p><i>I am showing increasing confidence in new surroundings</i></p> | <p><i>I can play with more than 1 friend</i></p> <p><i>I help to suggest solutions to conflicts</i></p> | <p><i>I can follow the rules</i></p> <p><i>I am becoming more outgoing with unfamiliar people</i></p> | <p><i>I am beginning to understand how others feel</i></p> <p><i>I have developed ways of being assertive</i></p> | <p><i>I take part in pretend play</i></p> <p><i>I am able to settle at an activity for a while</i></p> |
| Reception | <p><i>I know my peers' names</i></p> <p><i>I can form new friendships</i></p> <p><i>I know the class rules</i></p> | <p><i>I can manage my toileting</i></p> <p><i>I am able to share</i></p> <p><i>I am beginning to regulate my behaviour</i></p> | <p><i>I think about others and wait my turn</i></p> | <p><i>I express my feelings and consider others' feelings</i></p> | <p><i>I am beginning to moderate my own feelings socially and emotionally</i></p> <p><i>I can get changed for PE</i></p> | <p><i>I can focus my attention</i></p> <p><i>I know right from wrong</i></p> <p><i>I can regulate my own behaviour</i></p> | |