

# Griffin Park PSHE Curriculum 2024-2025

## Golden Threads

• Me and my relationships

**M+MR**

• Keeping safe

**KS**

• Being my best

**BMB**

• Valuing difference

**VD**

• Rights and respect

**R+R**

• Growing and changing

**G+C**

## Nursery

Thread	Unit	Knowledge & Skills	Vocabulary
<b>Autumn 1– Me and my relationships</b>			
<b>M+MR</b>	Marvellous me!	<ul style="list-style-type: none"> <li>Share their likes and dislikes with their friends and adults in their classroom;</li> <li>Name the different features of their face and parts of their body;</li> <li>Use their senses to explore the world around them.</li> </ul>	Like, feel, choose
<b>M+MR</b>	I'm special	<ul style="list-style-type: none"> <li>Speak positively about themselves;</li> <li>Name different feelings and possible causes;</li> <li>Name some key adults who can help them when feeling sad/worried/scared.</li> </ul>	Special, feel, look, friends
<b>M+MR</b>	People who are special to me	<ul style="list-style-type: none"> <li>Talk about their families and special people;</li> <li>Name those who care for them and keep them safe;</li> <li>Describe the different types of homes.</li> </ul>	Big, small, colour, hug, near, far, sad, love, adopt, special day, quiet, loud, help, special, similar
<b>Autumn 2– Valuing difference</b>			
<b>VD</b>	Me and my friends	<ul style="list-style-type: none"> <li>Talk about the similarities and differences amongst their peers;</li> <li>Talk about the things they and their friends are good at;</li> <li>Spot similarities and differences in nature.</li> </ul>	Similar, different, friendship, friend
<b>VD</b>	Friends and family	<ul style="list-style-type: none"> <li>Understand that having differences between us is a good thing;</li> <li>Notice and talk about differences in nature;</li> <li>Recognise the differences within and amongst families.</li> </ul>	Family, special, similar, different
<b>VD</b>	Including everyone	<ul style="list-style-type: none"> <li>Explore and use different materials;</li> <li>Show kindness by including their friends;</li> <li>Talk about how to help those who are in need.</li> </ul>	Kind, sharing, helping, feelings

# Griffin Park PSHE Curriculum 2024-2025

Nursery			
Thread	Unit	Knowledge & Skills	Vocabulary
<b>Spring 1– Keeping safe</b>			
<b>KS</b>	People who help me and keep me safe	<ul style="list-style-type: none"> <li>Name key relatives/care givers at home and those who care for them in their education settings;</li> <li>Recognise a 'funny tummy' feeling when something feels wrong or unsafe and say what to do;</li> <li>Talk about what makes them feel safe.</li> </ul>	Safe, grown up, tell, tummy feelings, unsafe
<b>KS</b>	Safety indoors and outdoors	<ul style="list-style-type: none"> <li>Name potential dangers, both inside and outside, and how to avoid getting hurt;</li> <li>Name things in the environment that keep us safe e.g. traffic lights, warning signs, school rules;</li> <li>Talk about how to keep their bodies safe.</li> </ul>	Safe, safety signs, weather, clothing, play-ground, car-park, pavement, paint, scissors, glue
<b>KS</b>	What's safe to go into my body	<ul style="list-style-type: none"> <li>Know which products in the home are to be used only by adults;</li> <li>Sort items according to their use and purpose;</li> <li>Explain who can give medicine to children and why.</li> </ul>	Safe, careful, labels, medicine, cleaning products, water, food, fresh air, sleep
<b>Spring 2– Rights and respect</b>			
<b>R+R</b>	Looking after myself	<ul style="list-style-type: none"> <li>Talk about how healthy food and keeping clean can help our bodies;</li> <li>Name some healthy foods;</li> <li>Try new experiences.</li> </ul>	Healthy snacks, sugar, germs, wash hands, fruit, vegetables
<b>R+R</b>	Looking after others	<ul style="list-style-type: none"> <li>Name some activities that they can do to help out at home;</li> <li>Talk about how they can look after other members of their family;</li> <li>Talk about how they can look after their friends.</li> </ul>	Similar, different, helping, family, friends, feelings
<b>R+R</b>	Looking after my environment	<ul style="list-style-type: none"> <li>Show care and respect for their home and learning environments;</li> <li>Talk about what is special within the natural world;</li> <li>Name some ways in which they can help their world.</li> </ul>	Classroom, care, tidy, clean, look after

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Nursery			
Thread	Unit	Knowledge & Skills	Vocabulary
<b>Summer 1– Being my best</b>			
<b>BmB</b>	What does my body need?	<ul style="list-style-type: none"> <li>Name what their bodies need for energy (food, water, exercise, sleep);</li> <li>Describe how they feel when they don't have enough food, water, exercise or sleep;</li> <li>Make healthy choices independently, in their home or education setting.</li> </ul>	Food, water, exercise, sleep, energy
<b>BmB</b>	I can keep trying	<ul style="list-style-type: none"> <li>Explain how people might feel if they find something hard;</li> <li>Suggest ways to encourage others to keep going;</li> <li>Have a go at challenging themselves.</li> </ul>	Challenge, encourage, keep trying, get better at
<b>BmB</b>	I can do it!	<ul style="list-style-type: none"> <li>Develop skills in planning, reviewing applying a trial and error approach;</li> <li>Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone;</li> <li>Communicate with others by sharing with and listening to each other's ideas.</li> </ul>	Practice, encourage, keep trying, challenge
<b>Summer 2– Growing and changing</b>			
<b>G+C</b>	Growing and changing in nature	<ul style="list-style-type: none"> <li>Describe seasonal changes;</li> <li>Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot;</li> <li>Describe the life cycle of an animal.</li> </ul>	Change, grow, temperature, hear, smell, see, different, remember, warmer, seasons, weather
<b>G+C</b>	When I was a baby	<ul style="list-style-type: none"> <li>Talk about how babies change as they grow;</li> <li>Explain what babies need and how this changes as they grow;</li> <li>Share their own experiences and listen to those of the others.</li> </ul>	Grow, change, bigger, taller, breastfeeding, adoption, special needs
<b>G+C</b>	Girls, boys and families	<ul style="list-style-type: none"> <li>Talk about the similarities and differences between the males and females;</li> <li>Begin to play inclusively with their friends, regardless of their sex (if not already doing so);</li> <li>Think differently and more openly about what a family may look like.</li> </ul>	Private parts, penis, vulva, make a baby, different families, dolls, cars

# Griffin Park PSHE Curriculum 2024-2025

Reception			
Thread	Unit	Knowledge & Skills	Vocabulary
<b>Autumn 1– Me and my relationships</b>			
<b>M+MR</b>	All about me	<ul style="list-style-type: none"> <li>Talk about their own interests;</li> <li>Talk about their families;</li> <li>Talk about how they are the same or different to others.</li> </ul>	Special, practice, effort, same, different
<b>M+MR</b>	What makes me special	<ul style="list-style-type: none"> <li>Share their favourite interests and objects;</li> <li>Talk about themselves positively;</li> <li>Listen to what others say and respond.</li> </ul>	Special, favourite, same, different
<b>M+MR</b>	Me and my special people	<ul style="list-style-type: none"> <li>Talk about the important people in their lives;</li> <li>Understand that we have different special people;</li> <li>Name key people outside of families that care for them.</li> </ul>	Family, help, special people, same, different
<b>M+MR</b>	Who can help me?	<ul style="list-style-type: none"> <li>Talk about when they might feel unsafe or unhappy;</li> <li>Name the people who will help them;</li> <li>Notice when a friend is in need at school and help them.</li> </ul>	Friends, family, help
<b>M+MR</b>	My feelings	<ul style="list-style-type: none"> <li>Describe different emotions;</li> <li>Explore how we feel at certain times or events;</li> <li>Identify ways to change feelings and calm down.</li> </ul>	Feelings, happy, sad, emojis
<b>M+MR</b>	My feelings (2)	<ul style="list-style-type: none"> <li>Identify events that can make a person feel sad;</li> <li>Suggest ways in which they can help a friend who is sad;</li> <li>Choose ways to help themselves when they feel sad.</li> </ul>	Feelings, happy, sad, kind, helpful
<b>Autumn 2– Valuing difference</b>			
<b>VD</b>	I'm special, you're special	<ul style="list-style-type: none"> <li>Describe their own positive attributes;</li> <li>Share their likes and dislikes;</li> <li>Listen to and respect the ideas of others.</li> </ul>	Special, likes, dislikes, favourite
<b>VD</b>	Same and different	<ul style="list-style-type: none"> <li>Recognise the similarities and differences amongst their peers;</li> <li>Discuss why differences should be celebrated;</li> <li>Retell a story.</li> </ul>	Same, different, kind, unkind
<b>VD</b>	Same and different families	<ul style="list-style-type: none"> <li>Talk about their family, customs and traditions;</li> <li>Listen to others talk about their experiences;</li> <li>Compare their own experiences with those of others.</li> </ul>	Same, different, family
<b>VD</b>	Same and different homes	<ul style="list-style-type: none"> <li>Recognise the similarities and differences between their home and those of others;</li> <li>Talk about what makes their home feel special and safe;</li> <li>Be sensitive towards others.</li> </ul>	Same, different, home
<b>VD</b>	Kind and caring (1)	<ul style="list-style-type: none"> <li>Suggest ways in which we can be kind towards others;</li> <li>Demonstrate skills in cooperation with others.</li> </ul>	Kindness, kind
<b>VD</b>	Kind and caring (2)	<ul style="list-style-type: none"> <li>Show friendly behaviour towards a peer;</li> <li>Build relationships with others.</li> </ul>	New friend, friendship, kindness

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Reception			
Thread	Unit	Knowledge & Skills	Vocabulary
<b>Spring 1– Keeping safe</b>			
<b>KS</b>	What's safe to go onto my body	<ul style="list-style-type: none"> <li>Name things that keep their bodies safe;</li> <li>Name things that keep their bodies clean and protected;</li> <li>Think about how to recognise things that might not be safe.</li> </ul>	Keep clean, keep, safe
<b>KS</b>	Keeping myself safe - what's safe to go into my body (including medicines)	<ul style="list-style-type: none"> <li>Make safe decisions about items they don't recognise;</li> <li>Talk about what our bodies need to stay well;</li> <li>Name the safe ways to store medicine and who can give it to children (adults).</li> </ul>	Sleep, water, food, fresh air, cuddle, medicine, chemist, doctor, grown-up
<b>KS</b>	Safe indoors and outdoors	<ul style="list-style-type: none"> <li>Name some hazards and ways to stay safe inside;</li> <li>Name some hazards and ways to stay safe outside;</li> <li>Show how to care for the safety of others.</li> </ul>	Safe, unsafe, detective
<b>KS</b>	Listening to my feelings (1)	<ul style="list-style-type: none"> <li>Name the adults who they can ask for help from, and will keep them safe;</li> <li>Recognise the feelings they have when they are unsafe;</li> <li>Talk about keeping themselves safe, safe touches and consent.</li> </ul>	Safe, unsafe, tummy feelings, uncomfortable
<b>KS</b>	Keeping safe online	<ul style="list-style-type: none"> <li>Share ideas about activities that are safe to do on electronic devices;</li> <li>What to do and who to talk to if they feel unsafe online.</li> </ul>	Safe, worried, tell, adult, trust
<b>KS</b>	People who help to keep me safe	<ul style="list-style-type: none"> <li>Name the people in their lives who help to keep them safe;</li> <li>Name people in their community who help to keep them safe;</li> <li>Talk about ways to keep themselves safe in their environment.</li> </ul>	Safe, worried, tell, adult, trust, address
<b>Spring 2– Rights and respect</b>			
<b>R+R</b>	Looking after my special people	<ul style="list-style-type: none"> <li>Name the special people in their lives;</li> <li>Understand that our special people can be different to those of others.</li> </ul>	Family, look after, help each other, be alone
<b>R+R</b>	Looking after my friends	<ul style="list-style-type: none"> <li>Talk about why friends are important and how they help us;</li> <li>Identify ways to care for a friend in need;</li> <li>Identify ways to help others in their community.</li> </ul>	Friends, look after, help each other, be alone
<b>R+R</b>	Being helpful at home and caring for our classroom	<ul style="list-style-type: none"> <li>Identify ways in which they help at home;</li> <li>Recognise the importance of taking care of a shared environment;</li> <li>Name ways in which they can look after their learning environment.</li> </ul>	Working together, responsibility, helpful, caring
<b>R+R</b>	Caring for our world	<ul style="list-style-type: none"> <li>Think about what makes the world special and beautiful;</li> <li>Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less;</li> <li>Talk about what can happen to living things if the world is not cared for.</li> </ul>	Environment, litter, electricity, pollution, recycling
<b>R+R</b>	Looking after money (1): recognising, spending, using	<ul style="list-style-type: none"> <li>Recognise coins and other items relating to money;</li> <li>Identify the uses of money.</li> </ul>	Money, shop, buy, cost, pay
<b>R+R</b>	Looking after money (2): saving money and keeping it safe	<ul style="list-style-type: none"> <li>Talk about why it's important to keep money safe;</li> <li>Identify ways to save money;</li> <li>Talk about why we save money.</li> </ul>	Money, save, safe place

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Reception			
Thread	Unit	Knowledge & Skills	Vocabulary
Summer 1– Being my best			
<b>BmB</b>	Bouncing back when things go wrong	<ul style="list-style-type: none"> <li>Share an experience where they haven't achieved their goal;</li> <li>Develop their confidence and resilience towards having a growth mindset;</li> <li>Name a strategy to overcome a hurdle.</li> </ul>	Bounce back, encourage, try again
<b>BmB</b>	Yes, I can!	<ul style="list-style-type: none"> <li>Share an experience where they haven't achieved their goal.</li> <li>Develop their confidence and resilience towards having a growth mindset.</li> <li>Name a strategy to overcome a hurdle.</li> </ul>	Try, try again, bounce back
<b>BmB</b>	Healthy eating (1)	<ul style="list-style-type: none"> <li>Name and choose healthy foods and drink;</li> <li>Understand there are some foods that are a "just sometimes" food or drink (eating in moderation);</li> <li>Explain the jobs of different food groups.</li> </ul>	Food, energy, grow, healthy, fruit, vegetable, dairy
<b>BmB</b>	Healthy eating (2)	<ul style="list-style-type: none"> <li>Name and choose healthy foods and drink;</li> <li>Understand there are some foods that are a "just sometimes" food or drink (eating in moderation);</li> <li>Explain the jobs of different food groups.</li> </ul>	Food , exercise, sleep, wash, healthy, energy, grow
<b>BmB</b>	Move your body	<ul style="list-style-type: none"> <li>Describe the changes in their body during exercise and what is happening to their body;</li> <li>Explain how exercise can help us stay well - physically and mentally;</li> <li>Name some ways to keep their body fit and well.</li> </ul>	Exercise, heart, muscles
<b>BmB</b>	A good night's sleep	<ul style="list-style-type: none"> <li>Understand why our body needs sleep;</li> <li>Talk about their own bedtime routine;</li> <li>Suggest ways to have a calm evening and bedtime routine.</li> </ul>	Routine, calm, sleep
Summer 2– Growing and changing			
<b>G+C</b>	Seasons	<ul style="list-style-type: none"> <li>Name the different seasons and describe their differences;</li> <li>Explain the changes that occur as seasons change;</li> <li>Talk about how they have grown in resilience.</li> </ul>	Seasons, spring, summer, autumn, winter, cycle
<b>G+C</b>	Life stages - plants, animals, humans	<ul style="list-style-type: none"> <li>To understand that animals and humans change in appearance over time;</li> <li>Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals);</li> <li>Make observations and ask questions about living things.</li> </ul>	Growing, life cycles, egg, seed, baby, grow, change, old, young
<b>G+C</b>	Life stages- human life- who will I be?	<ul style="list-style-type: none"> <li>Retell a story and respond to questions about it.</li> <li>Use the language and describe the different life stages of: baby, child, teenager, adult, older age.</li> <li>Talk about their own experience of growing up.</li> </ul>	Baby, child, teenager, adult, old age
<b>G+C</b>	Where do babies come from?	<ul style="list-style-type: none"> <li>Explain that a baby is made by a woman and a man, and grows inside a mother's tummy.</li> <li>Understand that every family is different.</li> <li>Talk about similarities and differences between themselves and others.</li> </ul>	Family, baby, love, care, tummy, womb, pregnancy, egg, sperm, adoption, surrogacy
<b>G+C</b>	Getting bigger	<ul style="list-style-type: none"> <li>Talk about how they have changed as they have grown.</li> <li>Explain the differences between babies, children, and adults.</li> <li>Understand that we are all unique.</li> </ul>	Baby, child, teenager, adult, grow, messages, families of different beliefs
<b>G+C</b>	Me and my body - girls and boys	<ul style="list-style-type: none"> <li>Name parts of the body (including reproductive parts) using the correct vocabulary.</li> <li>Explain which parts of their body are kept private and safe and why.</li> <li>Tell or ask an appropriate adult for help if they feel unsafe.</li> </ul>	Private parts, penis, vulva, testicles, vagina, eggs, sperm, privacy, my body is mine

# Griffin Park PSHE Curriculum 2024-2025

Year 1			
Thread	Unit	Knowledge & Skills	Vocabulary
<b>Autumn 1– Me and my relationships</b>			
<b>M+MR</b>	Why we have classroom rules	<ul style="list-style-type: none"> <li>Understand that classroom rules help everyone to learn and be safe;</li> <li>Explain their classroom rules and be able to contribute to making these.</li> </ul>	Rules, safe, responsibility, work together
<b>M+MR</b>	How are you listening?	<ul style="list-style-type: none"> <li>Demonstrate attentive listening skills;</li> <li>Suggest simple strategies for resolving conflict situations;</li> <li>Give and receive positive feedback, and experience how this makes them feel.</li> </ul>	Listening
<b>M+MR</b>	Thinking about feelings	<ul style="list-style-type: none"> <li>Recognise how others might be feeling by reading body language/facial expressions;</li> <li>Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.).</li> </ul>	Feelings, body language, emotions, safe, support
<b>M+MR</b>	Our feelings	<ul style="list-style-type: none"> <li>Identify a range of feelings;</li> <li>Identify how feelings might make us behave;</li> <li>Suggest strategies for someone experiencing 'not so good' feelings to manage these.</li> </ul>	Feelings, behaviour
<b>M+MR</b>	Feelings and bodies	<ul style="list-style-type: none"> <li>Recognise that people's bodies and feelings can be hurt;</li> <li>Suggest ways of dealing with different kinds of hurt.</li> </ul>	Hurt, help, feelings, heal
<b>M+MR</b>	Good friends	<ul style="list-style-type: none"> <li>Identify simple qualities of friendship;</li> <li>Suggest simple strategies for making up.</li> </ul>	Friendship, making up
<b>Autumn 2– Valuing difference</b>			
<b>VD</b>	Same or different?	<ul style="list-style-type: none"> <li>Identify the differences and similarities between people;</li> <li>Empathise with those who are different from them;</li> <li>Begin to appreciate the positive aspects of these differences.</li> </ul>	Same, different, difference, respect
<b>VD</b>	Unkind, tease or bully?	<ul style="list-style-type: none"> <li>Explain the difference between unkindness, teasing and bullying;</li> <li>Understand that bullying is usually quite rare.</li> </ul>	Unkind, unkindness, tease, teasing, bully, bullying, behaviour
<b>VD</b>	Harold's school rules	<ul style="list-style-type: none"> <li>Explain some of their school rules and how those rules help to keep everybody safe.</li> </ul>	Rules, safe, fair
<b>VD</b>	It's not fair!	<ul style="list-style-type: none"> <li>Recognise and explain what is fair and unfair, kind and unkind;</li> <li>Suggest ways they can show kindness to others.</li> </ul>	Fair, unfair, kind, unkind, bullying
<b>VD</b>	Who are our special people?	<ul style="list-style-type: none"> <li>Identify some of the people who are special to them;</li> <li>Recognise and name some of the qualities that make a person special to them.</li> </ul>	Special people, qualities, feelings,
<b>VD</b>	Our special people balloons	<ul style="list-style-type: none"> <li>Recognise that they belong to various groups and communities such as their family;</li> <li>Explain how these people help us and we can also help them to help us.</li> </ul>	Family, special people

# Griffin Park PSHE Curriculum 2024-2025

Year 1			
Thread	Unit	Knowledge & Skills	Vocabulary
<b>Spring 1– Keeping safe</b>			
<b>KS</b>	Super sleep	<ul style="list-style-type: none"> <li>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</li> <li>Identify simple bedtime routines that promote healthy sleep.</li> </ul>	Sleep, rest, grow, tired
<b>KS</b>	Who can help? (1)	<ul style="list-style-type: none"> <li>Recognise emotions and physical feelings associated with feeling unsafe;</li> <li>Identify people who can help them when they feel unsafe.</li> </ul>	Feelings, worried, nervous, scared, support, unsafe
<b>KS</b>	Good or bad touches?	<ul style="list-style-type: none"> <li>Understand and learn the PANTS rules;</li> <li>Name and know which parts should be private;</li> <li>Explain the difference between appropriate and inappropriate touch;</li> <li>Understand that they have the right to say “no” to unwanted touch;</li> <li>Start thinking about who they trust and who they can ask for help.</li> </ul>	Private, trust, privates
<b>KS</b>	Sharing pictures	<ul style="list-style-type: none"> <li>Start thinking about how to stay safe online, including safety around sharing images;</li> <li>Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.</li> </ul>	Consent, entertainment, donating, risks, harmful
<b>KS</b>	What could Harold do?	<ul style="list-style-type: none"> <li>Understand that medicines can sometimes make people feel better when they’re ill;</li> <li>Explain simple issues of safety about medicines and their use.</li> </ul>	Medicine, safe, harmful, responsibility
<b>KS</b>	Harold loses Geoffrey	<ul style="list-style-type: none"> <li>Recognise the range of feelings that are associated with loss.</li> </ul>	Feelings, emotion, loss, lost
<b>Spring 2– Rights and respect</b>			
<b>R+R</b>	Harold has a bad day	<ul style="list-style-type: none"> <li>Recognise how a person's behaviour (including their own) can affect other people.</li> </ul>	Behaviour, consequences, special person, promise
<b>R+R</b>	Around and about the school	<ul style="list-style-type: none"> <li>Identify what they like about the school environment;</li> <li>Recognise who cares for and looks after the school environment</li> </ul>	Environment, responsibility,
<b>R+R</b>	Taking care of something	<ul style="list-style-type: none"> <li>Demonstrate responsibility in looking after something (e.g. a class pet or plant);</li> <li>Explain the importance of looking after things that belong to themselves or to others.</li> </ul>	Needs, responsible, responsibility, rules
<b>R+R</b>	Harold’s money	<ul style="list-style-type: none"> <li>Explain where people get money from;</li> <li>List some of the things that money may be spent on in a family home.</li> </ul>	Money, cost, bills, spending, afford
<b>R+R</b>	How should we look after our money?	<ul style="list-style-type: none"> <li>Recognise that different notes and coins have different monetary value;</li> <li>Explain the importance of keeping money safe;</li> <li>Identify safe places to keep money;</li> <li>Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</li> </ul>	Money, bank, coin, note, worth, saving, safe
<b>R+R</b>	Basic first aid	<ul style="list-style-type: none"> <li>See link to external resources for further information.</li> </ul>	First aid, risk, accident, danger, hazard, kettle, safe, burn, scald, accident, emergency



# Griffin Park PSHE Curriculum 2024-2025

Year 1			
Thread	Unit	Knowledge & Skills	Vocabulary
<b>Summer 1– Being my best</b>			
<b>BmB</b>	I can eat a rainbow	<ul style="list-style-type: none"> <li>Recognise the importance of fruit and vegetables in their daily diet;</li> <li>Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</li> </ul>	Starchy, dairy, protein, fruit, vegetables, vitamins, portion
<b>BmB</b>	Eat well	<ul style="list-style-type: none"> <li>Recognise that they may have different tastes in food to others;</li> <li>Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;</li> <li>Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</li> </ul>	Healthy, fruit, vegetables, dairy, meat, sugar, salt, cereal
<b>BmB</b>	Harold's was up and brush up	<ul style="list-style-type: none"> <li>Recognise the importance of regular hygiene routines;</li> <li>Sequence personal hygiene routines into a logical order.</li> </ul>	Hygiene, routine, clean
<b>BmB</b>	Catch it! Bin it! Kill it!	<ul style="list-style-type: none"> <li>Understand how diseases can spread;</li> <li>Recognise and use simple strategies for preventing the spread of diseases.</li> </ul>	Germs, disease, hygiene, spread
<b>BmB</b>	Harold learns to ride his bike	<ul style="list-style-type: none"> <li>Recognise that learning a new skill requires practice and the opportunity to fail, safely;</li> <li>Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</li> </ul>	Learning, practice, make mistakes, confidence, achievement
<b>BmB</b>	Pass on the praise!	<ul style="list-style-type: none"> <li>Demonstrate attentive listening skills;</li> <li>Suggest simple strategies for resolving conflict situations;</li> <li>Give and receive positive feedback, and experience how this makes them feel.</li> </ul>	Praise, support, feedback, encourage, feelings
<b>Summer 2– Growing and changing</b>			
<b>G+C</b>	Healthy me	<ul style="list-style-type: none"> <li>Understand that the body gets energy from food, water and air (oxygen);</li> <li>Recognise that exercise and sleep are important parts of a healthy lifestyle.</li> </ul>	Energy, food, water, air, oxygen, exercise, sleep, healthy
<b>G+C</b>	Then and now	<ul style="list-style-type: none"> <li>Identify things they could do as a baby, a toddler and can do now;</li> <li>Identify the people who help/helped them at those different stages.</li> </ul>	Change, growing, size, height, needs, help
<b>G+C</b>	Taking care of a baby	<ul style="list-style-type: none"> <li>Identify things they could do as a baby, a toddler and can do now;</li> <li>Identify the people who help/helped them at those different stages.</li> </ul>	Caring, love, attention, needs, help
<b>G+C</b>	Who can help? (2)	<ul style="list-style-type: none"> <li>Explain the difference between teasing and bullying;</li> <li>Give examples of what they can do if they experience or witness bullying;</li> <li>Say who they could get help from in a bullying situation.</li> </ul>	Unkind, unkindness, tease, teasing, bully, bullying, witness, experience, getting help
<b>G+C</b>	Suprises and secrets	<ul style="list-style-type: none"> <li>Explain the difference between a secret and a nice surprise;</li> <li>Identify situations as being secrets or surprises;</li> <li>Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</li> </ul>	Surprise, secret, uncomfortable
<b>G+C</b>	Keeping privates private	<ul style="list-style-type: none"> <li>Identify parts of the body that are private;</li> <li>Describe ways in which private parts can be kept private;</li> <li>Identify people they can talk to about their private parts.</li> </ul>	Privates, private, penis, vulva, hygiene, help, change, sore, doctor, private activity/places, my body is mine.

# Griffin Park PSHE Curriculum 2024-2025

Year 2			
Thread	Unit	Knowledge & Skills	Vocabulary
<b>Autumn 1– Me and my relationships</b>			
<b>M+MR</b>	Our ideal class-room (1)	<ul style="list-style-type: none"> <li>Suggest actions that will contribute positively to the life of the classroom;</li> <li>Make and undertake pledges based on those actions.</li> </ul>	Happy, safe, caring, friendly
<b>M+MR</b>	How are you feeling today?	<ul style="list-style-type: none"> <li>Use a range of words to describe feelings;</li> <li>Recognise that people have different ways of expressing their feelings;</li> <li>Identify helpful ways of responding to other's feelings.</li> </ul>	Rules
<b>M+MR</b>	Let's all be happy	<ul style="list-style-type: none"> <li>Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>Explain where someone could get help if they were being upset by someone else's behaviour.</li> </ul>	Feelings, showing feelings, help
<b>M+MR</b>	Being a good friend	<ul style="list-style-type: none"> <li>Recognise that friendship is a special kind of relationship;</li> <li>Identify some of the ways that good friends care for each other.</li> </ul>	Feelings, help
<b>M+MR</b>	Types of bullying	<ul style="list-style-type: none"> <li>Explain the difference between bullying and isolated unkind behaviour;</li> <li>Recognise that there are different types of bullying and unkind behaviour;</li> <li>Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> </ul>	Bullying, repeated
<b>M+MR</b>	Don't do that!	<ul style="list-style-type: none"> <li>Understand and describe strategies for dealing with bullying;</li> <li>Rehearse and demonstrate some of these strategies.</li> </ul>	Bullying, help, don't do that
<b>M+MR</b>	Bullying or teasing?	<ul style="list-style-type: none"> <li>Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;</li> <li>Identify situations as to whether they are incidents of teasing or bullying.</li> </ul>	Bullying, teasing, repeated, regular
<b>Autumn 2– Valuing difference</b>			
<b>VD</b>	What makes us who we are?	<ul style="list-style-type: none"> <li>Identify some of the physical and non-physical differences and similarities between people;</li> <li>Know and use words and phrases that show respect for other people.</li> </ul>	Unique, respect
<b>VD</b>	My special people	<ul style="list-style-type: none"> <li>Identify people who are special to them;</li> <li>Explain some of the ways those people are special to them.</li> </ul>	Special person, help
<b>VD</b>	How do we make others feel?	<ul style="list-style-type: none"> <li>Recognise and explain how a person's behaviour can affect other people.</li> </ul>	Feelings, behaviour, calm, aggressive, solve
<b>VD</b>	When someone is feeling left out	<ul style="list-style-type: none"> <li>Explain how it feels to be part of a group;</li> <li>Explain how it feels to be left out from a group;</li> <li>Identify groups they are part of;</li> <li>Suggest and use strategies for helping someone who is feeling left out.</li> </ul>	Feelings, co-operate
<b>VD</b>	An act of kindness	<ul style="list-style-type: none"> <li>Recognise and describe acts of kindness and unkindness;</li> <li>Explain how these impact on other people's feelings;</li> <li>Suggest kind words and actions they can show to others;</li> <li>Show acts of kindness to others in school.</li> </ul>	Kind, kindness, unkind, feelings
<b>VD</b>	Solve the problem	<ul style="list-style-type: none"> <li>Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</li> <li>Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</li> </ul>	Listening, being listened to, listen, problem

# Griffin Park PSHE Curriculum 2024-2025

Year 2			
Thread	Unit	Knowledge & Skills	Vocabulary
<b>Spring 1– Keeping safe</b>			
<b>KS</b>	Harold’s picnic	<ul style="list-style-type: none"> <li>Understand that medicines can sometimes make people feel better when they’re ill;</li> <li>Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</li> <li>Explain simple issues of safety about medicines and their use.</li> </ul>	Sleep, medicines, safety
<b>KS</b>	How safe would you feel?	<ul style="list-style-type: none"> <li>Identify situations in which they would feel safe or unsafe;</li> <li>Suggest actions for dealing with unsafe situations including who they could ask for help.</li> </ul>	Safe, unsafe, feelings, worried
<b>KS</b>	What should Harold say?	<ul style="list-style-type: none"> <li>Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</li> </ul>	Safe, unsafe, feelings, getting help
<b>KS</b>	I don’t like that!	<ul style="list-style-type: none"> <li>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</li> <li>Identify the types of touch they like and do not like;</li> <li>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> </ul>	Touch, feelings, uncomfortable
<b>KS</b>	Fun or not?	<ul style="list-style-type: none"> <li>Recognise that some touches are not fun and can hurt or be upsetting;</li> <li>Know that they can ask someone to stop touching them;</li> <li>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> </ul>	Touch, hurt, uncomfortable
<b>KS</b>	Should I tell?	<ul style="list-style-type: none"> <li>Identify safe secrets (including surprises) and unsafe secrets;</li> <li>Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</li> </ul>	Surprise, secret, safe, unsafe, tell
<b>Spring 2– Rights and respect</b>			
<b>R+R</b>	Getting on with others	<ul style="list-style-type: none"> <li>Describe and record strategies for getting on with others in the classroom.</li> </ul>	Responsibility, help, share, take turns, listen
<b>R+R</b>	When I feel like erupting	<ul style="list-style-type: none"> <li>Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> </ul>	Feelings, control, erupt
<b>R+R</b>	Feeling safe	<ul style="list-style-type: none"> <li>Identify special people in the school and community who can keep them safe;</li> <li>Know how to ask for help.</li> </ul>	Safe, unsafe, uniform, ask for help
<b>R+R</b>	Playing games	<ul style="list-style-type: none"> <li>Know the importance of keeping personal information private, when online and only talking to people they know in real life;</li> <li>Know that they can tell an adult they trust if anything happens that makes them worried.</li> </ul>	Gamer, personal information, internet, risk
<b>R+R</b>	Harold saves for something special	<ul style="list-style-type: none"> <li>Understand that people have choices about what they do with their money;</li> <li>Know that money can be saved for a use at a future time;</li> <li>Explain how they might feel when they spend money on different things.</li> </ul>	Money, spending, saving
<b>R+R</b>	How can we look after our environment?	<ul style="list-style-type: none"> <li>Identify what they like about the school environment;</li> <li>Identify any problems with the school environment (e.g. things needing repair);</li> <li>Make suggestions for improving the school environment;</li> <li>Recognise that they all have a responsibility for helping to look after the school environment.</li> </ul>	Environment, responsibility

# Griffin Park PSHE Curriculum 2024-2025

Year 2			
Thread	Unit	Knowledge & Skills	Vocabulary
Summer 1– Being my best			
<b>BmB</b>	You can do it!	<ul style="list-style-type: none"> <li>Explain the stages of the learning line showing an understanding of the learning process;</li> <li>Suggest phrases and words of encouragement to give someone who is learning something new;</li> <li>Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</li> </ul>	Practice, encourage, goal, achieve, challenge
<b>BmB</b>	My day	<ul style="list-style-type: none"> <li>Understand and give examples of things they can choose themselves and things that others choose for them;</li> <li>Explain things that they like and dislike, and understand that they have choices about these things;</li> <li>Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> </ul>	Choose, choices, healthy, unhealthy
<b>BmB</b>	Harold’s postcard - helping us to keep clean and healthy	<ul style="list-style-type: none"> <li>Explain how germs can be spread;</li> <li>Describe simple hygiene routines such as hand washing;</li> <li>Understand that vaccinations can help to prevent certain illnesses.</li> </ul>	Vaccination, injection, disease, hygiene, germs
<b>BmB</b>	Harold’s bathroom	<ul style="list-style-type: none"> <li>Explain the importance of good dental hygiene;</li> <li>Describe simple dental hygiene routines.</li> </ul>	Teeth, dental, hygiene
<b>BmB</b>	My body needs...	<ul style="list-style-type: none"> <li>Understand that the body gets energy from food, water and oxygen;</li> <li>Recognise that exercise and sleep are important to health.</li> </ul>	Oxygen, water, food, exercise, rest
<b>BmB</b>	Basic first aid	<ul style="list-style-type: none"> <li>See link to external resources for further information.</li> </ul>	First aid, risk, accident, danger, hazard, safe, burn, scald, accident, emergency
Summer 2– Growing and changing			
<b>G+C</b>	A helping hand	<ul style="list-style-type: none"> <li>Demonstrate simple ways of giving positive feedback to others.</li> </ul>	Help, support, supportive
<b>G+C</b>	Sam moves house	<ul style="list-style-type: none"> <li>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</li> </ul>	Change, loss, feelings, emotions, frightened, nervous
<b>G+C</b>	Haven’t you grown?	<ul style="list-style-type: none"> <li>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li> <li>Understand and describe some of the things that people are capable of at these different stages.</li> </ul>	Growing, food, rest, sleep, care, learning, change, forward looking, making choices
<b>G+C</b>	My body, your body	<ul style="list-style-type: none"> <li>Identify which parts of our body are private;</li> <li>Explain that our genitals help us make babies when we are older;</li> <li>Understand that we mostly have the same body parts but how they look is different from person to person.</li> </ul>	Unique, special, penis, testicles, vulva, private parts, my body is mine
<b>G+C</b>	Respecting privacy	<ul style="list-style-type: none"> <li>Explain what privacy means;</li> <li>Know that you are not allowed to touch someone’s private belongings without their permission;</li> <li>Give examples of different types of private information.</li> </ul>	Genitals, private, privacy, consent, permission
<b>G+C</b>	Some secrets should never be kept	<ul style="list-style-type: none"> <li>Identify how inappropriate touch can make someone feel;</li> <li>Understand that there are unsafe secrets and secrets that are nice surprises;</li> <li>Explain that if someone is being touched in a way that they don’t like they have to tell someone in their safety network so they can help it stop.</li> </ul>	Genitals, private, privacy, consent, permission, secret, uncomfortable, unsafe, tell, someone you trust

# Griffin Park PSHE Curriculum 2024-2025

Year 3			
Thread	Unit	Knowledge & Skills	Vocabulary
<b>Autumn 1– Me and my relationships</b>			
<b>M+MR</b>	As a rule	<ul style="list-style-type: none"> <li>Explain why we have rules;</li> <li>Explore why rules are different for different age groups, in particular for internet-based activities;</li> <li>Suggest appropriate rules for a range of settings;</li> <li>Consider the possible consequences of breaking the rules.</li> </ul>	Rules, safety
<b>M+MR</b>	Looking after our special people	<ul style="list-style-type: none"> <li>Identify people who they have a special relationship with;</li> <li>Suggest strategies for maintaining a positive relationship with their special people.</li> </ul>	Friendship, falling out, making up, compromise
<b>M+MR</b>	How can we solve this problem?	<ul style="list-style-type: none"> <li>Rehearse and demonstrate simple strategies for resolving given conflict situations.</li> </ul>	Conflict, point of view
<b>M+MR</b>	Friends are special	<ul style="list-style-type: none"> <li>Identify qualities of friendship;</li> <li>Suggest reasons why friends sometimes fall out;</li> <li>Rehearse and use, now or in the future, skills for making up again.</li> </ul>	Strategies, point of view, calm, apologise, listen, making up
<b>M+MR</b>	'Thunks'	<ul style="list-style-type: none"> <li>Express opinions and listen to those of others;</li> <li>Consider others' points of view;</li> <li>Practice explaining the thinking behind their ideas and opinions.</li> </ul>	Continuum, opinions, respectful, courteous, challenging
<b>M+MR</b>	Dan's dare	<ul style="list-style-type: none"> <li>Explain what a dare is;</li> <li>Understand that no-one has the right to force them to do a dare;</li> <li>Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</li> </ul>	Dare, persuade, feelings
<b>Autumn 2– Valuing difference</b>			
<b>VD</b>	Respect and challenge	<ul style="list-style-type: none"> <li>Reflect on listening skills;</li> <li>Give examples of respectful language;</li> <li>Give examples of how to challenge another's viewpoint, respectfully.</li> </ul>	Respect, cooperation, listening skills, politeness, courtesy, manners
<b>VD</b>	Family and friends	<ul style="list-style-type: none"> <li>Recognise that there are many different types of family;</li> <li>Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</li> </ul>	Family, adoption, fostering, same-sex couple, blended family
<b>VD</b>	My community	<ul style="list-style-type: none"> <li>Define the term 'community';</li> <li>Identify the different communities that they belong to;</li> <li>Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</li> </ul>	Community, belonging
<b>VD</b>	Our friends and neighbours	<ul style="list-style-type: none"> <li>Explain that people living in the UK have different origins;</li> <li>Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</li> <li>Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</li> </ul>	Similarities, differences, identity, respect
<b>VD</b>	Let's celebrate our differences	<ul style="list-style-type: none"> <li>Recognise the factors that make people similar to and different from each other;</li> <li>Recognise that repeated name calling is a form of bullying;</li> <li>Suggest strategies for dealing with name calling (including talking to a trusted adult).</li> </ul>	Similarities, differences, name calling, bullying
<b>VD</b>	Zeb	<ul style="list-style-type: none"> <li>Understand and explain some of the reasons why different people are bullied;</li> <li>Explore why people have prejudiced views and understand what this is.</li> </ul>	Prejudice, disability, gender, race, colour, sexuality

# Griffin Park PSHE Curriculum 2024-2025

Year 3			
Thread	Unit	Knowledge & Skills	Vocabulary
<b>Spring 1– Keeping safe</b>			
<b>KS</b>	Safe or unsafe?	<ul style="list-style-type: none"> <li>Identify situations which are safe or unsafe;</li> <li>Identify people who can help if a situation is unsafe;</li> <li>Suggest strategies for keeping safe.</li> </ul>	Trust, safe, unsafe
<b>KS</b>	Danger or risk?	<ul style="list-style-type: none"> <li>Define the words danger and risk and explain the difference between the two;</li> <li>Demonstrate strategies for dealing with a risky situation.</li> </ul>	Danger, risk, feelings, strategies, consequences
<b>KS</b>	The Risk Robot	<ul style="list-style-type: none"> <li>Identify risk factors in given situations;</li> <li>Suggest ways of reducing or managing those risks.</li> </ul>	Risk, safer
<b>KS</b>	Super Searcher	<ul style="list-style-type: none"> <li>Evaluate the validity of statements relating to online safety;</li> <li>Recognise potential risks associated with browsing online;</li> <li>Give examples of strategies for safe browsing online.</li> </ul>	Risk, browsing, phishing, search engine, fake news, internet safety
<b>KS</b>	Help or harm?	<ul style="list-style-type: none"> <li>Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> </ul>	Medicines, drugs, harmful, helpful, instructions
<b>KS</b>	Alcohol and cigarettes: the facts	<ul style="list-style-type: none"> <li>Identify some key risks from and effects of cigarettes and alcohol;</li> <li>Know that most people choose not to smoke cigarettes; (Social Norms message)</li> <li>Define the word 'drug' and understand that nicotine and alcohol are both drugs.</li> </ul>	Risk, drugs, cigarettes, nicotine, alcohol
<b>Spring 2– Rights and respect</b>			
<b>R+R</b>	Helping each other to stay safe	<ul style="list-style-type: none"> <li>Identify key people who are responsible for them to stay safe and healthy;</li> <li>Suggest ways they can help these people.</li> </ul>	Helper, responsible safe, healthy
<b>R+R</b>	Recount task	<ul style="list-style-type: none"> <li>Understand the difference between 'fact' and 'opinion';</li> <li>Understand how an event can be perceived from different viewpoints;</li> <li>Plan, draft and publish a recount using the appropriate language.</li> </ul>	Fact, opinion
<b>R+R</b>	Our helpful volunteers	<ul style="list-style-type: none"> <li>Define what a volunteer is;</li> <li>Identify people who are volunteers in the school community;</li> <li>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</li> </ul>	Volunteer, wellbeing
<b>R+R</b>	Can Harold afford it?	<ul style="list-style-type: none"> <li>Understand the terms 'income', 'saving' and 'spending';</li> <li>Recognise that there are times we can buy items we want and times when we need to save for them;</li> <li>Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.);</li> <li>Explain that people earn their income through their jobs;</li> <li>Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).</li> </ul>	Income, saving, spending
<b>R+R</b>	Earning money	<ul style="list-style-type: none"> <li>Explain that people earn their income through their jobs;</li> <li>Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).</li> </ul>	Earning, income
<b>R+R</b>	Harold's environment project	<ul style="list-style-type: none"> <li>Define what is meant by the environment;</li> <li>Evaluate and explain different methods of looking after the school environment;</li> <li>Devise methods of promoting their priority method.</li> </ul>	Environment, waste

# Griffin Park PSHE Curriculum 2024-2025

Year 3			
Thread	Unit	Knowledge & Skills	Vocabulary
<b>Summer 1– Being my best</b>			
<b>BmB</b>	Derek cooks dinner!	<ul style="list-style-type: none"> <li>Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body;</li> <li>Explain what is meant by the term 'balanced diet';</li> <li>Give examples what foods might make up a healthy balanced meal.</li> </ul>	Balanced diet, proteins, muscles, dairy, teeth, bones, energy, healthy
<b>BmB</b>	Poorly Harold	<ul style="list-style-type: none"> <li>Explain how some infectious illnesses are spread from one person to another;</li> <li>Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</li> <li>Suggest medical and non-medical ways of treating an illness.</li> </ul>	Infection, cleanliness, hygiene, rest, sleep, water, medicine, drug, dose, safety, instructions
<b>BmB</b>	Body team work	<ul style="list-style-type: none"> <li>Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain);</li> <li>Describe how food, water and air get into the body and blood.</li> </ul>	Intestine, veins, arteries, vessels, lungs, liver
<b>BmB</b>	For or against?	<ul style="list-style-type: none"> <li>Develop skills in discussion and debating an issue;</li> <li>Demonstrate their understanding of health and wellbeing issues that are relevant to them;</li> <li>Empathise with different viewpoints;</li> <li>Make recommendations, based on their research.</li> </ul>	Debate, discussion, continuum, courteous, respectful, justify
<b>BmB</b>	I am fantastic!	<ul style="list-style-type: none"> <li>Identify their achievements and areas of development;</li> <li>Recognise that people may say kind things to help us feel good about ourselves;</li> <li>Explain why some groups of people are not represented as much on television/in the media.</li> </ul>	Goals, ambitious, improve, achieve
<b>BmB</b>	Top talents	<ul style="list-style-type: none"> <li>Explain some of the different talents and skills that people have and how skills are developed;</li> <li>Recognise their own skills and those of other children in the class.</li> </ul>	Goal-setting, talents, skills, intelligence
<b>Summer 2– Growing and changing</b>			
<b>G+C</b>	Relationship Tree	<ul style="list-style-type: none"> <li>Identify different types of relationships;</li> <li>Recognise who they have positive healthy relationships with.</li> </ul>	Relationships, positive, healthy, trust, caring
<b>G+C</b>	Body space	<ul style="list-style-type: none"> <li>Understand what is meant by the term body space (or personal space);</li> <li>Identify when it is appropriate or inappropriate to allow someone into their body space;</li> <li>Rehearse strategies for when someone is inappropriately in their body space.</li> </ul>	Personal space, body space, invade, uncomfortable, stop, respect, touch
<b>G+C</b>	None of your business!	<ul style="list-style-type: none"> <li>Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;</li> <li>Recognise and describe appropriate behaviour online as well as offline;</li> <li>Identify what constitutes personal information and when it is not appropriate or safe to share this;</li> <li>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</li> </ul>	Internet safety, private, public, profile, personal information
<b>G+C</b>	Secret or surprise	<ul style="list-style-type: none"> <li>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>Recognise how different surprises and secrets might make them feel;</li> <li>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul>	Secret, surprise, feelings, uncomfortable, angry, upset, jealous, worried, excited, scared, talk
<b>G+C</b>	My changing body	<ul style="list-style-type: none"> <li>Recognise that babies come from the joining of an egg and sperm;</li> <li>Explain what happens when an egg doesn't meet a sperm;</li> <li>Understand that for girls, periods are a normal part of puberty.</li> </ul>	Egg, sperm, puberty, period, ovary, fallopian tube, uterus, lining, mammals, birth
<b>G+C</b>	Basic first aid	<ul style="list-style-type: none"> <li>See link to external resources for further information</li> </ul>	First aid, risk, accident, danger, hazard, kettle, safe, burn, scald, accident, emergency



# Griffin Park PSHE Curriculum 2024-2025

Year 4			
Thread	Unit	Knowledge & Skills	Vocabulary
<b>Autumn 1– Me and my relationships</b>			
<b>M+MR</b>	Human machines	<ul style="list-style-type: none"> <li>Demonstrate strategies for working on a collaborative task;</li> <li>Define successful qualities of teamwork and collaboration.</li> </ul>	Collaborative, collaboration, teamwork
<b>M+MR</b>	Ok or not ok? (1)	<ul style="list-style-type: none"> <li>Explain what we mean by a 'positive, healthy relationship';</li> <li>Describe some of the qualities that they admire in others.</li> </ul>	Positive, respect, responsibilities, qualities, excluded, assertive, aggressive, negotiate
<b>M+MR</b>	Ok or not ok? (2)	<ul style="list-style-type: none"> <li>Recognise that there are times when they might need to say 'no' to a friend;</li> <li>Describe appropriate assertive strategies for saying 'no' to a friend.</li> </ul>	Friendly, rude, aggressive, consequences, face-to-face assertive, compromise, respect
<b>M+MR</b>	An email from Harold!	<ul style="list-style-type: none"> <li>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</li> <li>Explain how different words can express the intensity of feelings.</li> </ul>	Feelings, physical effects, ( <i>a range of feeling words</i> )
<b>M+MR</b>	Different feelings	<ul style="list-style-type: none"> <li>Identify a wide range of feelings;</li> <li>Recognise that different people can have different feelings in the same situation;</li> <li>Explain how feelings can be linked to physical state.</li> </ul>	Feelings, physical effects
<b>M+MR</b>	Under pressure	<ul style="list-style-type: none"> <li>Give examples of strategies to respond to being bullied, including what people can do and say;</li> <li>Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</li> </ul>	Unkind, tease, bully, pressure, independent
<b>Autumn 2– Valuing difference</b>			
<b>VD</b>	Can you sort it?	<ul style="list-style-type: none"> <li>Define the terms 'negotiation' and 'compromise';</li> <li>Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li> </ul>	Negotiation, compromise
<b>VD</b>	What would I do?	<ul style="list-style-type: none"> <li>List some of the ways that people are different to each other (including differences of race, gender, religion);</li> <li>Recognise potential consequences of aggressive behaviour;</li> <li>Suggest strategies for dealing with someone who is behaving aggressively.</li> </ul>	Aggressive, apologise
<b>VD</b>	The people we share our world with	<ul style="list-style-type: none"> <li>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</li> <li>Define the word respect and demonstrate ways of showing respect to others' differences.</li> </ul>	Similarities, differences, respect
<b>VD</b>	That is such a stereotype!	<ul style="list-style-type: none"> <li>Understand and identify stereotypes, including those promoted in the media.</li> </ul>	Stereotype
<b>VD</b>	Friend or acquaintance?	<ul style="list-style-type: none"> <li>Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</li> <li>Give examples of features of these different types of relationships, including how they influence what is shared.</li> </ul>	Sharing, acquaintances
<b>VD</b>	Islands	<ul style="list-style-type: none"> <li>Understand that they have the right to protect their personal body space;</li> <li>Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;</li> <li>Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</li> </ul>	Body space, invade



# Griffin Park PSHE Curriculum 2024-2025

Year 4			
Thread	Unit	Knowledge & Skills	Vocabulary
Spring 1– Keeping safe			
<b>KS</b>	Danger, risk or hazard?	<ul style="list-style-type: none"> <li>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</li> <li>Identify situations which are either dangerous, risky or hazardous;</li> <li>Suggest simple strategies for managing risk.</li> </ul>	Danger, dangerous, risk, risky, hazard, hazardous
<b>KS</b>	How dare you!	<ul style="list-style-type: none"> <li>Define what is meant by the word 'dare';</li> <li>Identify from given scenarios which are dares and which are not;</li> <li>Suggest strategies for managing dares.</li> </ul>	Dare, assertive
<b>KS</b>	Keeping ourselves safe	<ul style="list-style-type: none"> <li>Describe stages of identifying and managing risk;</li> <li>Suggest people they can ask for help in managing risk.</li> </ul>	Persevere
<b>KS</b>	Raisin Challenge (2)	<ul style="list-style-type: none"> <li>Understand that we can be influenced both positively and negatively;</li> <li>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</li> </ul>	Influence, consequence
<b>KS</b>	Picture Wise	<ul style="list-style-type: none"> <li>Identify images that are safe/unsafe to share online;</li> <li>Know and explain strategies for safe online sharing;</li> <li>Understand and explain the implications of sharing images online without consent.</li> </ul>	Privacy, privacy setting, security
<b>KS</b>	Medicines: check the label	<ul style="list-style-type: none"> <li>Understand that medicines are drugs;</li> <li>Explain safety issues for medicine use;</li> <li>Suggest alternatives to taking a medicine when unwell;</li> <li>Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</li> </ul>	Medicine, drug
Spring 2– Rights and respect			
<b>R+R</b>	Who helps us stay healthy and safe?	<ul style="list-style-type: none"> <li>Explain how different people in the school and local community help them stay healthy and safe;</li> <li>Define what is meant by 'being responsible';</li> <li>Describe the various responsibilities of those who help them stay healthy and safe;</li> <li>Suggest ways they can help the people who keep them healthy and safe.</li> </ul>	Being responsible, reliable, trustworthy
<b>R+R</b>	It's your right	<ul style="list-style-type: none"> <li>Understand that humans have rights and also need to respect the rights of other;</li> <li>Identify some rights and also need to respect the rights of others that come with these rights.</li> </ul>	Safe, healthy, rules, laws, rights, responsibility, United Nations
<b>R+R</b>	How do we make a difference?	<ul style="list-style-type: none"> <li>Understand the reason we have rules;</li> <li>Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council);</li> <li>Recognise that everyone can make a difference within a democratic process.</li> </ul>	Rules, democracy
<b>R+R</b>	In the news!	<ul style="list-style-type: none"> <li>Define the word influence;</li> <li>Recognise that reports in the media can influence the way they think about an topic;</li> <li>Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</li> </ul>	Influence, opinion, respectful, courteous
<b>R+R</b>	Safety in numbers	<ul style="list-style-type: none"> <li>Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</li> <li>Recognise that they can play a role in influencing outcomes of situations by their actions.</li> </ul>	Anti-social behaviour, witness,
<b>R+R</b>	Why pay taxes?	<ul style="list-style-type: none"> <li>Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';</li> <li>Understand how a payslip is laid out showing both pay and deductions;</li> <li>Prioritise public services from most essential to least essential.</li> </ul>	Income tax, national insurance, VAT, deductions, public services

# Griffin Park PSHE Curriculum 2024-2025

## Year 4

Thread	Unit	Knowledge & Skills	Vocabulary
<b>Summer 1– Being my best</b>			
<b>BmB</b>	What makes me ME! (formerly Diversity World)	<ul style="list-style-type: none"> <li>Identify ways in which everyone is unique;</li> <li>Appreciate their own uniqueness;</li> <li>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> </ul>	Individual, unique
<b>BmB</b>	Making choices	<ul style="list-style-type: none"> <li>Give examples of choices they make for themselves and choices others make for them;</li> <li>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> </ul>	Choices
<b>BmB</b>	SCARF hotel (formerly Diversity World Hotel)	<ul style="list-style-type: none"> <li>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</li> <li>Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).</li> </ul>	Balanced diet, well-being, mental health
<b>BmB</b>	Harold's Seven Rs	<ul style="list-style-type: none"> <li>Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</li> <li>Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</li> </ul>	Refuse, reduce, re-use, rot, recycle, repair, re-think
<b>BmB</b>	My school community (1)	<ul style="list-style-type: none"> <li>Define what is meant by the word 'community';</li> <li>Suggest ways in which different people support the school community;</li> <li>Identify qualities and attributes of people who support the school community.</li> </ul>	Community
<b>BmB</b>	Basic first aid	<ul style="list-style-type: none"> <li>See link to external resources for further information</li> </ul>	First aid, injury, minor, accident, emergency, blood
<b>Summer 2– Growing and changing</b>			
<b>G+C</b>	Moving house	<ul style="list-style-type: none"> <li>Describe some of the changes that happen to people during their lives;</li> <li>Explain how the Learning Line can be used as a tool to help them manage change more easily;</li> <li>Suggest people who may be able to help them deal with change.</li> </ul>	Learning line, practice
<b>G+C</b>	My feelings are all over the place!	<ul style="list-style-type: none"> <li>Name some positive and negative feelings;</li> <li>Suggest reasons why young people sometimes fall out with their parents;</li> <li>Take part in a role play practising how to compromise.</li> </ul>	Compromise, hormones, puberty, feelings, independence, conflict
<b>G+C</b>	All change!	<ul style="list-style-type: none"> <li>Identify parts of the body that males and females have in common and those that are different;</li> <li>Know the correct terminology for their genitalia;</li> <li>Understand and explain why puberty happens.</li> </ul>	Puberty
<b>G+C</b>	Preparing for changes at puberty (formerly Period positive)	<ul style="list-style-type: none"> <li>Recognise that babies come from the joining of an egg and sperm;</li> <li>Explain what happens when an egg doesn't meet a sperm;</li> <li>Understand that periods are a normal part of puberty for girls;</li> <li>Identify some of the ways they can cope better with periods.</li> </ul>	puberty
<b>G+C</b>	Secret or surprise?	<ul style="list-style-type: none"> <li>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>Recognise how different surprises and secrets might make them feel;</li> <li>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul>	Secret, surprise, uncomfortable feelings
<b>G+C</b>	Together	<ul style="list-style-type: none"> <li>Recognise that marriage includes same sex and opposite sex partners;</li> <li>Know the legal age for marriage in England or Scotland;</li> <li>Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul>	Marriage, live together, civil partnership, forced marriage

# Griffin Park PSHE Curriculum 2024-2025

Year 5			
Thread	Unit	Knowledge & Skills	Vocabulary
<b>Autumn 1– Me and my relationships</b>			
<b>M+MR</b>	Collaboration Challenge!	<ul style="list-style-type: none"> <li>Explain what collaboration means;</li> <li>Give examples of how they have worked collaboratively;</li> <li>Describe the attributes needed to work collaboratively.</li> </ul>	Collaborate
<b>M+MR</b>	Give and take	<ul style="list-style-type: none"> <li>Explain what is meant by the terms negotiation and compromise;</li> <li>Describe strategies for resolving difficult issues or situations.</li> </ul>	Negotiation, compromise, conflict, resolution
<b>M+MR</b>	How good a friend are you?	<ul style="list-style-type: none"> <li>Demonstrate how to respond to a wide range of feelings in others;</li> <li>Give examples of some key qualities of friendship;</li> <li>Reflect on their own friendship qualities.</li> </ul>	Insensitive, sensitive
<b>M+MR</b>	Relationship cake recipe	<ul style="list-style-type: none"> <li>Identify what things make a relationship unhealthy;</li> <li>Identify who they could talk to if they needed help.</li> </ul>	Unhealthy relationships, verbal abuse, physical abuse, sexual abuse, uncomfortable touches, unsafe
<b>M+MR</b>	Our emotional needs	<ul style="list-style-type: none"> <li>Recognise basic emotional needs, understand that they change according to circumstance;</li> <li>Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</li> </ul>	Emotions, emotional needs
<b>M+MR</b>	Being assertive	<ul style="list-style-type: none"> <li>Identify characteristics of passive, aggressive and assertive behaviours;</li> <li>Understand and rehearse assertiveness skills.</li> </ul>	Assertive, passive, aggressive
<b>Autumn 2– Valuing difference</b>			
<b>VD</b>	Qualities of friendship	<ul style="list-style-type: none"> <li>Define some key qualities of friendship;</li> <li>Describe ways of making a friendship last;</li> <li>Explain why friendships sometimes end.</li> </ul>	Friendship, talking, listening
<b>VD</b>	Kind conversations	<ul style="list-style-type: none"> <li>Rehearse active listening skills;</li> <li>Demonstrate respectfulness in responding to others;</li> <li>Respond appropriately to others.</li> </ul>	Listening skills, respect
<b>VD</b>	Happy being me	<ul style="list-style-type: none"> <li>Recognise some of the feelings associated with feeling excluded or 'left out';</li> <li>Give examples of ways in which people behave when they discriminate against others who are different from them;</li> <li>Understand the importance of respecting others, even when they are different from themselves.</li> </ul>	Excluded, discrimination, prejudice
<b>VD</b>	The land of the Red People	<ul style="list-style-type: none"> <li>Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>Describe the benefits of living in a diverse society;</li> <li>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> </ul>	Metaphor, diverse, multicultural society
<b>VD</b>	Is it true?	<ul style="list-style-type: none"> <li>Understand that the information we see online either text or images, is not always true or accurate;</li> <li>Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;</li> <li>Understand and explain the difference sex, gender identity, gender expression and sexual orientation.</li> </ul>	Sex, sexual orientation, gender identity, gender expression
<b>VD</b>	Stop, start stereotypes	<ul style="list-style-type: none"> <li>Recognise that some people can get bullied because of the way they express their gender;</li> <li>Give examples of how bullying behaviours can be stopped.</li> </ul>	Prejudice, biological sex, sexual orientation, gender identity, gender expression, verbal/physical abuse

# Griffin Park PSHE Curriculum 2024-2025

Year 5			
Thread	Unit	Knowledge & Skills	Vocabulary
<b>Spring 1– Keeping safe</b>			
<b>KS</b>	Spot bullying	<ul style="list-style-type: none"> <li>Demonstrate strategies to deal with both face-to-face and online bullying;</li> <li>Demonstrate strategies and skills for supporting others who are bullied;</li> <li>Recognise and describe the difference between online and face-to-face bullying.</li> </ul>	Bullying, cyberbullying
<b>KS</b>	Play, Like, Share	<ul style="list-style-type: none"> <li>Reflect on what information they share offline and online;</li> <li>Recognise that people aren't always who they say they are online;</li> <li>Know how to protect personal information online.</li> </ul>	Personal information, privacy settings
<b>KS</b>	Decision dilemmas	<ul style="list-style-type: none"> <li>Recognise which situations are risky;</li> <li>Explore and share their views about decision making when faced with a risky situation;</li> <li>Suggest what someone should do when faced with a risky situation.</li> </ul>	Assessing risk, pressure, influence, risk taking
<b>KS</b>	Ella's diary dilemma	<ul style="list-style-type: none"> <li>Define what is meant by a dare;</li> <li>Explain why someone might give a dare;</li> <li>Suggest ways of standing up to someone who gives a dare.</li> </ul>	Dare, pressure, resist pressure
<b>KS</b>	Vaping: healthy or unhealthy?	<ul style="list-style-type: none"> <li>Describe some of the health risks caused by vaping;</li> <li>Understand that there are potential health risks of vaping that are not yet fully known;</li> <li>Use critical thinking skills when reading information/media;</li> <li>Understand that companies selling vaping products do so to make money;</li> <li>Describe some of the possible outcomes of taking a risk.</li> </ul>	Substance, stimulant
<b>KS</b>	Would you risk it?	<ul style="list-style-type: none"> <li>Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;</li> <li>Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</li> </ul>	Risk taking, assertive
<b>Spring 2– Rights and respect</b>			
<b>R+R</b>	What's the story?	<ul style="list-style-type: none"> <li>Identify, write and discuss issues currently in the media concerning health and wellbeing;</li> <li>Express their opinions on an issue concerning health and wellbeing;</li> <li>Make recommendations on an issue concerning health and wellbeing.</li> </ul>	Responsibility
<b>R+R</b>	Fact or opinion?	<ul style="list-style-type: none"> <li>Understand the difference between a fact and an opinion;</li> <li>Understand what biased reporting is and the need to think critically about things we read.</li> </ul>	Fact, opinion, biased, unbiased
<b>R+R</b>	Mo makes a difference	<ul style="list-style-type: none"> <li>Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>Give examples of voluntary groups, the kind of work they do and its value.</li> </ul>	Voluntary group, community group, pressure (action) group
<b>R+R</b>	Rights, respect and duties	<ul style="list-style-type: none"> <li>Define the differences between respect, rights and duties;</li> <li>Discuss what can make them difficult to follow;</li> <li>Identify the impact on individuals and the wider community if duties are not carried out.</li> </ul>	Rights, responsibilities, duties
<b>R+R</b>	Spending wisely	<ul style="list-style-type: none"> <li>State the costs involved in producing and selling an item;</li> <li>Suggest questions a consumer should ask before buying a product.</li> </ul>	Costs, wages, salaries, rent, Fair Trade
<b>R+R</b>	Lend us a fiver!	<ul style="list-style-type: none"> <li>Define the terms loan, credit, debt and interest;</li> <li>Suggest advice for a range of situations involving personal finance.</li> </ul>	Borrow, loan, credit, debt, interest

# Griffin Park PSHE Curriculum 2024-2025

Year 5			
Thread	Unit	Knowledge & Skills	Vocabulary
<b>Summer 1– Being my best</b>			
<b>BmB</b>	It all adds up!	<ul style="list-style-type: none"> <li>Know the basic functions of the four systems covered and know they are inter-related.</li> <li>Explain the function of at least one internal organ.</li> <li>Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</li> </ul>	Organs, body systems
<b>BmB</b>	Different skills	<ul style="list-style-type: none"> <li>Identify their own strengths and talents;</li> <li>Identify areas that need improvement and describe strategies for achieving those improvements.</li> </ul>	Perseverance, commitment, resilience, determination, patience, interpersonal skills
<b>BmB</b>	My school community (2)	<ul style="list-style-type: none"> <li>State what is meant by community;</li> <li>Explain what being part of a school community means to them;</li> <li>Suggest ways of improving the school community.</li> </ul>	Community, school community
<b>BmB</b>	Independence and responsibility	<ul style="list-style-type: none"> <li>Identify people who are responsible for helping them stay healthy and safe;</li> <li>Identify ways that they can help these people.</li> </ul>	Independence, responsibility
<b>BmB</b>	Star qualities	<ul style="list-style-type: none"> <li>Describe 'star' qualities of celebrities as portrayed by the media;</li> <li>Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;</li> <li>Describe 'star' qualities that 'ordinary' people have.</li> </ul>	Personal qualities, celebrities
<b>BmB</b>	Basic first aid, including Sepsis Awareness	<ul style="list-style-type: none"> <li>See link to external resources for further information</li> </ul>	Life skill, sepsis
<b>Summer 2– Growing and changing</b>			
<b>G+C</b>	How are they feeling?	<ul style="list-style-type: none"> <li>Use a range of words and phrases to describe the intensity of different feelings;</li> <li>Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</li> <li>Explain strategies they can use to build resilience.</li> </ul>	Wellbeing, resilience
<b>G+C</b>	Taking notice of our feelings	<ul style="list-style-type: none"> <li>Identify people who can be trusted;</li> <li>Describe strategies for dealing with situations in which they would feel uncomfortable.</li> </ul>	Trust, resilience, unwanted attention, unwanted touch
<b>G+C</b>	Dear Ash	<ul style="list-style-type: none"> <li>Explain the difference between a safe and an unsafe secret;</li> <li>Identify situations where someone might need to break a confidence in order to keep someone safe.</li> </ul>	In confidence, break a confidence, confidential
<b>G+C</b>	Growing up and changing bodies	<ul style="list-style-type: none"> <li>Identify some products that they may need during puberty and why;</li> <li>Know what menstruation is and why it happens.</li> </ul>	Puberty, genitalia, semen, menstruation, period, managing feelings
<b>G+C</b>	Changing bodies and feelings	<ul style="list-style-type: none"> <li>Know the correct words for the external sexual organs;</li> <li>Discuss some of the myths associated with puberty.</li> </ul>	<i>See vocabulary list</i>
<b>G+C</b>	Help, I'm a teenager...get me out of here!	<ul style="list-style-type: none"> <li>Recognise how our body feels when we're relaxed;</li> <li>List some of the ways our body feels when it is nervous or sad;</li> <li>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</li> </ul>	Hormones, compromise, respect, mood swings, conflict, puberty, emotional changes

# Griffin Park PSHE Curriculum 2024-2025

Year 6			
Thread	Unit	Knowledge & Skills	Vocabulary
<b>Autumn 1– Me and my relationships</b>			
<b>M+MR</b>	Working together	<ul style="list-style-type: none"> <li>Demonstrate a collaborative approach to a task;</li> <li>Describe and implement the skills needed to do this.</li> </ul>	Collaboration, teamwork
<b>M+MR</b>	Solve the friendship problem	<ul style="list-style-type: none"> <li>Recognise some of the challenges that arise from friendships;</li> <li>Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</li> </ul>	Balanced friendships, respectful, assertive
<b>M+MR</b>	Behave yourself	<ul style="list-style-type: none"> <li>Recognise and empathise with patterns of behaviour in peer-group dynamics;</li> <li>Recognise basic emotional needs and understand that they change according to circumstance;</li> <li>Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</li> </ul>	Assertive, resolution
<b>M+MR</b>	Assertiveness Skills	<ul style="list-style-type: none"> <li>List some assertive behaviours;</li> <li>Recognise peer influence and pressure;</li> <li>Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</li> </ul>	Assertive, peer pressure
<b>M+MR</b>	Don't force me	<ul style="list-style-type: none"> <li>Describe ways in which people show their commitment to each other;</li> <li>Know the ages at which a person can marry, depending on whether their parents agree.</li> </ul>	Marriage, civil partnership, forced marriage, illegal
<b>M+MR</b>	Acting appropriately	<ul style="list-style-type: none"> <li>Recognise that some types of physical contact can produce strong negative feelings;</li> <li>Know that some inappropriate touch is also illegal.</li> </ul>	Appropriate, inappropriate, illegal
<b>Autumn 2– Valuing difference</b>			
<b>VD</b>	Ok to be different	<ul style="list-style-type: none"> <li>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</li> <li>Suggest strategies for dealing with bullying, as a bystander;</li> <li>Describe positive attributes of their peers.</li> </ul>	Witness, bystander, unique, positive feedback, confidence, self-esteem
<b>VD</b>	We have more in common than not	<ul style="list-style-type: none"> <li>Know that all people are unique but that we have far more in common with each other than what is different about us;</li> <li>Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</li> <li>Demonstrate ways of offering support to someone who has been bullied.</li> </ul>	Unique, diversity, biological sex, sexual orientation, gender identity, gender expression, stereotype
<b>VD</b>	Respecting differences	<ul style="list-style-type: none"> <li>Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</li> </ul>	Point of view, cultural norms, respect, disrespect, body language, empathy
<b>VD</b>	Tolerance and respect for others	<ul style="list-style-type: none"> <li>Understand and explain the term prejudice;</li> <li>Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>Describe the benefits of living in a diverse society;</li> <li>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> </ul>	Unique, identity, prejudice, respect, diversity, tolerance
<b>VD</b>	Advertising friendships!	<ul style="list-style-type: none"> <li>Explain the difference between a friend and an acquaintance;</li> <li>Describe qualities of a strong, positive friendship;</li> <li>Describe the benefits of other types of relationship (e.g. neighbour, parent/carers, relative).</li> </ul>	Relationship, friend, acquaintance
<b>VD</b>	Boys will be boys? Challenging gender stereotypes	<ul style="list-style-type: none"> <li>Define what is meant by the term stereotype;</li> <li>Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>Recognise that people fall into a wide range of what is seen as normal;</li> <li>Challenge stereotypical gender portrayals of people.</li> </ul>	Stereotype, gender stereotype, media influence, assumption

# Griffin Park PSHE Curriculum 2024-2025

Year 6			
Thread	Unit	Knowledge & Skills	Vocabulary
<b>Spring 1– Keeping safe</b>			
<b>KS</b>	Think before you click!	<ul style="list-style-type: none"> <li>Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;</li> <li>Understand and describe the ease with which something posted online can spread.</li> </ul>	Social media, parental consent, trolling, online safety, sharing
<b>KS</b>	To share or not to share?	<ul style="list-style-type: none"> <li>Know that it is illegal to create and share sexual images of children under 18 years old;</li> <li>Explore the risks of sharing photos and films of themselves with other people directly or online;</li> <li>Know how to keep their information private online.</li> </ul>	Right to privacy, sharing online, permission, illegal, sexual images
<b>KS</b>	Rat Park	<ul style="list-style-type: none"> <li>Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;</li> <li>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</li> </ul>	Habit, addiction, emotional needs
<b>KS</b>	What sort of drug is...?	<ul style="list-style-type: none"> <li>Explain how drugs can be categorised into different groups depending on their medical and legal context;</li> <li>Demonstrate an understanding that drugs can have both medical and non-medical uses;</li> <li>Explain in simple terms some of the laws that control drugs in this country.</li> </ul>	Drug, legal, illegal, medical, non-medical
<b>KS</b>	Drugs: it's the law!	<ul style="list-style-type: none"> <li>Understand some of the basic laws in relation to drugs;</li> <li>Explain why there are laws relating to drugs in this country.</li> </ul>	Drug laws, age restrictions, possess, supply, produce, illegal, penalties,
<b>KS</b>	Alcohol: what is normal?	<ul style="list-style-type: none"> <li>Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;</li> <li>Describe some of the effects and risks of drinking alcohol.</li> </ul>	Alcohol, short-term/long-term effects, risks, norms
<b>Spring 2– Rights and respect</b>			
<b>R+R</b>	Two sides to every story	<ul style="list-style-type: none"> <li>Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;</li> <li>Describe the language and techniques that make up a biased report;</li> <li>Analyse a report also extract the facts from it.</li> </ul>	Biased, unbiased, fact, opinion, stereotype
<b>R+R</b>	'Fakebook' Friends	<ul style="list-style-type: none"> <li>Know the legal age (and reason behind these) for having a social media account;</li> <li>Understand why people don't tell the truth and often post only the good bits about themselves, online;</li> <li>Recognise that people's lives are much more balanced in real life, with positives and negatives.</li> </ul>	Social media, profile, image, online safety, sharing
<b>R+R</b>	What's it worth?	<ul style="list-style-type: none"> <li>Explain some benefits of saving money;</li> <li>Describe the different ways money can be saved, outlining the pros and cons of each method;</li> <li>Describe the costs that go into producing an item;</li> <li>Suggest sale prices for a variety of items, taking into account a range of factors;</li> <li>Explain what is meant by the term interest.</li> </ul>	Saving, bank (building society) account, junior ISA, interest, debit card, cash, value
<b>R+R</b>	Happy shoppers	<ul style="list-style-type: none"> <li>Explain what is meant by living in an environmentally sustainable way;</li> <li>Suggest actions that could be taken to live in a more environmentally sustainable way.</li> </ul>	Environmentally sustainable, composting, recycling, energy, materials, waste, transport, shop local, Fair Trade, reuse, food miles
<b>R+R</b>	Democracy in Britain 1 - Elections	<ul style="list-style-type: none"> <li>Why and how rules and laws that protect them and others are made and enforced;</li> <li>Why different rules are needed in different situations and how to take part in making and changing rules;</li> <li>Begin to understand the way in which democracy in Britain works.</li> </ul>	Democracy, election, manifesto, candidate, policies, voting booth, ballot slip/box, constituency, MP
<b>R+R</b>	Democracy in Britain 2 - How (most) laws are made	<ul style="list-style-type: none"> <li>Why and how rules and laws that protect them and others are made and enforced;</li> <li>Why different rules are needed in different situations and how to take part in making and changing rules.</li> </ul>	Proposal, debate, amendments, penalties, enforcement, majority, House of Commons/Lords, Royal Assent



# Griffin Park PSHE Curriculum 2024-2025

Year 6			
Thread	Unit	Knowledge & Skills	Vocabulary
Summer 1– Being my best			
<b>BmB</b>	This will be your life!	<ul style="list-style-type: none"> <li>Identify aspirational goals;</li> <li>Describe the actions needed to set and achieve these.</li> </ul>	Aspirations, goal setting, perseverance
<b>BmB</b>	Our recommendations	<ul style="list-style-type: none"> <li>Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</li> </ul>	Health, wellbeing, accurate, reliable, sources
<b>BmB</b>	What's the risk? (1)	<ul style="list-style-type: none"> <li>Identify risk factors in a given situation (involving alcohol);</li> <li>Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</li> <li>Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</li> </ul>	Assessing risk, weigh up, dilemma
<b>BmB</b>	What's the risk? (2)	<ul style="list-style-type: none"> <li>Identify risk factors in a given situation;</li> <li>Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</li> <li>Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.</li> </ul>	Assessing risk, weigh up, choices, influence
<b>BmB</b>	Basic first aid	<ul style="list-style-type: none"> <li>See link to external resources for further information</li> </ul>	See vocabulary list
<b>BmB</b>	Five Ways to Well-being project	<ul style="list-style-type: none"> <li>Explain what the five ways to wellbeing are;</li> <li>Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</li> </ul>	Wellbeing, connect, be active, take notice, keep learning, give
Summer 2– Growing and changing			
<b>G+C</b>	I look great!	<ul style="list-style-type: none"> <li>Understand that fame can be short-lived;</li> <li>Recognise that photos can be changed to match society's view of perfect;</li> <li>Identify qualities that people have, as well as their looks.</li> </ul>	Body image, self esteem, manipulation
<b>G+C</b>	Media manipulation	<ul style="list-style-type: none"> <li>Define what is meant by the term stereotype;</li> <li>Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>Recognise that people fall into a wide range of what is seen as normal;</li> <li>Challenge stereotypical gender portrayals of people.</li> </ul>	Media manipulation, stereotype, gender stereotype
<b>G+C</b>	Pressure online	<ul style="list-style-type: none"> <li>Understand the risks of sharing images online and how these are hard to control, once shared;</li> <li>Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</li> <li>Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</li> </ul>	Peer pressure, right to privacy, sharing online, online safety
<b>G+C</b>	Helpful or unhelpful? Managing change	<ul style="list-style-type: none"> <li>Recognise some of the changes they have experienced and their emotional responses to those changes;</li> <li>Suggest positive strategies for dealing with change;</li> <li>Identify people who can support someone who is dealing with a challenging time of change.</li> </ul>	Change, support, conversation, discuss
<b>G+C</b>	Is this normal?	<ul style="list-style-type: none"> <li>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</li> <li>Suggest strategies that would help someone who felt challenged by the changes in puberty;</li> <li>Understand what FGM is and that it is an illegal practice in this country;</li> <li>Know where someone could get support if they were concerned about their own or another person's safety.</li> </ul>	Puberty, physical changes, emotional changes, rights, FGM periods