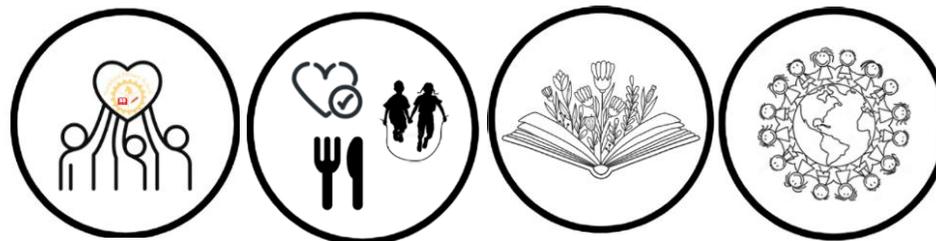


Progression Map

PSHE and RSE





3 I's: Intent, Implementation, Impact

Intent

Northfield's PSHE curriculum is linked to our four key drivers: community, be healthy, life-long learners and four corners: school, local, national and global. Threads that run through these drivers include those related to the PSHE curriculum such as respect and tolerance, belonging, healthy lifestyle, staying safe, mental wellbeing, life skills, careers knowledge and geographical mobility. Our PSHE curriculum is a tool to ensure that our next generation is educated and well-supported to be part of their community and wider world by having the knowledge and skills to build healthy relationships, have a healthy lifestyle, stay safe online, manage feelings and understanding money and discrimination through understanding of British Values. Through the promotion of oracy, the inclusion of protected characteristics and the links to British Values, Talking Points helps pupils develop a sense of aspiration and ambition for life in modern Britain.

Talking Points is primarily used for teaching PSHE; Yasmin and Tom is another scheme which aims to prepare and help pupils navigate their emotions, relationships, and sense of self both within school and beyond. By the end of their primary education, pupils will have learnt about caring friendships, respectful relationships, online relationships and being safe. Talking Points covers these areas each year increasing in complexity and reinforcing previous learning.

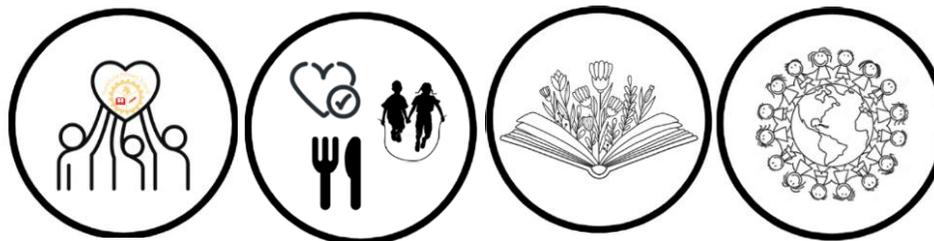
Implementation

The Talking Points scheme of work uses picture books as a starting point to get all pupils talking about their own and other's health, wellbeing, emotions, relationships, current local and global issues, and protected characteristics. Staff promote a safe environment in which pupils feel comfortable to discuss trickier topics using storytelling. Due to the repetitive, visual nature of the scheme, pupils revisit key learning points both within and across year groups and key stages from Year 1 through to Year 6 ensuring children know and remember more. To teach Talking Points effectively, each class has a set of books needed, or a link to an online version of the book. Power point slides used in lessons include links to British Values and Protected Characteristics, teacher notes and a detailed progression map. The use of choice activities ensures each session offers a task for all learners including those with SEND. Assessment is through pre and post-tests, questions about the text, tasks and a challenge statement to deepen the understanding of the Talking Point, showing progression in knowledge. In RSE lessons, at an age-appropriate level, using a scheme with Yasmin and Tom further explores RSE and supports teachers to teach explicit aspects of relationship and sex education.



Impact

Northfield pupils will talk with confidence about the key areas of PSHE. They will form strong and healthy relationships and realise this takes kindness, resilience, and perseverance. Pupils will understand and develop self-respect and self-worth and will demonstrate key personal attributes which contribute to life in modern Britain. Also, pupil will understand and become positive and healthy citizens in their communities. As Talking Points provides teaching opportunities for British Values and Protected Characteristics pupils will develop a secure and deep understanding of these. They will be able to explain these well and give examples of how they are lived out within school life and beyond.



National Curriculum

National Curriculum Aims

The national curriculum for PSHE aims to ensure that all pupils:

- Experience a sequenced, spiral programme that builds on prior learning as pupils progress through school.

Key Stage 1

Pupils should be taught:

- Relationships education
- Health education (including mental health, physical health, and healthy lifestyle)
- Drug education
- Financial education

Key Stage 2

Pupils should be taught:

- Relationships education
- Health education (including mental health, physical health, and healthy lifestyle)
- Drug education
- Financial education
- Sex and relationships education



PSHE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	Who are my family, who are my friends?	How are we different?	Who can help me?	What are healthy foods?	How can I keep myself safe?	Where am I going next?
F2	Settling into school routines.	Why do we have rules at school? How can I make friends? What makes us special?	Why do I need to stay clean? Why am I feeling like this? Why am I angry?	What will I be when I grow up? Why should I wait my turn? Should I always eat healthy food?	What is important to you? Who are my family? What makes you feel proud?	What are the different parts of my body? Who are strangers? What are my goals for Year 1?
Year 1	Who is in my family? Who are my important people? What makes a person?	What makes me happy? What does sad feel like? Why do we have rules?	Is it kind or unkind? Is teasing ever ok? What should I do if I don't like it?	What does worry feel like? How do I keep safe? What should I do in an emergency?	When should I wash my hands? Why are teeth important? What should I do with money?	What did I need as a baby? How can I be more grown up? Do I always have to be the best? RSE Naming body parts
Year 2	Why should I exercise?	Can I stop myself being ill?	Is it right or wrong?	How do I contribute?	Do I know my body?	Should I keep a secret? Am I safe online?



	<p>What if I don't like vegetables? Are medicines always good?</p>	<p>What does angry feel like? How do I make you feel?</p>	<p>How can I compromise? What are rights and responsibilities?</p>	<p>How can I save the planet? Where could money come from?</p>	<p>What does private really mean? Who can I trust?</p> <p>RSE Naming body parts – within TP 13</p>	<p>What should I aim for?</p>
Year 3	<p>What can affect my health? What is a balanced lifestyle? What is Health and Safety?</p>	<p>How does smoking damage health? Who can help me be safe? What is restorative justice?</p>	<p>What are my rights and responsibilities? What happens if I break a rule? Why should I tell the truth?</p>	<p>What does honesty really mean? What do I do when my friends are sad? How do my actions affect?</p>	<p>What are my relationship rights and responsibilities? How do I raise my concerns? What is a community?</p>	<p>How can we be different? Who else lives in my region? Who else lives in the UK?</p> <p>RSE My personal and private body parts and keeping safe Body Care</p>
Year 4	<p>What is that feeling I have? What do I do when my friend is cross?</p>	<p>How do I do emergency first aid? Am I at risk?</p>	<p>Am I safe on my mobile phone? What can I do about negative thoughts?</p>	<p>Is it ok to hug? What is an aspiration? What is enterprise?</p>	<p>What worries me in the world? What is discrimination?</p>	<p>How do I support my community? What's a volunteer?</p>



	How do I compromise?	How do I stay safe online?	Should I own up?		What does it mean to be anti-social?	Can I volunteer or help others? RSE My personal and private body parts and keeping safe Body Care
Year 5	Can I set goals for me? How does alcohol damage my health? Can my mind get ill?	How do I make a choice? Should my heart rule my head? Why is change so scary?	What is peer pressure? What if I'm uncomfortable? What is loss?	Is my relationship unhealthy? What's a relationship commitment? What is a stereotype?	What is prejudice? How do I challenge someone's views? What is a debt? RSE Keeping safe: safe and unsafe touch Changes at puberty Periods (menstruation) Wet dreams	Who pays tax and What does it do? Who chooses who runs our country? Can I save money and the environment?
Year 6	How should I manage my money?	Will sad things happen to me?	DAaRT Should I send/post	What is puberty? How do humans reproduce?	Are images in the media real?	Am I a cyberbully?



	<p>How do drugs damage my health? What affects my mental health?</p>	<p>How do I break a habit? Should I give in to peer pressure?</p>	<p>something I'm not comfortable with? What if I get dared? If it happens all the time, does it mean it's right?</p>	<p>How do we look after ourselves?</p>	<p>Should I trust the media? Should I join in in an argument?</p>	<p>Have I trolled someone? What sort of person should I be? RSE Masturbation Making babies – sexual intercourse Making babies – assisted fertility and multiple births Making babies – pregnancy and birth</p>
--	--	---	--	--	---	--

Life-long learners – moving onwards to KS3/4.

Reference: PSHE Association

From the knowledge and understanding of PSHE/RSE topics in KS1 and KS2, children should have a strong understanding to lead them into topics taught in secondary school, allowing them to extend their prior learning from primary school.

KS3/4 coverage:

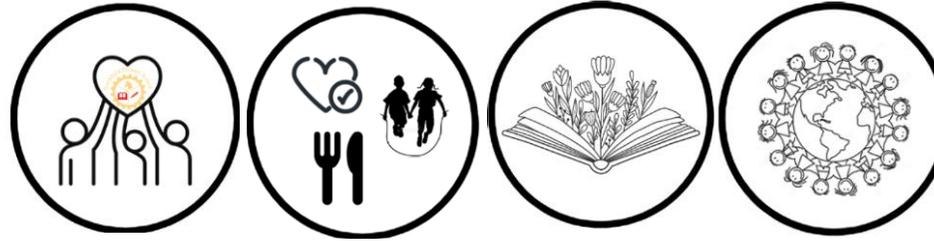
<p>⌘ ω ρ –</p>	<p>Physical Health (food choices, exercise, dental health, sleep)</p>
----------------	---



	Drug education
	Mental health and emotional wellbeing
	Basic first aid and emergency life-saving skills
	Personal safety
	Contraception and sexual health

Relationships	Friendship and bullying
	Marriage and parenting
	Consent
	Safe and unsafe relationships
	The dangers of pornography and sending nude images

Living in the wider world	Economic wellbeing
	Careers education
	Digital medial literacy
	Fraud, scams and gambling
	Prejudice, discrimination, extremism and radicalisation



School wide strands	
Understanding me	<ul style="list-style-type: none"> • helping children to understand themselves, their situations and emotions.
Looking after me	<ul style="list-style-type: none"> • helping children to take care of themselves and keep themselves safe at an age appropriate level.
Understanding others	<ul style="list-style-type: none"> • helping children to understand others feelings and how to interact well with friends.
Understanding groups	<ul style="list-style-type: none"> • helping children to understand their role in group situations and how to live in today's society.

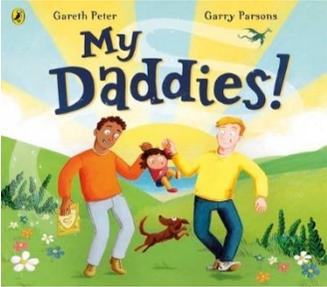
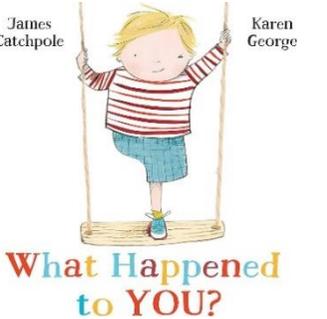
Key knowledge:

The key points of teaching throughout the Talking Points lessons.

Disciplinary knowledge:

The social and emotional skills acquired and the interpretation of themselves and how to support themselves and others.



F1							
Half term		Book name	PSHE strand	F1	Teaching points Through continuous provision	British Values and Protected characteristics.	
Autumn 1	Who are my family, who are my friends?		My Daddies	Understanding me	All about me	<ul style="list-style-type: none"> • Body parts (head, eyes, ears, mouth, nose, arms, legs, hands, fingers, toes, feet ...) • Family – who they live with, how this might be different or similar to the book • Friends – who they are, how/where we make friends 	Mutual respect Individual Liberty Marriage or civil partnership
Autumn 2	How are we different?		What happened to you?	Understanding others	Celebrations Diwali, Halloween, bonfire night, Christmas	<ul style="list-style-type: none"> • Respect others' beliefs and differences • Communicating thoughts from photos from home (from the children's own celebrations) • Respecting how people look different, recognising our own differences 	Mutual respect Individual Liberty Age Disability



<p>Spring 1</p> <p>Who can help me?</p>			<p>Dr Ranj A superhero like you.</p>	<p>Understanding groups</p>	<p>Superheroes</p>	<ul style="list-style-type: none"> • Knowing who helps us • School – teachers can help us • Community – police, fire men, doctors, nurses 	<p>Rule of Law Mutual Respect</p>
<p>Spring 2</p> <p>What are healthy foods?</p>			<p>Off to the Market: A celebration of markets, cooking, and fresh food</p>	<p>Looking after me</p>	<p>All things bright and beautiful (growing / planting vegetables)</p>	<ul style="list-style-type: none"> • Healthy eating • Recognising healthy foods • Making healthy foods – from a page in the book • Linking to the hungry caterpillar and finding foods that he ate in the book and ones that he didn't eat 	
<p>Summer 1</p> <p>How can I keep myself safe?</p>			<p>Topsy and Tim: Safety First</p>	<p>Looking after me</p>	<p>Transport</p>	<ul style="list-style-type: none"> • Keeping safe in school, out and about in the community and wider areas • Road safety, what do to in the car (seatbelt/car seats), crossing the road. 	<p>Rule of Law Age</p>



<p>Summer 2</p> <p>Where am I going next?</p>	<p>THE NO.1 NEW YORK TIMES BESTSELLING PICTURE BOOK</p> <p>ALL ARE WELCOME</p>  <p>Alexandra Penfold ELIZABETH SUTHERLAND Suzanne Kaufman</p>	<p>All are welcome</p>	<p>Understanding groups</p>	<p>Animals</p>	<ul style="list-style-type: none"> • Transition into F2 • School routines • How we learn • How we play nicely • Making more friends 	<p>Mutual Respect Tolerance Individual Liberty</p> <p>Race Religion or belief</p>
--	---	------------------------	-----------------------------	----------------	--	---



F2						
	Talking point	Text	Key knowledge	ELG link	Disciplinary knowledge	
Autumn	1	Why do we have rules at school?	The colour monster goes to school.	<ul style="list-style-type: none"> • Introduce Northfield's school rules (golden rules and bucket filling) • Introduce any additional class rules the teacher / TA likes to follow • Extend understanding that rules are in place to keep everyone safe in school. EG tidying the toys away keeps everyone safe because children will not trip over them and hurt themselves • Discuss parts of the story where the colour monster did not follow the rules 	ELG: Managing Self Children at the expected level of development will: Explain the reasons for rules, know right from wrong and try to behave accordingly.	<ul style="list-style-type: none"> • I recognise why we have rules at school • I understand how to follow rules • I can talk about different rules we have at school
	2	How can I make new friends?	This is our house	<ul style="list-style-type: none"> • Who are friends – explain to the children that you can have lots of friends, they are people that you like being around 	ELG: Building Relationships Children at the expected level of development will: Work and play cooperatively and take turns with others;	<ul style="list-style-type: none"> • I understand what a friend is • I can explain ways to make new friends



				<ul style="list-style-type: none"> • Friends can be at school or outside of school • Friends don't all have to be the same, friends might like the same things as you or they might not which is fine 	<p>Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p>	
	3	What makes us special?	You be you	<ul style="list-style-type: none"> • Everyone is different and that is what makes us special • What is the difference between the teacher and the children? – children to give examples • Differences are not always things you can see, people might have different religions or beliefs too or like different things. 	<p>ELG: Building Relationships Children at the expected level of development will: Show sensitivity to their own and to others' needs.</p>	<ul style="list-style-type: none"> • I can describe differences between myself and a friend • I understand what makes me special • I understand what makes others special
Spring 1	4	Why do I need to stay clean?	I don't want to have a bath	<ul style="list-style-type: none"> • Discuss with the children the different ways that we keep ourselves clean – linking to good hygiene 	<p>ELG: Managing Self Children at the expected level of development will: Manage their own basic hygiene and personal needs, including dressing,</p>	<ul style="list-style-type: none"> • I can explain why I need to stay clean • I can talk about different ways to keep myself clean



				<p>EG dental care, bathing, clean clothes</p> <ul style="list-style-type: none"> • Ask the children why they think it is important to do these different things to keep themselves clean • Link to dentist when discussing teeth and how many times we should brush our teeth • 	<p>going to the toilet and understanding the importance of healthy food choices.</p>	
5	Why am I feeling like this?	Stompysaurus	<ul style="list-style-type: none"> • Discuss with the children different ways you can feel • Discuss that it is ok to feel different feelings throughout the day • Talk about things that make us feel different emotions (EG what makes us happy, sad, angry, nervous ...) • Introduce feelings thermometer in the classroom • Discuss who the children can talk to 	<p>ELG: Self-Regulation Children at the expected level of development will: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p>	<ul style="list-style-type: none"> • I can explain different feelings / emotions • I understand how to manage my emotions • I can say who I can talk to about my emotions 	



				about their feelings (teacher, TA, lunchtime staff, parents etc)		
	6	Why am I angry?	Have you filled a bucket today?	<ul style="list-style-type: none"> • Discuss with the children what makes them feel angry • Ensure the children know angry is a feeling and we don't always have to feel like that • Self-regulation - strategies to make ourselves feel calm again • Discuss who the children can talk to about their feelings (teacher, TA, lunchtime staff, parents etc) • Recap the feelings thermometer and why you use it in the classroom 	ELG: Self-Regulation Children at the expected level of development will: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;	<ul style="list-style-type: none"> • I can explain how angry might feel or look like • I can talk about ways to manage anger
Spring 2	7	What will I be when I grow up?	What will I be?	<ul style="list-style-type: none"> • Jobs in school • Parents jobs • Other jobs we know • Things we want to become may change as 	ELG: Self-Regulation Children at the expected level of development will: Set and work towards simple goals, being able to	<ul style="list-style-type: none"> • I can name different jobs • I can explain goals



				<p>we grow as we like or find interest in different things</p> <ul style="list-style-type: none"> To achieve things we set small goals to reach the target – set small goals to reach a new target within the classroom EG maths work <p>1 listen to the teacher 2 join in on the activities 3 complete my work</p> <ul style="list-style-type: none"> What would the children like to be when they are older? – link to earning money. Money – helps us to buy things we need, pay for bills and have nice treats 	<p>wait for what they want and control their immediate impulses when appropriate.</p>	
8	Why should I wait my turn?	Share and take turns	<ul style="list-style-type: none"> Wanting things someone else has – turn taking Sharing things – half the play dough, share out the toys, share new 	<p>ELG: Self-Regulation Children at the expected level of development will: Set and work towards simple goals, being able to wait for what they want and control their</p>	<ul style="list-style-type: none"> I understand why I should take turns I can explain when I might need to take turns I can give examples of ways I can wait my turn 	



				<p>ideas or things that you know</p> <ul style="list-style-type: none"> • Putting hands up in the classroom and not shouting out • Not everyone can have something at the same time – being a good friend will share – this will fill someone’s bucket 	<p>immediate impulses when appropriate.</p>	
	9	Should I always eat healthy food?	Oliver’s Vegetables	<ul style="list-style-type: none"> • Name different fruits and vegetables • Fruit and vegetables have lots of good vitamins and nutrients in them • What are unhealthy foods? • Discuss whether you should only eat fruit and vegetables because they are healthy or whether I should eat other foods too? 	<p>ELG: Managing Self Children at the expected level of development will: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<ul style="list-style-type: none"> • I can describe healthy foods • I can recognise healthy foods
Summer 1	10	What is important to you?	Rainbow Fish	<ul style="list-style-type: none"> • What important things are – they are what are 	<p>ELG: Building Relationships Children at the expected level of</p>	<ul style="list-style-type: none"> • I can say what is important to me



				<p>most special to us (family, pets, house etc)</p> <ul style="list-style-type: none"> • Share things that are important to us • Discuss toys compared to family, what is most important? • Discuss rainbow fish and what their important things were • Link to individual liberty (British Values) as all our ideas are our own and we should respect that others important things are different to ours (mutual respect) 	<p><i>development will: Show sensitivity to their own and to others' needs.</i></p>	<ul style="list-style-type: none"> • I can say why this might be different to others' important things
11	Who are my family?	My Magic Family	<ul style="list-style-type: none"> • Who are the children's family. • Does our family all have to live in the same house? • How families might be different – link to families in the book 	<p>ELG: Building Relationships Children at the expected level of development will: Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p>	<ul style="list-style-type: none"> • I can say who is in my family • I know that all families are different 	



				<ul style="list-style-type: none"> How our family makes us feel – safe / loved / cared for 		
	12	What makes you feel proud?	Sophie Says Be Proud of Who You Are	<ul style="list-style-type: none"> Whether the feeling of being proud is a positive or negative feeling Different things we can be proud of Who we can be proud of Share how the children are proud of themselves – discuss the differences of these 	ELG: Self-Regulation Children at the expected level of development will: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	<ul style="list-style-type: none"> I can talk about the feeling proud I can give examples of when I feel proud of myself I can give examples of when I feel proud of others
Summer 2	13	What are the different parts of my body?	My Body	<ul style="list-style-type: none"> Naming different body parts How body parts change – just discuss growing (hands, feet get bigger, I will get taller) Differences in body parts and how they work for others (use book to support with pictures – wearing glasses, using a wheel 	ELG Building Relationships: show sensitivity to their own and to others needs’.	<ul style="list-style-type: none"> I can name different parts of my body I can say how my body parts might change when I grow



				chair, being deaf, missing limbs)		
14	Who are strangers?	I won't go with strangers	<ul style="list-style-type: none"> Who is a stranger We should not talk to strangers or go anywhere with a stranger even if they say they know you / your name / someone else that you know Know safer strangers – these people are still strangers who we don't know but they have a job that is well known so we can identify them by their uniform 	ELG: Managing Self Children at the expected level of development will: Explain the reasons for rules, know right from wrong and try to behave accordingly.	<ul style="list-style-type: none"> I know who a stranger is I know what not to do around strangers I know who safer strangers are 	
15	What are my goals for year 1?	The Dot	<ul style="list-style-type: none"> What is a goal How can we reach a goal? Do goals need to be big or can we have lots of small goals? How we might feel when we reach a goal Know that challenges might be difficult but we have to be resilient 	ELG: Self-Regulation Children at the expected level of development will: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate	<ul style="list-style-type: none"> I can set goals for myself I know that I should be proud of myself when I reach a small or big goal 	



				and persevere to reach our goals	ELG: Managing Self Children at the expected level of development will: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	
--	--	--	--	----------------------------------	---	--



Year 1						
	Talking point	Text	Strand	Key knowledge	Disciplinary knowledge	
Autumn 1	1	Who is in my family? Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures	Love is a family	Understanding me	<ul style="list-style-type: none"> Families give love and stability which children need to thrive. Thrive – verb – to grow strong and healthy Families offer protection and care in times of difficulty. Our families should make us feel stable while we are growing up 	<ul style="list-style-type: none"> I recognise who is in my family I understand differences in other families
	2	Who are my important people?	Under the love umbrella	Understanding me	<ul style="list-style-type: none"> Families and important people give love and stability which children need to thrive. Families and important people offer protection and care in times of difficulty. Our families and important people should make us feel stable while we are growing up. 	<ul style="list-style-type: none"> I understand who my important people are and name them



	3	What makes a good person?	Whoever you are	Understanding others	<ul style="list-style-type: none"> • People are different from each other in many ways and that's ok as long as they are respectful. • We should be courteous and have manners with people regardless of their differences from us. • Respect – to treat others in a way that shows care for their thoughts and feelings 	<ul style="list-style-type: none"> • I can explain what makes a good person • I can describe the features of a good person
Autumn 2	4	What makes me happy?	Augustus and his smile	Understanding me	<ul style="list-style-type: none"> • Happiness is often derived from being around others because it stops us feeling lonely or isolated. • Happiness is linked to physical activity and relaxation. Stress the importance of both of these things. • Discuss a wide variety of vocabulary around being happy and how to use it to describe feelings. 	<ul style="list-style-type: none"> • I understand 'happy' and can name similar words related to 'happy' • I can explain things that make me happy
	5	What does sad feel like?	My yellow balloon	Understanding me	<ul style="list-style-type: none"> • Discuss what we can do to help ourselves when we are feeling sad. Encourage knowledge of ways of dealing with sadness. • Discuss how sadness can be linked to other emotions such as loneliness or worry. • Discuss a wide variety of vocabulary around being sad and how to use it to describe feelings 	<ul style="list-style-type: none"> • I understand 'sad and can name similar words related to 'sad • I can explain things that might make me sad



Spring 1	6	Why do we have rules?	Bella's rules	Understanding groups	<ul style="list-style-type: none"> • Explain the purpose of rules in everyday life and link them to keeping safe. Discuss the definition of rules. • Talk about rules in different aspects of our lives such as at home, school or out playing. • Rule – noun – a direction that guides behaviour or actions 	<ul style="list-style-type: none"> • I recognise why we have rules at school and out of school • I understand how to follow rules • I can talk about different rules we have at school and out of school
	7	Is it kind or unkind?	Thank you Omu	Understanding others	<ul style="list-style-type: none"> • Positive friendships are built on kindness and don't make others feel excluded or lonely. • Discuss how to show kindness to others and welcome new people into healthy relationships. • Kind – adjective – someone who is gentle, good and caring of others thoughts and feelings 	<ul style="list-style-type: none"> • I can describe actions which are kind • I can describe actions which are unkind • I understand the difference
	8	Is teasing ever okay?	Tease monster	Understanding others	<ul style="list-style-type: none"> • Boundaries in relationships are important. • Discuss what to do if someone oversteps your boundaries. • Ensure children know that friendship and relationship boundaries are the same online as in real life. • Tease – verb – to make fun of or annoy in either a playful or cruel way 	<ul style="list-style-type: none"> • I can explain what teasing is • I can give examples of teasing • I understand kind or unkind



	9	What should I do if I don't like it?	No means no	Looking after me	<ul style="list-style-type: none"> • NSPCC PANTS • Boundaries in relationships are important. • Discuss what to do if someone oversteps your boundaries. • Ensure children understand what it means to give permission for something. • Boundary – noun – something that marks the edge or limit 	<ul style="list-style-type: none"> • I can explain a boundary • I can give reasons for personal boundaries • I recognise others boundaries
Spring 2	10	What does worry feel like?	The huge bag of worries	Understanding me	<ul style="list-style-type: none"> • Isolation and loneliness are very real worries and children should be encouraged to talk about this. • Worry – noun – a feeling of fear or anxiety. • Worry is a normal, everyday feeling. • Discuss a wide variety of vocabulary around being worried and how to use it to describe feelings. 	<ul style="list-style-type: none"> • I understand how I might feel when I am worrying about something • Explain times when I might be worried
	11	How do I keep safe?	No dragons for tea	Looking after me	<ul style="list-style-type: none"> • Children need to understand who wants them to be safe. • Refer back to Taking Point 6, why do we have rules? • Safe – adjective – not in danger; free from harm or risk. • Risk – noun – the chance of getting hurt. 	<ul style="list-style-type: none"> • Explain ways to keep safe • Understand there are different safety precautions in and out of school



					<ul style="list-style-type: none"> • Ensure children understand the term risk and assessing the risk of any situation. 	
	12	What should I do in an emergency?	George's dragon at the fire station	Looking after me	<ul style="list-style-type: none"> • Children should know to call 999 in an emergency situation. • Emergency – noun – a sudden dangerous situation that requires immediate action or help. • Children should know why not to call 999 if it isn't an emergency and the possible consequences. <p><i>Opportunity for police / fire service to come in</i></p>	<ul style="list-style-type: none"> • Recognise when to call 999 • Reason what an emergency is •
Summer 1	13	When should I wash my hands?	I don't want to wash my hands	Looking after me	<ul style="list-style-type: none"> • Children should know how to wash their hands correctly and be able to demonstrate this. • Handwashing is proven to reduce the amount of times that you are ill. 	<ul style="list-style-type: none"> • Recognise hygiene and cleanliness • Describe when I should wash my hands throughout the day
	14	Why are teeth important?	The tooth book	Looking after me	<ul style="list-style-type: none"> • Children should know how to brush their teeth correctly. There are videos online to watch. • Children should know that visiting the dentist is part of the routine of looking after their teeth. • Ensure children know to brush their teeth twice a day and know what flossing is and its purpose. 	<ul style="list-style-type: none"> • Recognise hygiene and cleanliness • Explain how to keep my teeth clean



	15	What should I do with money?	A chair for my mother	Looking after me	<ul style="list-style-type: none"> Children need to know what we need money for in everyday life. Children could learn about savings accounts in banks as a way to save money. Collecting 2p and 1p in a jar is a common way of saving little bits of money. 	<ul style="list-style-type: none"> Explain what we need money for Reason times I have spent money Describe how I can save money
Summer 2	16	What did I need as a baby?	The baby's catalogue	Understanding me	<ul style="list-style-type: none"> Create lists of things that babies need. Discuss emotional needs as well as physical needs. Discuss cost of babies and what is the most expensive thing they need and the things that cost nothing like love 	<ul style="list-style-type: none"> Understand babies might need different things to me Describe what a baby needs
	17	How can I be more grown up?	Peter's chair	Understanding me	<ul style="list-style-type: none"> Use lists from last Talking Point and draw attention to what the children in Year 1 no longer need. Discuss emotional needs as well as physical needs. Discuss what children still need now and have always needed. What might they still need for the future? 	<ul style="list-style-type: none"> Describe what I need as a child Recognise what I need changes as I grow
	18	Do I always have to be the best?	Giraffe's can't dance	Understanding me	<ul style="list-style-type: none"> Focus on what children are good at but also what they aren't good at or what they could improve on. 	<ul style="list-style-type: none"> Recognise things I am good at Recognise there are things I can improve on



					<ul style="list-style-type: none"> • Ensure children understand that not being good at something is not a failure. • You could also discuss how we should feel if our friend is good at something even though we are not e.g. proud instead of jealous 	<ul style="list-style-type: none"> • Give reasons to why I am not good at everything
					Module one (ages 5-7)	
RSE To be taught in addition to Talking Points See Yasmin and Tom					L6 - Naming body parts	Summer 2



Year 2						
	Talking Point	Text	Strand	Key knowledge	Disciplinary knowledge	
Autumn 1	1	Why should I exercise?	Get up and go	Looking after me	<ul style="list-style-type: none"> Children know what regular exercise looks like and how people get their exercise. Regular – happening at fixed points over a period of time e.g. every Wednesday at 6pm Children can name examples of regular exercise that they try such as an after school club or the daily mile. 	<ul style="list-style-type: none"> Recognise different types of exercise Explain why I should exercise
	2	What if I don't like vegetables?	I will not never eat a tomato	Looking after me	<ul style="list-style-type: none"> Discuss which foods would constitute a healthy diet. Ensure that children know that food's energy value is measured in calories. More calories means more energy for us. Help the children to plan and prepare (if possible) a healthy meal. 	<ul style="list-style-type: none"> Describe a healthy meal Recognise calories



	3	Are medicines always good?	Dr Molly's medicine case	Looking after me	<ul style="list-style-type: none"> Ensure children know the forms that medicine can take e.g. tablet, liquid, injection etc. Medicine – a substance used to treat pain, injury, disease or other symptoms. Children can discuss allergies and how we treat them either before they start or after they happen. 	<ul style="list-style-type: none"> Recognise different medicines Understand the appropriate times to take medicines
Autumn 2	4	Can I stop myself getting ill?	Do not lick this book	Looking after me	<ul style="list-style-type: none"> Children need to know about personal hygiene and the importance of washing ourselves and our clothes. Germs – microscopic organism that causes illness. Bacteria and viruses are types of germs. Bacterial illness is killed by antibiotics but viruses aren't and so we can't always have antibiotics from the doctor as they won't work 	<ul style="list-style-type: none"> Recognise hygiene and cleanliness Explain ways to stop myself getting ill
	5	What does angry feel like?	In my heart	Understanding me	<ul style="list-style-type: none"> Children name what we can do to help ourselves when we are feeling angry. Encourage knowledge of ways of dealing with anger. 	<ul style="list-style-type: none"> I can explain how angry might feel or look like I can talk about ways to manage anger



					<ul style="list-style-type: none"> Children know that anger is a normal emotion and it is ok to feel angry, we just have to react appropriately to it Children are aware of a wide variety of vocabulary around being angry and how to use it to describe feelings. 	
	6	How do I make you feel?	The selfish crocodile	Understanding others	<ul style="list-style-type: none"> This is the start of the introduction of the term respectful relationship. Ensure children know what this means. Discuss how someone can make you feel but also how it feels when you have made someone else sad, angry, proud or happy • Respectful – adjective – having or showing respect for someone/something else 	<ul style="list-style-type: none"> Describe a respectful relationship Explain how people make me feel Give reasons how I make people feel different emotions
Spring 1	7	Is it right or wrong?	When a dragon comes to stay	Understanding groups	<ul style="list-style-type: none"> Discuss the conventions of courtesy and manners with the children. Look at the children’s views on the difference in our manners depending on where we are and who we are with. 	<ul style="list-style-type: none"> Understand the difference between right and wrong Talk about positive ways to use manners



					<ul style="list-style-type: none"> • Courtesy – noun – good manners and politeness. 	
	8	How can I compromise?	The Steves	Understanding groups	<ul style="list-style-type: none"> • Friendships are very important in making us feel happy and so learning to compromise is an important skill. • Healthy friendships are positive and do not make you feel excluded and so they include an aspect of compromise all the time. • Compromise – to settle a dispute or argument by each side making concessions to what they originally wanted 	<ul style="list-style-type: none"> • Describe compromise • Explain times when I might need to compromise
	9	What are rights and responsibilities?	We are all born free	Understanding groups	<ul style="list-style-type: none"> • Children need to know that they have rights which are given by law and also rights to be treated respectfully. • Responsibilities – noun – something which a person has a duty to do. • Rights – noun – that which is due to a person by nature or law 	<ul style="list-style-type: none"> • Describe rule of law • Explain rights that I have as a child • Explain responsibilities I have as a child
Spring 2	10	How do I contribute?	Farmer Duck	Understanding groups	<ul style="list-style-type: none"> • Children can discuss the importance of loyalty and 	<ul style="list-style-type: none"> • Describe ways I can contribute



					<p>supporting our friends and contributing to our friendships.</p> <ul style="list-style-type: none"> Contribute– verb – to give for a purpose. This can be time, money, support or help. Ensure children see the importance of contributing as a way of growing self-esteem and self-respect 	
11	How can I save our planet?	Here we are	Understanding groups	<ul style="list-style-type: none"> Children need to learn that we only have one planet to live on and some things that we do are not good for it. Conservation – noun – the protection of natural resources, such as soil, water, or forests, from loss, pollution, or waste To conserve our planet means to make sure the natural resources are still around for others in the future. 	<ul style="list-style-type: none"> Recognise why our planet is important Describe ways to keep my planet safe 	
12	Where could my money come from?	My rows and piles of coins	Looking after me	<ul style="list-style-type: none"> By the end of this unit, children need to be inspired to get a job when they are older to earn their money. Children can discuss saving for big items if they can't afford them yet. 	<ul style="list-style-type: none"> Understand I have to earn money Describe ways to earn money Recognise jobs 	



					<ul style="list-style-type: none"> • Chore – noun – a routine task around the house or garden 	
Summer 1	13	Do I know my body?	Me and my amazing body	Understanding me	<ul style="list-style-type: none"> • Children should know the names of their external body parts. • When speaking about private parts, use the correct names for things, such as penis and vagina. • Look at the importance of our internal organs. This is another opportunity to talk about how to keep them healthy 	<ul style="list-style-type: none"> • Understand my body is made up of different parts • Recognise different body parts
	14	What does private really mean?	My body, what I say goes	Looking after me	<ul style="list-style-type: none"> • NSPCC PANTS • Children understand that they have to give permission for anyone to touch them unless they are unsafe. • Children should know the difference between appropriate and inappropriate contact from others. • Children should have some understanding of a personal boundary and personal space 	<ul style="list-style-type: none"> • Explain what private means • Understand safe and unsafe touch
	15	Who can I trust?	Never talk to strangers	Looking after me	<ul style="list-style-type: none"> • Children are aware of their important people or their safety network 	<ul style="list-style-type: none"> • Discuss people in my safety network



					<ul style="list-style-type: none"> Children learn about trusted adult professions such as doctors, nurses, firefighters, school staff and police officers. If children don't know someone, even the above trusted professions, then don't go anywhere alone with them 	<ul style="list-style-type: none"> Understand professionals can be my trusted adults
Summer 2	16	Should I keep a secret?	Ruby's worry	Looking after me	<ul style="list-style-type: none"> Recap safety network or important people so that children know who they can tell if they have been asked to keep a secret Ensure children know that they will never be in trouble for telling a secret that they think is unsafe for them or someone else. It isn't right to keep a secret that means that you or someone else isn't safe. 	<ul style="list-style-type: none"> Explain what a secret is Reason times that you should / should not keep a secret
	17	Am I safe online?	Webster's email	Looking after me	<ul style="list-style-type: none"> Know how to close internet tabs if they don't like what they see. Children can discuss why social media and some games have age restrictions. 	<ul style="list-style-type: none"> Describe respectful relationships Explain ways to stay safe online



					<ul style="list-style-type: none"> Remind children about respectful relationships online and not to behave differently when anonymous than they would face to face. 	
18	What should I aim for?	The dinosaur department store	Understanding me	<ul style="list-style-type: none"> Children can discuss how people aim for different things and that's okay. Don't aim for something just because your friend is. Aim – noun – an intention, a purpose or a goal. Show that aims will change throughout our lives because we achieve them, our circumstances change or we just feel like it! 	<ul style="list-style-type: none"> Recognise aims Give examples of short term aims I might have now 	
					Module one (ages 5-7)	
RSE To be taught in addition to Talking Points See Yasmin and Tom					L6 - Naming body parts (does come up in TP13) Ensure in TP13 additional body parts are discussed (penis / vagina)	Summer 1



Year 3						
	Talking Point	Text	Strand	Key knowledge	Disciplinary knowledge	
Autumn 1	1	What can affect my health?	Gregory the terrible eater	Looking after me	<ul style="list-style-type: none"> Staying healthy is about mental and physical health. Mental health is a normal part of daily life. If you are concerned about your health, make sure you seek advice. Mental ill health is also common and can be repaired with help. Being healthy is not about denying yourself things such as food or a late night, it is about moderation. 	<ul style="list-style-type: none"> Recognise mental health Recognise physical health Explain ways to keep myself healthy in different ways
	2	What is a balanced lifestyle?	Crab and Whale	Looking after me	<ul style="list-style-type: none"> This takes work from Talking Point 1 and continues looking at everything in moderation. Focus on mindfulness and the need to keep a focus on ourselves and the world around us. Meditation and relaxation are forms. Ensure children know about self care and the positive benefits of relaxing, spending time with family and having a hobby. 	<ul style="list-style-type: none"> Recognise different matters of self care Explain different ways I keep my life balanced through different activities



	3	What is Health and Safety?	Look out at home	Looking after me	<ul style="list-style-type: none"> This is the beginning of children analysing risk in their surroundings and deciding if it is safe enough. Risky – adjective - a chance of getting hurt or losing something. Health and safety is thinking about anything in the environment that could risk the health or safety of people. 	<ul style="list-style-type: none"> Observe the environment for health and safety risks Understand how to keep myself safe
Autumn 2	4	How does smoking damage my health?	Smoking stinks	Looking after me	<ul style="list-style-type: none"> Many children will know people that smoke, explain that you are happy to talk to their grown ups about smoking if they want you to but that adults have to make their own choices. The legal age for buying tobacco is 18 years. Police can confiscate tobacco from under 16s. There are many ways to stop smoking now such as gum, patches to stick on your skin or inhalers. 	<ul style="list-style-type: none"> Recognise the risks of smoking Understand there are age limits
	5	Who can help me be safe?		Looking after me	<ul style="list-style-type: none"> This builds on the previous Talking Points about keeping safe, having secrets and strangers There should be an element of respect when speaking to any adult, even if you don't know them. 	<ul style="list-style-type: none"> Recognise people in my safety network Explain ways of being respectful



					<ul style="list-style-type: none"> We should not be rude to adults even if we do not know them, however, we do not trust all adults straight away. 	
	6	What is restorative justice?	Two monsters	Looking after me	<ul style="list-style-type: none"> Compromise – to settle a dispute or argument by each side making concessions to what they originally wanted. Discuss the feelings that arguing can make us have. They are negative emotions. Who might we argue with? Friendships and relationships are built on mutual respect, others may have a different point of view but that's okay. 	<ul style="list-style-type: none"> Understand that others might have different views Reason to how you can deal with arguments
Spring 1	7	What are my rights and responsibilities?	The day the crayons quit	Understanding me	<ul style="list-style-type: none"> Responsibilities – noun – something which a person has a duty to do. Rights – noun – that which is due to a person by nature or law. Many of our rights become other people's responsibilities. Such as, our right to be treated fairly. 	<ul style="list-style-type: none"> Understand I have rights as a child Discuss my rights as a child Talk about responsibilities I have and others have
	8	What happens if I break a rule?	I did it, I'm sorry	Understanding groups	<ul style="list-style-type: none"> Apology – noun - a statement that one is sorry for something Consequence – noun - the outcome or result of an action. Knowing that apologising is a respectful thing to do if something is an accident 	<ul style="list-style-type: none"> Understand that if I have done something wrong there may be a consequence Explain different ways I can apologise



Spring 2	9	Why should I tell the truth?	The boy who cried bigfoot	Understanding others	<ul style="list-style-type: none"> • Tenacious – adjective – not giving up on an old idea easily. Sticking to what you believe. • Telling the truth means you are seen as honest, trustworthy and loyal. This is how we want to be seen. • A little white lie is described as a lie about a small or unimportant matter that saves someone’s feelings from getting hurt 	<ul style="list-style-type: none"> • Understand that telling the truth is positive • Give reasons why I should tell the truth
	10	What does honesty really mean?	A bike like Sergio’s	Looking after me	<ul style="list-style-type: none"> • Honesty – noun - the fact or condition of being honest; having integrity; being truthful • Guilty – adjective - responsible for breaking a law or doing something wrong. • Many people look for loyal and trustworthy people to be friends with. Being honest is a good character trait to have. 	<ul style="list-style-type: none"> • Describe a trustworthy person • Reason why you should be honest and trustworthy
	11	What do I do when my friends are sad?	The hug	Understanding others	<ul style="list-style-type: none"> • Sadness is a natural feeling that we shouldn’t be ashamed of. Everyone feels sadness at some point in their lives. • Encourage children to explain how sad feels to them including different words for sadness. 	<ul style="list-style-type: none"> • Understand that it is ok to feel sad sometimes • Give reasons to how you might overcome sadness



					<ul style="list-style-type: none"> We should be in stable, caring relationships and this includes helping others when they are sad. 	
	12	Who do my actions affect?	Fergal is fuming	Understanding others	<ul style="list-style-type: none"> Anger is a natural feeling that we shouldn't be ashamed of. Everyone feels anger at some point in their lives. How we deal or cope with angry feelings is important for our own mental health and our relationships. Everyone will have ways of coping with angry feelings or cool down techniques. You don't need to be the same as everyone else. 	<ul style="list-style-type: none"> Understand that looking after my mental health is as important as looking after my physical health Give reasons to how I can look after my mental health Recognise ways to deal with anger
Summer 1	13	What are my relationship rights and responsibilities?	The Go Away bird	Understanding me	<ul style="list-style-type: none"> Rights and responsibilities are seen all throughout our lives in our relationships but also in our everyday lives and work. Our responsibilities to others are important as we can't expect to be treated one way if we do not show the same characteristics. Healthy relationships are positive and welcoming towards others and do not exclude someone. It is our right to be treated fairly. 	<ul style="list-style-type: none"> Describe positive relationships Understand that we should treat everyone the same and fairly
	14	How do I raise my concerns?	The Lion inside	Looking after me	<ul style="list-style-type: none"> Concern – noun – a matter that is causing you worry or anxiety. No one can tell you that a concern is silly. If you are concerned then it is important 	<ul style="list-style-type: none"> Recognise concerns and worries can get worse if you don't talk about them



					<p>and you must talk to someone who can help.</p> <ul style="list-style-type: none"> Concerns can become worries and this can affect our mental health. Talking is the best way to express how you are feeling. 	<ul style="list-style-type: none"> Describe ways I can share concerns Recognise my safety network
	15	What is a community?	In the swamp by the light of the moon	Understanding groups	<ul style="list-style-type: none"> Community – noun – a particular area where people live. A group of people who have shared interests. We all belong to a community. Where we live is our community and we will know people and places within that. Community also means the clubs or groups you are part of ;like Brownies, religious building or a football team. 	<ul style="list-style-type: none"> Recognise a community I am part of
Summer 2	16	How can we be different?	Horace and Morris but mostly Deloris	Understanding groups	<ul style="list-style-type: none"> It is everyone’s right to be treated fairly regardless of race, colour, gender or age. This is the law of the UK. People being different to you or having different beliefs to you is not a reason to exclude them. You do not have to be friends with anyone you don’t want to be friends with but you do need to treat them with respect 	<ul style="list-style-type: none"> Explain how you should treat people Recognise our British Values and protected characteristics
	17	Who else lives in my region?	Through my window	Understanding groups	<ul style="list-style-type: none"> Pride in our community and local area can increase our happiness and improve mental health. 	<ul style="list-style-type: none"> Recognise people that live in our community



					<ul style="list-style-type: none"> • Many local areas have a local history society or well known landmarks that pupils could know facts about to increase their attachment to where they live. • Some areas are very diverse and some have a predominant ethnic group. Discuss whether this has affected what you can see in the local area. 	
18	Who else lives in the UK? Link to British Values – British Values are values you live your life by in Britain, they encompass many different cultures	My two grannies	Understanding groups		<ul style="list-style-type: none"> • Culture – noun - the language, customs, ideas, and art of a particular group of people. • The city of London houses 270 different nationalities and over 300 languages. • It is perfectly acceptable to try things from other people’s culture. It does not mean that you are going against your own culture or beliefs. 	<ul style="list-style-type: none"> • Recognise other cultures • Understand that there are many other cultures that live within the UK
RSE To be taught in addition to Talking Points See Yasmin and Tom					Module two (ages 7-9)	
Merge two Talking Points to give time to teach RSE. EG TP 17 and 18 to be taught 1 each session each, rather than 2 sessions each.					L6 – my personal and private body parts and keeping safe And NSPCC PANTS	Summer 2
					L7 - Body care	Summer 2



Year 4						
	Talking Point	Text	Strand	Key knowledge	Disciplinary knowledge	
Autumn 1	1	What's that feeling I have?	The bear, the piano, the dog and the fiddle	Understanding me	<ul style="list-style-type: none"> This is an opportunity to talk about many different feelings and how they feel inside so that children can recognise them. Loneliness and isolation are becoming common feelings for children, ensure children know these feelings and how to get help. Children should seek support if their feelings are becoming overwhelming. 	<ul style="list-style-type: none"> Understand different feelings Recognise who I can speak to about my different feelings
	2	What do I do when my friend is cross?	I hate everything	Understanding others	<ul style="list-style-type: none"> Another chance to discuss the emotion of anger in more detail. Discuss strategies with children to calm themselves down and how to calm down others. Stress that people need time to calm down (including themselves) and so this is a good strategy 	<ul style="list-style-type: none"> Recognise emotions in others Describe ways to help others control different feelings
	3	How do I compromise?	The squirrels who squabbles	Understanding me	<ul style="list-style-type: none"> Friendships are very important in making us feel happy and so learning to compromise is an important skill. 	<ul style="list-style-type: none"> Recognise a healthy friendship



					<ul style="list-style-type: none"> • Healthy friendships are positive and do not make you feel excluded and so they include an aspect of compromise all the time. • <i>Compromise – to settle a dispute or argument by each side making concessions to what they originally wanted.</i> 	<ul style="list-style-type: none"> • Explain how to compromise with a friend
Autumn 2	4	How do I do first aid?	Charlie is broken	Looking after me	<ul style="list-style-type: none"> • Book in first aid for children • Recap how to make a clear and efficient call to the emergency services. • Recap which are the four emergency services that can be reached by dialling 999. • Ensure children know the seriousness of making false 999 calls or abusing emergency staff. 	<ul style="list-style-type: none"> • Observe basic first aid • Understand basic first aid • Describe what to do in some emergencies
	5	Am I at risk?	Mini rabbit not lost	Looking after me	<ul style="list-style-type: none"> • This builds on a Year 3 Talking Point about health and safety and staying safe. • Risk has two definitions. One that has more positive connotations around 'taking a risk'. • <i>Risk – 1. a situation involving exposure to danger 2. an aspect of action taken in spite of uncertain outcome</i> 	<ul style="list-style-type: none"> • Recognise different risks in my environments



	6	How do I stay safe online?	Chicken clicking	Looking after me	<ul style="list-style-type: none"> The same principles of respectful relationships and friendship boundaries apply online to those children do and do not know. Recap risk assessment from the last Talking Point so that children can think about online risks. Ensure children know how to report anything they see online that they don't like. 	<ul style="list-style-type: none"> Recognise how to stay safe online Give reasons to how I stay safe online
Spring 1	7	Am I safe on my mobile phone?	Elle gets a mobile phone	Looking after me	<ul style="list-style-type: none"> Positive friendships are built on kindness and don't make others feel excluded or lonely Bullying can occur through mobile phone apps such as snap chat, what's app and messenger. The same respectful relationship principles apply when talking to a friend on a mobile or text as when you are talking face to face. 	<ul style="list-style-type: none"> Understand 'bullying' Recognise healthy friendships Understand you should have respect for people in person and online
	8	What can I do about negative thoughts?	Your mind is like the sky	Looking after me	<ul style="list-style-type: none"> Mental health is just as important as physical health and it is common to suffer with mental ill health, it is not to be ashamed of. Speak to children about varied vocabulary to talk about their feelings and emotions. 	<ul style="list-style-type: none"> Recognise that my mental health is important Understand ways I can deal with my negative thoughts



					<ul style="list-style-type: none"> • negative – adjective – not helpful or constructive. 	
	9	Should I own up?	David gets in trouble	Understanding me	<ul style="list-style-type: none"> • Owning up is important as it is linked to being honest which is an integral part of respectful relationships • If something was an accident, owning up but explaining the accident is better in the long run. • <i>If you know someone else has done something and hasn't owned up, then don't keep their secret as secrets can make you poorly.</i> 	<ul style="list-style-type: none"> • Recognise that telling the truth is important
Spring 2	10	Is it okay to hug?	Miles is the boss of his body	Understanding others	<ul style="list-style-type: none"> • Asking to do something before you do it is part of the convention of courtesy and manners. • Ask children to think about times that someone has hugged them and they didn't want them to, discuss the feelings associated • Permission – noun – giving consent to do something • If we are not being safe then someone could touch us without permission. • NSPCC PANTS 	<ul style="list-style-type: none"> • Understand people like and dislike different things • Observe when it is ok to give someone a hug, and when it is not



	11	What's an aspiration?	Stardust	Understanding me	<ul style="list-style-type: none"> Show that aspirations will change throughout our lives because we achieve them, our circumstances change or we just feel like it! Aspiration – noun – a goal, an aim or an ambition. Discuss how people aim for different things and that's okay. Don't aim for something just because your friend is 	<ul style="list-style-type: none"> Describe aims and aspirations Explain a personal aspiration
	12	What is enterprise	Ruby's wish	Understanding groups	<ul style="list-style-type: none"> Other words for enterprise are endeavour, initiative, scheme, adventure, task or project. Enterprise – noun - a plan, project or undertaking that is risky, bold, or difficult to carry out. 	<ul style="list-style-type: none"> Explain enterprise Recognise different types of enterprise
Summer 1	13	What worries me in the world?	The king who banned the dark	Understanding me	<ul style="list-style-type: none"> Ensure children know that worry is a normal human emotion and we all experience it at some time or another The news is often a source of worry for children but we need to classify worries into what we can control and what we can't. If we can't control something, we should try not to worry about it. All we can do is risk assess our 	<ul style="list-style-type: none"> Recognise different emotions Understand a worry is something we can't always control Understand who to talk to about a worry we might have



					situation and be as safe as possible.	
	14	What is discrimination?	Along came a different	Understanding groups	<ul style="list-style-type: none"> • Discrimination – noun - the act of treating some people unfairly because of prejudice. • Prejudice – noun – unfair treatment of people or a person because of hatred without a cause or reason. • Stereotypes and discrimination is unfair, negative and destructive to respectful relationships. 	<ul style="list-style-type: none"> • Recognise British Values links • Recognise how people might experience discrimination
	15	What does it mean to be anti-social?	The bad seed	Understanding groups	<ul style="list-style-type: none"> • Anti-social – adjective – to do things that are against the values or laws of a community or society. • Discuss the affects of anti-social behaviour on a community, individual people but also the person being anti-social. • Everyone has a part to play in others behaviour, discuss how talking about others can affect their behaviour. (Self fulfilling prophecy) 	<ul style="list-style-type: none"> • Describe actions of anti-social behaviour • Understand the affects of anti-social behaviour
Summer 2	16	How do I support my community?	What can a citizen do?	Understanding groups	<ul style="list-style-type: none"> • Community – noun – an area where a group of people live, a group of people with shared interests. 	<ul style="list-style-type: none"> • Understand how I can support people in my community



		Link to British Values – British Values are values you live your life by in Britain, they encompass many different cultures			<ul style="list-style-type: none"> • Citizen – noun – a person who is a member of a country because they were born there or joined by law. • Society – noun – the members of a community or group all considered together. 	<ul style="list-style-type: none"> • Describe people who might support me in my community
17	What's a volunteer?	A Castle on Viola Street	Understanding groups	<ul style="list-style-type: none"> • Volunteer – noun – a person who works for or helps others without pay . • People volunteer for many different reasons, they often volunteer for a charity that is close to their heart because of something that happened to them. • Community participation has a positive impact on mental wellbeing and happiness. 	<ul style="list-style-type: none"> • Recognise different reasons why people volunteer 	
18	Can I volunteer or help others?	The red bicycle	Understanding me	<ul style="list-style-type: none"> • Volunteer – noun – a person who works for or helps others without pay . • People volunteer for many different reasons, they often volunteer for a charity that is close to their heart because of 	<ul style="list-style-type: none"> • Recognise ways I can volunteer 	



					<p>something that happened to them.</p> <ul style="list-style-type: none"> Community participation has a positive impact on mental wellbeing and happiness. 	
<p>RSE To be taught in addition to Talking Points See Yasmin and Tom</p> <p>Merge two Talking Points to give time to teach RSE. EG TP 17 and 18 to be taught 1 each session each, rather than 2 sessions each.</p>					Module two (ages 7-9)	
					L6 – my personal and private body parts and keeping safe	Summer 2
					L7 - Body care	Summer 2



Year 5						
	Talking Point		Text	Strand	Key knowledge	Disciplinary knowledge
Autumn 1	1	Can I set goals for me?	Harold and the purple crayon	Understanding me	<ul style="list-style-type: none"> Ask children what other words they know for goal, hopefully they will say target, aim, aspiration etc. Ambition and going for a goal is more important to success than talent and resources. Goal – noun – aim or purpose, and end that someone works towards. 	<ul style="list-style-type: none"> Understand that I need ambition to reach a goal Recognise goals I have achieved
	2	How does alcohol damage my health?		Looking after me	<ul style="list-style-type: none"> Alcoholic drinks contain ethanol, the percentage of ethanol is the percentage proof of the drink. Alcohol is a depressant drug that slows down the brain the nervous system. It affects your mind and mental processes. Alcohol is a legal drug but you must be 18 to buy it. Guidelines say not to drink more than 14 units per week. 	<ul style="list-style-type: none"> Understand the effects of alcohol Recognise the laws around alcohol
	3	Can my mind get ill?	Silly Billy	Looking after me	<ul style="list-style-type: none"> Mental wellbeing is a normal part of life, we all need to learn how to talk about our emotions and how we are feeling. It is important that children talk about how to judge how they are 	<ul style="list-style-type: none"> Recognise that my mental health is important Understand who I can share my feelings with



					<p>feeling so that they recognise if they need to seek help.</p> <ul style="list-style-type: none"> Children need to think about their behaviours, reactions and feelings so that they can tell if they are inappropriate. 	
Autumn 2	4	How do I make a choice?	The storm whale	Understanding me	<ul style="list-style-type: none"> Choice – noun – the opportunity to pick or choose. Decision – noun – the act of making up one’s mind. A choice is the opportunity for you to make a decision Consequence - noun – something that follows as a result of something else. 	<ul style="list-style-type: none"> Understand I can make different choices Recognise choices reflect the action
	5	Should my heart rule my head?	Oliver and Patch	Understanding me	<ul style="list-style-type: none"> This builds on the previous Talking Point about choices, decisions and consequences. Letting your heart rule your head is to do something based on emotions rather than logic. Sometimes decisions are really hard and we will be hurt in the process, even though it is the right thing to do 	<ul style="list-style-type: none"> Recognise different thoughts and emotions Explain decisions and different situations these can hold
	6	Why is change so scary?	The Koala who could	Looking after me	<ul style="list-style-type: none"> Change – noun – to make different, alter the content or form of. 	<ul style="list-style-type: none"> Recognise change I have experienced



					<ul style="list-style-type: none"> • Adapt – verb – to become used to or adjust. • Recap on pros and cons as a way of weighing up options in order to make a decision. • Change will happen to us whether we like it or not so we need to know how to deal with our emotions when it does. 	<ul style="list-style-type: none"> • Understand change can happen
Spring 1	7	What is peer pressure?	The story of Ferdinand	Understanding others	<ul style="list-style-type: none"> • Peer pressure is influence from one's peer to change their views or behaviours in order to fit in. • This can be a form of bullying and have a negative, long lasting impact on people's wellbeing. • Friendship choices are one of the most important things when determining how happy and secure we feel. 	<ul style="list-style-type: none"> • Describe peer pressure • Understand how to make choices
	8	What if I'm uncomfortable?	Let the children march	Looking after me	<ul style="list-style-type: none"> • Standing up and speaking out is important if we are worried about our own or someone else's safety. • Even if the person who makes you or others feel unsafe is any adult, you must report your concerns. Do 	<ul style="list-style-type: none"> • Understand I can use my voice to speak out • Know my safety network



					<p>not be afraid and keep on until you're heard.</p> <ul style="list-style-type: none"> • Confidence – noun – trust or faith in yourself. • Have the confidence to report your concerns. 	
	9	What is loss?	Grandad's island	Looking after me	<ul style="list-style-type: none"> • Loss – noun – the harm caused by having something lost or taken away. • Grief – noun – great sadness • Sadness, grief and anger are all normal emotions when we lose something or someone. • We must talk about our emotions when we have suffered a loss so that we can judge whether we are acting appropriately and get help if needed. 	<ul style="list-style-type: none"> • Know my safety network • Understand emotions are normal
Spring 2	10	Is my relationship unhealthy?	Just kidding	Looking after me	<ul style="list-style-type: none"> • Telling tales is when the behaviour is harmless/silly or an accident and you just want to get someone in trouble. • Reporting is when behaviour is dangerous and on purpose and you need help from an adult to keep yourself or others safe. 	<ul style="list-style-type: none"> • Understand different types of relationships • Recognise when behaviour is not ok



					<ul style="list-style-type: none"> • Permission – noun – giving consent to do something • It is important to permission seek and give in a relationship. • NSPCC PANTS 	
11	What's a relationship commitment?	King and King	Understanding me	<ul style="list-style-type: none"> • Marriage is a formal and legal way to go into a commitment with a partner that is intended to be lifelong. • Commitment – noun – when you promise or pledge to fulfil an act • Relationships that we enter into should be stable and caring. If they are not, we should seek help. 	<ul style="list-style-type: none"> • Describe marriage • Understand marriage can be between any two people that love each other 	
12	What is a stereotype?	I'm a girl	Understanding groups	<ul style="list-style-type: none"> • Stereotype – noun – a standardised but wrong idea that many people think about someone else • Sex is the biological differences between male and female bodies. • Gender refers to the male or female role in society or how someone sees themselves based on their identity. 	<ul style="list-style-type: none"> • Recognise genders • Understand stereotypes people might make 	



Summer 1	13	What is prejudice?	The sneetches	Understanding groups	<ul style="list-style-type: none"> • Prejudice – noun – unfair treatment of people or a person because of hatred without a cause or reason. • Prejudice is when people treat others or groups unfairly usually because of a view based on a stereotype. • Healthy relationships are positive and welcoming towards others and do not exclude someone if they aren't hurting anyone. 	<ul style="list-style-type: none"> • Describe prejudice • Recognise healthy relationships
	14	How do I challenge someone's views?	How to be a lion	Understanding me	<ul style="list-style-type: none"> • Stereotypes and prejudiced views are negative and destructive and we should challenge them. • We should all respect each other and our own choices, beliefs and preferences. It is not for us to comment on others choices. • If you are worried about someone else's views or actions, seek advice and support from your safety network. 	<ul style="list-style-type: none"> • Understand stereotypes and prejudiced views are negative • Reason why we should respect everyone • Know my safety network
	15	What is a debt?	Tight times	Looking after me	<ul style="list-style-type: none"> • Debt – noun – something owed to another person • This could be money but also refers to favours or help. 	<ul style="list-style-type: none"> • Understand where money comes from • Understand debt in different terms



					<ul style="list-style-type: none"> • Loan – verb – to give money that must be paid back Noun – something that is lent or borrowed • APR means annual percentage rate and shows how much interest you have to pay back on a loan. 	
Summer 2	16	Who pays tax and what does it do?	Taxes taxes	Understanding groups	<ul style="list-style-type: none"> • Tax – noun - an amount of money paid to a government to provide services for its people. • Tax is taken from people depending on how much they earn. Low earners pay little or no tax and the more you earn the more tax you pay. • When we work, we also pay National Insurance which then pays you a pension when you are old enough to retire. 	<ul style="list-style-type: none"> • Understand taxes • Explain when you have to pay taxes
	17	Who chooses who runs our country?	Granddaddy's turn	Understanding groups	<ul style="list-style-type: none"> • Democracy – a form of government where the power is with the people as they have representatives in government • The people of our country get to vote once every 5 years usually. This is called a general election and 	<ul style="list-style-type: none"> • Recognise British Values • Learn and recognise people who run our country



					<p>is when we choose which political party will run the country</p> <ul style="list-style-type: none"> The main political parties in the UK are Conservatives, Labour, Liberal Democrats, SNP, Plaid Cymru, Green Party, DUP and Sinn Fein 	
	18	Can I save money and the environment?	Joseph had a little overcoat	Looking after me	<ul style="list-style-type: none"> <i>Recycling saves time, energy and money for our businesses which means that costs can be lowered for us, the customer.</i> Recycling a drinks can saves 95% of the energy needed to make a new one. Old phone chargers can be sold online as can buttons, books and bits from board games. Don't just throw 	<ul style="list-style-type: none"> Understand recycling Recognise and describe how this can save money
<p>RSE To be taught in addition to Talking Points See Yasmin and Tom</p> <p>LETTER WILL NEED TO BE SENT TO PARENTS</p> <p>Merge two Talking Points to give time to teach RSE. EG TP 17 and 18 to be taught 1 each session each, rather than 2 sessions each.</p>					<p>Module 3 (ages 9-11) Modules to be taught across two afternoons Afternoon 1: safe and unsafe touch and changes at puberty Afternoon 2: periods and wet dreams – to be taught separately to girls and boys to give them a chance to ask questions too</p>	
					L5 – Keeping safe: safe and unsafe touch	Summer 1



	L7 – changes at puberty	Summer 1
	L8 – periods (menstruation) Examples of sanitary pads and tampons to be available in the lesson	Summer 1
	L9 – wet dreams	Summer 1



Year 6						
	Talking Point	Text	Strand	Key knowledge	Disciplinary knowledge	
Autumn 1	1	How should I manage my money?	A new coat for Anna	Looking after me	<ul style="list-style-type: none"> • Budget – noun – a plan for how much money will be earned and spent. • Verb – to plan how much money to spend • We need loans to buy higher price items but must choose carefully ones from a reputable source and sensible interest repayments. • Goal – noun – aim or purpose, and end that someone works towards. 	<ul style="list-style-type: none"> • Understand how to budget • Recognise different ways you might pay for things
	2	How do drugs damage my health?		Looking after me	<ul style="list-style-type: none"> • Addiction – noun – to depend on something, like drugs, which are harmful but you can't give them up • Drugs are any substance that cause a change in your body or mind when taken into your body. • Drugs can be smoked, injected, sniffed up the nose or taken as a pill 	<ul style="list-style-type: none"> • Understand that drugs are harmful • Recognise the risks of drugs
	3	What affects my mental health?	After the fall	Looking after me	<ul style="list-style-type: none"> • Mental wellbeing is a normal part of life, we all need to learn how to 	<ul style="list-style-type: none"> • Recognise my mental health is important



					<p>talk about our emotions and how we are feeling.</p> <ul style="list-style-type: none"> It is important that children talk about how to judge how they are feeling so that they recognise if they need to seek help. Isolation, loneliness and bullying can have long lasting negative impacts on mental wellbeing. 	<ul style="list-style-type: none"> Know my safety network
Autumn 2	4	Will sad things happen to me?	The sea saw	Understanding me	<ul style="list-style-type: none"> We must talk about our emotions when sad things happen so that we can judge whether we are acting appropriately and get help if needed. Sadness, grief and anger are all normal emotions when we lose something or someone. If the emotions are getting too much or we feel overwhelmed, this is a trigger to seek support. 	<ul style="list-style-type: none"> Understand different emotions Recognise ways I can support my emotions Know my safety network
	5	How do I break a habit?	But it's just a game	Looking after me	<ul style="list-style-type: none"> Addiction – noun – to depend on something, like drugs, which are harmful but you can't give them up 	<ul style="list-style-type: none"> Understand a habit Recognise habits we all have Recognise ways I can break a habit if it becomes too consistent



					<ul style="list-style-type: none"> • Remind children about addiction being something that is harmful but you can't give it up. • Most social media users should be at least over 13 to use them. What's app increased its age restriction to 16 in 2018. 	
	6	Should I give in to peer pressure?	Little cloud	Understanding others	<ul style="list-style-type: none"> • Peer pressure is influence from one's peer to change their views or behaviours in order to fit in. • This can be a form of bullying and have a negative, long lasting impact on people's wellbeing. • Friendship choices are one of the most important things when determining how happy and secure we feel. 	<ul style="list-style-type: none"> • Recognise peer pressure • Understand how to deal with peer pressure
Spring 1	7	Should I send/post something I'm not comfortable with?	#Goldilocks	Looking after me	<ul style="list-style-type: none"> • Remember that people can behave differently online and some people you may never have actually so do not know well. • Remember the importance of respectful relationships and permission seeking and giving. • Tell someone in your safety network if you see something or 	<ul style="list-style-type: none"> • Know my safety network • Understand risks of social media • Know my rules of internet safety



					someone asks you to do something you aren't comfortable with	
8	What if I get dared?	I dare you	Looking after me	<ul style="list-style-type: none"> Getting dared is a form of peer pressure. Do not let yourself be pressured into doing something that you don't want to do. Dare – verb – to challenge someone to do something as a test of their courage or bravery Harmful dares and pressure is a form of bullying, seek support from your safety network if you are worried. 	<ul style="list-style-type: none"> Understand ways that I could be dared Recognise pressure people can put on you 	
9	<p>If it happens all the time, does it mean it's right?</p> <p>What private means, what touch is appropriate, what they should do if someone has made them</p>	Malala's magic pencil	Understanding groups	<ul style="list-style-type: none"> This unit forms the basis of children speaking out about FGM, forced marriage or honour violence in their home. We don't mention the above directly, but we have discussions around reporting things that are morally wrong. We need to encourage our children to speak up about concerns, big or small for themselves and for others. <p>NSPCC PANTS</p>	<ul style="list-style-type: none"> Know my personal boundaries and safety Understand how to report dangers 	



		feel uncomfortable				
Spring 2	10	<p>What is puberty?</p> <p>Emotions – linked to the mind (caused by hormones)</p>	Tad	Understanding me	<ul style="list-style-type: none"> • Puberty happens to everyone, usually between the ages of 8 and 14 years old. • Puberty is the stage at which our reproductive systems reach maturity. • <i>Don't worry if it is happening to your friends, it will happen to you eventually.</i> 	<ul style="list-style-type: none"> • Recognise changes as I grow
	11	<p>How do humans reproduce?</p> <p>Not all families look the same and it is anybody's right to be able to have a baby, families are based on love and care. Link to</p>	Tango makes 3	Understanding me	<ul style="list-style-type: none"> • Human's reproduce the same way as all other mammals such as dogs, cats, cows and lions. • Keeping ourselves healthy when pregnant can help the baby growing, we shouldn't smoke or drink when pregnant. • Children do not need to know about sex. The process that the children need to understand is that a man has sperm and a woman has an egg which fuse together to create an embryo. That embryo implants in the 	<ul style="list-style-type: none"> • Understand that humans and animals reproduce to have offspring • Understand to create an offspring there needs to be an egg and sperm to form an embryo



		adoption/ foster children.			woman's womb lining and grows. It does everything in the womb, including growing, eating, sleeping and releasing waste.	
	12	How do we look after ourselves?	The sleep book	Looking after me	<ul style="list-style-type: none"> • Discuss the mental and physical benefits of exercise, an active lifestyle and spending time outdoors and the associated risks such as obesity. • Discuss staying safe in the sun using a high factor sun screen often and not getting burnt. Ensure children understand the increased risk of skin cancer. • Discuss oral health and tooth brushing routines, including frequent visits to the dentist and risks such as tooth decay. 	<ul style="list-style-type: none"> • Understand that both mental and physical health is important • Recognise how to keep myself clean in different situations (sun, teeth etc)
Summer 1	13	Are images in the media real?	Sam tells stories	Looking after me	<ul style="list-style-type: none"> • The internet has many benefits including information sharing, communication, buying and selling and entertainment. • The internet can also be a negative place because of nasty 	<ul style="list-style-type: none"> • Know the risks of social media • Understand that people change the way photos look



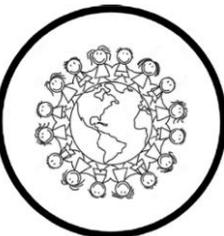
					<p>comments and people not being who they say they are.</p> <ul style="list-style-type: none"> Report anything you see that you think is unsafe to someone in your safety network. 	
14	Should I trust the media?	But I read it on the internet	Looking after me		<ul style="list-style-type: none"> The internet has many benefits including information sharing, communication, buying and selling and entertainment. The internet can also be a negative place because of nasty comments and people not being who they say they are. Report anything you see that you think is unsafe to someone in your safety network. 	<ul style="list-style-type: none"> Recognise the risks of social media Understand different ways I can use the internet
15	Should I join in an argument?	Why?	Looking after me		<ul style="list-style-type: none"> If you have a disagreement with someone, don't tell everyone, try to work it out, just the two of you. The same principles apply online as face to face, don't be disrespectful hidden behind a keyboard and a screen. Most friendships have ups and downs that can be repaired is you 	<ul style="list-style-type: none"> Understand why people might argue Reason ways to solve arguments



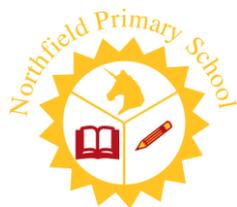
					listen to each other and don't involve everyone.	
Summer 2	16	Am I a cyber bully?	Troll stinks	Understanding others	<ul style="list-style-type: none"> • Cyberbully – noun – someone who posts comments using technology to hurt someone else • The same principles apply online as face to face conversations. Be respectful to others at all times. • Don't post online about arguments, remember the last Talking Point and try to sort out arguments between yourselves. 	<ul style="list-style-type: none"> • Understand that a cyber bully is online • Recognise the same rules apply when respecting people in person as they do online
	17	Have I trolled someone?	Bully	Understanding others	<ul style="list-style-type: none"> • Our actions online should be the same as face to face, we must consider our online actions and their effect on others. • Consider your online friendships and whether they display the characteristics of good friends such as respect, trustworthiness and loyalty. • If online or face to face friends are making you uncomfortable with their actions or words, speak to someone in your safety network. 	<ul style="list-style-type: none"> • Recognise the same rules apply when respecting people in person as they do online



	18	What sort of person shall I be?	Julian is a mermaid	Understanding me	<ul style="list-style-type: none"> • Personality – noun – qualities of a person that makes them themselves and different from other people. • People are statistically much more likely to succeed in life if they have hopes and dreams that they follow. • We should always encourage anyone to follow their hopes and dreams. Friends should be supportive and loyal. 	<ul style="list-style-type: none"> • Recognise my personal strengths • Explain my hopes and dreams
<p>RSE To be taught in addition to Talking Points See Yasmin and Tom</p> <p>LETTER WILL NEED TO BE SENT TO PARENTS / CARERS</p> <p>Merge two Talking Points to give time to teach RSE. EG TP 17 and 18 to be taught 1 each session each, rather than 2 sessions each.</p>					<p>Module 3 (ages 9-11) Modules to be taught across two afternoons Afternoon 1: masturbation and making babies – sexual intercourse Afternoon 2: making babies – assisted fertility and multiple births and making babies – pregnancy and birth</p>	
					L9 – masturbation	Summer 2 Week 5
					L10 - Making babies – sexual intercourse Additional BBC resource - https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-operation-ouch-how-are-babies-made-sex/zsxt4j	Summer 2 Week 5



	L11 – Making babies – assisted fertility and multiple births Additional BBC resource - https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-operation-ouch-how-are-babies-made-in-vitro-fertilisation-ivf/zc3gcmn	Summer 2 Week 6
	L12 – Making babies – pregnancy and birth	Summer 2 Week 6



Diversity in our PSHE curriculum

F1						
British values links						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Democracy						
Rule of Law						
Individual Liberty						
Mutual respect						
Tolerance of those of different faiths and beliefs						
Protected Characteristics links						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Age						
Gender reassignment						
Being married / in a civil partnership						
Being pregnant						
Disability						
Race including colour, nationality, ethnic or national origin						
Religion or belief						
Sex						
Sexual orientation						



F2															
British values links															
	TP1	TP2	TP3	TP4	TP5	TP6	TP7	TP8	TP9	TP10	TP11	TP12	TP13	TP14	TP15
Democracy															
Rule of Law															
Individual Liberty															
Mutual respect															
Tolerance of those of different faiths and beliefs															
Protected Characteristics links															
	TP1	TP2	TP3	TP4	TP5	TP6	TP7	TP8	TP9	TP10	TP11	TP12	TP13	TP14	TP15
Age															
Gender reassignment															
Being married / in a civil partnership															
Being pregnant															
Disability															
Race including colour, nationality, ethnic or national origin															
Religion or belief															
Sex															
Sexual orientation															



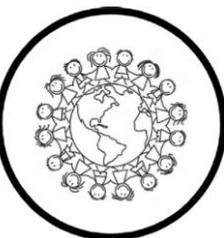
Year 1																		
British values links																		
	TP1	TP2	TP3	TP4	TP5	TP6	TP7	TP8	TP9	TP10	TP11	TP12	TP13	TP14	TP15	TP16	TP17	TP18
Democracy																		
Rule of Law																		
Individual Liberty																		
Mutual respect																		
Tolerance of those of different faiths and beliefs																		
Protected Characteristics links																		
	TP1	TP2	TP3	TP4	TP5	TP6	TP7	TP8	TP9	TP10	TP11	TP12	TP13	TP14	TP15	TP16	TP17	TP18
Age																		
Gender reassignment																		
Being married / in a civil partnership																		
Being pregnant																		
Disability																		
Race including colour, nationality, ethnic or national origin																		
Religion or belief																		
Sex																		
Sexual orientation																		



Year 2																		
British values links																		
	TP1	TP2	TP3	TP4	TP5	TP6	TP7	TP8	TP9	TP10	TP11	TP12	TP13	TP14	TP15	TP16	TP17	TP18
Democracy																		
Rule of Law																		
Individual Liberty																		
Mutual respect																		
Tolerance of those of different faiths and beliefs																		
Protected Characteristics links																		
	TP1	TP2	TP3	TP4	TP5	TP6	TP7	TP8	TP9	TP10	TP11	TP12	TP13	TP14	TP15	TP16	TP17	TP18
Age																		
Gender reassignment																		
Being married / in a civil partnership																		
Being pregnant																		
Disability																		
Race including colour, nationality, ethnic or national origin																		
Religion or belief																		
Sex																		
Sexual orientation																		



Year 3																		
British values links																		
	TP1	TP2	TP3	TP4	TP5	TP6	TP7	TP8	TP9	TP10	TP11	TP12	TP13	TP14	TP15	TP16	TP17	TP18
Democracy																		
Rule of Law																		
Individual Liberty																		
Mutual respect																		
Tolerance of those of different faiths and beliefs																		
Protected Characteristics links																		
	TP1	TP2	TP3	TP4	TP5	TP6	TP7	TP8	TP9	TP10	TP11	TP12	TP13	TP14	TP15	TP16	TP17	TP18
Age																		
Gender reassignment																		
Being married / in a civil partnership																		
Being pregnant																		
Disability																		
Race including colour, nationality, ethnic or national origin																		
Religion or belief																		
Sex																		
Sexual orientation																		



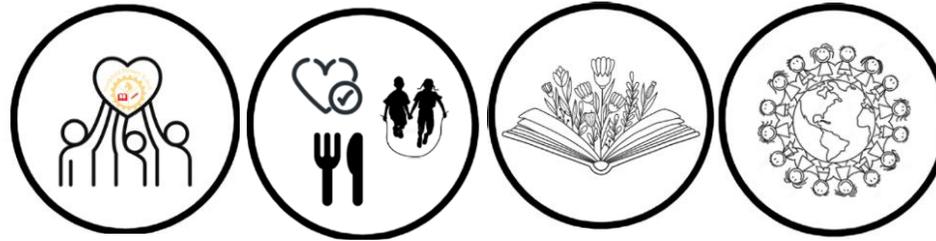
Year 4																		
British values links																		
	TP1	TP2	TP3	TP4	TP5	TP6	TP7	TP8	TP9	TP10	TP11	TP12	TP13	TP14	TP15	TP16	TP17	TP18
Democracy																		
Rule of Law																		
Individual Liberty																		
Mutual respect																		
Tolerance of those of different faiths and beliefs																		
Protected Characteristics links																		
	TP1	TP2	TP3	TP4	TP5	TP6	TP7	TP8	TP9	TP10	TP11	TP12	TP13	TP14	TP15	TP16	TP17	TP18
Age																		
Gender reassignment																		
Being married / in a civil partnership																		
Being pregnant																		
Disability																		
Race including colour, nationality, ethnic or national origin																		
Religion or belief																		
Sex																		
Sexual orientation																		



Year 5																		
British values links																		
	TP1	TP2	TP3	TP4	TP5	TP6	TP7	TP8	TP9	TP10	TP11	TP12	TP13	TP14	TP15	TP16	TP17	TP18
Democracy																		
Rule of Law																		
Individual Liberty																		
Mutual respect																		
Tolerance of those of different faiths and beliefs																		
Protected Characteristics links																		
	TP1	TP2	TP3	TP4	TP5	TP6	TP7	TP8	TP9	TP10	TP11	TP12	TP13	TP14	TP15	TP16	TP17	TP18
Age																		
Gender reassignment																		
Being married / in a civil partnership																		
Being pregnant																		
Disability																		
Race including colour, nationality, ethnic or national origin																		
Religion or belief																		
Sex																		
Sexual orientation																		



Year 6																		
British values links																		
	TP1	TP2	TP3	TP4	TP5	TP6	TP7	TP8	TP9	TP10	TP11	TP12	TP13	TP14	TP15	TP16	TP17	TP18
Democracy																		
Rule of Law																		
Individual Liberty																		
Mutual respect																		
Tolerance of those of different faiths and beliefs																		
Protected Characteristics links																		
	TP1	TP2	TP3	TP4	TP5	TP6	TP7	TP8	TP9	TP10	TP11	TP12	TP13	TP14	TP15	TP16	TP17	TP18
Age																		
Gender reassignment																		
Being married / in a civil partnership																		
Being pregnant																		
Disability																		
Race including colour, nationality, ethnic or national origin																		
Religion or belief																		
Sex																		
Sexual orientation																		



Reading at the heart of the curriculum

Here are some examples of the books we read in our Talking Points lessons across school. We also have access to other books in our classroom book corners to develop our knowledge of PSHE including British Values and Protected Characteristics.

