



Milton Mount Primary School

PSHE Planning Summary Document

EYFS, Key Stage 1 & Key Stage 2

EYFS Autumn

Theme	Self – Regulation (Health and Wellbeing – respecting ourselves and others)
Knowledge	Using Colour Monster book - show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Explain the reasons for rules, know right from wrong and try to behave accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding appropriately even when engaged in activity Show an ability to follow instructions involving several ideas or actions Importance of managing their own basic hygiene and personal needs including washing hands, getting dressed and using the toilets safely and respectfully through NSPCC resources.
Skills	Children can talk about their feelings Children to know it is okay to feel different emotions To know the different emotions To know how to take turns through games box To learn how to go to the toilet independently To know who to talk to or who to ask if they need help To know the Golden Rights (Be Kind, Be Fair, Try Your Best) To understand and know the PANTS rule using NSPCC resources They know how to adjust their behaviour to different situations and take changes of routine in their stride.
Vocabulary	Happy, excited, sad, angry, upset, feelings, emotions, behaviour, consequences, independence, hygiene, new things

EYFS Spring

Theme	Managing Self (Health and Wellbeing – keeping healthy)
Knowledge	Understanding the importance of healthy food choices The different factors that support overall health and wellbeing Importance of drinking water Importance of physical activity Sleep and Rest Oral Health – importance of brushing teeth to keep teeth and gums healthy
Skills	Be confident to try new things Recognise healthy foods To know water is important for staying healthy and hydrated To know regular physical activity such as running, jumping, walking helps bodies stay strong and healthy Enjoy active play To know that rest and sleep are essential for feeling fresh and growing. To know how to brush their teeth properly
Vocabulary	Independence, healthy, food, water, physical activity, teeth, growing, sleeping, hydration

EYFS Summer

Theme	Building Relationships (Living in the wider world – building relationships)
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Knowledge	<p>Work and play cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs</p> <p>Celebrate what makes each person unique</p> <p>Being sensitive towards others</p> <p>Building friendships with friends</p> <p>To know when to apologise</p>
Skills	<p>Children play co-operatively, taking turns with others.</p> <p>They take account of one another's ideas about how to organise their activity.</p> <p>They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p> <p>To know similarities and differences between friends</p> <p>To value differences</p> <p>To learn consequences of their actions and learn to make good choices</p>
Vocabulary	Taking turns, kind, friendships, play, feelings, friendships, similarities, differences

Year 1 Autumn

Theme	<p>(A1) Relationships – Family</p> <p>(A2) Health and Wellbeing – Allergies</p>
Knowledge	<p>(A1) To understand the characteristics of a healthy family life</p> <p>To understand each family is different</p> <p>How to recognise if family relationships are making you unhappy or safe.</p> <p>(A2) Developing an understanding of allergies and what to do if someone has an allergic reaction</p>
Skills	<p>(A1) To explain who is in their family</p> <p>To recognise similarities and differences within families</p> <p>To understand who to talk to if their family makes them sad</p> <p>(A2) To begin to understand allergies</p> <p>I understand that people can be allergic to things in food or things around them</p> <p>I can explain what to do if I have an allergic reaction or one of my friends does</p>
Vocabulary	<p>(A1) family, belonging, role, care, love, recognise, healthy</p> <p>(A2) Allergy, Allergen, Food allergy, Allergic reaction</p>

Year 1 Spring

Theme	<p>(S1) Health and Wellbeing – Growing and changing</p> <p>(S2) Living in the wider world – Money</p>
Knowledge	<p>(S1) To understand how we are grown and changed</p> <p>Recognise what makes us unique and special</p> <p>To know the PANTS rule</p> <p>(S2) To understand the importance of money</p> <p>To know how money is obtained</p> <p>The difference between needs and wants</p>

Skills	(S1) Being able to ask for help when feeling unsafe Being able to say no when they are in an uncomfortable situation or feel unsafe To know our bodies are always changing (S2) To know that people can make choices about what to do with money To know that people might not always be able to have the things they want To know what we can do to get money
Vocabulary	(S1) feeling safe, grown, changing, touch, good/bad secrets, baby, adult, toddler, differences (S2) money, needs, wants, jobs
Year 1 Summer	
Theme	(S1) Health and Wellbeing – Keeping healthy (S2) Living in the Wider World – Relationships (friends)
Knowledge	(S1) How teeth grow and how to keep them healthy (S2) What a good friend is What makes a good friend
Skills	(S1) Practise keeping teeth clean Benefits of dental check-ups (S2) Making new friends
Vocabulary	(S1) teeth, brushing, dentist, check-up (S2) friend, good, trust, qualities, compliment

Year 2 Autumn	
Theme	(A1) Health and Wellbeing – Respecting Ourselves and others (A2) Health and Wellbeing - Keeping Safe
Knowledge	(A1) To understand what pride is and identify what makes us proud of ourselves and others, To explain how to keep ourselves safe (PANTS rule., To explain who is in their family To understand that it is common for people to experience mental ill health. (A2) How rules and restrictions help keep people safe around fire and water How to identify risky and potentially unsafe situations around fires and water
Skills	(A1) How to recognise, name and describe a range of feelings. The importance of sharing their feelings with someone they trust. Being able to recognise similarities and differences between people and families. (Marriage and civil partnership, sexual orientation- LGBT families) (A2) To explain how to keep safe around fire To explain the risks associated with fire (fire risks/hazards and how to escape a fire at home and school) How to keep safe around water (rivers and canals- River Brent and Brentford Lock)
Vocabulary	(A1) happiness, anger, fear, surprise, sadness, self-care, hobbies, interests, similarities, differences, trust, civil partnership, marriage, LGBT, sexual orientation. (A2) Danger, accident, emergency, risks, fire, responsibilities, safety, unsafe, emergency

Year 2 Spring	
Theme	(S1) Living in the Wider World - Relationships – Friendships (S2) Living in the Wider World – Money and Work
Knowledge	(S1) The characteristics of good friendships, Making friends, Healthy and unhealthy friendships (S2) Impact of jobs and earning more, exploring where money can go and what it can be spent on and awareness of savings
Skills	(S1) To understand what makes a good friend To identify how we can be a good friend to others To identify the qualities of a good friend Managing and seeking support when friendships make us feel unhappy (S2) How the internet is used in many people's day to day jobs

	Positives and negatives of internet To understand the difference between the real and 'virtual world'
Vocabulary	(S1) Mutual respect, honesty, trust, loyalty, kindness, unhappy, uncomfortable, conflict, fair, choices, appreciation (S2) Currency, spending, jobs, banks, spending, money, savings
Year 2 Summer	
Theme	(S1) Health and Wellbeing – Bullying (S2) Health and Wellbeing – Growing and staying healthy
Knowledge	(S1) To identify different types of bullying (Disability, race, religion or belief, sex) To understand what conflict is Recognising hurtful behaviour (S2) To explain how to stay safe around harmful substances (medicines, risks associated with drugs/smoking) To understand that we grow older and our bodies change Importance of good health – PANTS RULE
Skills	(S1) To know the different roles of bullies To know what to do if they are being/ witness bullying How to solve conflict or seek support if conflict escalates (calling child line and 999) (S2) To name private parts of their body using correct vocabulary Understand what a varied, healthy diet is and why we need it To know that certain medicines are given to make us feel better
Vocabulary	(S1) ring leaders, bystanders, emotional, physical, mental, bullying, conflict, behaviours, consequences (S2) varied, life cycle, growing, changing, bodies, medicines, penis, vagina, PANTS rule, diet, drugs, substances, harmful

Year 3 Autumn	
Theme	(A1) Living in the wider world – Friendships (A2) Health and Wellbeing – Keeping active
Knowledge	(A1) Healthy relationships and good friendships, Qualities of a good friend
Skills	(A1) Stereotypes are unfair because everyone is individual and we should be treated as such, Personal boundaries, Impact of hurtful behaviour (A2) To know who to get support and advice from if they need it Identify what people can do to help manage the changes they might experience and how to manage feelings to help themselves feel better, How puberty can affect emotions and feelings, How personal hygiene routines change during puberty. PANTS rule - recap
Vocabulary	(A1) personal space, personal boundaries, healthy friendships, stereotypes, fair, unfair, hurtful (A2) puberty, wet dreams, body parts, changes, hygiene
Year 3 Spring	
Theme	(S1) Living in the Wider World - Relationships - Family (S2) Health and Wellbeing - Food
Knowledge	(S1) Identify the types of relationships they have with family members How do family members show the value and care for us (S2) Identify habits that help us and habits that do not Identify some examples of healthy habits Identify what or who helps them decide what to eat and drink(S1) How regular physical activity benefits bodies and feelings How to be active on a daily and weekly basis How the lack of physical activity can affect health and wellbeing

	How lack of sleep can affect the body and mood
Skills	(S1) To know it is ok and important to talk to someone they trust if anyone makes them feel hurt, uncomfortable or confused Recognise physical contact that is aggressive or hurtful is not acceptable Identify when we like someone to sit beside us, to hold our hand, to cuddle us or kiss us (S1) How to seek support in relation to physical activity, sleep and rest Who to talk to if they are worried How to make choices about physical activity, including what and who influences decisions Identify simple routines that support good quality sleep
Vocabulary	(S1) contact, physical, family, aggressive, hurtful (S1) sleep, exercise, physical, routines, choices
Year 3 Summer	
Theme	(S2) Living in the Wider World – What makes a community (A2) Health and Wellbeing – Changing bodies
Knowledge	(A2) Key facts about puberty, Naming body parts (S2) How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups What is meant by a diverse community How different groups make up the wider/local community around the school
Skills	(S2) How the community helps everyone to feel included and values the different contributions that people make How to be respectful towards people who may live differently to them (S2) To recognise what makes a balanced diet Recognise that although it can be difficult, unhelpful habits can be changed or stopped Recognise when they have opportunities to make choices about food and drink
Vocabulary	(S2) healthy, choices, decisions, habits, bacteria, germs, viruses (S2) community, hobby, club, belonging, faith

Year 4 Autumn	
Theme	(A1) Relationships - Friendships (A2) Living in the Wider World – Respect
Knowledge	(A1) Exploring physical and emotional boundaries in friendships Exploring different roles related to bullying including victim, bully and bystander (A2) How people’s behaviour affects themselves and others, including online How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return The relationship between rights and responsibilities The right to privacy and how to recognise when a confidence or secret should be kept
Skills	(A1) To understand that my behaviour can have an impact on others Children can think of ways to make other people happy Children can describe how making others happy makes me feel (A2) Children understand how we are all unique and appreciate differences and diversity around the world.

	Understand the difference between rights and responsibilities Children understand how bullying, and our actions can impact upon some people and their choices
Vocabulary	(A1) physical, emotional, boundaries, victim, bystander, bully (A2) strengths, skills, interests, self-esteem/worth, goals, behaviour, rights, responsibilities, included, respect, trust
Year 4 Spring	
Theme	(S1) Living in the Wider World – Environment (S2) Relationships – Change and loss
Knowledge	(S1) How people have a shared responsibility to help protect the environment How everyday choices can affect the environment How to show care and concern for others (S2) Learning what bereavement is and how to help someone who has experienced bereavement.
Skills	(S1) How to carry out personal responsibilities in a caring and compassionate way To know what we buy or spend our money on can affect others or the environment (single use plastic). To gain the correct vocabulary to share their thoughts, ideas and opinions in discussion about topical issues. (S2) To explore how we can help following a bereavement To understand what a bereavement is Can explain some things which might help someone who has experienced a bereavement To know where to go for help if I or someone I know needs it following a bereavement
Vocabulary	(S1) Included, excluded, valued, team, environment, responsibility, rights, democracy, reward, consequence, protect, choices, care, concern (S2) bereavement, death, sympathy, loss, helpful, unhelpful
Year 4 Summer	
Theme	(S1) Health and Wellbeing – Drugs (S2) Health and Wellbeing – Changing bodies
Knowledge	(S1) To understand what a drug is and categorise drugs To learn the risks and dangers associated with smoking and alcohol (S2) Developing an understanding of physical and emotional changes as I grow up
Skills	(S1) To know the common everyday drugs To explain the risks associated with smoking To know the legal age of drinking and smoking (S2) To recognise that change is part of growing up. PANTS rule. I understand I have changed physically and developed skills in my life so far I can identify some physical changes I will go through before I become an adult I can identify things I will be able to do when I am an adult which I cannot do now
Vocabulary	(S1) Drugs, medicine, effects, categorise, smoking, passive, risks, danger, vaping, e-cigarettes, legal, illegal (S2) Child, adult, change, grow, develop, physical changes

Year 5 Autumn	
Theme	(A1) Health and Wellbeing – Personal Identity (A2) Health and Wellbeing - Puberty
Knowledge	(A1) Importance of respecting others; even when they're different from them What a stereotype is How individuality and personal qualities make up someone's identity Gender identity is part of personal identity, and it does not always correspond with their biological sex (A2) To explore the emotional and physical changes occurring in puberty To understand male and female puberty changes in more detail
Skills	(A1) How to recognise and respect similarities and differences between people To know that a range of factors can contribute to a person's identity (ethnicity, faith, gender etc) How to challenge a stereotype and assumptions about others (A2) Developing and maintaining a healthy self-concept To explore ways to get support during puberty. To remember the PANTS rule
Vocabulary	(A1) Personal identity, individuality, qualities, stereotypes, biological sex (A2) Physical changes, emotional changes, moods, menstruation periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, spots, facial hair, underarm hair, sexual feelings
Year 5 Spring	
Theme	(S1) Living in the Wider World - Money (S2) Health and Wellbeing – Mental Wellbeing
Knowledge	(S1) Understand the difference between spending and budgeting Identify the importance of living within your budget Identify how the media portrays money and how this does not always reflect reality Understand what is meant by the term enterprising -Identify what is (S2) Understanding what can cause stress and how to deal with it Exploring ways to achieve a goal, setting short-term, medium-term and long-term targets Developing the ability to take responsibility for and manage my feelings Identifying how failure can make me feel, learning to manage those feelings and that failure is an important part of success
Skills	(S1) Assessing the validity and reliability of information Enterprise skills and attributes (S2) To use yoga poses and breathing to relax and perform yoga stretched I can describe what has caused me stress or worry I understand the importance of relaxation I can describe how these stretches make me feel
Vocabulary	(S1) aspiration, creativity, goal setting, identifying opportunities, taking positive risks, reliability, budgeting, spending, media, enterprising, goal, career (S2) Yoga, relaxation, meditation, thoughts, stress, strategies
Year 5 Summer	
Theme	(S1) Living in the Wider World – Online and social media (S2) Living in the Wider World – Democracy
Knowledge	(S1) Identify appropriate and inappropriate information to share with others online and the impact this can have To know the importance of being critical and aware when using the internet

	<p>Understand that not everything that is portrayed by the media is real (photoshopped images, fake news stories)</p> <p>Identify why people have the right to privacy, however some behaviour online should not be kept private</p> <p>(S2) To understand Britain's democratic parliamentary system</p> <p>Understand its role in shaping our history and values</p> <p>Understanding how the parliamentary system continues to develop Britain</p>
Skills	<p>(S1) Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms</p> <p>Strategies for identifying and accessing appropriate help and support</p> <p>To be able to name a range of strategies that help us to remain safe online and protect our personal data</p> <p>(S2) I can express and justify my opinion</p> <p>I can understand the importance of teamwork and community.</p> <p>I can make choices and begin to understand and respect the democratic process</p>
Vocabulary	<p>(S1) Personal data, personal boundaries, privacy, critical, passwords, photoshop, fake news</p> <p>(S2) democracy, choices, parliament, vote, minority, majority, elections, member of parliament, government, prime minister</p>

Year 6 Autumn

Theme	<p>(A1) Health and Wellbeing – Mental Health</p> <p>(A2) Health and Wellbeing – Health and Prevention</p>
Knowledge	<p>(A1) Things that affect our health (Mental and emotional- positive and negative effects)</p> <p>Make informed choices that contribute to a balanced lifestyle</p> <p>Which, why and how commonly available substances and drugs (Alcohol, tobacco and energy drinks) can damage immediately and future health and safety</p> <p>Explain the variety of ways people might be influenced in their choices about food and drink .e.g. advertising, religion, culture, location, availability, cost and health.</p> <p>(A2) Understanding ways of preventing illness and the benefits of immunisation</p> <p>Developing an understanding of possible signs of illness and some</p> <p>Actions I can take</p>
Skills	<p>(A1) Where to get advice and support if you need to</p> <p>To know that you are responsible for your own health and wellbeing</p> <p>(A2) To understand ways that we help prevent ourselves and others becoming ill</p> <p>I understand ways that I can prevent myself being ill</p> <p>I can explain some benefits of immunisation</p> <p>I can explain how vaccination works</p>
Vocabulary	<p>(A1) Lifestyle, drugs, Illegal, fast food, Informed decision, mental Wellbeing, informed choices</p> <p>A2) immunisations, prevention, vaccinations</p>

Year 6 Spring

Theme	(S1) Health and Wellbeing – Alcohol (S2) Living in the Wider World – Racism/Diversity
Knowledge	(S1) What alcohol is? Effects of alcohol on the body and mind The law around alcohol Why some people choose to drink or not to drink Risk of alcohol misuse How to stay safe around alcohol (S2) Understand what racism is The impact of racism Recognising racism Diversity and equality
Skills	(S1) Analyse situations involving alcohol and assess the potential risks Understand how to make informed choices of alcohol when older I can say “no” confidently if offered alcohol or if I feel pressured I can recognise trusted adults or organisations to talk to I understand the legal age to consume alcohol I can understand and respect different attitudes and choices about alcohol in my family, culture or community (S2) I can recognise and understand the feelings of others, particularly those who experience racism. I can reflect on how it would feel to be excluded or treated unfairly I can question stereotypes they encounter in daily life, media or conversations I can speak and practise my thoughts respectfully and sensitivity about race and diversity I can respond to incidents of racism I witness
Vocabulary	(S1) Excessive, alcohol, choice, risk, short term, long term, responsible (S2) Racism, diversity, excluded, unfairly, stereotypes, inclusivity, society, prejudice, race, ethnicity, culture, psychological effects

Year 6 Summer

Theme	(Su1) Health and Wellbeing – Puberty and Reproduction (Su 2) Health and Wellbeing - Transition
Knowledge	(S1) To consider puberty and reproduction Consider physical & emotional behaviour in relationships To explore the process of conception and pregnancy To explore positive and negative ways of communicating in a relationship (Su2) Understand emotions around change and transition Understand how others can feel differently about transition Understand how friendships and relationships can change Understand how transition can be a positive thing To explore the process of transition and change into secondary

Skills	(Su1) Children will learn how and why the body changes during puberty in preparation for reproduction To know the differences between healthy and unhealthy relationships The importance of communication and permission seeking in relationships Will know basic facts about conception and pregnancy Children will consider when it is appropriate to share personal/private information in a relationship They will know how and where to get support if an online relationship goes wrong. (Su2) Identify strategies to manage feelings around change Identify changes leading up to transition Compare similarities and differences in secondary school
Vocabulary	(Su1) Womb, conception, fertilisation, pregnancy, sexual intercourse, love, Intimacy, communication, personal/private, support, unhealthy, permission (Su2) Strategies, changes, transition, positive