

PSHE | Progression Mapping

Our progression map highlights how and when we use the Cambridgeshire PSHE Framework and Units across the school. Elements of PSHE are woven throughout our school week, and there are links across other subjects and initiatives, such as PRE and TastEd.

EYFS

Nursery and Reception

Both Nursery and Reception have the same themes and strands across the year: Presented here are the expectations for Reception, and those in bold will be the shared focus for Nursery and Reception.

Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Autumn 1	Self Regulation Belonging	<ul style="list-style-type: none"> • Belonging in the class/setting • Likes and dislikes • Similarities and differences • Setting goals • Listening skills • Rights Rules and Responsibilities • Communication & cooperation • Ground Rules • Right and wrong • Fair and unfair 	<ul style="list-style-type: none"> * How am I special and what is special about other people in my class? • What have I learnt to do and what would I like to learn next? • How do we welcome new people to our class? • What can I do to help everyone in our classroom feel safer and happier? • How can I play and work well with others? • How can I show I am listening to an adult? • What can help me to follow instructions? 	<ul style="list-style-type: none"> Likes Dislikes Fair Unfair Happy Safe
Cambs PSHE Programme of Study	Myself and My Relationships – Beginning and Belonging			

Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Spring 1	Past and Present People Culture and Communities Respect Gratitude	<ul style="list-style-type: none"> • Similarities, difference and diversity • Respecting and valuing others • The way we live • Neighbourhood • Our beliefs • Routines, customs and traditions • Culture, race and religion <ul style="list-style-type: none"> • People and places • Family, school, neighbourhood • Jobs, roles and responsibilities • Helping and working together • Caring for living things • Local environments • Money 	<ul style="list-style-type: none"> • Who are the people in my class and how are we similar to and different from each other? • Who are the people in my family, and who are the people in other families? • What is especially important to my family and me? • What are some of the similarities and differences in the way people live their lives? • What is life like in other countries? • How can we value different types of people including what they believe in and how they live their lives? • How do we celebrate what we believe in and how is this different for different people? <ul style="list-style-type: none"> • Who are the people who help to look after me and my school? • How can I help to look after my school? • How can I help to care for my things at home? • Where do I live and what are the different places and features in my neighbourhood? • Who are the people who live and work in my neighbourhood, including people who help me? • How can we look after the local neighbourhood and keep it special for everybody? • What do animals and plants need to live and how can I help to take care of them? • What is money and why do we need it? 	Similar Different Respect Value Celebration Neighbourhood Environment Live Work Job
Cambs PSHE Programme of Study	Citizenship – Identities and Diversity/Me and My World NB – Our Family Boards help to promote our understanding of Citizenship throughout the year.			

Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Spring 2	Managing Self Gratitude Trust	<ul style="list-style-type: none"> • Valuing the body • External body parts • My teeth • Similarities & differences • Self care skills • Change and responsibilities 	<ul style="list-style-type: none"> • What does my body look like? • How has my body changed as it has grown? • What can my body do? • What differences and similarities are there between our bodies? • How can I look after my body and keep it clean? • How am I learning to take care of myself and what do I still need help with? • Who are the members of my family and trusted people who look after me? • How do I feel about growing up? 	<p>Body Parts (see unit and Science)</p> <p>Changes Growing Same Different</p>
Cambs PSHE Programme of Study	Healthy & Safer Lifestyles – My Body and Growing Up			

Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Summer 1	Managing Self Self Regulation Trust Courage	<ul style="list-style-type: none"> • Assessing risk • Personal safety skills • Networks of Support • Safe and unsafe secrets • Safe and unsafe touches • Safer play & help when lost • Road Safety • Safe use of medicines • Medicines, pills, injections 	<ul style="list-style-type: none"> • What are some situations where I need to think about how to keep myself safer? • Do I understand simple safety rules for when I am at home, at school and when I am out and about? • What are the clues my body gives me if I am feeling unsafe? • Can I say 'No!' if I feel unsafe or unsure about something? • Can I ask for help and tell people who care for me if I feel unsafe, worried or upset? • Who are the people who help to keep me safe? • What goes on to and into my body and who puts it there? • Why do people use medicines? • What are the safety rules relating to medicines and who helps me with these? 	<p>Comfortable Uncomfortable Secret Safe Unsafe</p>



Cambs PSHE Programme of Study	Healthy & Safer Lifestyles – Keeping Safe
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Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Summer 2	Managing Self Respect	<ul style="list-style-type: none"> • Healthy choices • My teeth • Food and drink • Exercise • Rest and sleep • Leisure time 	<ul style="list-style-type: none"> • What things can I do when I feel good and healthy? • What can't I do when I am feeling ill or not so healthy? • What can I do to help keep my body healthy? • Why are food and drink are good for us? • How can I make healthier choices about food? • What is exercise is and why is it good for us? • Why are rest and sleep good for us? 	Rest Choice Healthy Unhealthy
Cambs PSHE Programme of Study	Healthy & Safer Lifestyles – Healthy Lifestyles			

Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Autumn 1	<p>Network of support</p> <p>Positive Class Relationships</p> <p>Characteristics of Friendship</p> <p>Classroom Groundrules</p> <p>Empathy</p> <p>Trust</p>	<ul style="list-style-type: none"> • Observing ground rules and class agreements • Belonging in the class / school / community • Feeling safe and happy • Doing new things • Resilience • Asking for help <p>Feeling safe and happy</p>	<ul style="list-style-type: none"> • be able to take part in, and sometimes lead, discussions about behaviour that helps the classroom feel a safe and happy place to learn • understand, and help others to understand, the agreed ground rules • be able to name the other children in their class and to take part in relationship building activities • be able to describe some emotions that someone new to the school might feel, and have some ideas of ways to help someone new to feel welcome * be able to demonstrate how to help new people feel welcome • be able to identify people in their 'Network of Support' who can help them, showing some understanding of the criteria for including them, * show awareness of their 'Network of Support' if they are worried or need support, and know and demonstrate how to ask for help • be able to show some simple strategies for helping other people who need support. 	<p>Belonging</p> <p>Feelings Emotions</p> <p>Support</p> <p>Trust</p> <p>Resilience</p>
Cambs PSHE Programme of Study	Myself and My Relationships – Beginning and Belonging			

Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Autumn 2	Body Knowledge Body Functions Body Awareness Personal Hygiene Keeping Safe Trust Positive friendships Wellbeing Supporting others Bullying Empathy	<ul style="list-style-type: none"> * External parts of the body • My amazing body • Germs • Hand washing <ul style="list-style-type: none"> * Respecting difference • Defining bullying • Physical, mental and emotional wellbeing • Assertiveness • Networks of support • Telling & asking for help • Supporting others • Creating an anti-bullying ethos 	<ul style="list-style-type: none"> • be able to recognise names for the main external parts of the body • be able to name the sexual parts with growing confidence use the scientific names with trusted adults • be able to describe what their bodies can do and understand how amazing their body is * understand the different capabilities of others • know that their body belongs to them and they have rights over their body * know that there are private body parts and when to • be able to describe some basic personal hygiene routines * understand how these can prevent the spread of disease. <ul style="list-style-type: none"> * understand with help that bullying is deliberately hurtful behaviour and why bullying happens • need support to be able to describe how it may feel to be bullied or see someone else being bullied • also need support to understand simple ways of responding to bullying and how to be kind to children who are being bullied • identify with help safe and unsafe places where bullying may occur at school. 	Privacy Hygiene Trust Routines Actions Responsibility Difference Sensitive Acceptable
Cambs PSHE Programme of Study	Relationships and Sex Education (RS1) Anti-Bullying (whole school focus)			

Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Spring 1	Identity Respect Community Stereotypes Environmental Needs	<ul style="list-style-type: none"> • My identity • Different families • Different cultures and beliefs • Groups in and out of school • Respect • Community • Stereotypes • People who help us • School environment • Needs of people/animals / pets/plants 	<ul style="list-style-type: none"> • be able to describe a variety of aspects of their identity * recognise and describe some similarities and differences between themselves and others. • know and describe some similarities and differences in people’s lifestyles, including different groups people belong to (in and out of school) • be able to describe places in their community, how they and others might use them, and who is available to help them. • understand how they can help look after the school environment, and make a contribution to doing so. • know what animals and plants need to survive and what they can do to look after them. 	Belonging Feelings Emotions Support Trust Resilience
Cambs PSHE Programme of Study	Citizenship – Diversity and Communities			



Cambs PSHE Programme of Study	Making Relationships – Family and Friends Healthy and Safer Lifestyles - Drug Education
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Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Summer 1	Protective Behaviours Feeling Safe/Unsafe Network of Support Secrets	<ul style="list-style-type: none"> • Identifying and communicating feelings • School/classroom rules • Early Warning signs • Identifying trusted adults • Networks of support • Recognising unkind behaviour • Bodily autonomy • Safe, unsafe & unwanted touch • Safe and unsafe secrets • Online safety 	<ul style="list-style-type: none"> • be able to identify different feelings and tell others how they feel • be able to name their Early Warning Signs, the physical feelings in their body that help them to know they are not feeling safe • know who they could talk with if they have a worry or need to ask for help • be able to identify private parts of the body and say 'no' to unwanted touch • know what to do if a friend or family member isn't kind to them or if they are worried about something that happens online. 	Safe/Unsafe Unwanted Worries Expand feelings words (link to Colour Monster)
Cambs PSHE Programme of Study	Healthy and Safer Lifestyles - Personal Safety			

Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Summer 2	<p>Self Image and Identity</p> <p>Online Relationships</p> <p>Internet Safety and Harms</p> <p>Kindness</p> <p>Respect</p> <p>Trust</p> <p>Relationships</p> <p>Responsibilities</p> <p>Belonging</p>	<ul style="list-style-type: none"> • Decision making • Positive contributions • Evaluating content • Information storage & sharing • Mental & physical wellbeing • Responsibilities • Reporting <ul style="list-style-type: none"> • Changing friendship patterns • Changing skills & responsibilities • Changing habits 	<p>I can recognise that there may be people online who could make someone feel sad, embarrassed or upset, and to speak to a trusted adult if that happens to me.</p> <p>I can give examples of when I should ask permission to do something or share something online and explain why this is important.</p> <p>I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).</p> <p>I can explain why it is important to be considerate and kind to people online and to respect their choices.</p> <p>I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching).</p> <p>I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.</p> <p>I can explain rules to keep myself safe when using technology both in and beyond the home</p> <p>I can explain that passwords are used to protect information, accounts and devices</p> <p>I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'), and know that work created by others does not belong to me even if I save a copy.</p> <ul style="list-style-type: none"> • with support, be able to identify changes in their own lives since they were babies • understand the difference between changes we choose and those we don't 	<p>Online life</p> <p>Communicate</p> <p>Ownership</p> <p>Technology</p> <p>Naming feelings and emotions (excited, frustrated, worried, anxious etc)</p> <p>Support</p>



	Managing feelings	<ul style="list-style-type: none">• Transitions within school• Losing things• Emotions involved with change	<ul style="list-style-type: none">• be able to suggest an emotion they might feel if a particular change happened to them• say something they could do to help themselves cope with a change• identify an adult who might help them at a time of change	
Cambs PSHE Programme of Study	Healthy and Safer Lifestyles - Digital Lifestyles, using Education for a Connected World Myself and My Relationships – Managing Change			

Year 2

Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Autumn 1	Citizenship Democratic action Fairness Trustworthiness Our School Values	<ul style="list-style-type: none"> • Class and school rules and charters • Rules and laws in society • Understanding right and wrong • Explaining views • Decision making • School and class congress • Responsibilities to other people 	<ul style="list-style-type: none"> • be able to distinguish between responsibilities they have and responsibilities adults have at school and at home • be able to explain some of the consequences of not taking responsibility • be able to name some responsibilities they may take on when they are older • be able to explain who is involved in making classroom and school rules and their role within these processes • be able to describe what helps us to keep the rules and some of the benefits of keeping them • be able to describe the consequences of failing to follow the rules • ask and answer questions appropriately during a class discussion • listen to someone else's views and tell others about those views • be able to explain the process of voting, play an active role and reflect upon the feelings of winning and losing a vote. 	Reflect Discussion Democratic Opinions Issues
Cambs PSHE Programme of Study	Citizenship – Rights Rules and Responsibilities			

Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Autumn 2	<p>Life Cycles</p> <p>Growth and Change</p> <p>Families</p> <p>Responsibilities and Rights</p> <p>Healthy Relationships</p> <p>Wellbeing</p> <p>Supporting others</p> <p>Bullying</p> <p>Empathy</p>	<ul style="list-style-type: none"> • Babies to children to adults • Growing up • Caring families • Family variety • Marriage • Changing responsibilities <p>* Respecting difference</p> <ul style="list-style-type: none"> • Defining bullying • Physical, mental and emotional wellbeing • Assertiveness • Networks of support • Telling & asking for help • Supporting others • Creating an anti-bullying ethos 	<p>* understand that babies grow into children and then adults</p> <ul style="list-style-type: none"> • understand that human babies grow inside their mothers and that they are born <p>* understand basic life cycles of humans and some animals</p> <p>* begin to understand that some groups or animals reproduce differently (eg birds, reptiles)</p> <ul style="list-style-type: none"> • be able to describe the main physical developments which take place in early childhood • be able to describe some of the changes in responsibilities and expectations during early childhood • understand a baby's basic needs • understand how dependent a baby is on parents/carers to provide its basic needs, and the responsibilities of looking after a baby <p>* be able to give a range of examples of different forms of bullying including simple forms of cyberbullying</p> <ul style="list-style-type: none"> • understand that sometimes people are bullied because of issues relating to their identity • be able to describe the feelings of those involved in bullying including those who bully others • be able to describe and demonstrate a number of assertiveness techniques when responding to bullying 	<p>Reflect</p> <p>Discussion</p> <p>Democratic</p> <p>Opinions</p> <p>Issues</p> <p>Difference</p> <p>Sensitive</p> <p>Unacceptable</p> <p>Definition</p> <p>Support</p>



			* will start to show that they can support others	
Cambs PSHE Programme of Study	Relationships and Sex Education Anti-Bullying – whole school focus			

Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Spring 1	Communication Teamwork Our gifts and talents Lifelong Learners Reflection Money and Finance	<ul style="list-style-type: none"> • Recognising strengths • Developing skills • Steps towards goals • Effective communication • Compromise & co-operation • Discussion & negotiation • Applying group work & communication skills • Evaluating • Money in different / familiar contexts • Cash values 	<ul style="list-style-type: none"> • be able to recognise some of their own and others' strengths, skills and emotions • be able to talk about the process of developing a new skill • be able to evaluate their own and others' communication skills • understand the need for compromise in group work • be aware of how others' strengths and skills can be useful in a group. * understand that we can receive money in many ways, including earning it 	Strengths Compromise Collaboration Evaluate Finance Saving



	Needs and Wants	<ul style="list-style-type: none"> • Money as a finite resource • Uses of money 	<ul style="list-style-type: none"> • Saving and spending • Effects of loss 	<ul style="list-style-type: none"> • How banks etc work • Emotions in relation to money • Charity 	<ul style="list-style-type: none"> * know we can spend money in different ways, some of which involve borrowing • know how to save and look after their money & why we might do so • begin to understand the difference between wants and needs and the need for informed choices • begin to understand family spending and the impact of choices • begin to understand and manage some of the changing feelings associated with money • have a simple understanding of what charities might do and why we have them. 	Spending Borrowing Payment Needs Wants
Cambs PSHE Programme of Study	Citizenship – Working Together Economic Well-being – Financial Capability					

Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Spring 2	Communication Teamwork Our gifts and talents Lifelong Learners Reflection Money and Finance	<ul style="list-style-type: none"> • Recognising strengths • Developing skills • Steps towards goals • Effective communication • Compromise & co-operation • Discussion & negotiation • Applying group work & communication skills • Evaluating <ul style="list-style-type: none"> • Money in different / familiar contexts • Cash values 	<ul style="list-style-type: none"> • be able to recognise some of their own and others' strengths, skills and emotions • be able to talk about the process of developing a new skill • be able to evaluate their own and others' communication skills • understand the need for compromise in group work • be aware of how others' strengths and skills can be useful in a group. <ul style="list-style-type: none"> * understand that we can receive money in many ways, including earning it 	Strengths Compromise Collaboration Evaluate Finance Saving



	Needs and Wants	<ul style="list-style-type: none"> • Money as a finite resource • Uses of money 	<ul style="list-style-type: none"> • Saving and spending • Effects of loss 	<ul style="list-style-type: none"> • How banks etc work • Emotions in relation to money • Charity 	<ul style="list-style-type: none"> * know we can spend money in different ways, some of which involve borrowing • know how to save and look after their money & why we might do so • begin to understand the difference between wants and needs and the need for informed choices • begin to understand family spending and the impact of choices • begin to understand and manage some of the changing feelings associated with money • have a simple understanding of what charities might do and why we have them. 	<p>Spending Borrowing Payment Needs Wants</p>
Cambs PSHE Programme of Study	<p>Myself and My Relationships – My Emotions</p> <p>Healthy Lifestyles – Drug Education</p>					

Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Summer 1	<p>Communication</p> <p>Teamwork</p> <p>Our gifts and talents</p> <p>Lifelong Learners</p> <p>Reflection</p>	<ul style="list-style-type: none"> • Risky situations • Emotions associated with risk • Basic personal information • Asking for & giving help in an emergency • Safety eyes & ears • Road safety • Travel to & from school • Rules for keeping safer • Sun safety • Water safety • Keeping safe from accidents 	<ul style="list-style-type: none"> • be able to name a familiar risky situation and suggest ways of reducing risk • be able to say their full name, address and telephone number and know when this might be useful. • be able to explain different strategies if they are lost • recognise dangers that traffic poses to children and adults • know that wearing suitable clothing, a hat and sun cream are ways to stay safer in the sun • describe ways of preventing a range of accidents in school or on the playground • be able to give examples of different emergencies and know ways they and others might help in one. 	<p>Emergency Accident Harm Hazard Suitable</p>



Cambs PSHE Programme of Study	Healthy and Safer Lifestyles – Managing Safety and Risk			

Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Summer 2	Balanced diet Choices Sleep Dental Hygiene Looking After Yourself	<ul style="list-style-type: none"> • Staying healthy • Rest and sleep • Dental health • Eatwell Guide • Physical activity • Healthy eating • Food preparation • Making real choices 	<ul style="list-style-type: none"> • be able to encourage others to make choices which will keep them healthy. • be able to set themselves a challenge in terms of physical activity. • be able to give reasons for their food choices based on their five senses. • be able to say which food group a food belongs to and understand the food portions we need. • be able to plan meals which contribute to achieving five portions of fruit and vegetables every day. • be able to decide where changes could be made to their own lifestyle to become even healthier and describe healthy choices persuasively to others. 	Physical Emotional Portion



	Growth and Change Beginning and Belonging	<ul style="list-style-type: none">• Transitions within school• Losing things• Emotions involved with change	<ul style="list-style-type: none">• understand that being healthy includes emotional health as well as physical and that the two are linked. • name several emotions they or others might feel before, during and after a change• be able to suggest a range of strategies for coping with change to others• describe positive and negative aspects of change	Transition
Cambs PSHE Programme of Study	Healthy and Safer Lifestyles – Healthy Lifestyles Managing Change (transition to Y3/4)			

Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Autumn 1	Positive Relationships Characteristics of Friendship Classroom Groundrules Our School Values	<ul style="list-style-type: none"> • Ground rules / class charters • Responsibilities • Belonging • New situations • Meeting new people • Resilience • Managing feelings • Asking for help • Networks of support 	<ul style="list-style-type: none"> • be able to contribute ideas to discussions about ground rules for the class, and to take an active part in activities to help build cooperative relationships in the class • be able to identify emotions that they or someone else might feel in a new situation, and will know some ways to help someone who is new to the class and the school • be able to identify people at home, at school and in other contexts of their lives to include in their support networks • know how they can access support and some ways they can help other people. 	Synonyms for different emotions and feelings Generosity Interests Experience
Cambs PSHE Programme of Study	Myself and My Relationships – Beginning and Belonging			



Cambs PSHE Programme of Study	RSE (Relationships and Sex Education) Anti-Bullying – Whole School Focus
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Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Spring 1	Citizenship Identity Community Locality Media	<ul style="list-style-type: none"> • Similarities and differences • People in the community • People with different backgrounds • Stereotypes • Roles in the community • Local environment • Animal welfare • Role of the media 	<ul style="list-style-type: none"> • be able to describe aspects of their identity, and to recognise similarities and differences between themselves and others. • recognise difference and respect diversity, including the importance of challenging stereotypes. • know about groups and communities that exist locally, and the roles some people play in the community. • understand some different forms and roles of the media. • understand some of the needs of the local environment. • know some needs of animals, including pets, and the responsibilities of humans towards them. 	Identity Stereotype Values Lifestyle
Cambs PSHE Programme of Study	Citizenship – Diversity and Communities			



Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Spring 2	<p>Healthy Relationships and Friendships</p> <p>Empathy</p> <p>Health</p> <p>Risky Situations</p> <p>Choices</p>	<ul style="list-style-type: none"> • Developing friendships • On and offline friendships • Emotions in relationships • Trustworthiness • Special people and networks • Compromise • Empathy • Conflict resolution • Personal boundaries • Networks of support <ul style="list-style-type: none"> • Medicines and legal drugs • People who use medicines & legal drugs • Rules for safe storage • Finding risky items • Influence of friends and media • Immunisations 	<ul style="list-style-type: none"> • be able to describe qualities of a good friend, and to have developed strategies for making and keeping friends on and offline • understand and be able to cope with changes in friendship patterns and know some ways to resolve conflict in friendships • be able to describe some emotions felt by people experiencing friendship challenges and the causes of these • be able to describe some ways families offer support in tough times • be able to identify special people in their networks and know from whom and how to access support. <ul style="list-style-type: none"> • classify, with support, different types of drugs and consider how they get into the body • have some ideas about how medicines are used , including as immunisations and professionals involved with them • have some ideas for keeping safe but need support to explain why these procedures are important • need to develop more realistic ideas about who and how to tell • be aware of nicotine and alcohol and will know their basic effects • start to consider why people choose to use nicotine and alcohol • have recognised persuasion in advertising and begun to develop basic assertive skills. 	<p>Secure</p> <p>Repair</p> <p>Strengthen</p> <p>Commitment</p> <p>Advice</p> <p>Recreational</p> <p>Influence</p> <p>Persuade</p> <p>Effect</p>
Cambs PSHE Programme of Study	<p>Myself and My Relationships – Family and Friends</p> <p>Healthy Lifestyles – Drug Education</p>			

Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Summer 1	Protective Behaviours Staying Safe	<ul style="list-style-type: none"> Identifying and communicating feelings School/classroom rules Early Warning signs Identifying trusted adults Networks of support Safety continuum Recognising and reporting unkind behaviour Bodily autonomy Personal boundaries Safe, unsafe and unwanted touch Safe and unsafe secrets Online safety 	<ul style="list-style-type: none"> be able to recognise their own feelings and talk about them to others be able to recognise their Early Warning Signs, the physical feelings in their body that help them to know that they are not feeling safe be able to name the adults in their Network of Support and know how and when to ask these trusted adults for help be able to identify the sort of physical contact they feel comfortable with and how to report unwanted or unsafe physical contact be able to seek help if they feel worried about a relationship with a friend or family member be able to suggest some ways to help stay safe online. 	<p>Comfortable</p> <p>Unwanted</p> <p>Unsafe</p>
Cambs PSHE Programme of Study	Healthy & Safer Lifestyles – Personal Safety			



	<p>Wellbeing</p> <p>Self-care</p>	<p>and change</p> <ul style="list-style-type: none"> • Taking responsibility for choices • Confidence in new situations • People I see, people I don't see • Bereavement 	<ul style="list-style-type: none"> • be able to identify some changes which have happened in their lives and those of others, and changes which may happen in the future • be able to explain why friendships might change and how I might cope with these changes • describe feelings linked to loss and change, and understand that these feelings can change over time • suggest how someone might feel and behave when someone they love dies • have some strategies for coping with feelings related to changes in their lives • know who to approach for support with changes and associated feelings and how they might approach them • give some examples of temporary and permanent, as well as planned and unplanned changes • be able to explain how sometimes change can be a positive experience and something to look forward to 	
<p>Cambs PSHE Programme of Study</p>	<p>Healthy & Safer Lifestyles – Digital Lifestyles, and Education for a Connected World</p> <p>Myself and My Relationships – Managing Change</p>			

Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Autumn 1	Participation Decision-making	<ul style="list-style-type: none"> • Respect • Authority • Class/school rules & charters • Rights and responsibilities • Democracy at school • School and class congress • Decision making • Debating and voting • Responsibilities at school and at home 	<ul style="list-style-type: none"> • be able to explain the difference between wants and needs • be able to explain why rights are important and that they come with responsibilities, at home and at school • be able to express how it feels to be treated with respect and demonstrate how to show respect for others, including those in positions of authority • be able to explain why rules are needed and be able to identify those which are necessary and useful • participate in making class ground rules and show or explain what following the rules looks like • suggest different ways of making a decision and ways they can influence decision making in school, through simple debating and voting • be able to describe what a representative does. 	<p>Democratic</p> <p>Authority</p> <p>Influence</p> <p>Persuade</p> <p>Compromise</p>
Cambs PSHE Programme of Study	Citizenship – Rights Rules and Responsibilities			

Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Autumn 2	<p>Growth and Change</p> <p>Family</p> <p>Responsibilities</p> <p>Healthy Friendships</p> <p>Balance of Power</p> <p>Empathy</p> <p>Trust</p>	<ul style="list-style-type: none"> • Stages of human life cycle • Seed+egg • Being grown up • My responsibilities • Families' responsibilities • Caring families <ul style="list-style-type: none"> • Falling out • Prejudiced-based bullying • Respect • Direct and indirect bullying • Cyberbullying • Bystanders and followers • Being supportive • Getting help 	<ul style="list-style-type: none"> • be able to identify the main stages of the human lifecycle and identify accurately the stage of an individual • be able to explain that when male sperm and female ovum join together a baby starts to grow* • be able to make intelligent generalisations about the responsibilities of adulthood • be able to identify areas of new responsibilities they can take up now and in the near future as they approach the teenage years • be able to explain ways that parents/carers are responsible for babies and understand the level of time, love and commitment a small baby needs. <ul style="list-style-type: none"> * be able to talk about reasons for why someone may engage in bullying such as emotional upset • be beginning to identify and describe specific types of identity based/prejudice driven bullying e.g. homophobic /racist bullying • be starting to describe the different roles of those involved in a bullying situation and will also be beginning to understand that there are often mismatches between thoughts /feelings and the ways in which people actually behave in a bullying situation • be starting to describe how a bystander's behaviour can improve or worsen a situation and suggest and model simple strategies to intervene in a bullying situation and defend a person who is being bullied. 	<p>Prejudice</p> <p>Racist</p> <p>Bystander</p> <p>Follower</p>
Cambs PSHE Programme of Study	<p>Relationships and Sex Education *this knowledge and learning is defined as sex education, and as such parents/carers have a right to withdraw their child from this objective.</p> <p>Anti-Bullying – Whole School Focus</p>			

Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Spring 1	<p>Communication</p> <p>Working With Others</p> <p>Life Long Learning</p> <p>Money</p> <p>Choices</p>	<ul style="list-style-type: none"> • Recognising and valuing strengths • Developing skills • Steps towards goals • Effective communication • Questioning skills • Problem solving and perseverance • Decision making • Communication and group work skills • Evaluating • Feedback <ul style="list-style-type: none"> • Understanding large amounts of money • Sources of money • Saving and spending • Cash versus money • Keeping track of money • Value for money • Impact of choices • Charities • Emotions 	<ul style="list-style-type: none"> • know that learning new skills is a process, and be aware of the stage they are at in their learning • be able to tell someone else about a skill they have learned, and suggest how they might tackle learning it for themselves • be able to reflect on and evaluate the success of the learning process • know some of the benefits of good listening and asking open questions • know some different ways of managing turn taking • be able to choose appropriate children to take on different tasks, based on knowledge of their skills • know what might help themselves and others to persevere at a task • know how constructive and sensitive feedback can be useful. <ul style="list-style-type: none"> • know that we receive money through a variety of means, including earning it • know ways to keep money safe, including saving it • understand that some of the ways we use money can make it grow or involve risk • understand that we make choices about spending for many different reasons • begin to understand that the choices we make affect us, our communities and the wider world • begin to understand and manage the sometimes uncomfortable and changing feelings we have about money 	<p>Character</p> <p>Personality</p> <p>Background</p> <p>Preferences</p> <p>Resource</p> <p>Saving</p> <p>Spending</p> <p>Borrowing</p>



			<ul style="list-style-type: none"> • begin to understand that money may have different value and meaning to different people at different times and in different cultures. • know about the work of a charity and why we might need it • be able to manage money effectively in real life situations. 	
Cambs PSHE Programme of Study	Citizenship – Working Together Economic Wellbeing - Financial Capability			

Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Spring 2	Communication Wellbeing Honesty Empathy	<ul style="list-style-type: none"> • Self-respect • Mental wellbeing • Communicating emotions • Self-care • Diverse emotions/ responses • Care & respect for others • Seeking support 	<ul style="list-style-type: none"> • be able to communicate effectively how they are feeling & why • frequently use strategies to manage their feelings • understand why and how they might become overwhelmed by strong emotions and have some strategies to help themselves, including asking for help • recognise their own personal qualities and strengths, and those of others • explain what helps their own ‘mental wellbeing’ and why • know what it feels and looks like to be assertive and, with support, be able to use this skill in problem solving and conflict resolution 	Character Personality Background Preferences
		<ul style="list-style-type: none"> • Medicines and legal 		



	<p>Physical Health</p> <p>Staying Safe</p>	<p>drugs</p> <ul style="list-style-type: none"> • People who use medicines & legal drugs • Rules for safe storage • Finding risky items • Influence of friends and media • Immunisations 	<ul style="list-style-type: none"> • be able to name and classify a broader list of drugs • be able to explain several different ways that drugs can enter the body and blood stream and affect different parts • be able to explain a variety of ways in which medicines are used, including as immunisations and by whom • be able to give detailed guidelines for medicine safety and procedures for other harmful items • be able to explain how to carry these out and why they are so important • know that nicotine and alcohol are drugs and describe a range of physical and behavioural effects • be able to discuss several reasons why people may or may not choose to use nicotine and alcohol • be able to recognise influence and persuasion and have begun to consider subtle differences between them • have a range of strategies for countering persuasion and be able to demonstrate these confidently. 	<p>Resource</p> <p>Saving</p> <p>Spending</p> <p>Borrowing</p>
<p>Cambs PSHE Programme of Study</p>	<p>Myself and My Relationships – My Emotions</p> <p>Healthy & Safer Lifestyles – Drug Education</p>			



Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Summer 1	Responsibility Those who help Choices	<ul style="list-style-type: none">• Emotions in risky situations• Dealing with pressure in risky situations• Reactions to risk• Taking action in an emergency• Road safety• Fire safety• Beach safety• Safety near waterways• Safety during activities and visits• Preventing accidents in familiar settings	<ul style="list-style-type: none">• describe physical and emotional reactions to both positive and negative risky situations• describe ways friends might encourage or influence them in risky situations• explain a variety of strategies for staying safer near water and roads• describe ways they could act safely in different emergency situations• carry out or explain a variety of first aid procedures• explain ways to prevent accidents in familiar and unfamiliar settings.	
Cambs PSHE Programme of Study	Healthy & Safer Lifestyles – Managing Safety and Risk			

Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Summer 2	Physical and Emotional Health Nutrition Choices Loss and Change Growing and Changing	<ul style="list-style-type: none"> • Eatwell Guide • Basic food hygiene & preparation • Active Lifestyles • Mental wellbeing • Sleep • Influences on lifestyle choices • Dental care • Leisure activities <ul style="list-style-type: none"> • Transitions within school • Losing things • Emotions involved with change 	<ul style="list-style-type: none"> • understand that athletes and sportspeople need to train regularly and apply it to their own lives. • know that a healthy lifestyle involves choosing a range of activities as well as getting sufficient rest and sleep. • be able to detect patterns in survey information about children’s use of free time and suggest ways of increasing physical activity/rest/sleep . • know that school food must meet certain standards. • understand that our bodies need more of some food groups and less of others and why, including the consequences of an imbalance. • use this knowledge to persuade others to make healthy choices. • understand that they have some responsibility for themselves but that others can also help them maintain a healthy Lifestyle. • be able to identify a range of past, current and future changes in their own and others’ lives, and suggest a range of possible associated feelings • show empathy and close listening when a peer talks about their feelings associated with change • identify changes they are looking forward to in their lives, and other changes they are less sure about 	
Cambs PSHE Programme of Study	Healthy & Safer Lifestyles – Healthy Lifestyles Myself and My Relationships – Managing Change (Transition to Y5/6)			

Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Autumn 1	Participation Cooperation and Collaboration Expanding ideas	<ul style="list-style-type: none"> • Ground Rules / class charters • Responsibilities • Belonging • New experiences • Resilience • Managing emotions • Networks of support • Online sources of support 	<ul style="list-style-type: none"> • be able to collaborate with other children to develop strategies and approaches to help the classroom feel a safe and happy place to learn • know the names of everyone in their class and be able to build new relationships • know how it may feel to be in a new situation in different contexts, and have strategies for managing those emotions • be able to identify a range of people in their Network of Support, and know how to access help and support • have ideas for helping new people feel welcome, and be able to offer support to others who need help. 	Society Contexts Welcoming Excluded
Cambs PSHE Programme of Study	Myself and My Relationships – Beginning and Belonging			

Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Autumn 2	Body knowledge Body functions Healthy Friendships Balance of Power Empathy Trust	<ul style="list-style-type: none"> • Names of sexual parts • Puberty • Physical and emotional change • Menstruation • Developing body image • Changing hygiene routines • Viruses and bacteria <ul style="list-style-type: none"> • Friendship difficulties • Defining bullying • Bullying relating to race/ religion/culture • Homophobic, biphobic & transphobic bullying • Cyberbullying • Physical, mental & emotional wellbeing • Peer influence • Bystanders/colluders • Responsive strategies • Assertiveness • Equality Act • Sources of support 	<ul style="list-style-type: none"> • know and understand the appropriate scientific names for the external and internal sexual parts of the body, and be able to explain basic functions. • understand the main changes that happen at puberty, know some ways to manage them, and how it affects people differently. • have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others. • understand the importance of washing regularly and of maintaining other hygiene routines during puberty. • understand ways they can prevent the spread of some bacterial and viral diseases. <ul style="list-style-type: none"> * be able to describe the different forms of bullying but will need support to describe the key characteristics of bullying • need support to describe the nature of specific types of identity based or prejudice driven bullying • need support to use more advanced assertiveness techniques • be starting to describe the different roles of those involved in a bullying situation • need support to understand how peer pressure can affect a bullying situation and how to use simple strategies to intervene and defend a person who is being bullied. 	Puberty Menstrual Anonymous Harassment Trolling
Cambs PSHE Programme of Study	Relationships and Sex Education** There may be some aspects of this unit that you would prefer to teach in single sex groups rather than class groups Myself and My Relationships - AntiBullying			



Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Spring 1	Identity Respectful Relationships School Values	<ul style="list-style-type: none"> • Influences on my identity • Gender • Diversity in communities • Challenging stereotypes • Voluntary, community, charitable and pressure groups • The media • Environmental issues • Sustainability 	<ul style="list-style-type: none"> • be able to recognise aspects of their identity and understand how other people can influence their perception of themselves • be able to describe the ethnic make-up of their community and different groups that live in Britain • recognise the negative effects of stereotyping and prejudice • know about how they and others, including volunteers, contribute to the community • understand about the role of the media and its influences • understand some ways of caring for the environment and the contribution they can make. 	Personal identity Perception
Cambs PSHE Programme of Study	Diversity and Communities			

Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Spring 2	Growing independence Physical and emotional changes	<ul style="list-style-type: none"> * Healthy friendships • Trust • Loyalty • Empathy • Compromise • Consent • Changing networks • Family support • Influences and pressures • Cooperation • Networks of support • Online communities 	<ul style="list-style-type: none"> • describe aspects of healthy and unhealthy relationships, online and offline • have developed ways of beginning new friendships and maintaining existing ones, on and offline • have strategies for managing some of the pressures in friendships and family relationships • understand when consent should be sought and given in their current relationships, on and offline • be able to describe how communication skills, empathy and compromise can reduce familiar relationship challenges 	Commitment Security Stability Appropriate boundaries



	<p>Staying Safe Risky Situations</p>	<ul style="list-style-type: none"> • Effects of drug use • Essential use of medicines • Drug misuse • Staying safe around risky substances • Influence of friends and media • Reliability of information • Immunisations 	<ul style="list-style-type: none"> • understand how families can support each other through periods of change or pressure. • be able to categorise key drugs as medical, non-medical, legal and illegal • have a basic understanding of the possible physical and psychological effects of some drugs • have a basic understanding of the roles of medicines and immunisations • show a basic understanding of some of the laws relating to drugs. • with support, share a couple of reasons why some people use and misuse drugs and suggest alternatives • have begun to understand how they can be influenced and persuaded by others • be able to identify clear risks and choose simple risk management strategies knowing where they can get trusted support. 	<p>Solvents Illegal/Legal</p>
<p>Cambs PSHE Programme of Study</p>	<p>Myself and My Relationships – Family and Friends Healthy and Safer Lifestyles – Drug Education</p>			



Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Summer 1	Being Safe Respectful Relationships Caring Friendships Online Relationships	* Recognising own feelings & considering others • Rights and responsibilities • Is my fun, fun for everyone? • Early Warning signs • Identifying trusted adults • Networks of support • Safety continuum • Recognising and reporting abuse or neglect • Bodily autonomy • Personal boundaries • Safe, unsafe, unwanted touch • Safe and unsafe secrets • Online safety • Protective interruption • Assessing risk	• be able to identify their Early Warning Signs, the physical feelings in their body that help them to know that they are not feeling safe • be able to identify the qualities that make a safe 'network' person • be able to seek help from an adult in their Network of Support and know when to review their network • be able to judge whether a secret is a safe or unsafe • be able to identify behaviours that constitute abuse and neglect • be able to identify touches which break personal boundaries and understand that no-one should touch the intimate parts of their bodies • be able to contribute to discussions about assessing risk.	Support systems Permission Trusted Inappropriate
Cambs PSHE Programme of Study	Healthy and Safer Lifestyles – Personal Safety			



		<ul style="list-style-type: none">• School/phase transition	<ul style="list-style-type: none">• be able to answer questions about what might help when they are experiencing difficult emotions.• know who is on their Network of Support and how to ask them for help.• be able to describe an experience of change and how they felt when it happened.	
Cambs PSHE Programme of Study	Healthy & Safer Lifestyles – Digital Lifestyles, and Education for a Connected World Myself and My Relationships – Managing Change			

Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Autumn 1	Community School Values	<ul style="list-style-type: none"> • Courtesy, manners & respect • Online behaviour • Privacy • Ground rules/charters • Children’s rights • Conflicting rights & responsibilities • Rules and laws in society • Role of the police • Local & national democracy • Participation in class & school • School and class councils • Social and moral issues 	<ul style="list-style-type: none"> • be able to state some of the rights in the United Nations Convention on the Rights of the Child and explain why they are important. • be able to explain and demonstrate rules for keeping safe and their responsibility to others online and from where to seek support. • be able to explain the conventions of courtesy and manners in some different settings. • know why rules and laws are needed in society and explain some reasons why people sometimes break them. • understand the democratically elected role of parliament, MPs, local councils and councillors and link this with school councils. • be able to express their views on a moral or social question and listen to the views of others. 	Societal Laws Parliament Council
Cambs PSHE Programme of Study	Citizenship – Rights, Rules and Responsibilities			



Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Autumn 2	Body Knowledge Body Functions Respectful Relationships Identity Imbalance of Power Rights and Responsibilities Compassionate Citizenship	<ul style="list-style-type: none"> • Human lifecycle • Sexual reproduction • Changing emotions and relationships • Responsibility for others • Love and care • Marriage & civil partnership • Families • Friendship difficulties • Defining bullying • Bullying relating to race/ religion/culture • Homophobic, biphobic & transphobic bullying • Cyberbullying • Physical, mental & emotional wellbeing • Peer influence • Bystanders/colluders • Responsive strategies • Assertiveness • Equality Act 	<ul style="list-style-type: none"> • be able to describe in detail the stages of reproduction using mainly scientific vocabulary • be able to describe a range of positive and negative emotions associated with the onset of puberty • understand a wide range of ways that puberty affects people differently, both physically and emotionally • understand that the way they behave, physically and socially, affects others and that they have a responsibility to others to make sure they are not hurt • describe a wide range of characteristics of loving, trusting relationships of all sorts • understand several reasons why a couple might choose to have children. • show awareness of a range of different family arrangements and be able to verbalise the need to show respect. • be able to identify the imbalance of power in a bullying situation • be starting to understand the role of stereotyping in identity based / prejudice driven bullying • be able to suggest simple strategies to make the local community a safer place where bullying is less likely to occur. 	



		<ul style="list-style-type: none"> • Sources of support 		
Camb's PSHE Programme of Study	<p>Healthy and Safer Lifestyles – Relationships and Sex Education *Two elements are classed as sex education, and parents have a right to withdraw their child from these (To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse).</p> <p>There may be some aspects of this unit that you would prefer to teach in single sex groups rather than class groups,</p> <p>Myself and My Relationships – Anti-Bullying (Whole School)</p>			

Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Spring 1	Identity Working Life Future goals	<ul style="list-style-type: none"> • Self perception and self evaluation • Developing skills • Steps towards goals • The world of work • Effective communication • Chairing group discussions • Courtesy, negotiation & debate • Problem solving and perseverance • Influence of the media • Evaluation 	<ul style="list-style-type: none"> • understand the potential links between their likes, dislikes and skills and future work • suggest some unforeseen consequences for themselves when they learn a new skill • enable others to communicate effectively, using listening, negotiation, debating and chairing skills. • understand that there are inside & outside influences on their decision making • be able to evaluate their own and others' work, giving sensitive feedback.. 	



	<p>Money management</p> <p>Poverty</p>	<ul style="list-style-type: none"> • Earnings & deductions • Wants and needs • Range of jobs • Budgeting • Debt and credit • Financial planning (including insurance and pensions) • Making choices • Managing feelings about money • Poverty • Role of charities 	<ul style="list-style-type: none"> • have a broad view of what money is, including history, trade and currencies • understand that occupations require different skills and allow for different earnings, the deductions from which support others in the community • know that the choices we make and the ideas we have about money change according to individual circumstances, values, beliefs and culture • understand how our choices can have an impact on the local and wider communities • understand that managing money is complex and may involve risk but there are people who can help • have a broad view of what we mean by poverty and know something of its links with trade and charities • understand that feelings around money can be complex, difficult and changeable • be able to manage money effectively in real life situations, making informed choices, tracking spending and keeping within a budget. 	
<p>Cambs PSHE Programme of Study</p>	<p>Citizenship – Working Together</p> <p>Economic Wellbeing – Financial Capability</p>			



Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Summer 1	Risk Responsibility	<ul style="list-style-type: none"> • Personal responsibility for safety • Risk reduction strategies • Getting help • Sources of support • Basic first aid • Road safety • Sun safety • Cycle safety • Railway safety • Electrical safety • Health and safety rules in school • Preventing a wider range of accidents 	<ul style="list-style-type: none"> • describe some physical, social and emotional benefits and consequences of taking risks, in familiar and unfamiliar contexts • describe ways their levels of responsibility for their own safety are changing and predict further possible changes • describe a range of strategies for getting help from known and unknown adults, even when this is difficult • describe strategies for staying safer on the roads when using them independently, as a cyclist or pedestrian, alone or with peers • describe strategies to keep safer in the sun and explain the reasons this is important • describe a wide range of first aid procedures to be used in familiar and unfamiliar situations. 	Minimise Necessity Assess
Cambs PSHE Programme of Study	Healthy and Safer Lifestyles – Managing Safety and Risk			

Project Enquiry	Second order concepts	Disciplinary focus	Substantive knowledge	Vocabulary Tier 2 and 3
Summer 2	Behaviours Routines Increased Independence Loss and Change Moving on Values	<ul style="list-style-type: none"> • Eatwell Guide • Nutritional content • Portion sizes • Meal planning • Sleep hygiene • Dental health • Health as a continuum • Risks & benefits of lifestyle choices • Physical illness • Gaming/social media age restrictions <ul style="list-style-type: none"> • Strategies for change • School/phase transition 	<ul style="list-style-type: none"> • be able to explain the function of different nutrients for our body and know that there are guideline daily amounts of these depending on their age. • be able to describe the factors which influence their own and others' choices in relation to healthy living and be able to make practical and sensitive suggestions to others about their lifestyles. • explain how they can take responsibility for their own physical, social and mental health and understand that these areas have an impact on each other. <ul style="list-style-type: none"> • recognise emotions associated with loss and change, and understand how feelings can change and overlap. • be able to identify what might help when experiencing difficult emotions, and to support others to do the same. • have developed strategies for coping with a range of future changes, including transition to secondary school. 	Energy balance
Cambs PSHE Programme of Study	Healthy and Safer Lifestyles – Healthy Lifestyle Myself and My Relationships – Managing Change (transition beyond school)			