

Whole school long term matrix

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A for years 1 and 2	<p>Living in the wider world To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.</p> <p>To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return</p>	<p>Relationships To identify their special people (family, friends and carers), what makes them special and how special people should care for each other.</p> <p>To recognise that their behaviour can affect other people (Link to anti bullying)</p> <p>Link to Stonewall resources</p> <p>To recognise what is fair/unfair and right/wrong.</p>	<p>Health and well being To understand the importance of hand washing and how diseases can be spread and can't be controlled.</p> <p>To recognise the importance of and how to maintain personal hygiene.</p> <p>To know what constitutes and how to maintain, a healthy lifestyle including the benefits physical activity, rest</p>	<p>Living in the wider world To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>	<p>Relationships To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p>	<p>Health and well being To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>To know the correct names of body parts (including external genitalia) and the bodily similarities between boys and girls.</p>

	<p>things that have been borrowed)</p> <p>To know that they belong to different groups and communities such as family and school.</p> <p>To know ways in which they are all unique; understand that there has never been and will never be another 'them'</p>		<p>healthy eating and dental health.</p>			<p>To understand what is meant by 'privacy'</p> <p>Lucinda and Godfrey</p>
<p>Year B for Years 1 and 2</p>	<p>*Recovery Curriculum BEANO & Inside Out</p> <p>To identify a variety of good and not so good emotions.</p> <p>To build a vocabulary to describe their feelings to others.</p> <p>To think about what makes us unique.</p>	<p>Relationships</p> <p>To recognise when people are being unkind to them or others, how to respond, who to tell and what to say.</p> <p>To recognise different types of teasing and bullying, to</p>	<p>Health and well being</p> <p>To recognise what they like and dislike, how to make real informed choices that improve their physical and emotional health, to recognise that choices can have</p>	<p>Living in the wider world</p> <p>To know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>To learn about the role money plays in their lives including how to</p>	<p>Relationships</p> <p>To recognise the differences between secrets and nice surprises and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p> <p>To judge what kind of physical contact is acceptable,</p>	<p>Health and well being</p> <p>To learn about the rules and the ways to keep physically safe: road safety; cycle safety; water (beach), household products including</p>

	<p>To understand the feelings associated with experiencing change</p> <p>To identify ways to cope with the feelings associated with change</p> <p>To consider who can help support us</p> <p>To recognise negative emotions</p> <p>To develop simple strategies for managing emotions.</p> <p>To know that are consequences to actions and that these can be positive or negative.</p> <p>To understand what it is to be brave.</p> <p>To know what resilience means.</p> <p>Recovery Mental Health Unit</p> <p>To recognise and describe different feelings in</p>	<p>understand that these are wrong and unacceptable.</p> <p>To know strategies to resist teasing or bullying and, if they experience it or witness it, who to go to for help.</p> <p>Link to anti-bullying week</p>	<p>good and not so good consequences.</p> <p>Parental involvement</p> <p>NSPCC assembly this term.</p> <p>To learn about people who look after them, their family networks and how to attract attention if they need to</p>	<p>keep it safe, choices about spending or saving money and what influences those choices</p> <p>Use moneysense resources</p> <p>Savings club</p>	<p>comfortable, unacceptable and uncomfortable</p> <p>Link to PANTS</p> <p>https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</p>	<p>medicines can be harmful.</p> <p>To know the correct names of body parts (including external genitalia) and the bodily similarities between boys and girls.</p> <p>To understand what is meant by 'privacy'</p> <p>Lucinda and Godfrey</p>
--	--	--	---	---	---	--

	<p>themselves and others That feelings change and that not everyone experiences the same feeling in the same situation About 'big' feelings and how to manage them</p> <p>Living in the wider world To help construct, and agree to follow, group, class and school rules and to understand how these rules help them. To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able</p>					
--	--	--	--	--	--	--

	<p>to take turns, share and understand the need to return things that have been borrowed) To know that they belong to different groups and communities such as family and school. To know ways in which they are all unique; understand that there has never been and will never be another 'them'</p>					
A for year 3 and 4	<p>Living in the wider world To understand that there are basic human rights shared by all peoples and all societies and that To know children have their own special rights set out in the United</p>	<p>Relationships To recognise and respond appropriately to a wider range of feelings in others To know how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in</p>	<p>Health and well being To know what positively and negatively affects their physical, mental and emotional health Parental involvement</p>	<p>Living in the wider world To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p>	<p>Relationships To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships To recognise ways in which a relationship can be unhealthy</p>	<p>Health and well being To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p>

	<p>Nations Declaration of the Rights of the Child. Link to rights respecting.</p> <p>To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. School charter</p> <p>To know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. Link</p>	<p>person, online and through social media)</p> <p>Link to anti-bullying week</p>	<p>To know that bacteria and viruses can affect health and that following simple routines can reduce their spread</p>	<p>To know about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>Use moneysense resources</p> <p>Savings club</p> <p>To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p>	<p>and whom to talk to if they need support</p>	<p>To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>Lucinda and Godfrey</p>
--	--	---	---	---	---	--

	<p>to school parliament</p> <p>To learn to discuss and debate issues concerning health and wellbeing</p>					
<p>Year B for Years 3 and 4</p>	<p>*Recovery Curriculum BEANO & Inside Out</p> <p>To understand a variety of emotions and what can cause them. To extend their vocabulary to describe their feelings to others. To consider who could help when emotions become overwhelming. To understand the feelings associated with experiencing change To understand that we can control some things but not others To identify ways to cope with the</p>	<p>Relationships</p> <p>To understand that their actions affect themselves and others</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>Link to anti-bullying week</p>	<p>Health and well being</p> <p>to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them</p>	<p>Living in the wider world</p> <p>To know what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>To explore and critique how the media present information</p>	<p>Relationships</p> <p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>Link to PANTS https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</p>	<p>Health and well being</p> <p>To learn strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)</p> <p>Lucinda and Godfrey</p>

	<p>feelings associated with change To consider who can help support us To know that are consequences to actions and that these can be positive or negative.</p> <p>Mental Health Unit To recognise the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good To know ways of expressing feelings and emotions and why this is important To know about managing feelings and emotions in different situations about getting help, advice and support</p>		<p>uncomfortable or anxious or that they think is wrong</p>			
--	---	--	---	--	--	--

	<p>with feelings and emotions</p> <p>Living in the wider world</p> <p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. Link to rights respecting.</p> <p>To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>To know that they have different kinds of</p>					
--	--	--	--	--	--	--

	<p>responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>School charter</p> <p>To know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. Link to school parliament</p>					
<p>A for Year 4/5 and year 5</p>	<p>Living in the wider world To understand that there are</p>	<p>Relationships To develop strategies to resolve disputes</p>	<p>Health and well being To know how to make informed</p>	<p>Living in the wider world To appreciate the range of national,</p>	<p>Relationships To recognise what constitutes a positive, healthy</p>	<p>Health and well being To learn what positively and</p>

	<p>basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. Link to rights respecting.</p> <p>To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop</p>	<p>and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>Link to anti-bullying week</p> <p>To recognise and manage 'dares'</p>	<p>choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>To learn about the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p> <p>Parental involvement</p>	<p>regional, religious and ethnic identities in the United Kingdom</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p> <p>Use moneysense resources</p> <p>Savings club</p>	<p>relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p>	<p>negatively affects their physical, mental and emotional health</p> <p>To know what is meant by the term 'habit' and why habits can be hard to change</p> <p>Lucinda and Godfrey</p>
--	--	--	---	--	---	--

	<p>the skills to exercise these responsibilities.</p> <p>School charter</p> <p>To know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. Link to school parliament</p>					
B for years 4/5 and 5	<p>*Recovery Curriculum BEANO & Inside Out</p> <p>To understand a variety of emotions and what can cause them.</p> <p>To extend their vocabulary to describe their feelings to others.</p> <p>To consider who could help when</p>	<p>Relationships</p> <p>To know that their actions affect themselves and others</p> <p>To recognise and challenge stereotypes</p> <p>Link to anti-bullying week</p>	<p>Health and well being</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and</p>	<p>Living in the wider world</p> <p>To understand what is meant by enterprise and begin to develop enterprise skills</p> <p>To explore and critique how the media present information</p>	<p>Relationships</p> <p>To understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p>	<p>Health and well being</p> <p>To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p>

	<p>emotions become overwhelming. To understand the feelings associated with experiencing change To understand that we can control some things but not others To identify ways to cope with the feelings associated with change To consider who can help support us To know that are consequences to actions and that these can be positive or negative.</p> <p>Mental Health Unit To know what mental health means and how to take care of it describe what can impact on mental health (life events</p>		<p>to use this as an opportunity to build resilience</p> <p>Resilience- Premier League https://plprimarystars.com/resources/resilience/resilience-film</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. Self esteem - Premier League https://plprimarystars.com/audio-transcription/self-esteem-film</p>	<p>Use moneysense resources Savings club</p>	<p>To judge what kind of physical contact is acceptable or unacceptable and how to respond Link to PANTS https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</p>	<p>Lucinda and Godfrey To know how their body will, and their emotions may, change as they approach and move through puberty</p>
--	--	--	--	---	--	--

	<p>and circumstances) and how mental wellbeing can be affected To recognise conflicting emotions and when these might be expected To explain how feelings and emotions change over time Identify positive actions to support mental wellbeing during difficult times, including identifying their person support network</p> <p>Living in the Wider World To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights</p>					
--	--	--	--	--	--	--

	<p>set out in the United Nations Declaration of the Rights of the Child. Link to rights respecting.</p> <p>To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>School charter</p>					
--	--	--	--	--	--	--

	<p>To know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. Link to school parliament</p>					
<p>Year 6</p>	<p>*Recovery Curriculum BEANO & Inside Out To understand a variety of emotions and what can cause them. To extend their vocabulary to describe their feelings to others. To consider who could help when emotions become overwhelming.</p>	<p>Relationships To learn that their actions affect themselves and others To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex,</p>	<p>Health and well being To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. Nutrition -Premier League</p>	<p>Living in the wider world To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) Use moneysense resources Savings club</p>	<p>Relationships To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy To know that two people who love and care for one another can be in a</p>	<p>Health and well being To learn what positively and negatively affects their physical, mental and emotional health To learn about change, including transitions (between key stages and schools), loss,</p>

	<p>To understand the feelings associated with experiencing change To understand that we can control some things but not others To identify ways to cope with the feelings associated with change To consider who can help support us To know that are consequences to actions and that these can be positive or negative.</p> <p>Mental Health Unit To know what mental health means and how to take care of it describe what can impact on mental health (life events and circumstances) and how mental</p>	<p>gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>Link to anti-bullying week</p>	<p>https://plprimarystars.com/search?q=nutrition&page=1</p> <p>To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p>		<p>committed relationship and not be married or in a civil partnership</p>	<p>separation, divorce and bereavement</p> <p>To learn how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p> <p>Lucinda and Godfrey</p>
--	---	---	---	--	--	---

	<p>wellbeing can be affected To recognise conflicting emotions and when these might be expected To explain how feelings and emotions change over time Identify positive actions to support mental wellbeing during difficult times, including identifying their person support network</p> <p>Living in the wider world To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations</p>					
--	--	--	--	--	--	--

	<p>Declaration of the Rights of the Child. Link to rights respecting.</p> <p>To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>School charter</p> <p>To know why and how rules and laws that protect them</p>					
--	--	--	--	--	--	--

	and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. Link to school parliament					
--	---	--	--	--	--	--

PSHE – long term matrix