

Readymoney (Year Five)

What decisions can people make with money?

how people make decisions about spending and saving money and what influences them

how to keep track of money so people know how much they have to spend or save

how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)

how to recognise what makes something 'value for money' and what this means to them

that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions



Carne (Year Six)

How can we keep healthy as we grow? (part two)

consider the concept of balance and moderation

how healthy bodies can be of all sorts of different shapes and sizes

understand the concept of body image as well as knowing what might create a good or poor body image

consider ways to help a person with poor body image

how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school

that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on

that anyone can experience mental ill-health and to discuss concerns with a trusted adult
that mental health difficulties can usually be resolved or managed with the right strategies and support

that FGM is illegal and goes against human rights;
that they should tell someone immediately if they are worried for themselves or someone else



PSHE

Autumn Two

**What will my child
learn this term?**



**CORNWALL EDUCATION
LEARNING TRUST**

Lantic (EYFS)

What's the same and different about us?

that family is one of the groups they belong to, as well as school, friends, clubs etc

about the different people in their family / those that love and care for them

what their family members, or people that are special to them do to make them feel loved and cared for

how families are all different but share common features – what is the same and different about them about different features of family life, including what families do / enjoy together

that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried



Cannis (Y1)

What is bullying?

how words and actions can affect how people feel

how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe

why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable

how to respond if this happens in different situations

how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so

All content in blue is part of the PSHE curriculum (which is now statutory).

All children in England have to learn these things.

All content in red is part of our RSE (relationships and sex education) curriculum. Parents/Carers can withdraw their child from these lessons if they wish by completing a form at the start of the school year.

Gribben and Coombe (Y2-Y4)

What keeps us safe?

how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe

how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers

that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable

how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)

how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)

how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns

what to do in an emergency, including calling for help and speaking to the emergency services