



(Updated to include all statutory RSHE units)



At Upper Nidderdale Primary Federation, we will all approach everything we do in the CHAMPS way, help every child flourish into a caring, confident and resilient young person who has a **love of learning** and:

Chooses the right way and takes **responsibility** for their own actions

Honest in everything they do and shows **compassion** for others

Achieves the best they can with the talents they have and develop their **wisdom**

Manners shown to everyone and treats everyone with **respect**

Perseveres when situations are difficult and shows **courage** when they are challenged

Safety and knowing how to keep safe on and offline to ensure that everyone is kept physically and emotionally safe. This shows the special relationship we have with each other, where as a **community**, we look after each other, keeping each other safe – **Koinonia**

As Rights Respecting schools, our intents are based around the following articles;

**Article 23**

**You have the right to special education if you have a disability.**

**Article 28**

**All children have the right to a good quality education.**

**Article 29**

**All children have the right to an education that helps to develop their talents and abilities.**

# PSHE

## Intent

Our PSHE Intent promotes an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. Our PSHE curriculum is accessible to all. It ensures that each of our pupils will know more, remember more and understand more about how to play a positive and successful role within our society, both as a child and as an adult within the future. It is our aim to prepare our pupils for life beyond school and a good understanding of how to keep physically and emotionally safe both on and offline.

# PSHE/RSE and Keeping Children Safe in Education 2023

## Opportunities to teach safeguarding

130. In schools, relevant topics will be included within Relationships and Health Education.

131. Schools play a crucial role in preventative education. Preventative education is most effective in the context of a whole school approach that prepares pupils for and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These will be underpinned by the school's Behaviour Policy, as well as by a planned programme of RSHE delivered in regularly timetables lessons} and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). The RSE programme will tackle, at an age appropriate stage, issues such as:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence

# PSHE/RSE and Keeping Children Safe in Education 2023

- How to recognise and abusive relationship, including coercive and controlling behaviour
- The concepts of, and laws relating to - sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called 'honour-based' violence such as forced marriage and Female Genital Mutilation (FGM) and how to access support, and
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.

132. The Department for Education has produced a one stop hub for teachers which can be accessed on [Teaching about relationships sex and health \(Gov.uk\)](#)

We will use the above resources to ensure that all staff are fully trained to deliver safeguarding aspects of the PSHE and RSE curriculum.

# PSHE

## Intent

PSHE and RHSE are taught subjects within our curriculum, but also intrinsic in every aspect of school life.

We consider the PSHE document about why PSHE is so important for preparing our pupils to make safe life decision: In the next 15 years I will...

Go out on my own for the first time • Cross my first busy road without someone to watch over me • Travel to school on my own for the first time • Have my first 'sleep over' at a friend's home • Travel into town on my own for the first time • Experience my first 'dare' • Make my first decision to spend my own money • Question if my body image is okay • Make my first independent decision about my diet and exercise • Witness or experience my first incident of bullying, either in person or online • Experience the start of puberty • Experience my first bereavement • Witness or experience my first incident of homophobia or transphobia • Witness or experience my first incident of racism • Open my first savings account • Go on my first date • Have my first kiss • Fall in love for the first time • Meet my first boyfriend or girlfriend • Have my first sexual experience • Be offered a cigarette for the first time • Be offered and perhaps have my first taste of alcohol • Make my first decision about drug use • Have my first opportunity to become a member of different groups, perhaps have my first opportunity to join a gang • Make my first choice of whether or not to carry a knife or weapon • Make a choice about my career path • Live my first day when I am responsible in law for my own actions • Sign my first legally binding contract • Take on my first financial debt • Attend my first interview • Live my first day on my own • Have my first day at college or at my first job

## **Intent**

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and ensures that each of our pupils will know more, remember more and understand more about how to play a positive and successful role within our society, both as a child and as an adult within the future. It is our aim to prepare our pupils for life beyond school and a good understanding of how to keep physically and emotionally safe both on and off line.

Our aim is to provide pupils with a knowledge of their world, locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up within this. We aim to provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. C Our Christian vision inspire the whole school community to engage in social action and to be courageous advocates for change in our local, national and global communities

Moreover, our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to look for opportunities to show the school values of CHAMPS and seek leadership opportunities within the school gates and their local community. We aim to develop aspiration in all pupils, giving them resilience to cope well when things are difficult and the perseverance to overcome barriers to their own learning and to make positive choices.

# PSHE

## Implementation

We have Planned out a 2 year rolling programme for each mixed year group, considering the context of our schools and the needs of our pupils. We will use 'Jigsaw' to add extra elements to our PSHE and RSE. Our justification centres around ensuring that all staff have the subject knowledge and confidence to deliver PSHE. However, we have looked carefully at the content of each unit and added extra content to ensure that our curriculum is fit for purpose and is relevant to our children and our context.

Our overall curriculum, along with our Christian vision and values, is designed to directly support the pastoral education of our pupils as well as the academic outcomes that the school aims for. PSHE is timetabled weekly across school as part of a 'Health and Well-being' afternoon that addresses the need to keep ourselves physically and emotionally healthy, and what to do when we are finding things difficult.

We make PSHE links in other subjects. Therefore our history aims to link knowledge of Britain's past to the diverse and democratic country that we live in today through areas such immigration, refugees and parliamentary debate. Within Geography, our aim is to ensure our pupils have a wide knowledge of the world and the diverse cultures that exist beyond our school gates linking to topics such as Fairtrade and Water Aid. Within our Science, we link the learning to environmental issues and areas of disability. Whilst within computing pupils are taught first to be safe responsible online citizens before being shown the tools needed.

In addition to weekly PSHE lessons, we use events such as Anti-bullying Week, Neurodiversity Week, Children's Mental Health Week and Safer Internet Day to ensure that our pupils have a well-rounded PHSE education that bespoke meets the needs of our pupils. The school will also be introducing aspects of the Emotional Literacy scheme year to supplement the mental health support provided through our 'Peer Listening' Team.

## Implementation - School Values

Beyond our documented curriculum, it is hoped that the school's Christian Values will provide a culture that contributes equally towards the pastoral development of our children. Therefore, our teaching approach places great emphasis upon collaboration and cooperation: group work should be a key element of all classrooms and the school places emphasis on sports, choir and drama productions - all of which enable our pupils to achieve success together.

Beyond this, pupils are encouraged to show leadership in their community through House Captaincy, Peer Listening and through our Pupil Leadership programme which means that ALL children are involved in the running of the school, making real decisions that they can see in action. Our pupil leadership groups are; Eco Team, Health and Safety Team, Fundraising Team, Digital Leadership Team and Sports Team. This further develops the Christian Value of **Responsibility**.

We prepare children for the wider world and encourage a deeper economic understanding through links with NatWest Bank, through our 'Careers days' and through initiatives such as 'Grow a Pound' and 'The Fiver challenge.'

Our Christian Values develop aspiration (through **Courage** and **Wisdom**) in all pupils, giving them resilience to cope well when things are difficult and the perseverance to overcome barriers to their own learning and to make positive choices?

# PSHE

## Impact

Whilst all learning is recorded with a pupil's PSHE books, the width of our provision means that a range of measures are used:

- Reflections in books, before and after units.
- Pupil conferencing and discussion.
- Participation in extra-curricular activity both in school and beyond is tracked and celebrated through Children's University.
- Pupil Voice Surveys are used to assess knowledge of how to stay safe and emotionally confident within the school.
- Levels of volunteering both within the school through litter picking, librarians and playground leaders, and within the community through community litter picks, choir concerts within local care homes and supporting the local foodbank.

The impact that we aim to have through PSHE is to create more thoughtful, spiritual, co-operative, compassionate generation of citizens who are skilful at resolving social, environmental, economic and political world problems. We aim to develop the whole child so they can be enterprising, resilient, creative problem solvers who can make a positive contribution to society.

## Keeping Children Safe in Education 2023

129. Children must be taught how about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities.

# SEND Adaptions for RSE

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision
<p>The ability to explain a concept/provide reasoning to explain a thought or opinion.</p> <p>Understanding of subject specific vocabulary.</p> <p>Putting abstract theory into practice. E.g. learning about the importance of personal space.</p> <p>Some pupils with SEND might not have RSE/PATHS learning reinforced at home and may not have the opportunity to discuss key concepts e.g. puberty with trusted adults at home.</p>	<p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. Provide visuals to aide understanding of SEMH practices such as star breathing/mindfulness colouring.</p> <p>Pre-teach subject specific vocabulary. Draw particular attention to subject specific vocabulary which could be viewed as ambiguous. E.g. 'sex' or 'period.' Create word banks accompanied by visuals to demonstrate the meaning of a word in a RSE/PATHS context.</p> <p>RSE/PATHS is most effective when informal opportunities to embed learning in RSE/PATHS lessons are identified by staff. For example, when pupils are queuing for lunch there is an opportunity to reinforce learning about personal boundaries and how it feels if somebody transgresses a personal boundary.</p> <p>Overlearn key concepts with SEND pupils by following up main class teaching with 1:1/small group sessions. For example, follow up a lesson on the menstrual cycle with a 1:1 session teaching pupils how to correctly place a sanitary towel in underwear. For example, follow up a lesson on personal hygiene with a 1:1 session modelling how to properly brush teeth using enlarged teeth/how to properly</p>	<p>Expressing themselves and sharing their thoughts and opinions orally.</p> <p>EAL pupils may find it difficult to access resources/learning.</p> <p>Some children might not understand what is/isn't appropriate to share with the rest of the class when discussing specific topics in RSE/PATHS.</p>	<p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. Use alternative recording devices e.g. whiteboards/iPads/talking tins to allow children the option of sharing their thoughts and opinions in an alternative way. Allow children processing time when asking them a direct question. Some children need upwards of 10 seconds to process a question before they can answer.</p> <p>Use a reduced number of simple instructions which are supported by visuals. Appropriate modelling to aid understanding. Differentiated written resources can be supported by visuals and could be translated using Word. (Teachers click Review – Translate – Translate Document). This will fully translate the document and open in a new window.</p> <p>Dependent on what is being discussed, ask pupils to write down on a post-it note/draw/record on an iPad what they want to say before they say it aloud to the rest of the class. T and LSA to review appropriateness to ensure that SEND pupil do not 'over-share' personal details about themselves or their family during PATHS/RSE lessons.</p>

# SEND Adaptions for RSE

Physical and Sensory		SEMH	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision
Physical difficulties accessing specific environments during RSE trips/activities.	Ensure that any environments visited during school trips are fully accessible for children with physical disabilities e.g. wheelchair accessible. Ensure that alternative transport arrangements are made for any children who have a physical disability which makes walking difficult. Above information should be identified on risk assessment prior to visit.	The acceptance that others have different views and that they have a right to hold and express them. This can be particularly difficult for pupils with ASD.	Use a multi-sensory approach to teaching concepts e.g. through drama and role play. This will make concepts unfamiliar to themselves less abstract. Use Social Stories to explain how different people respond differently to specific scenarios. E.g. to explain to a pupil that 'hitting back' is not acceptable.
Children with a visual impairment may find it difficult to view text/images/concrete resources.	Ensure that font size used in resources matches the specific font size specified in the child's report provided by the Visual Impairment Team (saved in SEND files on T Share). Enlarge images to appropriate sizes to aid access. Use a visualiser to enlarge an artefact to ensure that children with visual impairments can observe the artefact/stimulus.	Difficulties with social skills may result in children finding group work challenging.	Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non-dominant children. Additional adult support can be deployed as necessary. Ensure children have access to usual aides such as ear defenders to reduce noise. Provide talking tins for children who struggle with impulsivity so that they can record their contributions as they think of them but can play them back to other children at the appropriate time.
Uncomfortable feelings that arise due to context of RSE/PATHS lessons could result in some children feeling overwhelmed.	Teachers to consider which children may be in need of a sensory break part way through an RSE/PATHS lesson. Children may access the calm sensory room or may be taken on a directed sensory break by an LSA to ensure that PATHS/RSE lessons do not negatively impact SEMH of pupils. Be particularly considerate of ASD pupils with alexithymia.	Distress caused by the topic being discussed in RSE/PATHS.	Teachers to consider the past experiences and ACEs of children in their class. Use a trauma informed approach to consider whether the lesson is appropriate for specific students and arrange alternative provision (e.g. 1:1/small group delivery) if not e.g. NPSCC PANTS campaign may not appropriate as a whole class lesson for pupils who have experienced sexual abuse.

## PSHE → SMSC Links

### Spiritual

In PSHE, we help pupils to consider and respond to questions of meaning and purpose in life., to consider and respond to questions about the nature of values in society.

### Moral

In PSHE, we help pupils to consider aspects of morality by using discussion and critical thinking. We enable pupils to make responsible and informed judgments about moral issues.

### Social

PSHE helps our pupils to develop their sense of identity and belonging by preparing them for life as responsible citizens in an increasingly diverse world.

### Cultural

PSHE helps to foster our pupils' awareness and understanding of the range of beliefs and practices in the community and the wider world, and by exploring issues within and between faiths. This will develop mutual respect and tolerance of the world that they live in.

## PSHE → Fundamental British Values

PSHE and Fundamental British Values link naturally. Through our PSHE curriculum we enable students to develop their self-knowledge, self-esteem and self-confidence  
enable students to distinguish right from wrong and to respect the civil and criminal law of England.

Through PSHE and our Christian Values, we encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely  
enable students to acquire a broad general knowledge of and respect for public institutions and services in England.

PSHE is used to develop further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures  
encourage respect for other people, and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

# British Values

## British Values and Safeguarding

As part of the government's PREVENT agenda, schools need to actively promote British Values.

More recently, the government has reinforced the need to 'create and enforce a clear and rigorous expectation to promote fundamental British Values' within education, as part of their strategy to overcome radicalisation.

Democracy	
Rule of Law	
Individual Liberty	
Mutual Respect	
Tolerance of those of different faiths and beliefs	

# Personal, Social, Health and Economic Education (PSHE) Objectives

# The PSHE Curriculum is divided into three core themes;

- CORE THEME 1: HEALTH AND WELLBEING
- CORE THEME 2: RELATIONSHIPS
- CORE THEME 3: LIVING IN THE WIDER WORLD

# Health & Wellbeing

## Key Stage 1 and 2 Objectives

# Health and Wellbeing

## Key Stage One

### Healthy Lifestyles (Physical Wellbeing)

- H1. about what keeping healthy means; different ways to keep healthy
- H2. about foods that support good health and the risks of eating too much sugar
- H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday
- H4. about why sleep is important and different ways to rest and relax
- H5. simple hygiene routines that can stop germs from spreading
- H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- H8. how to keep safe in the sun and protect skin from sun damage
- H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
- H10. about the people who help us to stay physically healthy

# Health and Wellbeing

## Key Stage One

### Mental Health

H11. about different feelings that humans can experience

H12. how to recognise and name different feelings

H13. how feelings can affect people's bodies and how they behave

H14. how to recognise what others might be feeling

H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things

H16. about ways of sharing feelings; a range of words to describe feelings

H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good

H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

# Health and Wellbeing

## Key Stage One

### Ourselfs - Growing and Changing

H21. to recognise what makes them special

H22. to recognise the ways in which we are all unique

H23. to identify what they are good at, what they like and dislike

H24. how to manage when finding things difficult

H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

H26. about growing and changing from young to old and how people's needs change

H27. about preparing to move to a new class/year group

# Health and Wellbeing

## Key Stage One

### Keeping Safe

H28. about rules and age restrictions that keep us safe

H29. to recognise risk in simple everyday situations and what action to take to minimise harm

H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

H31. that household products (including medicines) can be harmful if not used correctly

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

H33. about the people whose job it is to help keep us safe

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

H35. about what to do if there is an accident and someone is hurt

H36. how to get help in an emergency (how to dial 999 and what to say)

# Health and Wellbeing

## Key Stage One

### Drugs, Alcohol and Tobacco

H37. about things that people can put into their body or on their skin; how these can affect how people feel

# Health and Wellbeing

## Key Stage One

### Drugs, Alcohol and Tobacco

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# Health and Wellbeing

## Key Stage Two

### Healthy Lifestyles (Physical Wellbeing)

H1. how to make informed decisions about health

H2. about the elements of a balanced, healthy lifestyle

H3. about choices that support a healthy lifestyle, and recognise what might influence these

H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle

H5. about what good physical health means; how to recognise early signs of physical illness

H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

# Health and Wellbeing

## Key Stage Two

### Healthy Lifestyles (Physical Wellbeing)

H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

# Health and Wellbeing

## Key Stage Two

### Mental Health

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

# Health and Wellbeing

## Key Stage Two

### Mental Health

H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

# Health and Wellbeing

## Key Stage Two

### Ourselves - Growing and Changing

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

H26. that for some people gender identity does not correspond with their biological sex

H27. to recognise their individuality and personal qualities

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

# Health and Wellbeing

## Key Stage Two

### Ourselfs - Growing and Changing

H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for<sup>1</sup>

H34. about where to get more information, help and advice about growing and changing, especially about puberty

H35. about the new opportunities and responsibilities that increasing independence may bring

H36. strategies to manage transitions between classes and key stages.

## Health and Wellbeing - Key Stage Two

### Keeping Safe

H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

H38. how to predict, assess and manage risk in different situations

H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe

H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

H43. about what is meant by first aid; basic techniques for dealing with common injuries.

H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk

## Health and Wellbeing - Key Stage Two

### Drugs, Alcohol and Tobacco

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);

H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping

H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

# Relationships

Key Stage 1 and 2  
Objectives

# Relationships

## Key Stage One

### Families and Close Positive Relationships

- R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- R2. to identify the people who love and care for them and what they do to help them feel cared for
- R3. about different types of families including those that may be different to their own
- R4. to identify common features of family life
- R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

## Relationships Key Stage One

### Friendships

- R6. about how people make friends and what makes a good friendship
- R7. about how to recognise when they or someone else feels lonely and what to do
- R8. simple strategies to resolve arguments between friends positively
- R9. how to ask for help if a friendship is making them feel unhappy

## Relationships Key Stage One

### Managing Hurtful Behaviour and Bullying

R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online

R11. about how people may feel if they experience hurtful behaviour or bullying

R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

## Relationships Key Stage One

### Safe Relationships

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know

R16. about how to respond if physical contact makes them feel uncomfortable or unsafe

R17. about knowing there are situations when they should ask for permission and also when their permission should be sought

R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

## Relationships Key Stage One

### Respecting Self and Others

- R21. about what is kind and unkind behaviour, and how this can affect others
- R22. about how to treat themselves and others with respect; how to be polite and courteous
- R23. to recognise the ways in which they are the same and different to others
- R24. how to listen to other people and play and work cooperatively
- R25. how to talk about and share their opinions on things that matter to them

## **Relationships - Key Stage Two**

### **Families and Close Positive Relationships**

**R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)**

**R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different**

**R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong**

**R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others**

**R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart**

**R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another**

**R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability**

## **Relationships - Key Stage Two**

### **Families and Close Positive Relationships**

**R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty**

**R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice**

## **Relationships - Key Stage Two**

### **Friendships**

**R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing**

**R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships**

**R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face**

**R13. the importance of seeking support if feeling lonely or excluded**

**R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them**

**R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others**

**R16. how friendships can change over time, about making new friends and the benefits of having different types of friends**

**R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely**

**R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary**

## **Relationships - Key Stage Two**

### **Managing Hurtful Behaviour and Bullying**

**R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour**

**R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support**

**R21. about discrimination: what it means and how to challenge it**

## Relationships - Key Stage Two

### Safe Relationships

- R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
- R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
- R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
- R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
- R26. about seeking and giving permission (consent) in different situations
- R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
- R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
- R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

## Relationships - Key Stage Two

### Respecting Self and Others

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

# Living in the Wider World

Key Stage 1 and 2  
Objectives

# Living in the Wider World

## Key Stage One

### Shared Responsibilities

L1. about what rules are, why they are needed, and why different rules are needed for different situations

L2. how people and other living things have different needs; about the responsibilities of caring for them

L3. about things they can do to help look after their environment

# Living in the Wider World

## Key Stage One

### Communities

- L4. about the different groups they belong to
- L5. about the different roles and responsibilities people have in their community
- L6. to recognise the ways they are the same as, and different to, other people

# Living in the Wider World

## Key Stage One

### Media Literacy and Digital Resilience

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others

L8. about the role of the internet in everyday life

L9. that not all information seen online is true

# Living in the Wider World

## Key Stage One

### Economic Wellbeing - Money

L10. what money is; forms that money comes in; that money comes from different sources

L11. that people make different choices about how to save and spend money

L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want

L13. that money needs to be looked after; different ways of doing this

# Living in the Wider World

## Key Stage One

### Economic Wellbeing - Aspirations and Career

L14. that everyone has different strengths

L15. that jobs help people to earn money to pay for things

L16. different jobs that people they know or people who work in the community do

L17. about some of the strengths and interests someone might need to do different jobs

# Living in the Wider World

## Key Stage Two

### Shared responsibility

- L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
- L2. to recognise there are human rights, that are there to protect everyone
- L3. about the relationship between rights and responsibilities
- L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

# Living in the Wider World

## Key Stage Two

### Communities

- L6. about the different groups that make up their community; what living in a community means
- L7. to value the different contributions that people and groups make to the community
- L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

# Living in the Wider World

## Key Stage Two

### Media Literacy and Digital Resilience

L11. recognise ways in which the internet and social media can be used both positively and negatively

L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

L13. about some of the different ways information and data is shared and used online, including for commercial purposes

L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

# Living in the Wider World

## Key Stage Two

### Economic Wellbeing - Money

- L17. about the different ways to pay for things and the choices people have about this
- L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
- L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
- L20. to recognise that people make spending decisions based on priorities, needs and wants
- L21. different ways to keep track of money
- L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
- L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
- L24. to identify the ways that money can impact on people's feelings and emotions

# Living in the Wider World

## Key Stage Two

### Economic Wellbeing - Aspirations, Work and Career

- L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
- L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
- L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them
- L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
- L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
- L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
- L31. to identify the kind of job that they might like to do when they are older
- L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

## Relationships, Sex and Health Education

We believe that the teaching of Relationships Education, Relationships and Sex Education (RSHE) and Health Education represents an opportunity to enable and equip our pupils to make informed decisions about their wellbeing, health and relationships. It will give them the knowledge and skills to make sound decisions when facing risks, challenges and complex contexts. We know that everyone faces difficult situations in their lives. The teaching of these subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Today's children are growing up in an increasingly complex world and live their lives seamlessly on and offline. We acknowledge that this presents many positive and exciting opportunities, but also challenges and risks. We firmly believe that young people need to know how to be safe and healthy, and how to manage their lives in a positive way online and in real life. We aim to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will be complemented by the development of personal attributes including **Respect, Responsibility, Wisdom, Compassion, Courage** and **Koinonia**, in line with our Christian Values.

Teaching about mental wellbeing is central to this teaching. We aim to give children the knowledge and capability to take care of themselves and receive support if problems arise. We aim to help to foster pupil wellbeing and to develop resilience. These life skills are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

This subject area represents a huge opportunity to help our children to develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help our children to become successful and happy adults who make a meaningful contribution to society.

The following slides show the statutory guidance for Relationships, Sex and Health Education.

# Relationships and Health Education Statutory Objectives

## Relationships Education, Relationships and Sex Education (RHSE) and Health Education is divided into 13 sections.

- Families and People Who Care for Me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe
- Internet Safety and Harms
- Health and Prevention
- The Changing Adolescent Body
- Physical Health and Fitness
- Basic First Aid
- Drugs, Alcohol and Tobacco
- Mental Wellbeing
- Healthy Eating

## Online Relationships

Know that people sometimes behave differently online, including by pretending to someone they are not.

Know that the same principles apply to online relationships as face to face relationships, including the importance of respect for others online including when we are anonymous.

Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

Know how information and data is shared and used online.

Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.

## **Being Safe**

**Know what sort of boundaries are appropriate in friendships with peers and others (including in a digital context).**

**Know about the concept of privacy and the implications of it for both children and adults; including it is not always right to keep secrets if they relate to being safe.**

**Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact.**

**Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.**

**Know how to recognise and report feelings of being unsafe or feeling bad about any adult.**

**Know how to ask for advice or help for themselves or others, and to keep trying until they are heard.**

**Know how to report concerns or abuse, and the vocabulary and the confidence to do so .**

**Know where to get advice e.g. school and/or other sources.**

## **Respectful Relationships**

**Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs.**

**Know practical steps they can take in a range of different contexts to improve or support respectful relationships.**

**Know the conventions of courtesy and manners.**

**Know the importance of self-respect and how this links to their happiness.**

**Know that in school and in wider society they can expect to be treated with respect by others, including those in a position of authority.**

**Know about different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.**

**Know what a stereotype is, and how stereotypes can be unfair, negative or destructive.**

**Know the importance of permission seeking and giving in relationships with friends, peers and adults.**

## **Caring Friendships**

**Know how important friendships are in making us feel happy and secure, and how people choose and make friends.**

**Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust sharing interests and experiences and support with problems and difficulties.**

**Know that healthy relationships are positive and welcoming towards others, and do not make others feel lonely or excluded.**

**Know that most friendships have ups and downs, and these can often be worked through so that the friendship is repaired even strengthened, and that resorting to violence is never right.**

**Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.**

## Families and People Who Care for Me

Know that families are important for children growing up because they can give love, security and stability.

Know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

Know that other families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterized by love and care.

Know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

Know that marriage\* represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong.

*(\*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.*

How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

## Healthy Eating

Know what constitutes a healthy diet (including understanding calories and other nutritional content).

Know the principles of planning and preparing a range of healthy meals.

Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

## **Mental Wellbeing**

**Know mental wellbeing is a normal part of daily life, in the same way as physical health.**

**Know there are a range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.**

**Know how to recognise and talk about emotions including having a varied vocabulary of words to use when talking about their own and others' feelings.**

**Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.**

**Know the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness.**

**Know simple self-care techniques, including the importance of rest, time with friends and family and the benefits of hobbies and interests.**

**Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.**

**Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.**

**Know where and how to seek support (including recognizing the triggers for seeking support).**

**Know whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).**

**Know it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.**

## **Drugs, Alcohol and Tobacco**

**Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.**

## **Teaching Basic First Aid**

**Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.**

**Know how to make a clear and efficient call to emergency services if necessary.**

## Physical Health and Fitness

Know the characteristics and mental and physical benefits of an active lifestyle.

Know importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

Know the risks associated with an inactive lifestyle, including obesity.

Know how and when to seek support including which adults to speak to in school if they are worried about their health.

## **The Changing Adolescent Body**

**Know key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes.**

**Know about menstrual wellbeing including the key facts about the menstrual cycle.**

## Health & Prevention

Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

Know the importance of sufficient good quality sleep for good health and that lack of sleep can affect weight, mood and ability to learn.

Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check ups at the dentist.

Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

Know the facts and science relating to allergies, immunization and vaccination.

# PSHE Vocabulary Progression

## Being Me in My World

Year One	Year Two	Year Three and Four	Year Five and Six
Change Experience Feelings Goal Opinion Persevere Unique	Choices Dislike Informed Like Strategies Strengths Resilient	Attitude Balanced Lifestyle Hormones Neutral Positive Responsible Uncomfortable	Adolescence Body image Conflicting Emotions Ideal Mislead Misrepresent Self-esteem Society Representation Responsible Choices

## PSHE Vocabulary Progression Being An Active Citizen

Year One	Year Two	Year Three and Four	Year Five and Six
<p> <b>Agree</b>  <b>Belong</b>  <b>Challenge</b>  <b>Disagree</b>  <b>Fair</b>  <b>Rules</b>  <b>Unfair</b> </p>	<p> <b>Belonging</b>  <b>Community</b>  <b>Contribute</b>  <b>Democracy</b>  <b>Improve</b>  <b>Responsibility</b>  <b>Rights</b> </p>	<p> <b>Biased</b>  <b>Global</b>  <b>Individual</b>  <b>International</b>  <b>Local</b>  <b>National</b>  <b>Media</b>  <b>Respect</b> </p>	<p> <b>Democracy</b>  <b>Equality</b>  <b>Equity</b>  <b>Fairtrade</b>  <b>Justice</b>  <b>Moral</b>  <b>Obligation</b>  <b>Participation</b>  <b>Social Justice</b>  <b>Volunteer</b> </p>

## PSHE Vocabulary Progression Me and My Future

Year One	Year Two	Year Three and Four	Year Five and Six
<b>Aspire</b> <b>Career</b> <b>Future</b> <b>Save</b> <b>Spend</b> <b>Strengths</b> <b>Values</b>	<b>Balance</b> <b>Credit card</b> <b>Debit card</b> <b>Needs</b> <b>Wants</b> <b>Unique</b>	<b>Benefits</b> <b>Budget</b> <b>Charity</b> <b>Debt</b> <b>Finance</b> <b>Poverty</b> <b>Stereotypes</b>	<b>Cost of Living</b> <b>Employee</b> <b>Employer</b> <b>Incomings</b> <b>Interest</b> <b>Insurance</b> <b>Mortgage</b> <b>Outgoings</b> <b>Value for Money</b>

**PSHE Vocabulary Progression**  
**Keeping Myself Safe**

<b>Year One</b>	<b>Year Two</b>	<b>Year Three and Four</b>	<b>Year Five and Six</b>
<b>Emergency</b> <b>Medicine</b> <b>Risks</b> <b>Rules</b> <b>Safety</b> <b>Secrets</b> <b>Websites</b> <b>Wellbeing</b>	<b>Harmful</b> <b>Healthy Friendship</b> <b>Offline</b> <b>Online</b> <b>Pressure</b> <b>Risks</b> <b>Secrecy</b> <b>Substances</b>	<b>Advice</b> <b>Consequence</b> <b>Influence</b> <b>Media</b> <b>Password</b> <b>Peers</b> <b>Pressure</b> <b>Wellbeing</b>	<b>Dare</b> <b>Habit</b> <b>Hazard</b> <b>Offence</b> <b>Online Presence</b> <b>Responsibility</b> <b>Request</b> <b>Risk</b> <b>Substances</b>

## PSHE Vocabulary Progression Relationships

Year One	Year Two	Year Three and Four	Year Five and Six
<p> <b>Family</b>  <b>Female</b>  <b>Love</b>  <b>Male</b>  <b>Relationships</b>  <b>Safe</b>  <b>Teasing</b> </p>	<p> <b>Bully</b>  <b>Gay</b>  <b>Gender</b>  <b>Penis</b>  <b>Testicles</b>  <b>Vagina</b>  <b>Vulva</b> </p>	<p> <b>Adoption</b>  <b>Fostering</b>  <b>Lesbian</b>  <b>Puberty</b>  <b>Reproduction</b>  <b>Same Sex</b>  <b>Relationships</b>  <b>Stereotypes</b> </p>	<p> <b>Bisexual</b>  <b>Civil Partnership</b>  <b>Conception</b>  <b>Consent</b>  <b>Heterosexual</b>  <b>Homosexual</b>  <b>Mensuration</b>  <b>Periods</b>  <b>Sexual Orientation</b>  <b>Transgender</b> </p>

**PSHE Vocabulary Progression**  
**My Healthy Lifestyle**

<b>Year One</b>	<b>Year Two</b>	<b>Year Three and Four</b>	<b>Year Five and Six</b>
<b>Active</b> <b>Exercise</b> <b>Feelings</b> <b>Germs</b> <b>Health</b> <b>Mistakes</b> <b>Wash</b>	<b>Active</b> <b>Changes</b> <b>Dental</b> <b>Disease</b> <b>Hygiene</b> <b>Independence</b> <b>Resilient</b>	<b>Anxiety</b> <b>Bacteria</b> <b>Diet</b> <b>Good Habits</b> <b>Relaxation</b> <b>Responsible</b> <b>Virus</b>	<b>Adolescence</b> <b>Calories</b> <b>Counter Argument</b> <b>Conflicting</b> <b>Emotions</b> <b>Lifestyle</b> <b>Puberty</b> <b>Resolving</b> <b>Differences</b> <b>Resolve</b> <b>Support</b>

EYFS

Long Term Plans

- Me - A Special Person

- Keeping Safe

- Keeping Healthy

EYFS

- People Who Help Us

- Being Involved

- Growing and Changing

Autumn 1	Autumn 2	Spring 1
<p><u>Me - A Special Person</u></p> <p><u>Children will have opportunities to:</u></p> <ul style="list-style-type: none"> <li>• recognise their uniqueness</li> <li>• feel good about themselves</li> <li>• know personal likes, dislikes and preferences</li> <li>• Recognise, name and own everyday feelings such as happy, sad, cross, worried, etc.</li> <li>• know some of the things that can cause different feelings</li> <li>• learn that bullying is not acceptable</li> <li>• take turns</li> <li>• understand classroom rules and routines, including personal hygiene</li> </ul>	<p><u>Keeping Safe</u></p> <p><u>Children will have opportunities to:</u></p> <ul style="list-style-type: none"> <li>• talk about medicines and how to use them safely.</li> <li>• Discuss how to keep safe at home and at school</li> </ul> <p>Learn about how to keep safe online</p>	<p><u>Being Healthy</u></p> <p><u>Children will have opportunities to:</u></p> <ul style="list-style-type: none"> <li>• make simple choices between activities, foods, etc.</li> <li>• think about being well and being unwell</li> <li>• Consider how we keep our teeth healthy - What do we need to do actively do to look after our teeth? (brushing, visiting dentist)</li> <li>• Consider what we can do to prevent tooth decay - healthy eating, avoiding fizzy drinks etc.</li> </ul>

Spring 2	Summer 1	Summer 2
<p><u>People Who Help Us</u></p> <p><u>Children will have opportunities to:</u></p> <ul style="list-style-type: none"> <li>• know the people who look after them and their different roles and responsibilities</li> <li>• understand that there are differences and similarities between people</li> <li>• talk to adults and listen to their experiences.</li> </ul>	<p><u>Be Involved</u></p> <p><u>Children will have opportunities to:</u></p> <ul style="list-style-type: none"> <li>• learn to co-operate by taking turns and joining in</li> <li>• join in and enjoy a range of activities</li> <li>• make simple choices between activities</li> <li>• know what they enjoy and what they are good at</li> <li>• Care for plants or pets.</li> </ul>	<p><u>Growing and Changing</u></p> <p><u>Children will have opportunities to:</u></p> <ul style="list-style-type: none"> <li>• learn and practice skills for maintaining personal hygiene</li> <li>• be proud of their body and enjoy what it can do</li> <li>• learn the names of the main parts of the body</li> <li>• Understand the idea of growing from young to old.</li> </ul> <p>What happens to our teeth as we grow older? How can we ensure that we look after our teeth?</p>

**PSHE/RSE - Year 1 and Year 2**  
**Two year rolling programme**

<b>Being Me in My World</b> (The Equality Act)		<b>Keeping Myself Safe</b> (Mentally and Physically - On and offline)		<b>My Healthy Lifestyle</b> (Mental Health & Physical Health)	
<u><b>Year A</b></u> <ul style="list-style-type: none"> <li>• What makes me special?</li> <li>• Friendship ups Celebrating similarities &amp; differences</li> <li>• What am I good at?</li> </ul>	<u><b>Year B</b></u> <ul style="list-style-type: none"> <li>• Understanding different feelings - anger, worry etc.</li> <li>• Learning who to talk to about their feelings</li> </ul>	<u><b>Year A</b></u> <ul style="list-style-type: none"> <li>• Road Safety</li> <li>• Water safety</li> <li>• Safety at home</li> <li>• Fire safety</li> </ul>	<u><b>Year B</b></u> <ul style="list-style-type: none"> <li>• Online safety</li> <li>• What is personal information?</li> <li>• How school keeps me safe</li> </ul>	<u><b>Year A</b></u> <ul style="list-style-type: none"> <li>• Germs, washing hands</li> <li>• Medicine safety</li> <li>• Looking after my teeth</li> <li>• Looking after your skin in the sun</li> </ul>	<u><b>Year B</b></u> <ul style="list-style-type: none"> <li>• Healthy Eating and exercise</li> <li>• Maintaining good mental health</li> <li>• The importance of sleep to good health</li> </ul>
<b>Me and My Future</b>		<b>Being an Active Citizen</b> (Rights, Responsibility and the Law)		<b>Healthy Relationships</b> (on and offline)	
<u><b>Year A</b></u> <ul style="list-style-type: none"> <li>• Where does money come from?</li> <li>• How to pay for items</li> <li>• Save or spend?</li> </ul>	<u><b>Year B</b></u> <ul style="list-style-type: none"> <li>• What job might I do in the future?</li> <li>• What jobs do people that I know do?</li> </ul>	<u><b>Year A</b></u> <ul style="list-style-type: none"> <li>• What are my rights?</li> <li>• What are my responsibilities?</li> <li>• How can I look after my environment?</li> </ul>	<u><b>Year B</b></u> <ul style="list-style-type: none"> <li>• Being respectful of others.</li> <li>• Sharing opinions politely.</li> </ul>	<u><b>Year A</b></u> <ul style="list-style-type: none"> <li>• Identifying people that love and care for them</li> <li>• Know what a healthy relationship is</li> <li>• Know the characteristics of a healthy relationship</li> </ul>	<u><b>Year B</b></u> <ul style="list-style-type: none"> <li>• Understand what bullying is</li> <li>• How to get help if they are being bullied</li> </ul>

**PSHE/RSE – Year 3 and Year 4**  
**Two year rolling programme**

**Being Me in My World**  
**(The Equality Act)**

- Year A
- Friendship,
  - Mental health (safe esteem),
  - Celebrating similarities & differences

- Year B
- Looking after my mental health

**Keeping Myself Safe**  
**(Mentally and Physically – On and offline)**

- Year A
- Road Safety
  - Water safety
  - Safety at home
  - Fire safety

- Year B
- Online safety
  - Safe relationships on and offline.
  - Consent

**My Healthy Lifestyle**  
**(Healthy Relationships, Mental Health & Physical Health)**

- Year A
- Germs, washing hands
  - Medicine safety
  - Looking after my teeth
  - Healthy eating

- Year B
- Looking after my mental health

**Me and My Future**

- Year A
- Where does money come from?
  - What can I do with my money?

- Year B
- How can I plan for my future?
  - Jobs and skills

**Being an Active Citizen**  
**(Rights, Responsibility and the Law)**

- Year A
- Rights and responsibilities
  - Community groups

- Year B
- What communities do I belong to?

**Healthy Relationships**  
**(on and offline)**

- Year A
- What is consent?
  - Image sharing
  - Body image
  - What is a healthy relationship?
  - Different families

- Year A
- Puberty
  - Online relationships
  - Growing and changing
  - Healthy relationships

**PSHE/RSE – Year 5 and Year 6**  
**Two year rolling programme**

**Being Me in My World**  
**(The Equality Act)**

- Year A**
- Personal strength and resilience
  - Discrimination
  - Tolerance
  - Mutual Respect

- Year B**
- Sense of belonging
  - Personal identity
  - The Equality Act

**Keeping Myself Safe**  
**(Mentally and Physically – On and offline)**

- Year A**
- Road Safety
  - Water safety
  - Safety at home
  - Fire safety

- Year B**
- Online safety
  - Peer pressure and risks

**My Healthy Lifestyle**  
**(Healthy Relationships, Mental Health & Physical Health)**

- Year A**
- Legal drugs – smoking, vaping and alcohol
  - Illegal drugs

- Year B**
- Maintaining good mental health

**Me and My Future**

- Year A**
- Financial wellbeing
  - Money – spend or save
  - Loans and interest rates
  - Being a consumer

- Year B**
- Careers
  - Life choices
  - Transitions

**Being an Active Citizen**  
**(Rights, Responsibility and the Law)**

- Year A**
- Rights and responsibilities
  - Community
  - Democracy and Rule of Law

- Year B**
- Media Literacy and Digital Resilience
  - Mutual Respect

**Healthy Relationships**  
**(on and offline)**

- Year A**
- What is consent?
  - Image sharing
  - Body image
  - What is a healthy relationship?
  - Different families

- Year A**
- Puberty
  - Reproduction in humans
  - Online relationships
  - Growing and changing
  - Keeping safe

# Key Stage One

## Long Term Plans

*(2 Year Rolling Programme)*

## Year 1 and Year 2 – Being Me in my World

### Year A

- H21 – To learn to recognize what makes them special
- H22 – To recognize the ways in which we are all unique
- H23 – To identify what they are good at, what they like and dislike.
- L1 – To learn what rules are, why they are needed and why different rules are needed for different situations
- L4 – To know about different groups they belong to.
- L5 – To learn about different roles and responsibilities.
- L6 – To recognize the ways they are the same as, and different to other people.
- R1 – To know about the roles that different people (e.g. acquaintances, friends and relatives) play in our lives.
- R9 – To know how to ask for help if a friendship is making them feel unhappy.
- R23 – To recognize the ways in which they are the same and different to others.

### Year B

- H11 – To learn about different feelings that humans can experience.
- H12 – To recognize and name different feelings
- H13 – To know how different feelings can affect people's bodies and how they behave.
- H14 – To recognize what others might be feeling.
- H15 – To recognize that not everyone feels the same at the same time; or feels the same about the same things.
- H16 – To learn about ways of sharing feelings; a range of words to describe feelings
- H17 – To learn about things that can help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- H18 – to learn different things that they can do to manage big feelings, to help to calm themselves down and/or change their mood when they don't feel good.
- H19 – to recognize when they need help with feelings; that is important to ask for help with feelings and how to ask for it.
- H20 – To learn about change and loss (including death); to identify feelings associated with this; to recognize what helps people to feel better.

## Year 1 and Year 2 - Keeping Myself Safe

### Year A

- H28 - To learn about t=rules and age restrictions that keep us safe.
- H29 - To learn to recognize risk in simple everyday situations and what action to take to minimize harm.
- H30 - To know how to keep safe at home (including electrical appliances) and fire safety (e.g. not playing with matches.
- H31 - To know that household products (including medicines) can be harmful if not used correctly.
- H32 - To know ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.
- H33 - To know about the people whose job it is to keep us safe.
- H35 - To learn about what to do if there is an accident and someone is hurt.
- H36 - To know how to get help in an emergency (how to dial 999 and what to say)

### Year B

- H33 - To learn about people whose job it is to help jeep us safe.
- H34 - To learn basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.
- R14 - To know that sometimes people behave differently online, including by pretending to be someone they are not.
- R18 - To know about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually
- R19 - To know basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- R20 - To know what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

## Year 1 and Year 2 – Looking After My Health

### Year A

- H1 – To learn about what keeping healthy means; to learn different ways to keep healthy.
- H5 – To learn about simple hygiene routines that can stop germs from spreading.
- H6 – To learn that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.
- H7 – To learn about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.
- H8 – To learn how to keep safe in the sun and protect skin from sun damage.
- H9 – To learn about different ways to learn and play; recognizing the importance of knowing when to take a break from time online.
- H10 – To learn about the people who help us to stay physically healthy.
- H37 – To learn about things that people can put into their body or on their skin; how these can affect how people feel.

### Year B

- H1 – To learn about what keeping healthy means; to learn different ways to keep healthy.
- H2 – To learn about foods that support good health and the risks of eating too much sugar.
- H3 – To learn about how physical activity helps us to stay healthy and about ways to be physically active everyday.
- H4 – To learn about why sleep is important and different ways to rest and relax.
- H10 – To learn about the people who help us to stay physically healthy.

## Year 1 and Year 2 - Me and My Future

### Year A

- L10 - To know what money is; forms that money comes in; that money comes from different sources
- L11 - To know that people make different choices about how to save and spend money.
- L12 - To know that money needs to be looked after in different ways.

### Year B

- L14 - To know that everyone has different strengths
- L15 - To learn that jobs help people to earn money to pay for things.
- L16 - To learn about different jobs that people they know or people who work in the community do.
- L17 - To learn about some of the strengths and interests someone might need to do different jobs.

## **Year 1 and Year 2 – Being an Active Citizen**

### **Year A**

- L1 – To learn what rules are; why they are needed; and why different rules are needed for different situations
- L2 – To learn how people and other living things have different needs; to learn about the responsibilities of caring for them
- L3 – To learn about things they can do to help look after their environment.

### **Year B**

- R21 – To know about what is kind and unkind behaviour.
- R22 – To know about how to treat themselves and others with respect; how to be polite and courteous.
- R24 – To know how to listen to other people and play co-operatively.
- R25 – To know how to talk about and share their opinions on things that matter to them.

## Year 1 and Year 2 - Healthy Relationships (1)

### Year A

- H27 - To learn about preparing to move to a new class/year group.
- R2 - To identify the people who love and care for them and what they do to help them feel cared for.
- R3 - To know about different types of families including those that may be different to their own.
- R4 - To identify common features of family life.
- R5 - To know that it is important to tell someone (such as a teacher) if something about their family makes them unhappy or worried.
- R6 - To learn about how to recognize when they or someone else feels lonely and what to do.
- R8 - To develop simple strategies to resolve arguments between friends positively.

### Year B

- H27 - To learn about preparing to move to a new class/year group.
- R10 - To know that bodies and feelings can be hurt by words and actions.
- R11 - To know about how people may feel if they experience hurtful behaviour or bullying.
- R12 - To know that hurtful behavior (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying and the importance of telling a trusted adult.
- R13 - To recognize that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.
- R15 - To know how to respond safely to adults they don't know.
- R16 - To know about how to respond if physical contact makes them uncomfortable.
- R17 - To know there are situations when they should ask for permission and also when their permission should be sought.

## **Year 1 and Year 2 - Healthy Relationships (2)**

**Year A**

**Year B**

- R18 - To know about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).
- R19 - To know the basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.
- R20 - To know what to do if they feel unsafe and worried for themselves or other; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.

# Lower Key Stage Two

## Long Term Plans

*(2 Year Rolling Programme)*

## **Year 3 and Year 4 – Being Me in My World**

### **Year A**

- R10 – To know about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.
- R11 – To know what constitutes a positive healthy friendship(e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties; that the same principles apply to online friendships as face to face relationships.
- R13 – To know the importance of seeking support if feeling lonely or excluded.
- R14 – To know that healthy friendships make people feel included; recognize when others may feel lonely or excluded; strategies for how to include them.
- R19 –To know about the impact of bullying, including offline and online, and the consequences of hurtful behavior.
- R20 – To develop strategies to respond to hurtful behavior experienced or witnessed, offline and online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of other); to know how to report concerns and get support.
- R21 – To know about discrimination, what it means and how to challenge it.

### **Year B**

- H25 – To know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- H26 – To know that for some people gender identify does not correspond with their biological sex.
- H27 –To recognize their individuality and personal qualities.
- H28 – To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- H29 – To learn about how to manage setbacks and perceived failures, including how to reframe unhelpful thinking.

## Year 3 and Year 4 - Keeping Myself Safe

### Year A

- H39 - To know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe.
- H40 - To know the importance of taking medicines and using household products safely (e.g. following instructions carefully).
- H41 - To know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety.
- H41 - To know about the safe use of digital devices when out and about.

### Year B

- H44 - To know how to respond and react in an emergency situation; how to identify situations that may require emergency services; know how to contact them and what to say.
- R25 - To recognize different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.
- R26 - To know about seeking and giving permission (consent) in different situations.
- R27 - To know that keeping something confidential or secret, when this should (e.g., a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.
- R28 - To know how to recognize pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.
- R29 - To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online).

## Year 3 and Year 4 - My Healthy Lifestyle

### Year A

- H1 - To know how to make informed decisions about health.
- H2 - To know about the elements of a balanced healthy lifestyle.
- H3 - To know about choices that support a healthy lifestyle and recognize what might influence these.
- H4 - To recognize that habits can have both positive and negative effects on a healthy lifestyle.
- H5 - To know about what good physical health means; how to recognize early signs of physical wellness.
- H6 - To know what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
- H7 - To understand how regular exercise benefits mental and physical health; recognize opportunities to be physically active and some of the risks associated with an inactive lifestyle.

### Year B

- H15 - To know that mental health, just like physical health, is part of daily life; to know the importance of taking care of mental health.
- H16 - To know about strategies and behaviours that support mental health - including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing.
- H17 - To recognize that feelings can change over time and range in intensity.
- H18 - To know about everyday things that can affect feelings and the importance of expressing feelings.
- H19 - To use a varied vocabulary when talking about feelings, about how to express feelings in different ways.
- H20 - To know strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.
- H21 - To recognize warning signs about mental health and wellbeing and how to seek support

## Year 3 and Year 4 - My Healthy Lifestyle

### Year A

- H8 - To know about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.
- H9 - To know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection of personal hygiene and how to maintain it.
- H10 - To know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.
- H11 - To know how to maintain good oral hygiene, including correct brushing and flossing and why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as smoothies and fruit juices, and the effects of smoking)
- H12 - To know about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.

### Year B

- H13 - To know about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.
- H14 - To know how and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health.

## Year 3 and Year 4 – Me and My Future

### Year A

- L17 – To know about the different ways to pay for things and the choices people have about this.
- L18 – To recognize that people have different attitudes towards saving and spending money.
- L20 – To recognize that people make spending decisions based on priorities, needs and wants.
- L22 – To know about risks associated with money and that money can be won, lost or stolen, and ways of keeping money safe.
- L24 – To identify the ways that money can impact on people's feelings and emotions.

### Year B

- L25 – To recognize positive things about themselves and their achievements; set goals to help achieve personal outcomes.
- L26 – To know that there is a broad range of different jobs/careers that people can have' that people often have more than one career/type of job during their life.
- L29 – To know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.
- L30 – To know about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.
- L31 – To recognize the kind of job that they might like to do when they are older.

## Year 3 and Year 4 - Being and Active Citizen

### Year A

- L1 - To recognize reasons for laws and rules; consequences of not adhering to rules and laws/
- L2 - To recognize that there are human rights that are there to protect everyone.
- L3 - To understand the relationships between rights and responsibilities.
- L4 - To know the importance of having compassion towards others; shared responsibilities we have for caring for other people and living things; how to show care and concern for others

### Year B

- R30 - To know that personal behaviour can affect other people; to recognize and model respectful behaviour online,
- L6 - To know about different groups that make up their community;
- L7 - To value the different contributions that people and groups make to the community.
- L8 - To know about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities.
- L9 - To know about stereotypes' how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.
- L10 - To know about prejudice; how to recognize behaviours, actions which discriminate against others; ways of responding to it if witnessed or experienced.

## Year 3 and Year 4 – Healthy Relationships

### Year A

- R31 – To recognize the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online) in school and in wider society; strategies to improve or support courteous, respectful relationships.
- R16 – To know that friendships change over time, about making new friends and the benefits of having different types of friends.
- R17 – To know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.
- R18 – To recognize if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for help.
- R25 – To recognize different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.
- R26 – To know about seeking and giving permission (consent) in different situations.
- R27 – To know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to,

### Year B

- R5 – To know that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but they may also live apart.
- R6 – To know that a feature of positive family life is caring relationships; about the ways in which people care for one another.
- R7 – To recognize and respect that there are different types of family structure (including single parents, same sex parents, step parents); that families of all types can give family members love, security and stability.
- R9 – To know how to recognize if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.
- H31 – To know about physical and emotional changes that happen when approaching puberty – key facts about the menstrual cycle.
- H32 – To know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.

# Upper Key Stage Two

## Long Term Plans

*(2 Year Rolling Programme)*

## Year 5 and Year 6 - Being Me in My World

### Year A

- R30 - To know that personal behaviour can affect other people; to recognize and model respectful behaviour.
- R31 - To recognize the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online) in school and in wider society; strategies to improve or support courteous, respectful relationships.
- R32 - To know about respecting the differences and similarities between people and recognizing what they have in common with others e.g. physically, in personality or background.
- R33 - To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs a lifestyles are different to their own.

### Year B

- H25 - To know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- H26 - To know that for some people gender identify does not correspond with their biological sex.
- H27 -To recognize their individuality and personal qualities.
- H28 - To identify personal strengths, skills, achievements and interests and ho these contribute to a sense of self-worth
- H29 - To learn about how to mange setbacks and perceived failures, including how to reframe unhelpful thinking.

## Year 5 and Year 6 – Keeping Safe

### Year A

- H39 – To know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks.
- H40 – To know about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)
- H41 – To know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety, safe use of digital devices when out and about.
- H43 – To know what is meant by first aid; basic techniques for dealing with common injuries.
- H44 – To know how to respond in an emergency situation; how to identify situations that may require the emergency services; know how to contact
- H45 – To know that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.

### Year B

- H37 – To know reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.
- H38 – To know how to predict, assess and manage risk in different situations
- H42 – To know the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.
- R18 – To recognize if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for help.
- R22 – To know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)

## Year 5 and Year 6 - Keeping Safe

### Year A

- H43 - To know what is meant by first aid; basic techniques for dealing with common injuries.

### Year B

- R23 - To understand why someone might behave differently online, including pretending to be someone they are not; strategies for recognizing risks, harmful content and contact; how to report concerns.
- R24 - To know how to respond safely and appropriately to adults they may encounter (in all contexts including online)

## **Year 5 and Year 6 - My Healthy Lifestyle**

### **Year A**

- H46 - To know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes, vaping, alcohol and medicines) and their impact on health; recognize that drug use can become a habit which can be difficult to break.
- H47 - To recognize that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.
- H48 - To learn about why people choose to use or not use drugs (including nicotine, alcohol and medicines)
- H49 - To learn about the mixed messages in the media about drugs including alcohol, smoking and vaping.
- H50 - To learn about the organisations that can help people concerning alcohol, tobacco and nicotine or other drug use; to know about people they can talk to if they have concerns.

### **Year B**

- H20 - To learn strategies to respond to feelings, including intense or conflicting feelings how to manage and respond to feelings appropriately and proportionately in different situations.
- H21 - To recognize warning signs about mental health and wellbeing and how to seek support for themselves and others.
- H22 - To recognize that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.
- H23 - To know about change and loss, including death, and how these affect feelings; ways of expressing and managing grief and bereavement.
- H24 - To learn problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.

## Year 5 and Year 6 – Me and my Future

### Year A

- L17 – To know about the different ways to pay for things and the choices people have about this.
- L18 – To recognize that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something good value for money.
- L19 – To know that people's spending decisions can affect others and the environment (e.g. Fair Trade, buying single-use plastics or giving to charity).
- L20 – To recognize that people make spending decisions based on priorities, needs and wants.
- L21 – To know about different ways to keep track of money.
- L22 – To know about risks associated with money and that money can be won, lost or stolen, and ways of keeping money safe.
- L23 – To know about the risks involved in gambling; different ways money can be won and lost through gambling related activities and their impact on health, wellbeing and future aspirations.
- L24 – To identify the ways that money can impact on people's feelings and emotions.

### Year B

- L25- To recognize positive things about themselves and their achievements; set goals to help achieve personal outcomes.
- L26 – To know that there is a broad range of different jobs/careers that people can have' that people often have more than one career/type of job during their life.
- L27 – To know about stereotypes in the workplace and that a person's career aspirations should not be limited by them.
- L28 – To know what might influence people's decisions about a job or career (such as personal interests and values, family connections to certain trades and businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs.
- L29 – To know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.
- L30 – To know about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.
- L32 – To recognize a variety of routes into careers (such as college, apprenticeship, university)

## Year 5 and Year 6 - Being An Active Citizen

### Year A

- L1 - To recognize reasons for laws and rules; consequences of not adhering to rules and laws/
- L2 - To recognize that there are human rights that are there to protect everyone.
- L3 - To understand the relationships between rights and responsibilities.
- L4 - To know the importance of having compassion towards others; shared responsibilities we have for caring for other people and living things; how to show care and concern for others
- L5 - To know ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e/g/ reducing, reusing, recycling, food choices).

### Year B

- L11 - To recognize ways in which the internet and social media can be used both positively and negatively.
- L12 - To know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.
- L13 - To know about different ways information and data is shared and used online, including for commercial purposes.
- L14 - To know how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.
- L15 - To recognize things appropriate to share and things that should not be shared on social media; rules surrounding the distribution of images.
- L16 - To know how texts and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.

## Year 5 and Year 6 - Healthy Relationships

### Year A

- R1 - To recognize that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).
- R2 - To know that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.
- R3 - To know that marriage and civil partnership are a legal declaration of commitment made by two adults who love and care for each other; which is intended to be lifelong.
- R4 - To know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.
- R7 - To recognize and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.

### Year B

- H30 - To identify external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.
- H31 - To know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).
- H32 - To know about how hygiene routine change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.
- R25 - To recognize different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.
- R26 - To know about seeking and giving permission (consent) in different situations.
- R27 - To know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to,

## Year 5 and Year 6 - Healthy Relationships

### Year A

- R8 -To recognize other shared characteristics of healthy family life, including commitment, care, spending time together, being there for each other in times of difficulty.
- R9 - To learn how to recognize if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.
- R15 - To develop strategies for recognizing and managing peer influence and a desire for peer approval in friendships.
- R16 - To know that friendships change over time, about making new friends and the benefits of having different types of friends.
- R17 - To know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.
- R18 - To recognize if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for help.

### Year B

- H33 - To know about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made)
- H34 - To know where to get information and help and advice about growing and changing, especially puberty.
- H35 - To know about the new opportunities and responsibilities that increasing independence bring.