



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

**C**ommunity - Treat others as we would want to be treated ourselves

**H**ope - Giving confidence in what we can contribute and achieve together

**A**spiration - Believe that we can be the best version of ourselves in all that we do

**M**ission - Living with purpose and commitment to making a positive difference

**P**erseverance - Not everything comes easily - keep trying to reach your goals and dreams

**S**hine - Let your light shine on yourself and others

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 intent for PSHE is to ensure that our pupils are prepared for life's challenges, with the knowledge to make safe and healthy choices about their lives.

In the next 15 years they 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

# PSHE

## Intent

The focus for primary relationships education will be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe

We believe that building children's understanding and skills is essential for preparing them for more complex content at secondary. For example, in primary, children will learn skills for managing difficult feelings in their friendships, like disappointment or anger. This prepares them to reflect on how to behave with kindness in more complex or challenging relationships at secondary.

We will be sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Our teaching will illustrate a wide range of family structures in a positive way, and care should be taken to ensure that children are not stigmatised based on their home circumstances.

Primary relationships education will be anchored in an understanding of positive relationships, but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This will be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right. In addition, pupils should understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation

# PSHE

## Intent

Primary children should be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. For example, in UKS2, we will discuss the pressure to share naked images. Teaching will be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion. We will share any materials or resources that we will use with parents/carers.

# PSHE

## Implementation

To ensure that our pupils receive an age and stage appropriate curriculum, which builds on previous knowledge, we have planned out a 2-year rolling programme. This takes into account the context of our schools and the needs of our pupils. We use The PSHE Programmes of Study as our curriculum, alongside the statutory objectives from the RSE Curriculum.

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 sits firmly withing our federation Personal Development offer.

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 to supplement the mental health support provided through our 'Peer Listening' Team.

**The PSHE  
Association  
Programmes of  
Study**

## The Programmes of Study from The PSHE Association

The Programmes of Study are divided into three core areas;

- **CORE THEME 1** - Health and Wellbeing
- **CORE THEME 2** - Relationships
- **CORE THEME 3** - Living in the Wider World

Each of these areas is then sub-divided into different categories.

### Health and Wellbeing

- Healthy Lifestyles (Physical Wellbeing)
- Mental Health
- Ourselves - Growing and Changing
- Keeping Safe
- Drugs, Alcohol and Tobacco

### Relationships

- Families and Close Positive Relationships
- Friendships
- Managing Hurtful Behaviour and Bullying
- Safe Relationships
- Respecting Self and Others

### Living in the Wider World

- Shared Responsibilities
- Communities
- Media literacy and Digital Resilience
- Economic Wellbeing: Money
- Economic Wellbeing: Aspirations, Work and Career

**From September 2026, the statutory areas of study from the 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, Kind Relationships
- Online Safety and Awareness
- Being Safe
- General Wellbeing
- Wellbeing Online
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol, Tobacco and Vaping
- Health Protection and Prevention
- Personal Safety
- Basic First Aid

## Implementation - School Values

Beyond our documented curriculum, we 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;

Rights Respecting Team, Wellbeing Team, Collective Worship Team Online Leadership Team and Sports Leaders

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 Personal Development offer supports children to develop 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 - How PSHE will be taught

The teaching of each unit of PSHE will follow the same format.

They unit will begin by sharing the Knowledge Organiser for the unit, along=g with the discussion about the vocabulary which will be taught in this unit.

Upper Nidderdale PSHE Ground rules are always revisited - Difficult topics may be discussed so it is okay to take a break if you need to; if anything has upset or worried you, talk to an adult; it is okay ask questions (but not personal ones), it is okay to share a story, but not with any names.

The first lesson will assess what knowledge pupils have retained from the previous teaching of this subject. This will inform teachers about what gaps need to be closed, or what misconceptions need to be addressed.

The lessons taught will be very much discussion and reflection based - answering a big question or teaching a specific objective, that is shared with the children. . There will be planned group work and paired work, which will be in line with our Speaking and Listening Intent so that children can develop debating and discussion skills appropriate to their age. PSHE is a unique subject for the content that is discussed and debated. Children need to be supported to develop the skills of challenging ideas and debating topics which they may feel very passionate about.

Time is given for pupils to reflect on their own feelings around the question or topic. This will be recorded in a variety of ways - written, pictorial, poster, presentation - PSHE is always inclusive as we recognise that SEND pupils can be vulnerable to abuse

# PSHE

## Impact (Taken from The PSHE Programmes of Study 2024)

There are many reasons why it is important that learning in PSHE is assessed, including;

- Pupils need opportunities to reflect on their learning and its implications for their life.
- Teachers need to know that learning has taken place, to be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of their learning.
- Assessment allows the SLT, parents, governors and school inspectors to see PSHE education's impact on pupils and whole school outcomes, such as Ofsted judgements on Personal Development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of Fundamental British Values. Without assessment, all a school can do is describe its PSHE provision, not show its impact.
- The DfE also states in the statutory guidelines for Relationships, Sex and Health education that 'schools should have the same high expectations of the quality of pupil's work in these subjects as for other curriculum areas.' - therefore assessment for and of learning should be central to any PSHE education provision.

# PSHE

## Impact

**Assessment is central to effective teaching and learning.**

**This is true for all subjects, and PSHE education is no exception. Effective assessment allows pupils and teachers to reflect on what has been learned, increases motivation for future learning and demonstrates impact.**

**At The Upper Nidderdale Primary Federation, we will use baseline assessment to gauge prior knowledge and understanding. 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, linking prior knowledge and newly acquired knowledge.**
- Pupil conferencing and discussion.**
- Participation in extra-curricular activity both in school and beyond is tracked.**
- 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.

Marking and feedback in PSHE should be used to enable pupils to further develop their learning in the contest of their own lives. We believe that this offers further opportunities to pose challenging questions about relationships, keeping safe, their futures and what to do in difficult situation, on and offline. The following sentence stems will be used to allow children to reflect on the content of their PSHE knowledge, as well as to demonstrate curiosity and open mindedness when exploring life's big questions.

**Today's lesson helped me to reflect on ...**

**Today I learned something about keeping healthy that I will remember when I am older. It was ...**

**Today I learnt something important about mental health. It was ....**

**Today in PSHE, I thought about my own future, I thought ...**

**Today the lesson helped me to think about how to keep safe by ...**

**Today I considered diversity and equality in the world. It made me think about ...**

**PSHE**

**SEND**

**Adaptions**

# SEND Adaptions for PSHE

## Cognition and Learning

## Communication and Interaction

Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision
<p>The ability to understand the abstract information.</p> <p>The ability to understand the vocabulary associated with puberty</p> <p>Understanding of subject specific vocabulary.</p> <p>Difficulty in producing accurate pieces of writing</p>	<p>Use stem sentences to provide a starter. Use pictures and emojis to relate to abstract feelings.</p> <p>Pre-teach vocabulary – ensure that there are picture cues to ensure understanding.</p> <p>Adults to ensure that they read the text to pupils and draw attention to key vocabulary. Use film and video to ensure understanding.</p> <p>Use writing frames, sentence starters, vocabulary mats and visuals to support the writing process, as well as an adult acting as a scribe or using talking tine.</p> <p>Make learning very interactive – sorting food pictures into healthy and not healthy etc.</p>	<p>Expressing themselves and sharing their thoughts and opinions orally.</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.</p> <p>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.</p> <p>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>Ambitious About Autism – online safety resources produced for children with autism.</p> <p>Use physical resources – such as hoops to teach about boundaries, stickers with a body outline to get children to put c#]stickers on parts of the body that are private.</p>

# SEND Adaptions for PSHE

Physical and Sensory		SEMH	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision
<p>Physical difficulties accessing specific environments during trips.</p> <p>Children with a visual impairment may find it difficult to view text/images/historical artefacts.</p>	<p>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.</p> <p>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 historical artefacts.</p>	<p>Low self-esteem in ability., difficult conversations about PSHE – feelings, mental health etc.</p> <p>Difficulties with social skills may result in children finding group work challenging.</p>	<p>Pre-teach key information and vocabulary so that children feel prepared for the lesson and can share their knowledge with their peers – resulting in raised self-esteem.</p> <p>Prep children for difficult conversations that might be planned around mental health or relationships.</p> <p>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.</p>

**PSHE**  
**Fundamental**  
**British Values**  
**and SMSC**

# 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.

## Fundamental British Values

Within the federation, there are many opportunities to 'live and breathe' British Values;

- CHAMPS - children learn about the responsibility that they have for making good choices and the consequences of not doing so. They also learn about the importance of honesty and good manners.
- House Captains - Children learn about the responsibility of being a team. They learn to work together to achieve something. As part of a 'house', they learn about the intrinsic feel good factor of doing the right thing. Over time, children have the opportunity to be House Captains and to take on more responsibility.
- Pupil Leadership groups - here children learn about contributing to society and about 'giving back.' They learn that their opinions matter and that they can make changes to their life and the lives of others.
- Growth Mindset - Children learn about life skills such as resilience and perseverance. These abstract concepts are brought to life through characters that represent the skill.
- Commando Joe - Through this imitative, children learn to work well in a team and to develop their resilience and communication skills.
- PSHE - In PSHE we learn about living in the wider world. Here we learn even more about democracy and tolerance of others.
- RE - Children learn about a variety of faiths and non-faiths and with this deepening knowledge comes respect and tolerance.
- Collective Worship - Children learn about inspirational individuals, as well as themes around respect and tolerance.

## Fundamental British Values Vocabulary

The following vocabulary will be taught and revisited throughout a child's time at school so that it is embedded.

<b>Rule of Law</b>	<b>Individual Liberty</b>	<b>Tolerance</b>	<b>Democracy</b>	<b>Mutual Respect</b>
<b>Rules</b> <b>Law</b> <b>Government</b> <b>Fair</b> <b>Justice</b> <b>Courts</b> <b>Honesty</b> <b>Truthful</b> <b>Law abiding</b> <b>Consequence</b>	<b>Individual</b> <b>Liberty</b> <b>Freedom</b> <b>Express</b> <b>Opinion</b> <b>Accepted</b> <b>Responsibility</b> <b>Pride</b> <b>Self-esteem</b>	<b>Tolerance</b> <b>Accepting</b> <b>Respect</b> <b>Difference</b> <b>Religion</b> <b>Belief</b> <b>Faith</b> <b>Tradition</b> <b>Culture</b> <b>Race</b> <b>Acceptance</b> <b>Equality</b>	<b>Democracy</b> <b>Equality</b> <b>Freedom</b> <b>Decision</b> <b>Vote</b> <b>Debate</b> <b>View</b> <b>Election</b> <b>Government</b> <b>Parliament</b> <b>Minister</b> <b>Representation</b>	<b>Mutual</b> <b>Respect</b> <b>Diversity</b> <b>Culture</b> <b>Ethnicity</b> <b>Gender</b> <b>Disability</b> <b>Sexual</b> <b>orientation</b> <b>Faith</b> <b>Race</b> <b>difference</b> <b>Similarities</b> <b>Celebrate</b>

**PSHE & RSE**  
**Golden Threads**  
**and Connected**  
**Knowledge**

## Golden Threads in PSHE

At The Upper Nidderdale Primary Federation, we have 'golden threads' in PSHE. This is important knowledge that children gain and retain at different stages of their primary education. When these topics are revisited, time is taken to ensure that previous knowledge is secure and links to previous knowledge are taught explicitly.

Our Golden Threads are;

- **Healthy Relationships - including family and friendships**
- **Keeping Myself Physically Safe**
- **Keeping Myself Mentally Safe**
- **Online Safety and Digital Resilience**
- **Bullying**
- **Making Healthy Choices**
- **Growing up and Changing**
- **Community**
- **British Values**

**These golden threads connect new knowledge gained with previous knowledge, building up to our big end goals for our pupils when they leave primary school.**

## Connected PSHE Knowledge - **BIG GOALS IN RED**

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<b>Healthy Relationships - including Family and friends (1)</b>	<p>Play with one or more other children, extending and elaborating play ideas</p> <p>Find solutions to conflicts and rivalries.</p> <p>Build constructive and respectful relationships.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Talk about members of their immediate family and community.</p>	<p>To identify the people who love and care about them and what they do to help them feel cared for.</p> <p>To know about different families including those that may be different to their own.</p> <p>To know about how people make friends and what a good friendship is.</p> <p>To know simple strategies to resolve arguments between friends positively.</p> <p>To recognise that some things are private and the importance of respecting privacy; the parts of their body covered by underwear is private.</p> <p>To know the importance of not keeping secrets - only happy surprises that others will find out eventually.</p> <p>To know what to do if they feel unsafe or worried for themselves or others; who to ask for help and the vocabulary to use when asking for help.</p>	<p>To recognise that there are different types of relationships (e.g. friendships, romantic relationships, online relationships)</p> <p>That a feature of a positive family life is caring relationships; to know the different ways in which people care for each other.</p> <p>To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to get help.</p> <p>To know that healthy friendships make people feel included; recognise when others may feel lonely or excluded.; know strategies to include them.</p> <p>To recognise if a friendship (on or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p> <p>To know about seeking and giving permission (consent) in different situations.</p>	<p><b>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.</b></p> <p><b>Know practical steps they can take in a range of different contexts to improve or support respectful relationships.</b></p> <p><b>Know the importance of permission seeking and giving in relationships with friends, peers and adults.</b></p> <p><b>To know the characteristics of healthy family life, commitment to each other, including in times of difficult, protection and care for children and other family members, the importance of spending time together and sharing each others lives.</b></p> <p><b>Know how to recognize if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</b></p>

## Connected PSHE Knowledge - **BIG GOALS IN RED**

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<b>Healthy Relationships - including Family and friends (2)</b>		<p>To know basic techniques form resisting pressure to do something they do not want to do and which makes them feel unsafe.</p>	<p>To recognise different types of physical contact and know what is acceptable and unacceptable. To know strategies to respond to unwanted physical contact.</p> <p>To know about keeping something secret or confidential, when this should be (e.g. a birthday surprise that others will find out about) Or should not be agreed to, and when it is right to break this confidence or share a secret.</p> <p>Know how to recognise pressure from others if worried about their own or someone else's personal safety (including online)</p>	<p><b>To Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</b></p> <p><b>To 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.</b></p> <p><b>To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical contact and other contact.</b></p>

## Connected PSHE Knowledge - **BIG GOALS IN RED**

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<b>Keeping Myself Physically Safe</b>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them,</p> <p>Know how to be a safe pedestrian.</p>	<p>To know how to keep safe at home, including around electrical appliances, and not to play with matches and lighters.</p> <p>To know that household products, including medicines, can be harmful if not used correctly.</p> <p>To know ways to keep safe in familiar and unfamiliar environments (e.g. breach, shopping centre, swimming pool, on the street)</p> <p>To know what to do if there is an accident and someone gets hurt.</p> <p>To know about the people whose job it is to keep us safe.</p>	<p>To know about hazards (including fire hazards) that may cause harm, injury or risk in the home and what they can do to reduce risks.</p> <p>To know about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)</p> <p>To know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety.</p> <p>To know how to respond and react in an emergency situation; how to identify situations that may require the emergency services and to know how to contact them and what to say.</p>	<p>To know what sort of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online., whom they do not know.</p> <p>To know how to recognise and report feelings of being unsafe or feeling bad about an adult.</p> <p>To know strategies for keeping safe in the local environment ( road and water safety, county lines) and who to talk to if they feel unsafe.</p> <p>To know concepts of basic first aid, for example dealing with common injuries, including head injuries)</p> <p>To know how to make a clear and efficient call to the emergency services if necessary.</p> <p>To predict, assess and manage risk in different situations.</p>

## Connected PSHE Knowledge - **BIG GOALS IN RED**

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<b>Keeping Myself Mentally Safe (1)</b>	<p>Talk about their feelings using words like 'happy' 'sad' 'angry' or 'worried.'</p> <p>Understand gradually how other might be feeling.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Set and work towards simple goals, being able to wait and control their immediate impulses when appropriate.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p>To know about different feelings that humans can experience.</p> <p>To know that feelings can affect people's bodies and the ways that they behave.</p> <p>To recognise that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>To know about things that help people to feel good such as playing outside, doing things that they enjoy, spending time with family, getting enough sleep.</p> <p>To know different things that they can do with big feelings, to calm themselves down or to change their mood when they do not feel good.</p> <p>To recognise when they need help with feelings, that it is important to ask for help with feelings and who to ask.</p> <p>To understand about change and loss (including death) and to identify feelings associated with this.</p>	<p>To know that mental health, like physical health, is a part of daily life, to know about the importance of taking care of their mental health.</p> <p>To know 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, activities, hobbies and spending time with friends and family can support mental health and wellbeing.</p> <p>To recognise that feelings can change over time and range in intensity.</p> <p>To know strategies to respond to feelings, including intense or conflicting feelings and how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p>	<p><b>To know that mental wellbeing is a normal part of daily life, in the same way as physical health.</b></p> <p><b>To know that there are a range of emotions and a scale of emotions that all humans experience in relation to different experiences and situations.</b></p> <p><b>To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</b></p> <p><b>Know simple self-care techniques, including the importance of rest, time with friends and family and the benefits of hobbies and interests.</b></p> <p><b>To know it is common for people to experience mental ill health. For many people that do, the problem can be resolved if the right support is made available, especially if accessed early enough.</b></p>

## Connected PSHE Knowledge - **BIG GOALS IN RED**

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<b>Keeping Myself Mentally Safe (2)</b>				<p>To 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 that arise online).</p> <p>To know where and how to seek support (including recognising the triggers for seeking support).</p>

## Connected PSHE Knowledge - **BIG GOALS IN RED**

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<b>Online Safety &amp; Digital Resilience (1)</b>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Talk about feelings like worried.</p> <p>Make healthy choices about activities.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Know and talk about sensible amounts of screen time.</p>	<p>To know the basic rules for keeping safe online, including what is meant by personal information and what should be kept private.</p> <p>To know how the internet can be used safely to find things out and to communicate with others.</p> <p>To know about the role of the internet in everyday life.</p> <p>To know that not all information seen online is true.</p> <p>To know the importance of telling a trusted adult if they come across something online that scares them.</p>	<p>To recognise ways in which the internet and social media can be used both positively and negatively.</p> <p>To know about the importance of keeping personal information private online.</p> <p>To know strategies for keeping safe online.</p> <p>To know how to manage requests for personal information or images of themselves.</p> <p>To know what to do if they are frightened or worried about something they have seen online and how to report concerns, inappropriate content or contact.</p> <p>To know how to assess the reliability of sources of information online and how to make safe, reliable choices from search results.</p>	<p>To know that, for most people, the internet is an integral part of life and has many benefits.</p> <p>To know the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>To know why social media, some computer games and online gaming are age restricted.</p> <p>To know how to be a discerning consumer of information online including understanding that information, including that from search engines which is ranked, selected and targeted.</p> <p>To know that people sometimes behave differently online, including by pretending to be someone they are not.</p>

## Connected PSHE Knowledge - **BIG GOALS IN RED**

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<b>Online Safety &amp; Digital Resilience (2)</b>			<p>To know how information on the internet is ranked, selected and targeted at specific individuals and groups. To know that connected devices can share information.</p> <p>To recognise things appropriate to share and things that should not be shared on social media, to know the rules around distribution of images.</p>	<p>To know that the same principles apply to online relationships as to face to face relationships. Including the importance of respect for others online, including when we are anonymous.</p> <p>To know how to critically consider online friendships and sources of information including the awareness of the risks associated with people they have never met.</p> <p>To know how information and data is shared and used online.</p> <p>To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.</p>

## Connected PSHE Knowledge - **BIG GOALS IN RED**

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<b>Bullying</b>	<p>To begin to understand how others might be feeling.</p> <p>To express feelings and consider the feelings of others.</p> <p>To think about the perspectives of others.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>To form positive attachments to adults and friendships with peers.</p>	<p>To know that bodies and feelings can be hurt by words and actions, People can say hurtful things online.</p> <p>To know how people may feel if they experience hurtful behaviour or bullying.</p> <p>To know that hurtful behaviour (offline and online) including teasing, name-calling, bullying, and deliberately excluding others is not acceptable. To know how to report bullying and the importance of telling a trusted adult.</p>	<p>To know about the impact of bullying (offline and online) and to know about the consequences of harmful behaviour.</p> <p>To know strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including name-calling, bullying, trolling, harassment or the deliberate exclusion of others) and how to report concerns and get support.</p> <p>To know what discrimination means and how to challenge it.</p>	<p>To know about different types of bullying (including cyberbullying).</p> <p>To know about the impact of bullying.</p> <p>To know about the responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>To know that the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on the mental health.</p> <p>To know what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>To know that bullying has a negative and often lasting impact on mental wellbeing.</p>

## Connected PSHE Knowledge - **BIG GOALS IN RED**

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<b>Making Healthy Choices (1)</b>	<p>Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Know and talk about different factors that support their overall health and wellbeing</p> <ul style="list-style-type: none"> <li>-regular physical activity</li> <li>-healthy eating</li> <li>-toothbrushing</li> <li>-sensible amounts of screen time.</li> <li>-having a good sleep routine</li> </ul> <p>Being a safe pedestrian</p>	<p>To know what keeping healthy means and to know different ways to keep healthy.</p> <p>To know about foods that support good health and the risks of eating too much sugar.</p> <p>To know how physical activity helps us to stay healthy and some ways to be physically active everyday.</p> <p>To know why sleep is important and different ways to rest and relax.</p> <p>To know simple hygiene routines that can stop germs from spreading.</p> <p>To know about dental care and visiting the dentist; how to brush teeth correctly; and food and drink that support dental health.</p> <p>To know how to keep safe in the sun and how to protect skin from sun damage.</p> <p>To know about the people who help us to feel physically healthy.</p>	<p>To know how to make informed choices about health.</p> <p>To recognise how habits can have both positive and negative effects on a healthy lifestyle.</p> <p>To know what constitutes a healthy diet, how to plan a healthy meal; the benefits to health and wellbeing of eating nutritionally rich foods.</p> <p>To know the risks associated with not eating a healthy diet, including obesity and tooth decay.</p> <p>To know how regular exercise and good quality sleep contribute to a healthy lifestyle. To know the effects of lack of sleep on the body.</p> <p>To know that medicines, when used responsibly, contribute to health. That some diseases can be prevented by vaccinations and immunisations, how allergies can be managed.</p>	<p>To know what constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>To know the principles of planning and preparing a range of healthy meals.</p> <p>To know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example tooth decay and obesity) and other behaviours such as the impact of alcohol on health.</p> <p>To know the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug taking.</p> <p>To know the characteristics and mental and physical benefits of an active lifestyle.</p> <p>To know the risks associated with an inactive lifestyle, including obesity.</p>

## Connected PSHE Knowledge - **BIG GOALS IN RED**

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<b>Making Healthy Choices (2)</b>		<p>To know about things that people can put into their body or on their skin; how these can affect how people feel.</p>	<p>To know about the risks and effects of legal drugs common in everyday life such as cigarettes, e-cigarettes/ Vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which is difficult to break.</p> <p>To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use or give to others.</p> <p>To know why people choose to use or not use drugs.</p> <p>To know that there are organisations that can support people concerning alcohol, tobacco and drug use.</p>	<p>To know the importance of building regular exercise into daily and weekly routines and how to achieve this, e.g. walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>To know how and when to seek support including which adults to speak to in school if they are worried about their teeth.</p> <p>To know the importance of sufficient good quality sleep for good health and that lack of sleep can affect weight, mood and ability to learn.</p> <p>To know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>To know about dental health and the benefits of good oral hygiene and dental flossing, including regular check ups at the dentist.</p>

## Connected PSHE Knowledge - **BIG GOALS IN RED**

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<b>Growing Up and Changing</b>	<p>See themselves as a valuable individual.</p> <p>Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>To recognise what makes them special.</p> <p>To recognise ways in which we are all unique.</p> <p>To identify what they are good at, what they like and dislike.</p> <p>To know how to manage when finding things difficult.</p> <p>To name the main parts of the body, including external genitalia (vulva, vagina, testicles, penis)</p> <p>To know about growing and changing from young to old and how people's needs change.</p> <p>To know how to prepare for a new class.</p>	<p>To know that for some people, gender identity does not correspond with their biological sex.</p> <p>To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self worth.</p> <p>To identify external genitalia and internal reproductive organs in males and females and how the process of puberty relates to humans reproduction.</p> <p>To know how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p> <p>To know the key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes.</p>	<p>To know about physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the mensural cycle and mensural wellbeing, erections and wet dreams)</p> <p>To know about menstrual wellbeing, including the key facts about the menstrual cycle.</p> <p>To know about the processes of reproduction and birth as part of the human life cycle; to know how babies are conceived and born (and that there are ways to prevent a baby being made).</p> <p>To know where to get more information, help and advice about growing and changing, especially during puberty.</p> <p>To understand the new opportunities and responsibilities that increasing independence may bring.</p>

## Connected PSHE Knowledge - **BIG GOALS IN RED**

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<b>Community</b>	<p>Talk about members of their immediate family and community.</p> <p>Understand that some places are special to members of their community.</p>	<p>To know about different groups they belong to.</p> <p>To know about the different roles and responsibilities that people have in their community.</p> <p>To recognise the ways in which they are the same as, and different to , other people.</p>	<p>To know about different groups that make up their community.</p> <p>To know what living in a community means.</p> <p>To know about diversity and what it means.</p>	<p><b>To know about diversity and the benefits of living in a diverse community.</b></p> <p><b>To value diversity within communities.</b></p> <p><b>To understand stereotypes and how this can negatively influence behaviour and attitudes .</b></p> <p><b>To develop strategies to challenge stereotypes.</b></p> <p><b>To understand prejudice and to recognise behaviours and actions which discriminate against others.</b></p>

## Connected PSHE Knowledge - **BIG GOALS IN RED**

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<b>British Values</b> <b>- Individual Liberty</b>	<p>To develop an awareness of my own needs, views and feelings.</p> <p>To know that children have rights.</p>	<p>To be sensitive to and respect the feelings of others.</p> <p>To make decisions and begin to understand the repercussions of my choices.</p> <p>To understand that I am responsible for my choices and behaviour.</p> <p>To begin to explore the UN Convention on the Rights of the Child.</p>	<p>To know what freedom is.</p> <p>To explore ways that I am free to be me.</p> <p>To celebrate the uniqueness of each individual and the power of being different.</p> <p>To understand ways that I can help others to be free to be themselves.</p> <p>To further explore the UN Convention on the Rights of the Child and what it means to me.</p>	<p><b>To understand the right to live in freedom and individual liberty.</b></p> <p><b>To consider what the UN Convention on the Rights of the Child mean to other children around the world.</b></p> <p><b>To understand that individual liberty has to within the rules/law.</b></p>

## Connected PSHE Knowledge - **BIG GOALS IN RED**

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<b>British Values - Rule of Law</b>	<p>To know what is right and wrong.</p> <p>To follow the CHAMPS values.</p> <p>To know why it is important to follow rules.</p>	<p>To be able to follow our CHAMPS values and explain why it is important to me and the rest of the school community.</p> <p>To understand the need for rules/laws.</p> <p>To say whether a rule or law is fair or unfair.</p>	<p>To understand why there are rules and laws in place.</p> <p>To say why a rule is fair.</p> <p>To know that everyone in a community has rights and responsibilities and understand the importance of laws.</p> <p>To know why there are laws in society and who helps us to follow these laws.</p> <p>To explain the consequences of breaking a rule.</p>	<p>To explain what the Rule of law is.</p> <p>To explain why we have the 'Rule of Law.'</p> <p>To understand that living under the rule of law protects individuals.</p> <p>To say if there has been an injustice and to argue my point.</p> <p>To understand and explain the role of the police in a democratic society.</p> <p>To recognise reasons for rules and laws and explain the consequences for not adhering to them.</p> <p>To explain the relationship between rules and responsibilities.</p>

## Connected PSHE Knowledge - **BIG GOALS IN RED**

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<b>British Values - Democracy</b>	<p>To express my opinion.</p> <p>To listen to the opinions of others.</p> <p>To begin to work in a team.</p>	<p>To express and justify my opinion.</p> <p>To make choices and begin to understand and respect the democratic process.</p> <p>To know that my voice counts.</p>	<p>To begin to understand the term democracy and why it is important.</p> <p>To take part in a fair vote and say how it was fair, even if I am disappointed by the result.</p> <p>To explore ways in which we can express our opinions and campaign for democratic change.</p>	<p><b>To know what democracy is and why it is important,</b></p> <p><b>To articulate ways in which our school community is a democracy.</b></p> <p><b>To understand the role of an MP and of the Prime Minister. To explain how this is a democratic process.</b></p>

## Connected PSHE Knowledge - **BIG GOALS IN RED**

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<b>British Values</b> <b>- Tolerance and Mutual Respect</b>	<p>To know similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>To know what mutual respect is.</p> <p>To know what tolerance is.</p> <p>To identify and respect the similarities and differences between people such as gender, appearance, family, religion etc.</p> <p>To begin to understand the Equality Act, and why it is important.</p>	<p>To understand what tolerance and mutual respect are and explain why they are important.</p> <p>To understand what diversity, what it means and the benefits of living in a diverse community.</p> <p>To listen to and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p>	<p><b>To understand and explain what prejudice is.</b></p> <p><b>To understand and explain what discrimination is.</b></p> <p><b>To explain about the protected characteristics of The Equality Act.</b></p> <p><b>To understand about stereotypes and explain how they can negatively influence behaviours and attitudes towards others. Explain how to challenge stereotypes.</b></p>

**PSHE**

**Vocabulary  
Progression**

**PSHE Vocabulary Progression  
Being Me in My World**

<b>EYFS</b>	<b>Key Stage One</b>	<b>Lower Key Stage Two</b>	<b>Upper Key Stage Two</b>
<p><b>Change</b> <b>Feelings</b> <b>Goal</b> <b>Opinion</b> <b>Persevere</b> <b>Unique</b></p>	<p><b>Choices</b> <b>Dislike</b> <b>Informed</b> <b>Like</b> <b>Strategies</b> <b>Strengths</b> <b>Resilient</b></p>	<p><b>Attitude</b> <b>Balanced Lifestyle</b> <b>Hormones</b> <b>Neutral</b> <b>Positive</b> <b>Responsible</b> <b>Uncomfortable</b></p>	<p><b>Adolescence</b> <b>Body image</b> <b>Conflicting Emotions</b> <b>Ideal</b> <b>Mislead</b> <b>Misrepresent</b> <b>Self-esteem</b> <b>Society</b> <b>Representation</b> <b>Responsible Choices</b></p>

**PSHE Vocabulary Progression  
Being An Active Citizen**

<b>EYFS</b>	<b>Key Stage One</b>	<b>Lower Key Stage Two</b>	<b>Upper Key Stage Two</b>
<p align="center"> <b>Agree</b>  <b>Belong</b>  <b>Challenge</b>  <b>Disagree</b>  <b>Fair</b>  <b>Rules</b>  <b>Unfair</b> </p>	<p align="center"> <b>Belonging</b>  <b>Community</b>  <b>Contribute</b>  <b>Democracy</b>  <b>Improve</b>  <b>Responsibility</b>  <b>Rights</b> </p>	<p align="center"> <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 align="center"> <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**

<b>EYFS</b>	<b>Key Stage One</b>	<b>Lower Key Stage Two</b>	<b>Upper Key Stage Two</b>
<p><b>Career Future Save Spend Strengths Values</b></p>	<p><b>Aspire Balance Credit card Debit card Needs Wants Unique</b></p>	<p><b>Benefits Budget Charity Debt Finance Poverty Stereotypes</b></p>	<p><b>Cost of Living Employee Employer Incomings Interest Insurance Mortgage Outgoings Value for Money</b></p>

**PSHE Vocabulary Progression  
Keeping Myself Safe**

<b>EYFS</b>	<b>Key Stage One</b>	<b>Lower Key Stage Two</b>	<b>Upper Key Stage Two</b>
<b>Emergency Medicine Risks Rules Safety Secrets Websites Wellbeing</b>	<b>Harmful Healthy Friendship Offline Online Pressure Risks Secrecy Substances</b>	<b>Advice Consequence Influence Media Password Peers Pressure Wellbeing</b>	<b>Dare Habit Hazard Offence Online Presence Responsibility Request Risk Substances</b>

## PSHE Vocabulary Progression Relationships

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p style="text-align: center;"> <b>Family</b>  <b>Female</b>  <b>Love</b>  <b>Male</b>  <b>Relationships</b>  <b>Safe</b>  <b>Teasing</b> </p>	<p style="text-align: center;"> <b>Bully</b>  <b>Gay</b>  <b>Gender</b>  <b>Penis</b>  <b>Testicles</b>  <b>Vagina</b>  <b>Vulva</b> </p>	<p style="text-align: center;"> <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 style="text-align: center;"> <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>EYFS</b>	<b>Key Stage One</b>	<b>Lower Key Stage Two</b>	<b>Upper Key Stage Two</b>
<p><b>Active</b> <b>Exercise</b> <b>Feelings</b> <b>Germs</b> <b>Health</b> <b>Mistakes</b> <b>Wash</b></p>	<p><b>Active</b> <b>Changes</b> <b>Dental</b> <b>Disease</b> <b>Hygiene</b> <b>Independence</b> <b>Resilient</b></p>	<p><b>Anxiety</b> <b>Bacteria</b> <b>Diet</b> <b>Good Habits</b> <b>Relaxation</b> <b>Responsible</b> <b>Virus</b></p>	<p><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></p>

**PSHE**

**Long Term Plans  
(Two Year  
Rolling  
Programmes)**

EYFS

Long Term Plans

- Me - A Special Person

- Being Healthy

- Keeping safe

EYFS

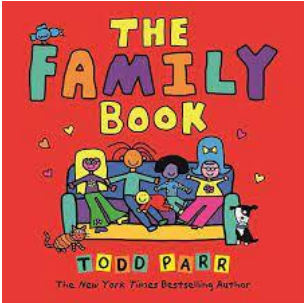
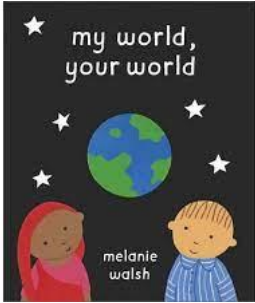
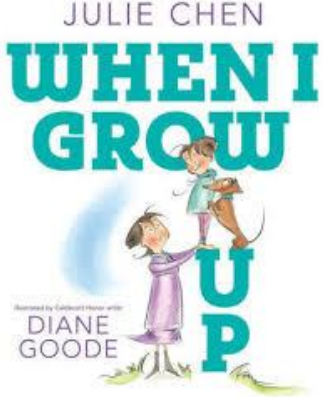
- People Who Help Us

- Being Involved

- Growing and Changing

	Autumn 1	Autumn 2	Spring 1
<p>2024-2025</p> <p>Year A</p>	<p><b>Me - A Special Person</b></p>  <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul>	<p><b>How can I keep healthy?</b></p>  <ul style="list-style-type: none"> <li>• To know and talk about the different factors that support their overall health and wellbeing including regular physical exercise, sleep and healthy eating.</li> </ul>	<p><b>How can I keep safe at home?</b></p>  <ul style="list-style-type: none"> <li>• To know and talk about the different factors that support their overall health and wellbeing including keeping safe.</li> </ul>

	Autumn 1	Autumn 2	Spring 1
<p data-bbox="164 161 305 261">2025-2026</p> <p data-bbox="156 389 311 432">Year B</p>	<p data-bbox="413 161 803 268"><b>What Makes Me Unique?</b></p>  <ul data-bbox="392 675 817 1158" style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul>	<p data-bbox="877 161 1280 268"><b>How can I look after My Teeth?</b></p>   <ul data-bbox="863 1015 1290 1325" style="list-style-type: none"> <li>• To know and talk about the different factors that support their overall health and wellbeing including toothbrushing.</li> </ul>	<p data-bbox="1335 161 1812 268"><b>How can I keep safe out and about?</b></p>  <ul data-bbox="1335 843 1812 1108" style="list-style-type: none"> <li>• To know and talk about the different factors that support their overall health and wellbeing including being a safe pedestrian.</li> </ul>

	Spring 2	Summer 1	Summer 2
<p data-bbox="170 161 305 261">2024-2025</p> <p data-bbox="156 389 311 432">Year A</p>	<p data-bbox="407 161 807 261"><b>Who helps me at home?</b></p>  <ul data-bbox="392 675 817 1289" style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Form positive attachments to adults and friendships with peers.</li> </ul>	<p data-bbox="890 161 1271 261"><b>How can I look after my world?</b></p>  <ul data-bbox="865 675 1290 1289" style="list-style-type: none"> <li>• Explain some similarities and differences between life in this country and life in other countries.</li> <li>• Recognise some environments that are different o where they live.</li> <li>• Understand and respect the natural environment around them.</li> </ul>	<p data-bbox="1392 161 1760 318"><b>How have I changed? What next?</b></p>  <ul data-bbox="1335 846 1802 975" style="list-style-type: none"> <li>• To begin to make sense of their own life story and family's history.</li> </ul>

	Spring 2	Summer 1	Summer 2
<p data-bbox="166 161 305 261">2025-2026</p>  <p data-bbox="156 729 311 775">Year B</p>	<p data-bbox="426 161 788 261"><b>Are all families the same?</b></p> <ul data-bbox="392 672 817 1289" style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Form positive attachments to adults and friendships with peers.</li> </ul>	<p data-bbox="938 161 1219 261"><b>Where do I belong?</b></p> <ul data-bbox="861 903 1296 1253" style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendship with peers.</li> </ul>	<p data-bbox="1392 161 1754 318"><b>How have I changed? What next</b></p>  <ul data-bbox="1335 846 1802 1110" style="list-style-type: none"> <li>• To begin to make sense of their own life story and family's history.</li> <li>• To begin to show interest in different occupations.</li> </ul>

**Emotions**

**Our Online Lives**

**Physical Health**

**Staying Safe &  
Healthy**

**Media Influence**

**KS 2 - Risky  
Substances**

**PSHE  
Whole School  
Overview**

**Me and  
My Future**

**Power in  
Relationships**

**Communities**

**(Rights, Responsibility  
and the Law)**

**Healthy  
Relationships**

**KS2 - Puberty**

### Key Stage One

- Emotions: How do I feel today? (4)
- Our Online Lives - What should I do if I feel unsafe online? (4)

### Lower Key Stage Two

- Emotions - How can we add to our emotions toolkit? (4)
- Our Online Lives - How can I be kind and happy online? (4)

### Upper Key Stage Two

- Emotions - How can we manage challenges? (3)
- Our Online Lives - How do I thrive online? (4)

### Key Stage One

- Physical health - How can I look after my body? (4)
- Staying Safe & Healthy - How can I look after my body? (4)

### Lower Key Stage Two

- Physical Health - How can I get active and eat well every day? (4)
- Staying Safe & Healthy - How can I stay safe while out and about? (3)

### Upper Key Stage Two

- Physical Health - Is it hard to be healthy? (3)
- Staying Safe & Healthy - How can I avoid harm? (4)

### Key Stage One

- Media Influence - How do I decide what to do online? (5)

### Lower Key Stage Two

- Media Influence - How do I keep myself safe online? (6)

### Upper Key Stage

- Media Influence - Who decides what I experience in the online world? (4)
- Risky Substances - Why do people get addicted? (2)

### Key Stage One

- Financial Education - An Introduction to Money (5)
- Power in Relationships - When do I feel safe? (4)

### Lower Key Stage Two

- My Future - The purposes of money (5)
- Power in Relationships - Who does my body belong to? (2)

### Upper Key Stage Two

- My Future - Priority Spending (5)
- Power in Relationships - How do I get help if I don't feel safe? (3)

## PSHE/RSE Year A

### Key Stage One

- Communities - Who is in my Community? (6)

### Lower Key Stage Two

- Communities - What does it mean to be British? (5)

### Upper Key Stage Two

- Communities - How can we ensure fairness and respect for women and girls? (4)

### Key Stage One

- Healthy Relationships - Who is in my family? (3)
- Healthy Relationships - What makes a good friend? (4)

### Lower Key Stage Two

- Healthy Relationships - How can I help my family? (3)
- Healthy Relationships - Are friendships ever perfect? (4)

### Upper Key Stage Two

- Healthy Relationships - How can we live in harmony? (2)
- Healthy Relationships - How can we have healthy boundaries? (4)
- Puberty - What happens during adolescence? (3)

### Key Stage One

- Emotions: What helps me to feel happy? (4)
- Our Online Lives - Who should I talk to online? (4)

### Lower Key Stage Two

- Emotions - How can I manage my emotions? (4)
- Our Online Lives - How do I decide who to trust online? (4)

### Upper Key Stage Two

- Emotions - Managing our emotions through periods of change (3)
- Our Online Lives - What should I share online? (4)

### Key Stage One

- Physical health - How do I eat a balanced diet? (4)
- Staying Safe & Healthy - How can I take responsibility for my own health? (2)

### Lower Key Stage Two

- Physical Health - What makes a balanced lifestyle? (3)
- Staying Safe & Healthy - How do I avoid getting ill? (3)

### Upper Key Stage Two

- Physical Health - How do I plan a healthy week? (2)
- Staying Safe and Healthy - How can I save a life? (3)

### Key Stage One

- Media Influence - Is everything I see online true? (5)
- Risky Substances - How do I stay safe at home? (2)

### Lower Key Stage Two

- Media Influence - What is fake news? (4)

### Upper Key Stage

- Media Influence - How do I decide what is true online? (5)
- Risky Substances - Why do people use alcohol and drugs? (2)

### Key Stage One

- Financial Education - My Money and Me (5)
- Power in Relationships - Should I keep secrets? (3)

### Lower Key Stage Two

- Financial Education - Making Money Decisions (5)
- Power in Relationships - What does a healthy relationship feel like? (4)

### Upper Key Stage Two

- Financial Education - Budgets and Ethical Spending (5)
- Power in Relationships - What are my boundaries? (2)

## PSHE/RSE Year B

### Key Stage One

- Communities - Who am I? Who are you? (4)

### Lower Key Stage Two

- Communities - How are we all different? (4)

### Upper Key Stage Two

- Communities - How can we show respect to people of different races and cultures? (6)

### Key Stage One

- Healthy Relationships - How can we stop bullying? (4)
- Healthy Relationships - What does a family look like? (3)
  - PANTS - My body parts

### Lower Key Stage Two

- Healthy Relationships - Do all families look the same? (5)
- Healthy Relationships - Are all friends the same? (4)

### Upper Key Stage Two

- Healthy Relationships - Is there such a thing as a perfect family? (2)
- Healthy Relationships - How can I be a great friend? (4)
- Puberty - How will I change as I grow up? (3)

Key Stage One

Long Term Plans

*(2 Year Rolling Programme)*

## Key Stage One PSHE → Autumn Term 1

### Year A - Emotions - How do I feel today?

- 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.
- L6- To recognise the ways in which they are the same as and different to other people
- H14 - To learn 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.
- R3 - To know about different types of families, including those that may be different to their own.

### Year B - People that are Special to me

- R1 - To learn about the roles that different people 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.
- R6 - To learn about how people make friends and what makes a good friendship.
- R7 - To learn about how to recognise when they or someone else feels lonely and what to do about it.
- R8 - To learn simple strategies to resolve arguments between friends positively.
- R9 - To know how to ask for help if a friendship is making them feel unhappy.
- L4 - To learn about the different groups they belong to.
- L5 - To learn about the different roles and responsibilities people have in their community.

## Key Stage One PSHE → Autumn Term 2

### Year A - Keeping Myself Healthy

- H1 - To learn about what keeping healthy means; to know about different ways to keep healthy.
- H2 - To learn about food 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 ways to rest and relax.
- H4 - To know about how physical activity helps us to stay healthy; and ways to be physically active every day.
- H5 - To learn simple hygiene routines that keep 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; to learn how to brush teeth correctly; to know which food and drink can support dental health.
- H8 - To know how to keep safe in the sun and protect sun from skin damage.

### Year B - Making Healthy Choices

- H9 - To know about the people that help to keep us stay physically healthy.
- H11 - To learn about different feelings that humans can experience.
- H12 - To learn how to recognise and name different feelings.
- H13 - To learn how feelings can affect people's bodies and how they behave.
- H17 - To know about things that help people feel good (playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- H18 - To learn about different things they can do manage big feelings, to help calm themselves down/and or change their mood when they don't feel good.
- H19 - To learn to recognise when they need help with their feelings; to know how that it is important to ask for help with feelings and to know how to ask for it.
- H20 - To know about change and loss (including death) and to learn to identify feelings associated with this; to recognise what helps people to feel better.

## Key Stage One PSHE → Spring 1 (Page 1)

### Year A - Keeping Safe at Home

- H28 - To know 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 - To know about how to keep safe at home (including around electrical appliances) and fire safety (not playing with matches and lighter).
- H31 - To know that household products (including medicines) can be harmful if not used correctly.
- H32 - To know ways to keep safe in familiar 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 know 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 - Recognising Safe Relationships - on and offline

- H33 - To know basic rules to keep safe online, including what is meant by personal information and what should be kept private; to know the importance of telling a trusted adult if they come across something that scares them.
- R4 - To identify common features of family life.
- R10 - To know that bodies and feelings can be hurt by words and actions; to know that people can say hurtful things online.
- R11 - To know about how people may feel if they experience hurtful behaviour and bullying.
- R12 - To learn that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; to know how to report bullying; to learn about the importance of telling a trusted adult.
- R14 - To know that sometimes people may behave differently online, including by pretending to be someone they are not.

**Key Stage One PSHE → Spring 1 (Page 2)**

**Year A - Keeping Safe at Home**

**Year B - Recognising Safe Relationships - on and offline**

- R15 - To know how to respond safely to adults they do not know.
- R20 - To learn what to do if they feel unsafe or worried for themselves or others; to know who to ask for help and the vocabulary to use when asking for help; to know the importance of keeping trying until they are heard.

## Key Stage One PSHE → Spring 2

### Year A - Me and My Future

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

### Year B - Money, Money, Money

- L10 - To know what money is and the forms that money come sin. To know that money comes from different sources.
- L11 - To know that people make different choices about how to save and spend money.
- L12 - To learn the difference between needs and wants; to know that sometimes people may not always be able to have the things that they want.
- L13 - To know that money needs to be looked after and there are different ways of doing this.

## Key Stage One PSHE → Summer 1

### Year A - Our World and Our Responsibilities

- L1 - To learn what rules are and why they are needed for different situations.
- L2 - To learn how people and other living things have different needs and to learn about the responsibilities of caring for them.
- L3 - To learn about things they can do to help look after the environment.
- L7 - To learn about how the internet, and digital devices can be used safely to find things out and to communicate with others.
- L8 - To learn about the role of the internet in everyday life.
- L9 - To learn that not all information seen online is true.

### Year B - Respecting self and Others

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

## Key Stage One PSHE → Summer 2

### Year A – Healthy Relationships

- H25 – To name the main parts of the body including external genitalia (e.g. vulva, vagina, testicles and penis)
- H27 – To learn about preparing to move to a new class or year groups.
- R13 – To recognise that some things are private and the importance of respecting privacy; To know that the parts of the body covered by underwear is private.
- R16 – To learn how to respond if physical contact makes them feel uncomfortable or unsafe.
- R17 – To know there are situations when they should ask for permission and also when their permission should be sought.
- R18 – To learn about the importance of not keeping adults' secrets (only happy surprises that others will find out eventually)
- R19 – To know basic techniques for resisting pressure to do something they don't want to do and which makes them feel unsafe.

### Year B – My Body, My Rules

- H25 – To name the main parts of the body including external genitalia (e.g. vulva, vagina, testicles and penis)
- H26 – To know about growing and changing from young to old and how people's needs change.
- H27 – To learn about preparing to move to a new class or year groups.
- R13 – To recognise that some things are private and the importance of respecting privacy; To know that the parts of the body covered by underwear is private.
- R16 – To learn how to respond if physical contact makes them feel uncomfortable or unsafe.
- R17 – To know there are situations when they should ask for permission and also when their permission should be sought.
- R18 – To learn about the importance of not keeping adults' secrets (only happy surprises that others will find out eventually)
- R19 – To know basic techniques for resisting pressure to do something they don't want to do and which makes them feel unsafe.

Lower Key Stage Two

Long Term Plans

*(2 Year Rolling Programme)*

## Lower Key Stage Two PSHE → Autumn 1

### Year A - There's Only One Me!

- H25 - To learn about personal identity; to know what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, like and dislikes)
- H26 - To learn that, for some people, gender identity does not correspond to their biological sex.
- H27 - To learn to recognise their individuality and personal qualities.
- H28 - To identify personal strengths, skills, achievements and interests and how these contribute to a feeling of self-worth.
- H29 - To learn how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.
- R32 - To respect the differences and similarities between people and recognise what they have in common with others e.g. physically in personality and background.

### Year B - Respecting Self and Others

- R30 - To know 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; to know 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; to know strategies to improve or support courteous, respectful relationships.
- R33 - To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own.
- R34 - To know how to discuss and debate topical issues; respect other people's point of view and constructively challenge those they disagree with.

## Lower Key Stage Two PSHE → Autumn 2

### Year A - Keeping Physically Healthy

- H1 - To know how to make informed choices about health,
- H2 - To learn about elements of a balanced, healthy lifestyle.
- H3 - To learn about choices that support a healthy lifestyle and recognise what might influence them.
- H4 - To know how to recognise that habits can have both positive and negative effects of a healthy lifestyle.
- H5 - To learn about what physical good health means and how to recognise signs of physical illness.
- H6 - To learn about what constitutes a healthy diet; learn how to plan healthy meals; learn the benefits to health and wellbeing of eating nutritionally rich foods; to know the risks associated with not eating a healthy diet including obesity and tooth decay.
- H7 - To learn about how regular exercise benefits mental and physical health; to recognise opportunities to be physically active and some risks associated with an inactive lifestyle.
- H12 - To learn about the benefits of sun exposure and risks of over exposure; To learn how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.

### Year B - Keeping Emotionally Healthy

- H15 - To learn that mental health, just like physical health, is part of daily life; to learn about the importance of taking care of mental health.
- H16 - To learn about strategies 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.
- H17 - To recognise that feelings change over time.
- H18 - To learn about everyday things that affect feelings and the importance of expressing these.
- H19 - To develop a varied vocabulary to use when talking about feelings; to learn about how to express feelings in different ways.
- H20 - To learn strategies to respond to feelings, including intense or conflicting feelings; to know 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.

## Lower Key Stage Two PSHE → Spring 1

### Year A - Making Safe Choices

- H37 - To learn reasons for following and complying with regulations and restrictions (including age restrictions); to learn how they promote personal safety and wellbeing with reference to social media, television programmes, films and online gaming.
- H38 - To learn how to predict, assess and manage risk in different situations.
- H39 - To learn 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 learn about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully).
- H41 - To use strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; to learn about the safe use of digital devices when out and about.
- H43 - To know what is meant by basic first aid, and to know basic techniques for dealing with common injuries.

### Year B - Safe Relationships

- R19 - To know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.
- R20 - To know strategies to respond to hurtful behaviour experienced or witnessed, offline or online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others) to know how to report concerns and get support.
- R21 - To know about discrimination; to know what it means and how to challenge it,
- R22 - To know about privacy and personal boundaries; to know what is appropriate in friendships and wider relationships (including online)
- R24 - To know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.
- R26 - To learn about seeking and giving permission (consent) in different situations,

## Lower Key Stage Two PSHE → Spring 2

### Year A - Looking Ahead

- L25 - To recognise positive things about themselves and their achievements; to set goals to help them achieve their personal outcomes.
- L26 - To learn that there is a broad range of different jobs/careers that people can have, and that people often have more than one career type of job during their lives.
- L27 - To learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them.
- 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, university, apprenticeship)

### Year B - Me and My Money

- L17 - To learn about 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. To know what influences people's decisions and what makes something 'good value for money.'
- L20 - To recognise that people make spending decisions based on priorities. Needs and wants.
- L21 - To know how to keep track of money.
- L22 - To know about risks associated with money (i.e. money can be won, lost or stolen) and ways of keeping money safe.

## Lower Key Stage Two PSHE → Summer 1

### Year A - Shared Responsibilities

- L1 - To recognise reasons for rules and laws to know consequences of not adhering to rules and laws.
- L2 - To recognise there are human rights; to know they are there to protect everyone.
- L3 - To know about the relationships between right and responsibilities.
- L5 - To know about the importance of having compassion towards other; to learn about the shared responsibilities we all have for caring for other people and living things; to learn how to show care and concern for others.
- L6 - To know about the different groups that make up their community.
- L7 - To value the different contributions that people and groups make to the community.

### Year B - Digital Resilience

- L11 - To recognise 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 some of the different ways information and data is shared and used online, including for commercial purposes.
- L15 - To recognise things appropriate to share and things that should not be shared on social media.
- R29 - To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online).

## Lower Key Stage Two PSHE → Summer 2

### Year A - Changes in Families and Friendships

- H30 - To identify external genitalia.
- H32 - To learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.
- R10 - To know about the importance of friendships and to know strategies for building positive friendships. To learn about 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 experience. To know that friends can support with problems and difficulties and that the same principles apply to online friendships as well as face to face.
- R12 - To recognise what it means to 'know someone online' and how this differs from knowing someone face to face. To know the risks of communication with others not known face to face.
- R13 - To know the importance of seeking support if feeling lonely or excluded.
- R14 - To develop strategies for recognising and managing peer influence and a desire for peer approval in friendships and to recognise the effect of online actions on others.

### Year B - My Body Belongs To me

- H30 - To identify external genitalia.
- H32 - To learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.
- H34 - To learn where to get more information, help and advice about growing and changing, especially during puberty.
- H35 - To learn about the new opportunities and responsibilities that increasing independence may bring.
- R1 - To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).
- R2 - To learn that people can be attracted to someone emotionally, romantically and sexually; to know that people can be attracted to someone of the same sex or different sex to them; to know that gender identity and sexual orientation are different .

Upper Key Stage Two

Long Term Plans

*(2 Year Rolling Programme)*

## Upper Key Stage Two PSHE → Autumn 1

### Year A - Taking Care Of My Mental Health

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

### Year B - Families and Friends

- R3 - To learn 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 - To learn that forcing anyone to marry against their will is a crime and that help, and support is available to people who are worried about this for themselves or others.
- R5 - To learn that people who love and care for each other can be in a committed relationship, living together, but they can also live apart.
- R6 - to know that a feature of positive family life is caring relationships; to know 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 and that families of all types can give family member love, security and stability.
- 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 - To recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice.

## Upper Key Stage Two PSHE → Autumn 2

### Year A – Making Healthy Choices

- H9 – To know that bacteria and viruses can affect health; to learn how everyday hygiene routines can limit the spread of infection; to learn about the wider importance of personal hygiene. And how to maintain it.
- H10 – To learn how medicines, when used responsibly, contribute to health; to know some diseases can be prevented by vaccinations and immunisations; to learn how allergies can be managed.
- H11 – To learn how to maintain good oral hygiene (including correct brushing and flossing); to learn why regular visits to the dentist are essential; to learn about the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; to learn about the effects of smoking).
- H13 – To learn about the benefits of the internet; to learn about the importance of balancing time online with other activities; to learn strategies for managing time online.
- H14 – To learn 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 B – Risks, Pressures and Choices

- 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; to 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 or 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 and vaping/smoking.
- H50 – To learn about the organisations that can support people concerning alcohol. Tobacco and nicotine or drug use; to learn that people they can talk if they have concerns.
- R28 – To know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.

## Upper Key Stage Two PSHE → Spring 1

### Year A - Taking Responsibility for My Own Safety

- R25 - To recognise different types of physical contact; to know what is acceptable and unacceptable; to know strategies to respond to unwanted physical contact.
- R26 - To learn about seeking and giving permission (consent) in different situations.
- R27 - To learn 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, when it is right to break a confidence or share a secret.
- R29 - To know where to get advice and report concerns if worried about their own or someone else's safety (including online).
- R15 - To develop strategies for recognising and managing peer influence and a desired for peer approval in friendships and to recognise the effect of online actions on others.
- R18 - To recognise if a friendship (offline or online) is making them feel uncomfortable; to know how to manage this and ask for support if necessary.

### Year B - Safety First!

- H42 - To learn about the importance of keeping personal information private; to learn strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; to know what to do if frightened or worried by something seen or read online and how to report concerns, appropriate content and contact.
- H44 - To learn how to respond and react in emergency situations; to know how to contact them and what to say.
- H45 - To learn 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.

## Upper Key Stage Two PSHE → Spring 2

### Year A - The World of Work

- L27 - To learn 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 (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 - To learn that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; to know that some people may choose to do voluntary work which is unpaid.
- L30 - To learn 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, university, apprenticeship)

### Year B - Money matters

- L18 - To recognise that people have different attitudes towards saving and spending money. To know what influences people's decisions and what makes something 'god value for money.'
- L19 - To learn that people's spending decisions can affect others and the environment (e.g. Fair Trade, buying single use plastic or giving to charity).
- L22 - To know the risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.
- L23 - To learn about the risks involved in gambling; to know different ways money can be won or lost through gambling related activities and the impact on health, wellbeing and future aspirations .
- L24 - To identify the ways in which money can impact on people's feelings and emotions.

## Upper Key Stage Two PSHE → Summer 1

### Year A - Our Community and Responsibilities

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

### Year B - Active Citizens

- L5 - To know ways to carry out shared responsibilities for protecting the environment in school and at home; to know how everyday choices can affect the environment (e.g. reducing, reusing, recycling and food choices).
- L14 - To know how information on the internet is ranked, selected and targeted at specific individuals and groups. To know that connected devices can share information.
- L16 - To know about how text and images in the media and social media can be manipulated or invented. To know strategies to evaluate the reliability of sources and identify mis-organisation,
- R34 - To know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those that disagree with,

## Upper Key Stage Two PSHE → Summer 2

### Year A - It's My Body

- H30 - To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to humans reproduction.
- H31 - To learn the physical and emotional changes that can happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing and wet dreams.
- H32 - To learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.
- H33 - To learn about the processes of reproduction and birth as part of the human life cycle; to learn how babies are conceived (and that there are ways to prevent a baby being made); to learn how babies need to be cared for.
- H34 - To learn where to get more information, help and advice about growing and changing.
- H36 - To learn strategies to manage transitions between classes and key stages.

### Year B - Ups and Downs in Relationships

- R16 - To learn how friendships can 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; to know strategies to resolve disputes and reconcile differences positively and safely.
- H30 - To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to humans reproduction.
- H31 - To learn the physical and emotional changes that can happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing and wet dreams.
- H32 - To learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.
- H33 - To learn about the processes of reproduction and birth as part of the human life cycle; to learn how babies are conceived (and that there are ways to prevent a baby being made); to learn how babies need to be cared for.
- H34 - To learn where to get more information, help and advice about growing and changing.
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# Key Stage One

**Ensuring Coverage  
PSHE Programme  
of Study**

## Key Stage One - PSHE Programmed of Study - **Health and Wellbeing**

### **Healthy Lifestyles and Physical Wellbeing**

	Year A	Year B
H1 - To learn about what keeping healthy means; to know about 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 ways to rest and relax.		
H4 - To know about how physical activity helps us to stay healthy; and ways to be physically active everyday.		
<i>H5 - To learn simple hygiene routines that can stop germs from spreading.</i>		
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; to learn how to brush teeth correctly; to know which food and drink can support dental health.		
H8 - To know how to keep safe in the sun and protect skin from sun damage.		
H9 - To learn about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.		
H10 - To know about the people who help us stay physically healthy.		

**Key Stage One - PSHE Programmed of Study - Health and Wellbeing**

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

**Key Stage One - PSHE Programmed of Study - Health and Wellbeing**

**Ourselves, Growing and Changing**

	Year A	Year B
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 - To know how to manage when they are finding things difficult.		■
<i>H25 - To name the main parts of the body including external genitalia (e.g. vulva, vagina, testicles, penis)</i>	■	■
H26 - To know about growing and changing from young to old and how people's needs change.		■
H27 - To learn about preparing to move to a new class/year group.	■	■

## Key Stage One - PSHE Programmed of Study - **Health and Wellbeing**

### **Keeping Safe**

	Year A	Year B
H28 - To know 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 - To know about how to keep safe at home (including around electrical appliances) and fire safety (not playing with matches and lighter).		
H31 - To know that household products (including medicines) can be harmful if not used correctly.		
H32 - To know ways to keep safe in familiar 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.		
H34 - To know basic rules to keep safe online, including what is meant by personal information and what should be kept private; to know the importance of telling a trusted adult if they come across something that scares them.		
H35 - To know what to do if there is an accident and someone is hurt.		
H36 - To know how to help in an emergency (how to dial 99 and what to say).		

**Key Stage One - PSHE Programmed of Study - Relationships**

**Families and Close Positive Relationships**

**Year  
A**

**Year  
B**

R1 - To learn about the roles that 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 - 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 their teacher) if something about their family makes them unhappy or worried.

**Key Stage One - PSHE Programmed of Study - Relationships**

**Friendships**

**Year  
A**

**Year  
B**

R6 - To learn about how people make friends and what makes a good friendship.

R7 - To learn about how to recognise when they or someone else feels lonely and what to do about it.

R8 - To learn simple strategies to resolve arguments between friends positively.

R9 - To know how to ask for help if a friendship is making them feel unhappy.

## Key Stage One - PSHE Programmed of Study - Relationships

### Managing hurtful behaviour and bullying

Year  
A

Year  
B

R10 - To know that bodies and feelings can be hurt by words and action; to know that people can say hurtful things online.

R11 - To know about how people may feel if they experience hurtful behaviour and bullying.

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

## Key Stage One - PSHE Programmed of Study - Relationships

<b>Safe Relationships</b>	<b>Year A</b>	<b>Year B</b>
R13 - To recognise that some things are private and the importance of respecting privacy; to know that the parts of their body covered by underwear are private.		
R14 - To know that sometimes people may behave differently offline, including by pretending to be someone they are not.		
R15 - To know how to respond safely to adults they don't know.		
R16 - To learn how to respond if physical contact makes them feel uncomfortable or unsafe.		
R17 - To know that there are situations when they should ask for permission and also when their permission should be sought.		
R18 - To learn about the importance of not keeping adults' secrets (only happy surprises that others will find out eventually)		
R19 - To know basic techniques for resisting pressure to do something they don't want to do and which makes them unsafe.		
R20 - To learn what to do if they feel unsafe or worried for themselves or other; to know who to ask for help and vocabulary to use when asking for help; to know the importance of keeping trying until they are heard.		

## Key Stage One - PSHE Programmed of Study - Relationships

### Respecting self and others

	Year A	Year B
R21 - To learn about what is kind and unkind behaviour and how this can affect others.		
R22 - To know 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 - To learn how to listen to other people and play and work co-operatively.		
R25 - To know how to talk and share their opinions on things that matter to them.		

## Key Stage One - PSHE Programmes of Study - **Living in the Wider World**

### **Shared Responsibilities.**

Year  
A

Year  
B

L1 - To learn about what rules are and why they are needed for different situations.

L2 - To learn how people and other living things have different needs and to learn about the responsibilities of caring for them.

L3 - To learn about things they can do to help look after the environment.

Key Stage One - PSHE Programmes of Study - **Living in the Wider World**

**Communities**

Year  
A

Year  
B

L4 - To learn about the different groups they belong to.

L5 - To learn 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.

## Key Stage One - PSHE Programmes of Study - **Living in the Wider World**

### **Media Literacy & Digital Resilience**

Year  
A

Year  
B

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

L8 - To learn about the role of the internet in everyday life.

L9 - To learn that not all information seen online is true.

## Key Stage One - PSHE Programmes of Study - **Living in the Wider World**

### **Economic Wellbeing - Money**

Year  
A

Year  
B

L10 - To know what money is and the forms that money comes in. To know that money comes from different sources.

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

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

L13 - To know that money needs to be looked after and that there are different ways of doing this.

## Key Stage One - PSHE Programmes of Study - **Living in the Wider World**

### **Economic Wellbeing - Aspirations, Work and Career**

Year  
A

Year  
B

L14 - To know that everyone has different strengths

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

L16 - To know about different jobs that people they know or people that work in the community do.

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

# Key Stage Two

**Ensuring Coverage  
PSHE Programme  
of Study**

## Key Stage Two - PSHE Programmed of Study - **Health and Wellbeing**

### **Healthy Lifestyles and Wellbeing**

	Year A	Year B	Year A	Year B
H1 - To know how to make informed decisions about health.				
H2 - To learn about elements of a balanced, healthy lifestyle.				
H3 - To learn about choices that support a healthy lifestyle and recognise what might influence them.				
H4 - To know how to recognise that habits can have both positive and negative effects on a healthy lifestyle.				
H5 - To learn about what good physical health means; and how to recognise early signs of physical illness.				
H6 - To learn about what constitutes a healthy diet; learn how to plan healthy meals; learn the benefits to health and wellbeing of eating nutritionally rich foods; to know about the risks associated with not eating a healthy diet including obesity and tooth decay.				
H7 - To learn 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 - To learn about how sleep contributes to a healthy lifestyle; to learn about routines that support good quality sleep; to know about 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; to learn how everyday hygiene routines can limit the spread of infection; to learn about the wider importance personal hygiene and how to maintain it.				

## Key Stage Two - PSHE Programmed of Study - **Health and Wellbeing**

<b>Healthy Lifestyles and Wellbeing</b>	Year A	Year B	Year A	Year B
H10 - To learn how medicines, when used responsibly, contribute to health; to know that some diseases can be prevented by vaccinations, and immunisations; to learn how allergies can be managed.				
H11 - To learn how to maintain good oral hygiene (including correct brushing and flossing) ; to learn why regular visits to the dentist are essential; to learn about the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; to learn about the effects of smoking)				
H12 - To learn about the benefits of sun exposure and risks of over exposure; to learn how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.				
H13 - To learn about the benefits of the internet; to learn about the importance of balancing time online with other activities; to learn strategies for managing time online.				
H14 - To learn how and when to seek support, including which adults to speak to in and outside of school if they are worried about their health.				

## Key Stage Two - PSHE Programmed of Study - **Health and Wellbeing**

<b>Mental Health</b>	Year A	Year B	Year A	Year B
H15 - To learn that mental health, just like physical health, is part of daily life; to learn about the importance of taking care of mental health.				
H16 - To learn 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.				
H17 - To recognise that feelings can change over time.				
H18 - To learn about everyday things that affect feelings and the importance of expressing feelings.				
H19 - To developed a varied vocabulary to use when talking about feelings; to learn about how to express feelings in different wats.				
H20 - To learn strategies to respond to feelings, including intense or conflicting feelings; to know 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.				
H22 - To recognise that anyone can experience mental ill health; to learn that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.				
H23 - To learn about change and loss, including death, and how these can affect feelings; to learn ways of expressing and managing grief and bereavement.				
H24 - To develop problem solving strategies for dealing with emotions, challenges and change, including the transition to new schools.				

## Key Stage Two - PSHE Programmed of Study - **Health and Wellbeing**

<b>Ourselves, Growing &amp; Change</b>	Year A	Year B	Year A	Year B
H25 - To learn about personal identity; to know what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)				
H26 - To learn that for some people, gender identity does not correspond to their biological sex.				
H27 - To learn 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 - To learn 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 - To learn about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing and wet dreams).				
H32 - To learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.				
H33 - To learn about the processes of reproduction and birth as part of the human life cycle; to learn how babies are conceived (and that there are ways to prevent a baby being made), to learn how babies need to be cared for.				
H34 - To learn where to get more information, help and advice about growing and changing, especially about puberty.				

**Key Stage Two - PSHE Programmed of Study - Health and Wellbeing**

<b>Ourselves, Growing &amp; Change</b>	Year A	Year B	Year A	Year B
H35 - To learn about the new opportunities and responsibilities that increasing independence may bring.				
H36 - To learn strategies to manage transitions between classes and key stages.				

## Key Stage Two - PSHE Programmed of Study - **Health and Wellbeing**

<b>Keeping Safe</b>	Year A	Year B	Year A	Year B
H37 - To learn reasons for following and complying with regulations and restrictions (including age restrictions); to learn how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.				
H38 - To learn how to predict, assess and manage risk in different situations.				
H39 - To learn 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 learn about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully).				
H41 - To use strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; to learn about the safe use of digital devices when out and about.				
H42 - To learn about the importance of keeping personal information private; to learn strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; to know what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.				
H43 - To know about what is meant by first aid, basic techniques for dealing with common injuries.				
H44 - To learn how to respond and react in emergency situations; to know how to identify situations that may require the emergency services; to know how to contact them and what to say.				
H45 - To learn that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they might know are at risk.				

## Key Stage Two - PSHE Programmed of Study - **Health and Wellbeing**

### **Drugs, Alcohol and Tobacco**

	Year A	Year B	Year A	Year B
H46 - To learn 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; to 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 - 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 and smoking/vaping.				
H50 - To learn about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; to learn that people they can talk to if they have concerns, .				

## Key Stage Two - PSHE Programmed of Study - Relationships

### Families and Close Positive Relationships

	Year A	Year B	Year A	Year B
R1 - To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)				
R2 - To learn that people may be attracted to someone emotionally, romantically and sexually; to know that people may be attracted to someone of the same sex or different sex to them; to know that gender identity and sexual orientation are different.				
R3 - To learn 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 - To learn that forcing anyone to marry against their will is a crime and that help and support is available to people who are worried about this for themselves or others.				
R5 - To learn 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 caring relationships and to know 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 and that families of all types can give family members love, security and stability.				
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 - To recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice.				

## Key Stage Two - PSHE Programmed of Study - Relationships

<b>Friendships</b>	Year A	Year B	Year A	Year B
R10 - To know about the importance of friendships and to know strategies for building positive friendships. To learn about 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 experience. To know that friends can support with problems and difficulties and that the same principles apply to online friendships as well as face to face relationships.				
R12 - To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face. To know the risks of communication with others not known face to face.				
R13 - To know the importance of seeking support if feeling lonely or excluded.				
R14 - To know that healthy friendships make people feel included and to recognise when others may feel lonely or excluded, To learn strategies for how to include them.				
R15 - To develop strategies for recognising and managing peer influence and a desire for peer approval in friendships and to recognise the effect of online actions on other.				
R16 - To learn how friendships can 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; to know strategies to resolve disputes and reconcile differences positively and safely.				
R18 - To recognise if a friendship (offline or online) is making them feel unsafe or uncomfortable; to know how to manage this and ask for support if necessary.				

## Key Stage Two - PSHE Programmed of Study - Relationships

### Managing Hurtful and Bullying

	Year A	Year B	Year A	Year B
R19 - To know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.				
R20 - To know strategies to reasons to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others) to know how to report concerns and get support.				
R21- To know about discrimination, to know what it means an how to challenge it.				

## Key Stage Two - PSHE Programmed of Study - Relationships

<b>Safe Relationships</b>	Year A	Year B	Year A	Year B
R22 - To know about privacy and personal boundaries; to know what is appropriate in friendships and wider relationships (including online)				
R23 - To learn about why someone may behave differently online, including pretending to be someone they are not; to know strategies for recognising risks, harmful content and contact and how to report concerns.				
R24 - To know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.				
R25 - To recognise different types of physical contact; to know what is acceptable and unacceptable; to know strategies to respond to unwanted physical contact.				
R26 - To learn about seeking and giving permission (consent) in different situations.				
R27 - To learn 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 - To know how to recognise 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).				

## Key Stage Two - PSHE Programmed of Study - Relationships

<b>Respecting Self and Others</b>	Year A	Year B	Year A	Year B
R30 - To know 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; to know 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; to know strategies to improve or support courteous, respectful relationships.				
R32 - To respect the differences and similarities between people and recognise 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 lifestyles are different to their own.				
R34 - To know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.				

## Key Stage Two - PSHE Programmed of Study - Living in the Wider World

<span style="color: red;">Shared Responsibilities</span>	Year A	Year B	Year A	Year B
L1 - To recognise reasons for rules and laws; to know consequences of not adhering to rules and laws.				
L2 - To recognise there are humans rights; to know they are there to protect everyone.				
L3 - To know about the relationships between rights and responsibilities.				
L4 - To know about the importance of having compassion towards others; to learn about the shared responsibilities we all have for caring for other people and living things; to learn 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; to know how everyday choices can affect the environment (e.g. reducing, reusing, recycling and food choices)				

## Key Stage Two - PSHE Programmed of Study - Living in the Wider World

<span style="color: red;">Communities</span>	Year A	Year B	Year A	Year B
L6 - To know about the different groups that make up their community.				
L7 - To value the different contributions that people and groups make to the community.				
L8 - To learn about diversity; to know what it means and the benefits of living in a diverse community; to learn about valuing diversity within communities.				
L9 - To learn about stereotypes and how they can negatively influence behaviours and attitudes towards others; to develop strategies for challenging stereotypes.				
L10 - To learn about prejudice and how to recognise behaviours/actions which discriminate against others, and to find ways of responding to it if witnessed or experienced.				

## Key Stage Two - PSHE Programmed of Study - Living in the Wider World

### Media Literacy & Digital Resilience

	Year A	Year B	Year A	Year B
L11 - To recognise 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 some of the 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. To know that connected devices can share information.				
L15 - To recognise things appropriate to share and things that should not be shared on social media; to know rules surrounding distribution of images.				
L16 - To know about how text and images in the media and on social media can be manipulated or invented. To know strategies to evaluate the reliability of sources and identify misinformation.				

## Key Stage Two - PSHE Programmed of Study - Living in the Wider World

<span style="color: red;">Economic Wellbeing - Money</span>	Year A	Year B	Year A	Year B
L17 - To learn 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. To know what influences people's decisions and what makes something 'good value for money.'				
L19 - To learn 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 - To know different ways to keep track of money.				
L22 - To know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.				
L23 - To learn about the risks involved in gambling; to know 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.				

## Key Stage Two - PSHE Programmed of Study - Living in the Wider World

<b>Economic Wellbeing - Aspirations, Work and Career</b>	Year A	Year B	Year A	Year B
L25 - To recognise positive things about themselves and their achievements; to set goals to help to achieve their personal outcomes.				
L26 - To learn that there is a broad range of different jobs/careers that people can have and that people often have more than one career/type of job during their life.				
L27 - To learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them.				
L28 - To know 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 - To learn that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; to know that people may choose to do voluntary work which is unpaid.				
L30 - To learn 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, university, apprenticeship)				

**Ensuring Coverage  
RSE Statutory  
Objectives –  
September 2026**

## Families and People Who Care for Me

	Key Stage One	Key Stage Two
Know that families are important for children growing up because they can give love, security and stability.	R2	R6
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.	R1, R4	R8
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.	H22, R3	R2, R7
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.	R3	R1, R6, R7
Know that marriage* represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong. <i>(*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.</i>	R4	R3, R5
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	R5	R4, R9

## Caring Friendships

	Key Stage One	Key Stage Two
Know how important friendships are in making us feel happy and secure, and how people choose and make friends.	R6	R10
Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	R6	R10
That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	R6	R11
The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, 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.	R7	R13 R14
Know that most friendships have ups and downs, and these can often be worked through so that the friendship is repaired even strengthened.	R8	R16
Know how to manage conflict, and that resorting to violence is never right.		
Know how to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	R9	R18

## Respectful, Kind Relationships (1)

	Key Stage One	Key Stage Two
Know how to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	H22, R23, L4, L6	R32, R33, L6
To know the importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	R6 R8	R33, R34
To know how to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	R22	R33
To know and discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.	H21, H23, R22	R31
That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	R22, H22	R31
To know practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships	R10, R11, R12	R19, R20, R28
To know the conventions of courtesy and manners.	L4	R21, L7, L8, L9
To understand the importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	R15, R17	R22, R26

## Respectful, Kind Relationships (2)

	Key Stage One	Key Stage Two
To know about the different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	H22, R23, L4, L6	R32, R33, L6
What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	R6 R8	R33, R34
To know how to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	R22	R33
	H21, H23, R22	R31
	R22, H22	R31
	R10, R11, R12	R19, R20, R28
	L4	R21, L7, L8, L9
	R15, R17	R22, R26

## Online Safety and Awareness

	Key Stage One	Key Stage Two
To know that people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	R14	R23
To know how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.	R12	R24, R30, R31
To know that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.	R15	R24
To understand the importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	H34	L13, L14
To know about online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.	R20	R24, R29
To know that the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	R20	R24, R29

## Being Safe

	Key Stage One	Key Stage Two
Know what sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	R17	R22
To understand the concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	R13 R18	R27
To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	R13	H45 R25
Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	R14, R15, R19	R24
Know how to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	R20	R29
	R20	R29
Know how to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	R20	R29 H45
How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources	R20	R29

## General Wellbeing

	Key Stage One	Key Stage Two
To know the benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation	H1	H15
To know the importance of promoting general wellbeing and physical health.	H11, H12, H13, H14	H17
To know about the range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	H15, H16	H19
To know how to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	H18, H19	H20, H21
To be able to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	H17	H16
Recognise that isolation and loneliness can affect children, and the benefits of seeking support.	H18, H20, h24	H16
Recognise that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	H24, H27, R7	H24, R13
Know that change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.	R10, R11	R19
Where and how to seek support (including recognising the triggers for seeking support), including who 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).	H19, R12	H21, R20
Know that it is common to experience mental health problems, and early support can help.		

## Wellbeing Online (1)

	Key Stage One	Key Stage Two
To know that for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.		
To discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.		
To recognise the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.		
To consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.		
To understand why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.		
To understand the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.		
To know how to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.		

## Wellbeing Online (2)

	Key Stage One	Key Stage Two
To know that abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.		
To understand the information they find online, including from search engines, and know how information is selected and targeted.		
To know that they have rights in relation to sharing personal data, privacy and consent.		
To know where and how to report concerns and get support with issues online.		

## Physical Health and Fitness

	Key Stage One	Key Stage Two
Know the characteristics and mental and physical benefits of an active lifestyle.	H35, H37	H43
Know the importance of building regular physical activity 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. Moderate and/or vigorous physical activity.	H35, H36	H44
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.		

## Healthy Eating

	Key Stage One	Key Stage Two
Know what constitutes a healthy diet (including understanding calories and other nutritional content).	H2, h3	H1, H6
To understand the importance of a healthy relationship with food.		
Know the principles of planning and preparing a range of healthy meals.	H2	H6
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).	H2	H2, H3, H6

## Drugs, Alcohol, Tobacco and Vaping

	Key Stage One	Key Stage Two
<p>Know the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug taking.</p> <p>This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.</p>	H37	H46, H47 H48

## Health Protection and Prevention

	Key Stage One	Key Stage Two
Know how to How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.		
To know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer		
To understand the importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn		
To know about dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist		
To understand about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.		
To understand the facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils		

## Personal Safety

	Key Stage One	Key Stage Two
To know about hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.		
To know how to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.		

## Basic First Aid

	Key Stage One	Key Stage Two
To know how to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.		
To understand the concepts of basic first aid, for example dealing with common injuries and ailments including head injuries.		

## Developing Bodies

	Key Stage One	Key Stage Two
To know about growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human life cycle, and puberty should be discussed as a stage in this process.	H25, H26	H30, H31, H32, H34
The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum and nipples. Pupils should understand that all these parts of the body are private and have skills to understand and express their own boundaries around these body parts.		H30 H31
The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them to understand what to expect and avoid distress.		