



Intent, Implementation and Impact

Long Term Plans & Progression

Updated September 2026

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:

Community - Treat others as we would want to be treated ourselves

Hope – Giving confidence in what we can contribute and achieve together

Aspiration - Believe that we can be the best version of ourselves in all that we do

Mission – Living with purpose and commitment to making a positive difference

Perseverance – Not everything comes easily – keep trying to reach your goals and dreams

Shine – 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 two core areas;

- **CORE THEME 1** - Relationships (sex) and Health Education (RSHE)
- **CORE THEME 2** - Economic Wellbeing and Careers Education

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

Relationships Education

- Families and people who care for me (F)
- Caring friendships (CF)
- Respectful, kind relationships (RKR)
- Online safety and awareness (OSA)
- Being safe (BS)

Health Education (Health and wellbeing)

- General Wellbeing (GW)
- Wellbeing online (WO)
- Physical health and fitness (PHF)
- Healthy eating (HE)
- Drugs, alcohol, tobacco and vaping (DATV)
- Health protection and prevention (PP)
- Personal Safety (PS)
- Basic first aid (BFA)
- Developing Bodies (DB)

Economic and Careers Education

The statutory RSHE guidance includes aspects of financial education, in particular content relating to financial harms such as gambling, chance based transactions in gaming, scams, and money laundering. But these topics cannot be effectively taught without the foundational learning in personal finance that is at the heart of 'Economic Wellbeing'.

Financial decisions are inextricably linked with statutory RSHE topics, from mental health and managing peer influence, to digital literacy and online safety. The skills and attributes pupils need to manage decisions related to money are often those they need to navigate other life choices, and these skills and attributes are the core of all PSHE education.

It is important that this learning on personal financial education and Economic Wellbeing complements, rather than duplicates, the financial education that might be taught through other subjects such as Citizenship (which is best suited to exploring the societal aspects of money) and Maths (which is best suited to exploring the numerical). The learning opportunities for Economic Wellbeing in this Programme of Study therefore focus on the important 'personal' or behavioural aspects of financial education, as part of learning to manage the pressures, challenges and opportunities of life.

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

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 context 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
The ability to understand the abstract information.	Use stem sentences to provide a starter. Use pictures and emojis to relate to abstract feelings.	Expressing themselves and sharing their thoughts and opinions orally.	Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.
The ability to understand the vocabulary associated with puberty	Pre-teach vocabulary – ensure that there are picture cues to ensure understanding.		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.
Understanding of subject specific vocabulary.	Adults to ensure that they read the text to pupils and draw attention to key vocabulary. Use film and video to ensure understanding.		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.
Difficulty in producing accurate pieces of writing	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 tins. Make learning very interactive – sorting food pictures into healthy and not healthy etc.		Ambitious About Autism – online safety resources produced for children with autism. 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.

SEND Adaptions for PSHE

Physical and Sensory		SEMH	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision
Physical difficulties accessing specific environments during trips. Children with a visual impairment may find it difficult to view text/images/historical artefacts.	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. 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.	Low self-esteem in ability., difficult conversations about PSHE – feelings, mental health etc. Difficulties with social skills may result in children finding group work challenging.	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. Prep children for difficult conversations that might be planned around mental health or relationships. 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.

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.

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

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
Healthy Relationships - including Family and friends (1)	Play with one or more other children, extending and elaborating play ideas	To identify the people who love and care about them and what they do to help them feel cared for.	To recognise that there are different types of relationships (e.g. friendships, romantic relationships, online relationships)	Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs.
	Find solutions to conflicts and rivalries.	To know about different families including those that may be different to their own.	That a feature of a positive family life is caring relationships; to know the different ways in which people care for each other.	Know practical steps they can take in a range of different contexts to improve or support respectful relationships.
	Build constructive and respectful relationships.	To know about how people make friends and what a good friendship is.	To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to get help.	Know the importance of permission seeking and giving in relationships with friends, peers and adults.
	Work and play cooperatively and take turns with others.	To know simple strategies to resolve arguments between friends positively.	To know that healthy friendships make people feel included; recognise when others may feel lonely or excluded.; know strategies to include them.	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.
	Form positive attachments to adults and friendships with peers.	To recognise that some things are private and the importance of respecting privacy; the parts of their body covered by underwear is private.	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.	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.
	Talk about members of their immediate family and community.	To know the importance of not keeping secrets - only happy surprises that others will find out eventually.	To know about seeking and giving permission (consent) in different situations.	
		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.		

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

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Healthy Relationships - including Family and friends (2)		To know basic techniques form resisting pressure to do something they do not want to do and which makes them feel unsafe.	To recognise different types of physical contact and know what is acceptable and unacceptable. To know strategies to respond to unwanted physical contact. 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. Know how to recognise pressure from others if worried about their own or someone else's personal safety (including online)	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. 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. To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical contact and other contact.

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

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

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

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Keeping Myself Mentally Safe (1)	Talk about their feelings using words like 'happy' 'sad' 'angry' or 'worried.' Understand gradually how other might be feeling. Identify and moderate their own feelings socially and emotionally. Set and work towards simple goals, being able to wait and control their immediate impulses when appropriate. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	To know about different feelings that humans can experience. To know that feelings can affect people's bodies and the ways that they behave. To recognise that not everyone feels the same at the same time, or feels the same about the same things. 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. 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. To recognise when they need help with feelings, that it is important to ask for help with feelings and who to ask. To understand about change and loss (including death) and to identify feelings associated with this.	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. 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. To recognise that feelings can change over time and range in intensity. 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 To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.	To know that mental wellbeing is a normal part of daily life, in the same way as physical health. 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. To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Know simple self-care techniques, including the importance of rest, time with friends and family and the benefits of hobbies and interests. 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.

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

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Keeping Myself Mentally Safe (2)				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). To know where and how to seek support (including recognising the triggers for seeking support).

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

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

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

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Online Safety & Digital Resilience (2)			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. To recognise things appropriate to share and things that should not be shared on social media, to know the rules around distribution of images.	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. To know how to critically consider online friendships and sources of information including the awareness of the risks associated with propel they have never met. To know how information and data is shred and used online. To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.

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

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Bullying	To begin to understand how others might be feeling. To express feelings and consider the feelings of others. To think about the perspectives of others. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. To form positive attachments to adults and friendships with peers.	To know that bodies and feelings can be hurt by words and actions. People can say hurtful things online. To know how people may feel if they experience hurtful behaviour or bullying. 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.	To know about the impact of bullying (offline and online) and to know about the consequences of harmful behaviour. 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. To know what discrimination means and how to challenge it.	To know about different types of bullying (including cyberbullying). To know about the impact of bullying. To know about the responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 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. To know what a stereotype is, and how stereotypes can be unfair, negative or destructive. To know that bullying has a negative and often lasting impact on mental wellbeing.

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

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Making Healthy Choices (1)	Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. Know and talk about different factors that support their overall health and wellbeing -regular physical activity -healthy eating -toothbrushing -sensible amounts of screen time. -having a good sleep routine Being a safe pedestrian	To know what keeping healthy means and to know different ways to keep healthy. To know about foods that support good health and the risks of eating too much sugar. To know how physical activity helps us to stay healthy and some ways to be physically active everyday. To know why sleep is important and different ways to rest and relax. To know simple hygiene routines that can stop germs from spreading. To know about dental care and visiting the dentist; how to brush teeth correctly; and food and drink that support dental health. To know how to keep safe in the sun and how to protect skin from sun damage. To know about the people who help us to feel physically healthy.	To know how to make informed choices about health. To recognise how habits can have both positive and negative effects on a healthy lifestyle. To know what constitutes a healthy diet, how to plan a healthy meal; 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. 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. 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.	To know what constitutes a healthy diet (including understanding calories and other nutritional content) To know the principles of planning and preparing a range of healthy meals. 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. To know the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug taking. To know the characteristics and mental and physical benefits of an active lifestyle. To know the risks associated with an inactive lifestyle, including obesity.

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

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Making Healthy Choices (2)		To know about things that people can put into their body or on their skin; how these can affect how people feel.	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. 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. To know why people choose to use or not use drugs. To know that there are organisations that can support people concerning alcohol, tobacco and drug use.	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. To know how and when to seek support including which adults to speak to in school if they are worried about their teeth. 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. To know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. To know about dental health and the benefits of good oral hygiene and dental flossing, including regular check ups at the dentist.

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

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

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

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

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

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

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

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

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

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

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

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

PSHE

**Vocabulary
Progression**

PSHE Vocabulary Progression Emotions

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

PSHE Vocabulary Progression
Communities
Rights, Responsibility and the law

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Agree Belong Challenge Disagree Fair Rules Unfair	Belonging Community Contribute Democracy Improve Responsibility Rights	Biased Global Individual International Local National Media Respect	Democracy Equality Equity Fairtrade Justice Moral Obligation Participation Social Justice Volunteer

PSHE Vocabulary Progression Me and My Future

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

PSHE Vocabulary Progression
Keeping Myself Safe

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

PSHE Vocabulary Progression Relationships

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Family Female Love Male Relationships Safe Teasing	Bully Gay Gender Penis Testicles Vagina Vulva	Adoption Fostering Lesbian Puberty Reproduction Same Sex Relationships Stereotypes	Bisexual Civil Partnership Conception Consent Heterosexual Homosexual Mensuration Periods Sexual Orientation Transgender

PSHE Vocabulary Progression
My Healthy Lifestyle

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Active Exercise Feelings Germs Health Mistakes Wash	Active Changes Dental Disease Hygiene Independence Resilient	Anxiety Bacteria Diet Good Habits Relaxation Responsible Virus	Adolescence Calories Counter Argument Conflicting Emotions Lifestyle Puberty Resolving Differences Resolve Support

PSHE

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

EYFS

Long Term Plans

- Me - A Special Person

- Being Healthy

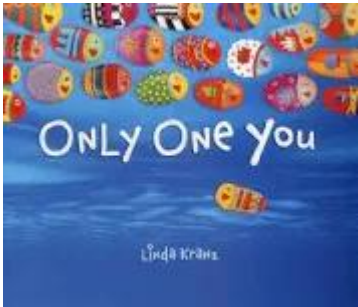
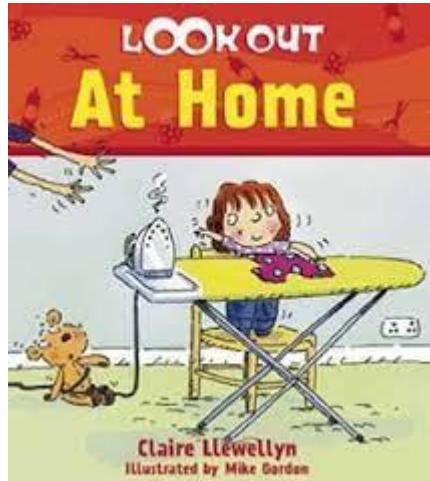
- Keeping safe

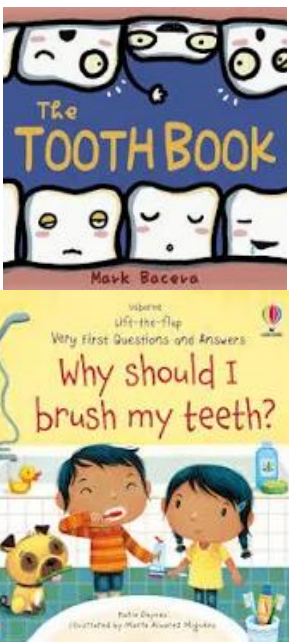
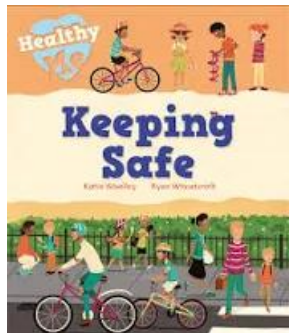
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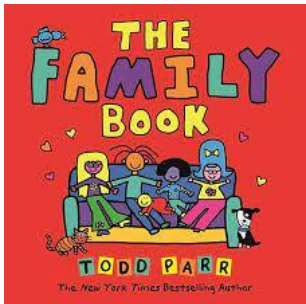
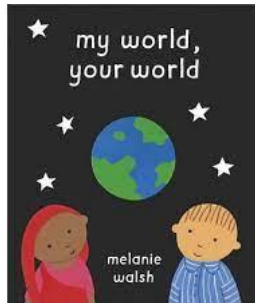
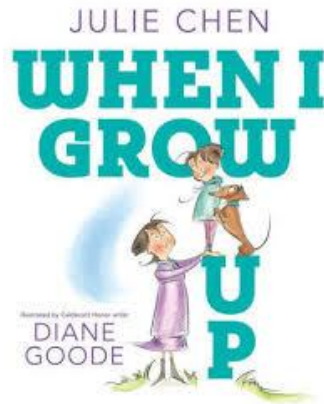
- People Who Help Us

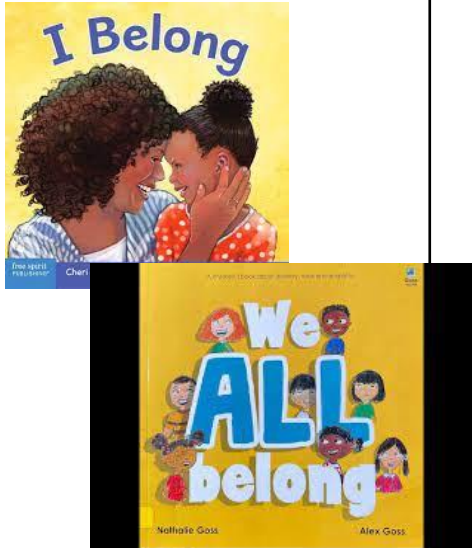
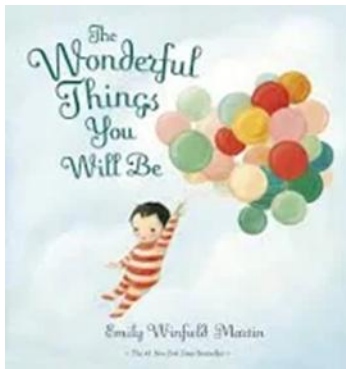
- Being Involved

- Growing and Changing

	Autumn 1	Autumn 2	Spring 1
2026-2027 Year A	Me - A Special Person  • See themselves as a valuable individual. • Build constructive and respectful relationships • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	How can I keep healthy?  • To know and talk about the different factors that support their overall health and wellbeing including regular physical exercise, sleep and healthy eating.	How can I keep safe at home?  • To know and talk about the different factors that support their overall health and wellbeing including keeping safe.

	Autumn 1	Autumn 2	Spring 1
2027-2028 Year B	What Makes Me Unique?  • See themselves as a valuable individual. • Build constructive and respectful relationships • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	How can I look after My Teeth?  • To know and talk about the different factors that support their overall health and wellbeing including toothbrushing.	How can I keep safe out and about?  • To know and talk about the different factors that support their overall health and wellbeing including being a safe pedestrian.

	Spring 2	Summer 1	Summer 2
2026-2027 Year A	Who helps me at home?  • Build constructive and respectful relationships. • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Form positive attachments to adults and friendships with peers.	How can I look after my world?  • Explain some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different o where they live. • Understand and respect the natural environment around them.	How have I changed? What next?  • To begin to make sense of their own life story and family's history.

	Spring 2	Summer 1	Summer 2
2027-2028	Are all families the same?	Where do I belong?	How have I changed? What next
Year B	 • Build constructive and respectful relationships. • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Form positive attachments to adults and friendships with peers.	 • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendship with peers.	 • To begin to make sense of their own life story and family's history. • To begin to show interest in different occupations.

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

<u>Key Stage One</u> • <u>Emotions</u> - How do I feel today? (4) • <u>Our Online Lives</u> - What should I do if I feel unsafe online? (4) <u>Lower Key Stage Two</u> • <u>Emotions</u> - How can we add to our emotions toolkit? (4) • <u>Our Online Lives</u> - How can I be kind and happy online? (4) <u>Upper Key Stage Two</u> • <u>Emotions</u> - How can we manage challenges? (3) • <u>Our Online Lives</u> - How do I thrive online? (4)	<u>Key Stage One</u> • <u>Physical health</u> - How can I look after my body? (4) • <u>Staying Safe & Healthy</u> - How can I look after my body? (4) <u>Lower Key Stage Two</u> • <u>Physical Health</u> - How can I get active and eat well every day? (4) • <u>Staying Safe & Healthy</u> - How can I stay safe while out and about? (3) <u>Upper Key Stage Two</u> • <u>Physical Health</u> - Is it hard to be healthy? (3) • <u>Staying Safe & Healthy</u> - How can I avoid harm? (4)	<u>Key Stage One</u> • <u>Media Influence</u> - How do I decide what to do online? (5) <u>Lower Key Stage Two</u> • <u>Media Influence</u> - How do I keep myself safe online? (6) <u>Upper Key Stage</u> • <u>Media Influence</u> - Who decides what I experience in the online world? (4) • <u>Risky Substances</u> - Why do people get addicted? (2)
<u>Key Stage One</u> • <u>Financial Education</u> - An Introduction to Money (5) • <u>Power in Relationships</u> - When do I feel safe? (4) <u>Lower Key Stage Two</u> • <u>My Future</u> - The purposes of money (5) • <u>Power in Relationships</u> - Who does my body belong to? (2) <u>Upper Key Stage Two</u> • <u>My Future</u> - Priority Spending (5) • <u>Power in Relationships</u> - How do I get help if I don't feel safe? (3)	PSHE/RSE Year A <u>Key Stage One</u> • <u>Communities</u> - Who is in my Community? (6) <u>Lower Key Stage Two</u> • <u>Communities</u> - What does it mean to be British? (5) <u>Upper Key Stage Two</u> • <u>Communities</u> - How can we ensure fairness and respect for women and girls? (4)	<u>Key Stage One</u> • <u>Healthy Relationships</u> - Who is in my family? (3) • <u>Healthy Relationships</u> - What makes a good friend? (4) • PANTS - Body parts <u>Lower Key Stage Two</u> • <u>Healthy Relationships</u> - How can I help my family? (3) • <u>Healthy Relationships</u> - Are friendships ever perfect? (4) <u>Upper Key Stage Two</u> • <u>Healthy Relationships</u> - How can we live in harmony? (2) • <u>Healthy Relationships</u> - How can we have healthy boundaries? (4) • <u>Puberty</u> - 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)
- Healthy Relationships - Are all friends the same? (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)
- Puberty - How will change as I grow up? (3)

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 - What happens during adolescence? (3)

Key Stage One

Long Term Plans

(2 Year Rolling Programme)

Key Stage One PSHE → Autumn Term 1

Year A – How do I feel today?

Year B – What helps me to feel happy?

Pupils should have the opportunity to learn...

- | | |
|---|---|
| <ul style="list-style-type: none">• how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly GW3 GW4 GW5• that being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well GW2 GW4• that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses GW5 RKR3• about things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep) GW1 | <ul style="list-style-type: none">• simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies GW1 GW5• about different kinds of change and loss (including death); how change and loss can affect people and who can help GW8• about preparing to move to a new class or year group and how to manage feelings during times of change GW3 GW8• who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help GW9 |
|---|---|

Key Stage One PSHE → Autumn Term 1

Year A - What should I do if I feel unsafe online?

Year B - Who should I talk to online?

Pupils should have the opportunity to learn...

- how rules and age restrictions help protect children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices **WO3 WO5 OSA3**
- some benefits and risks of watching videos or playing games online **WO6 WO7**
- how to tell a trusted adult if they have worries about something online **WO11**

- different ways people use the internet in everyday life **WO1**
- that not everything on the internet is true or real **WO7**
- how the internet and digital devices can be used to safely and respectfully communicate with others **WO2 WO4 OSA1**
- that it is important to be kind online; that people's feelings can be hurt by unkindness online **OSA1**
- that sometimes people may behave differently online, including by pretending to be someone they're not or saying things that aren't true **OSA2**
- basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people **WO10 OSA4 OSA5**

Key Stage One PSHE → Autumn Term 2

Year A - How can I look after my body? -
staying healthy

Year B - How can I eat a balanced diet?

Pupils should have the opportunity to learn...

- what being healthy means and how physical activity helps people to stay healthy PHF1
- ways to be physically active every day PHF2
- people who help us stay healthy and who can help if feeling unwell or hurt HPP1 PHF4
- how to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health HPP4

- that there are different types of food and drink, with different tastes and textures, and people enjoy different foods HE2
- that people often share food together, e.g. during mealtimes or special occasions HE2 HE3
- that food and drink come from different sources (e.g. eggs from chickens, fruit from trees/plants) and how some foods can be changed (e.g. grains into bread) before they are eaten or drunk HE1 HE4

Key Stage One PSHE → Autumn Term 2

Year A - How can I look after my body? -
staying safe

Year B - How can I take responsibility for
my own health?

Pupils should have the opportunity to learn...

- how to keep safe and well in the sun and protect skin from sun damage **HPP2**
- why sleep is important; bedtime routines and ways to rest and relax **HPP3**
- simple hygiene routines that can stop germs from spreading **HPP5**
- who to talk to if they are worried about their health **PHF4**

- that what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink **HE1 HE4**
- when and how children can make choices about what they eat and drink and who can help them make healthier choices **HE2**

Key Stage One PSHE → Spring Term 1

Year A - Is everything that I see online true?

Year B - How do I decide what to do online?

Pupils should have the opportunity to learn...

- different ways people use the internet in everyday life **WO1**
- that not everything on the internet is true or real **WO7**
- how the internet and digital devices can be used to safely and respectfully communicate with others **WO2 WO4 OSA1**

- how rules and age restrictions help protect children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices **WO3 WO5 OSA3**
- some benefits and risks of watching videos or playing games online **WO6 WO7**
- how to tell a trusted adult if they have worries about something online **WO11**

Key Stage One PSHE → Spring Term 1

Year B - How do I stay safe at home?

Pupils should have the opportunity to learn...

- what rules are, some basic safety rules and how different rules can help to keep people safe in different situations **PS1**
- how to recognise potentially harmful or hazardous situations in everyday life, including at home **PS1**
- ways to keep safe when out and about, e.g. near railways, on the street and in busy places **PS2**
- how to cross the road safely with adult support **PS2**
- how to keep safe around water, using the water safety code **PS2**
- about the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency **BS4 BS7**
- how to dial 999 in an emergency (including from a locked mobile phone), and what to say **BFA1**

Key Stage One PSHE → Spring Term 2

Year A - An Introduction to Money

Year B - My Money and Me

Pupils should have the opportunity to learn...

- what money is, how people get money, and what it is used for
- that money needs to be looked after; different ways of doing this, including keeping money in an account
- different ways of paying for things
- that money can be saved or spent; that people make different choices about saving and spending money
- the difference between needs and wants; that people may not always be able to have the things they want

- that everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of.
- that people can earn money to pay for things by having a job.
- different jobs that people do, including the roles and responsibilities people have in their community.
- some of the strengths and interests someone might need to do different jobs.

Key Stage One PSHE → Spring Term 2

Year A – Power in relationships – When do I feel safe?

Year B – Power in relationships – Should I keep secrets?

Pupils should have the opportunity to learn...

- when to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully **BS1**
- that everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned e.g. **Talk PANTS rule from NSPCC DB2 BS2 BS3**
- that some parts of the body are private; to be able to name these private parts of the body (e.g. penis, testicles, scrotum, nipples, vulva, vagina) **DB2**
- basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe **BS4 BS5 BS6**

- what is meant by a 'trusted adult' (i.e., someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult **BS5 RKR11**
- to distinguish between trusted adults who are familiar to them, adults they recognise in the community, and adults they don't know **RKR11 BS4 BS5**
- about the importance of not keeping adults' secrets (only happy surprises), and of telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed, or unsafe **BS2 BS6**
- what to do if they feel unsafe or worried for themselves or others; who and how to ask for help; the importance of keeping trying until they are heard (**RKR11, BS6, BS7) RKR11 BS6 BS7**

Key Stage One PSHE → Summer Term 1

Year A - Who am I? Who are you?

Year B - Who is in my community?

Pupils should have the opportunity to learn...

- the different groups they are part of, and how this can contribute to a sense of belonging RKR8 RKR10
- how to respectfully express their likes, dislikes and needs, and listen to other people RKR3 RKR5
- ways to show politeness and respect RKR7
- how to play cooperatively; what they can do if they feel upset or angry with someone RKR3 RKR6
- how to share, take turns and include others CF2
- about kind and unkind behaviour; that someone's actions and words can be hurtful RKR3 RKR9
- how to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so RKR11

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- how to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so RKR11

Key Stage One PSHE → Summer Term 2

Year A - Healthy Relationships - Who is in my family?

Year B - Healthy Relationships - How can we stop bullying?

Pupils should have the opportunity to learn...

- what a family is and who is in our family **F1 F2**
- that there are different types of family, and that everyone's family is unique and special **F3**
- how families show love and care, and different ways they can spend time together and share each other's lives **F2 F4**
- what to do if anything about family life is upsetting or concerning **F6**

- about kind and unkind behaviour; that someone's actions and words can be hurtful **RKR3 RKR9**
- how to recognise bullying; how people may feel if they experience hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying **RKR9 GW7**
- how to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so **RKR11**

Key Stage One PSHE → Summer Term 2

Year A – Healthy Relationships – What makes a good friend?

Year B – Healthy Relationships – What does a family look like?

Pupils should have the opportunity to learn...

- what friendship is and what makes a good friend **CF1 CF2 CF4**
- how people make friends and how to be kind and caring in friendships **CF1 CF2**
- that friends can argue, and they can also make up **CF5 RKR3**
- simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument **CF6 RKR3**
- how to ask for help if a friendship is making them feel unhappy **CF7**

- what a family is and who is in our family **F1 F2**
- that there are different types of family, and that everyone's family is unique and special **F3**
- how families show love and care, and different ways they can spend time together and share each other's lives **F2 F4**
- what to do if anything about family life is upsetting or concerning **F6**

Lower Key Stage Two

Long Term Plans

(2 Year Rolling Programme)

Lower Key Stage Two PSHE → Autumn Term 1

Year A - How can we add to our emotions toolkit?

Year B - How can I manage my emotions?

Pupils should have the opportunity to learn...

- the importance of taking care of mental health and wellbeing, as well as physical health **GW2**
- 10. how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time **GW3 GW4 GW5**
- about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) **GW1**
- how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses **GW5**
- how to direct attention and manage distractions to support mental health and wellbeing **GW1**
- self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations **GW1**
- 15. that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively **GW1**

- how to manage emotional responses to events outside of their control (e.g. climate change or distressing events) **GW5**
- that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad **GW3 GW6 CF3**
- if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this **GW10**
- about change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief **GW8**
- about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition **GW8**
- when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school **GW9 GW10**

Lower Key Stage Two PSHE → Autumn Term 1

Year A - How can I be kind and happy online?

Year B - How do I decide who to trust online?

Pupils should have the opportunity to learn...

- similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling **WO2**
- that the same principles about how to treat others apply in all contexts, including online **OSA1**
- how someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous **WO4**
- strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online **OSA1 WO4**

- about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online **WO1 WO2**
- about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent **WO4 WO10**
- how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see **WO7 WO9 WO10**
- how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation **WO7 WO9**

Lower Key Stage Two PSHE → Spring Term 1

Year A – How can I get active and eat well everyday?

Year B – What makes a balanced lifestyle?

Pupils should have the opportunity to learn...

- what good physical health means; the characteristics of a balanced, healthy lifestyle **PHF1**
- the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly **routines PHF1 PHF2**
- about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain **PHF3**
- the elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing **HE1**
- about the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods **HE4**
- how to develop healthier eating and drinking habits and how to manage influences on their choices **HE1 HE2 HE4**
- some benefits of preparing meals at home; how to plan and prepare healthy meals **HE3**
- how and when to speak to adults (including in school) if they are worried about their health **PHF4**

- how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health **HPP4**
- about the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves **HPP2**
- how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep **HPP3**
- why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation) **HPP5 HPP6**
- the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health **HPP1**

Lower Key Stage Two PSHE → Spring Term 1

Year A - How can I stay safe while out and about?

Year B - How can I avoid getting ill?

Pupils should have the opportunity to learn...

- about the role of rules and laws in keeping people safe **PS1 PS2**
- about hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances **PS1**
- how to predict, assess and manage risk in different situations **PS1**
- strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety) **PS2**
- what is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds) * **BFA2** * schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them **BFA1**

- infection (e.g. hygiene routines, vaccination, immunisation) **HPP5 HPP6**
- the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health **HPP1**

Lower Key Stage Two PSHE → Spring Term 1

Year A – How can I keep myself safe online?

Year B – What is fake news?

Pupils should have the opportunity to learn...

- about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online **WO1 WO2**
- about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent **WO4 WO10**
- streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing **WO5**
- the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users **OSA3 WO5**
- about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing **WO3**
- how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing **WO3 WO6**
- why and how to use privacy and location settings to protect information **OSA4**
- where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online **OSA6**

- how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see **WO7 WO9 WO10**
- how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation **WO7 WO9**
- what AI is (including generative AI) and where it might be encountered in everyday life **WO1**
- how AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing **WO2**
- about why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support **OSA2**
- the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet **OSA5**
- how to decide what is appropriate to share online and what should not be shared **OSA4**
- the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online **WO11**

Lower Key Stage Two PSHE → Spring Term 2

Year A - The purposes of money

Year B - Making money decisions

Pupils should have the opportunity to learn...

- that people have different attitudes towards saving and spending money
- what influences people's decisions about saving and spending, including individual priorities, needs
- and wants
- how money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to
- that what people do with their money can affect others and the environment (e.g. giving to charity,
- buying fair trade, buying single-use plastics)
- different ways to keep track of money; how to keep money safe at home, outside the home or in a
- bank account
- advantages and disadvantages of different ways of paying for things

- to recognise their achievements and personal strengths; how to set targets to help achieve their goals
- to identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy
- that there is a broad range of different jobs that people can have; that people often have more than one type of job during their career
- that a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways
- how different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career
- that people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
- that there are different routes into careers (e.g. college, apprenticeship, university)
- about the kind of job that they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes

Lower Key Stage Two PSHE → Spring Term 2

Year A – Power in Relationships – Who does my body belong to?

Year B – Power in Relationships – What does a healthy relationship look like?

Pupils should have the opportunity to learn...

- different ways to respond safely and appropriately to adults of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult **BS4 BS6 OSA2**
- that some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse **BS5 BS6**
- how to identify trusted adults, and other sources of support and advice, in different contexts; the
- vocabulary and skills needed to seek help if they are concerned about their own or others' safety or
- if they feel worried, upset or frightened about something, including violence or harm; how to keep
- trying until they are heard **BS5 BS6 BS7 RKR11**
- that female genital mutilation (FGM) is against British law; what to do and who to tell if they think they
- or someone they know might be at risk * **BS2 BS3 BS6 F6 DB2**
- ** Whilst it is not a statutory requirement to teach about FGM at primary school, we know that FGM is performed on girls from a young age and the guidance states "Primary relationships education... should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can 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."*

- the difference between public and private; why something might be private, and when children and adults have a right to privacy **BS2**
- about seeking and giving/not giving permission (consent) in different situations with friends, peers and
- adults **BS1 BS3**
- what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries **BS1 RKR2**
- about parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts **DB2**
- how to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact,
- including who to tell **BS3**
- how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that **BS5 CF7**
- about keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe **BS2**

Lower Key Stage Two PSHE → Summer Term 1

Year A - Communities - What does it mean to be British?

Year B - Communities - How are we all different?

Pupils should have the opportunity to learn...

- the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others **RKR1 RKR6 GW1**
- about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect **RKR5 RKR8**
- how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own **RKR5 RKR7**
- how to communicate effectively and assertively, including expressing needs and boundaries; how
- being assertive differs from being controlling **RKR3 RKR4**
- ways to reconcile differences and conflict positively and safely, including avoiding physical aggression
- and finding a compromise **CF6 RKR3**

- how to respond to situations where they experience disappointment or frustration with others **RKR3**
- about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others **GW7 RKR9 WO8**
- what stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes **RKR10**
- about prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help **RKR5 RKR6 RKR10**

Lower Key Stage Two PSHE → Summer Term 1

Year B - Healthy Relationships - Are all friends the same?

Pupils should have the opportunity to learn...

- strategies for recognising and managing peer influence and the desire for peer approval in friendships **CF2**
- about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others **RKR1 RKR4**
- that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships **CF5**
- how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary **CF7**

Lower Key Stage Two PSHE → Summer Term 2

Year A - Healthy Relationships - How can I help my family?

Year B - Healthy Relationships - Do all families look the same?

Pupils should have the opportunity to learn...

- how and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected **F3**
- that families should provide love, care, protection, and safety for children as they grow up **F1 F2 F4**
- that there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships **F4 F5**
- that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these **F2**
- what to do and who to talk to if someone is worried about their family or feels unsafe * **F6**

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- that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these **F2**
- what to do and who to talk to if someone is worried about their family or feels unsafe * **F6**

Lower Key Stage Two PSHE → Summer Term 2

Year A - Healthy Relationships - Are friendships ever perfect?

Year B - Puberty - How will I change as I grow up?

Pupils should have the opportunity to learn...

- about the importance of friendships; that positive friendships support wellbeing **CF1**
- what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate **CF2 CF4 RKR2**
- how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes) **CF1 CF2**
- that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences **CF1 RKR4 RKR2**
- that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded **CF1 CF3 CF4 GW6**

- the external genitalia and internal reproductive organs in males and females **DB1 DB2 DB3**
- the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes **DB1**
- that people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them **DB1 DB3**
- the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing* **DB3**
- ***Whilst the average age of the onset of menstruation is twelve, periods can start at eight so covering this topic before that age will help pupils understand what to expect, before it happens to them or their peers***

Upper Key Stage Two

Long Term Plans

(2 Year Rolling Programme)

Upper Key Stage Two PSHE → Autumn Term 1

Year A - Emotions - How can we manage challenges?

Year B - Emotions - Managing our emotions though periods of change

Pupils should have the opportunity to learn...

- | | |
|--|---|
| <ul style="list-style-type: none">• the importance of taking care of mental health and wellbeing, as well as physical health GW2• how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time GW3 GW4 GW5• about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) GW1• how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses GW5• how to direct attention and manage distractions to support mental health and wellbeing GW1• self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations GW1• that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively GW1• how to manage emotional responses to events outside of their control (e.g. climate change or distressing events) GW5 | <ul style="list-style-type: none">• that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the• benefits of speaking to someone if feeling lonely, worried or sad GW3 GW6 CF3• if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this GW10• about change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief GW8• about preparing for the opportunities and challenges of moving to a new class or school, including• managing thoughts and feelings associated with transition GW8• when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school GW9 GW10 |
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Upper Key Stage Two PSHE → Autumn Term 1

Year A - Our Online Lives - How do I thrive online?

Year B - Our Online Lives - What should I share online?

Pupils should have the opportunity to learn...

- reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing **WO5**
- the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users **OSA3 WO5**
- about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing **WO3**
- how AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing **WO2**
- how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing **WO3 WO6**

- strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support **OSA2**
- the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet **OSA5**
- how to decide what is appropriate to share online and what should not be shared **OSA4**
- the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online **WO11**

Upper Key Stage Two PSHE → Autumn Term 2

Year A – Physical Health – Is it hard to be healthy?

Year B – Physical Health – How to plan a healthy week?

Pupils should have the opportunity to learn...

- how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health **HPP4**
- about the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves **HPP2**
- how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep **HPP3**
- why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation) **HPP5 HPP6**
- the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health **HPP1**

- what good physical health means; the characteristics of a balanced, healthy lifestyle **PHF1**
- the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines **PHF1 PHF2**
- about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain **PHF3**
- the elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing **HE1**
- about the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods **HE4**
- how to develop healthier eating and drinking habits and how to manage influences on their choices **HE1 HE2 HE4**
- some benefits of preparing meals at home; how to plan and prepare healthy meals **HE3**
- how and when to speak to adults (including in school) if they are worried about their health **PHF4**

Upper Key Stage Two PSHE → Autumn Term 2

Year A - Staying Safe and Healthy - How can I avoid harm?

Year B - Staying Safe and Healthy - How can I save a life?

Pupils should have the opportunity to learn...

- about the role of rules and laws in keeping people safe **PS1 PS2**
- about hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances **PS1**
- how to predict, assess and manage risk in different situations **PS1**
- strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety) **PS2**

- what is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds) * **BFA2**
- * schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person
- when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them **BFA1**

Upper Key Stage Two PSHE → Spring Term 1

Year A – Media Influence – Who decides what I experience online?

Year B – Media Influence – How do I decide what is true online?

Pupils should have the opportunity to learn...

- about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online **WO1 WO2**
- about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent **WO4 WO10**
- how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see **WO7 WO9 WO10**
- how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation **WO7 WO9**

- what AI is (including generative AI) and where it might be encountered in everyday life **WO1**
- similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling **WO2**
- that the same principles about how to treat others apply in all contexts, including online **OSA1**
- how someone's online behaviour can affect other people; the importance of, and how to maintain positive, kind and respectful communication online, including when anonymous **WO4**
- strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online **OSA1 WO4**

Upper Key Stage Two PSHE → Spring Term 1

Year A – Risky Substances – Why do people get addicted?

Year B – Risky Substances – Why do people do people use alcohol and drugs?

Pupils should have the opportunity to learn...

- the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) **DATV1**
- how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma **HPP6**
- 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 **DATV1**
- what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break **DATV1**
- that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know **DATV1 GW9**

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- that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know **DATV1 GW9**

Upper Key Stage Two PSHE → Spring Term 2

Year A – Financial Education – Priority Spending

Year B – Financial Education – Budgets and Ethical Spending

Pupils should have the opportunity to learn...

- that people have different attitudes towards saving and spending money
- what influences people's decisions about saving and spending, including individual priorities, needs and wants
- different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account
- advantages and disadvantages of different ways of paying for things

- how money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to
- that what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics)

Upper Key Stage Two PSHE → Spring Term 2

Year A – Power in Relationships – How do I get help if I don't feel safe?

Year B – Power in Relationships – What are my boundaries?

Pupils should have the opportunity to learn...

- how to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell **BS3**
- how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable and strategies for managing that **BS5 CF7**
- about keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe **BS2**
- different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult **BS4 BS6 OSA2**
- that some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse **BS5 BS6**

- the difference between public and private; why something might be private, and when children and adults have a right to privacy **BS2**
- about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults **BS1 BS3**
- what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries **BS1 RKR2**
- about parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts **DB2**

Upper Key Stage Two PSHE → Summer Term 1

Year A – Communities – How can we ensure fairness and respect for women and girls?

Year B – Communities – How can we show respect to people of different races and cultures?

Pupils should have the opportunity to learn...

- the shared responsibilities everyone has to care for other people and living things; how to show
- respect, care and concern for others RKR1 RKR6 GW1
- 11. about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect RKR5 RKR8
- how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own RKR5 RKR7
- how to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling RKR3 RKR4

- ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise CF6 RKR3
- how to respond to situations where they experience disappointment or frustration with others RKR3
- about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others GW7 RKR9 WO8
- what stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes RKR10
- about prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help RKR5 RKR6 RKR10

Upper Key Stage Two PSHE → Summer Term 2

Year A - Healthy Relationships - How can we live in harmony?

Year B - Healthy Relationships - Is there such a thing as a perfect family?

Pupils should have the opportunity to learn...

- that there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships **F4 F5**

- how and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected **F3**
- that families should provide love, care, protection, and safety for children as they grow up **F1 F2 F4**
- that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these **F2**
- what to do and who to talk to if someone is worried about their family or feels unsafe * **F6**

Upper Key Stage Two PSHE → Summer Term 2

Year A – Healthy Relationships – How can we have healthy boundaries?

Year B – Healthy Relationships – How can I be a great friend?

Pupils should have the opportunity to learn...

- about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others **RKR1 RKR4**
- that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships **CF5**
- how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary **CF7**
- other relationships; the importance of respecting others' boundaries **BS1 RKR2**

- about the importance of friendships; that positive friendships support wellbeing **CF1**
- what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate **CF2 CF4 RKR2**
- how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes) **CF1 CF2**
- that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences **CF1 RKR4 RKR2**
- that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded **CF1 CF3 CF4 GW6**
- strategies for recognising and managing peer influence and the desire for peer approval in friendships **CF2**

Upper Key Stage Two PSHE → Summer Term 2

Year A - Puberty - What happens during adolescent?

Year B - Puberty - How will I change as I grow up?

Pupils should have the opportunity to learn...

- the external genitalia and internal reproductive organs in males and females **DB1 DB2 DB3**
- the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes **DB1**
- that people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them **DB1 DB3**
- the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing* **DB3**
- *Whilst the average age of the onset of menstruation is twelve, periods can start at eight so covering this topic before that age will help pupils understand what to expect, before it happens to them or their peers*
- **Sex education** - about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for

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Ensuring Coverage RSE Statutory Objectives – September 2026

Families and People Who Care for Me

	Key Stage 1	LKS2	UKS2
1. Know that families are important for children growing up because they can give love, security and stability.	Term 2A Term 2B	Term 3A	Term 3A
2. 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.	Term 2A Term 3B	Term 3A Term 3B	Term 3A
3. 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.	Term 2A Term 2B	Term 3A Term 3B	Term 3A
4. 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.	Term 2A Term 2B	Term 3A Term 3B	Term 3A
5. 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>	Term 2A Term 2B	Term 3A Term 3B	Term 3A
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Term 2A Term 2B	Term 3A Term 3B	Term 3A

Caring Friendships

	Key Stage One	LKS2	UKS2
1. Know how important friendships are in making us feel happy and secure, and how people choose and make friends.	Term 3A	Term 3A Term 3B	Term 3B
2. 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.	Term 3A	Term 3A Term 3B	Term 3B
3. 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.	Term 3A	Term 3A	Term 3B
4. 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.	Term 3A	Term 3A	Term 3B
5. Know that healthy relationships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Term 3A	Term 3A	Term 3B
6. Know that most friendships have ups and downs, and these can often be worked through so that the friendship is repaired even strengthened.	Term 3A Term 3B	Term 3B	Term 3B
7. Know how to manage conflict, and that resorting to violence is never right.	Term 3A	Term 3B	Term 3B
8. Know how to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	Term 3A Term 3B	Term 3B	Term 3B

Respectful, Kind Relationships (1)

	Key Stage One	LKS2	UKS2
1. 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.	Term 2A	Term 2A Term 2B	Term 2A Term 3B
2. To know the importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	Term 2A	Term 2A Term 2B	Term 2A
3. 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.	Term 2A Term 2B	Term 2A Term 2B	Term 2A Term 3A
4. 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.	Term 2B	Term 2A Term 2B	Term 2A
5. 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.	Term 2B	Term 2A Term 2B	Term 2B
6. To know practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships	Term 2A Term 2B	Term 2A Term 2B	Term 2B
7. To know the conventions of courtesy and manners.	Term 2A	Term 2A Term 2B	Term 2A Term 3B
8. 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.	Term 2A	Term 2A Term 2B	Term 2B

Respectful, Kind Relationships (2)

	Key Stage One	LKS2	UKS2
9. 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.	Term 1A Term 2A	Term 2A Term 2B	Term 2A Term 2A
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	Term 2B	Term 2A Term 2B	Term 2A Term 3A
11. To know how to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	Term 2A Term 2B	Term 2B	Term 2A Term 2B

Online Safety and Awareness

	Key Stage One	LKS2	UKS2
1. 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.	Term 2A Term 2B	Term 1A Term 1B Term 2A	Term 1A Term 2B
2. 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.	Term 2A Term 2B	Term 1A Term 2A	Term 1A Term 1B
3. 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.	Term 2A	Term 1A Term 2A	Term 1A
4. 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.	Term 2A	Term 1A Term 2B	Term 1B
5. 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.	Term 2B	Term 1A Term 1B Term 2B	Term 1A Term 1B
6. 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.	Term 2B	Term 1A Term 1B Term 2B	Term 1A Term 1B

Being Safe

	KS 1	LKS2	UKS2
1. 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.	Term 2B	Term 2A Term 2B	Term 2A Term 2B
2. 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.	Term 2B	Term 2A Term 2B	Term 2A Term 2B
3. To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	Term 2B	Term 2A Term 2B	Term 2A Term 2B
4. Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Term 2A	Term 2A Term 2B	Term 2A Term 2B
5. Know how to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	Term 2A Term 2B	Term 2A Term 2B	Term 2A Term 2B
6. Know how 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.	Term 2A Term 2B	Term 2A Term 2B	Term 2A Term 2B
7. 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	Term 2A Term 2B	Term 2A Term 2B	Term 2A Term 2B

General Wellbeing (1)

	KS1	LKS2	UKS2
1. 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	Term 1A Term 1B	Term 1A Term 1B	Term 1A Term 1B
2. To know the importance of promoting general wellbeing and physical health.	Term 1A Term 1B	Term 1A Term 1B	Term 1A Term 1B
3. 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.	Term 1A	Term 1A	Term 1A
4. To know how to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Term 1A Term 1B	Term 1A Term 1B	Term 1A Term 1B
5. To be able to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Term 1A Term 1B	Term 1A Term 1B	Term 1A Term 1B
6. Recognise that isolation and loneliness can affect children, and the benefits of seeking support.	Term 1A Term 1B	Term 1A Term 1B	Term 1A Term 1B
7. Recognise that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	Term 1A Term 1B	Term 1A Term 1B	Term 1A Term 1B
8. 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.	Term 1A Term 1B	Term 1A Term 1B	Term 1A Term 1B

General Wellbeing

	KS1	LKS2	UKS2
9. 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).	Term 1A Term 1B	Term 1A Term 1B	Term 1A Term 1B
10. Know that it is common to experience mental health problems, and early support can help.	Term 1A Term 1B	Term 1A Term 1B	Term 1A Term 1B

Wellbeing Online (1)

	KS1	LKS2	UKS2
1. 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.	Term 1A	Term 1A Term 1B	Term 2A
2. 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.	Term 1A	Term 1B	Term 2B
3. 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.	Term 1A Term 1B	Term 1A Term 1B	Term 1A Term 1B
4. To consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	Term 1A Term 1B	Term 1A Term 1B	Term 1A Term 2A
5. To understand why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.	Term 1A Term 1B	Term 1A Term 1B	Term 1A Term 1B
6. To understand the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	Term 1A Term 1B	Term 1A Term 1B	Term 1A Term 1B
7. 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.	Term 1A Term 1B	Term 1A Term 1B	Term 1A Term 1B

Wellbeing Online (2)

	KS1	LKS2	UKS2
8. To know that abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	Term 1A Term 1B	Term 1A Term 1B	Term 1A Term 1B
9. To understand the information they find online, including from search engines, and know how information is selected and targeted.	Term 1A Term 1B	Term 1A Term 1B	Term 1A Term 1B
10. To know that they have rights in relation to sharing personal data, privacy and consent.	Term 1A Term 1B	Term 1A Term 1B	Term 1A Term 1B
11. To know where and how to report concerns and get support with issues online.	Term 1A Term 1B	Term 1A Term 1B	Term 1A Term 1B

Physical Health and Fitness

	KS1	LKS2	UKS2
1. Know the characteristics and mental and physical benefits of an active lifestyle.	Term 1A	Term 2A	Term 1A
2. 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.	Term 1A	Term 2A	Term 1A
3. Know the risks associated with an inactive lifestyle, including obesity.	Term 1A	Term 2A	Term 1A
4. Know how and when to seek support including which adults to speak to in school if they are worried about their health.	Term 1A	Term 2A	Term 1A

Healthy Eating

	KS1	LKS2	UKS2
1. Know what constitutes a healthy diet (including understanding calories and other nutritional content).	Term 1B	Term 2A	Term 1A Term 1B
2. To understand the importance of a healthy relationship with food.	Term 1A	Term 2A	Term 1A Term 1B
3. Know the principles of planning and preparing a range of healthy meals.	Term 1B	Term 2A	Term 1A
4. 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).	Term 1B	Term 2A	Term 1A Term 1B

Drugs, Alcohol, Tobacco and Vaping

	KS1	LKS2	UKS2
1. Know the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	Term 1A	Term 2A Term 2B	Term 2A Term 2B

Health Protection and Prevention

	KS1	LKS2	UKS2
1. Know how to How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Term 1A	Term 2B	Term 1A
2. To know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	Term 1A	Term 2B	Term 1A
3. 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	Term 2A	Term 2B	Term 1A
4. 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 check-ups at the dentist	Term 1B	Term 2B	Term 1B
5. To understand about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Term 1B	Term 2B	Term 1B
6. 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	Term 1B	Term 2B	Term 1B

Personal Safety

	KS1	LKS2	UKS2
1. To know about hazards (including fire risks(that may cause harm, injury or risk and ways to reduce risks.	Term 2A	Term 2A	Term 1A
2. To know how to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	Term 2A Term 2B	Term 2A	Term 1B

Basic First Aid

	KS1	LKS2	UKS2
1. 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.		Term 1B	Term 1B
2. To understand the concepts of basic first aid, for example dealing with common injuries and ailments including head injuries.	Term 1B	Term 2A Term 2B	Term 2A Term 2B

Developing Bodies

	KS1	LKS2	UKS2
1. 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.	Term 3A Term 3B	Term 3A Term 3B	Term 3A Term 3B
2. 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.	Term 3A Term 3B	Term 3A Term 3B	Term 3A Term 3B
3. 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.		Term 3A Term 3B	Term 3A Term 3B