

Curriculum Skills and Progression

Personal, Social, Health and Economic Education: 2023 to 2024

Incorporating:

- Relationships and Sex Education (RSE)
- Mental Health Education
- Economic Well Being Education
- Health Education



The PSHE Education Curriculum and Christian Distinctiveness at Horsford CofE VA Primary School

PSHE

Our Personal, Social, Health and Economic (PSHE) education is fully embedded within our curriculum here at Horsford CE VA Primary School as well as running through our core values of **Compassion, Responsibility and Courage**.

Our PSHE education lessons bring together citizenship with personal wellbeing, whilst promoting and upholding fundamental British Values. The topics covered allow pupils the opportunity to self-reflect, identify their strengths, achievements and emotions, as well as teaching them the attitude needed for success thereby encouraging our pupils to flourish.

The units around Relationships and Living in the Wider World allow pupils to consider '**Compassion**' and the relationships they have with the important people in their lives (VIPs), as well as encouraging them to be kind to themselves.

The Living in the Wider World unit gives pupils the opportunity to learn about different cultures, ethnicities and faiths and respecting similarities and differences, encouraging them to have '**Compassion**' and respect one another.

In the Aiming High and Money Matters units, pupils consider their aspirations and learn the '**Courage**' needed for their future jobs/careers.

The Diverse Britain and One World units allow pupils to learn about diversity and the benefits and '**Responsibility**' that comes with living in a diverse community, considering the different contributions people can make to a community, as well as the shared responsibility we all have to protect the environment and the world we live in.

RSE

The RSE curriculum compliments the PSHE education curriculum taught at Horsford CE VA Primary School. The approach of the RSE curriculum allows pupils to talk positively about healthy, fulfilling relationships based on '**Compassion**', trust, respect and communication, encouraging pupils to aspire to and enjoy healthy and respectful relationships. RSE lessons empower children to feel '**Courage**' as they learn to build self-esteem, positive and open views, supporting mutual respect and celebration of self and others. Pupils can develop their own values and skills to put into practice in the real world showing their '**Responsibility**' towards the school community as they learn to make safe choices and healthy decisions, whilst exploring their views and learning from the views of others.

Our school bible story is **The Good Samaritan**. The Good Samaritan was a man of compassion, courage and responsibility, who saw it upon himself to always do the right thing by others. Even in times of austerity, when it felt scary to do so, he was courageous in the choices he made. He helped more than just his friends, because he believed it was important to value everybody, whoever they were. In the moment, he took responsibility when another was in need, because it was just the right thing to do. He made a difference, not just to one person, but to scores of communities who heard of the humility he showed. This story encapsulates our school values and the PSHE education units around relationships in particular, which encourage pupils to support one another by showing compassion and to recognise the importance of everyone's unique role within a team and the value they can bring.

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'



The PSHE Education Curriculum and Provision for Pupils with SEND

At Horsford C of E VA Primary school, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this.

The PSHE Education curriculum can be adapted to meet the needs of children with SEND in the following ways.

| | |
|--|---|
| Mixed ability groups – using peers as support and role models | Word lists of key vocabulary for pre-learning and as prompts |
| Adult assistance nearby | A safe/quiet space in or near the classroom |
| Clipboards - flexibility of where to sit | Visual and Picture aids |
| Draw answers or explanations | Emotion fans/PATHS cards |
| Targets made clear for lessons and learning – linked to IEP | Extra RSE learning/PANTS video to understand appropriate behaviour and emotions |
| iPad to record ideas | Allow talk time for those who find recording difficult |
| 'Memory' buddy – prompt each other | Use of a scribe |
| Equipment adapted for needs (books, scissors, pencils, whiteboard) | Worry monsters and boxes |

When planning for PHSE Education class teachers should adapt their lessons where necessary using ideas taken from this list, however it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs.

Skills Map – Personal, Social, Health and Economic Education

Although we teach PSHE in discreet, weekly lessons, it runs as a thread throughout the school's timetable and is therefore present in everyday teaching, collective worship, extra-curricular clubs and activities within lessons. It is intended that throughout our teaching of PSHE, we are offering a cohesive whole-school approach that enables our pupils to make informed decisions, seek help and support and become independent, healthy and responsible members of society.

Curriculum overview and delivery

Our PSHE Education will deliver an inclusive, diverse curriculum that enables pupils to build on their prior learning by revisiting themes and examining current social issues affecting their lives. The curriculum allows the pupils to develop their knowledge, values and skills in an age and stage-appropriate manner.

Our PSHE Education curriculum promotes spiritual, moral, cultural, mental and physical development in order to prepare our pupils for life in the wider world. We ensure that throughout their time here at Horsford CE VA Primary School, our pupils will have the opportunity to develop the knowledge, understanding and skills that they will need to manage their lives now and in the future. They will:

1. Have opportunities to explore, clarify and, if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities.
2. Be provided with the skills, language and strategies needed to live healthy, safe, fulfilling, responsible lives.
3. Have opportunities to develop positive attributes such as resilience, self-confidence, self-esteem and empathy.

The purpose of each of our PSHE Education lessons is to answer questions about the wider world, the status quo and to develop pupils' understanding of the workings of communities. Consequently, it is harder to determine what Greater Depth looks like within discrete lessons. Instead, we look to individuals and how they perceive their role in their lives, their communities and their abilities to make a difference. By using individual case studies, conversations and the attitudes of pupils in our school, we can get a true understanding of their knowledge, beliefs and values towards their roles and responsibilities to the wider world.

The PSHE Education and RSE curriculum should be spiral throughout each school year to cover each objective below. RSE topics are displayed below the PSHE topics in the curriculum overview below. The lessons can be mixed and matched as the teacher feels necessary or deems of particular benefit to their class at that time.

Due to the nature of our PSHE lessons, we do not produce the same amount of in-depth written work as other subjects. We instead opt for deeper thinking and discussions during our sessions to promote an inclusive environment for all children, regardless of their knowledge and ability. However, some topics require written activities in order to consolidate pupils' learning. Lessons are designed to follow the class' interests and discussions, specific writing opportunities cannot be planned for in advance and instead teachers use their own initiative when planning writing opportunities.

Our evidence of PSHE comes in a wide range of ways depending on the teacher's preference. Some teachers keep a scrapbook of the work produced by their class; others may choose to keep a digital record. We also have different displays around school demonstrating the vast range of activities we carry out here at Horsford CE VA Primary School including British Values, Respect and Democracy (including school council).

| Curriculum Map – PSHE Education | | | | |
|--|--|--|--|---|
| Knowledge and Understanding – Pupils know and understand ... | | | | |
| | EYFS | KS1 | Lower KS2 | Upper KS2 |
| Social Justice and Equity | <ul style="list-style-type: none"> what is fair and unfair importance of caring and sharing | <ul style="list-style-type: none"> what fairness means examples of what it can mean to be rich or poor in local and other contexts | <ul style="list-style-type: none"> how fairness may not always mean equal treatment | <ul style="list-style-type: none"> some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels |
| Identity and Diversity | <ul style="list-style-type: none"> uniqueness and value of every person similarities and differences between self and others | <ul style="list-style-type: none"> similarities and differences between peoples in local setting and also in wider contexts what contributes to self-identity and belonging | <ul style="list-style-type: none"> diversity of cultures and societies within and beyond own experience contributions of different cultures to our lives nature of prejudice, racism and sexism and ways to combat these impacts of stereotyping, prejudice and discrimination and how to challenge these | <ul style="list-style-type: none"> impacts of stereotyping, prejudice and discrimination and how to challenge these importance of language, beliefs and values in cultural identities |
| Peace and Conflict | <ul style="list-style-type: none"> how own actions have consequences some basic ways to avoid, manage and resolve conflict | <ul style="list-style-type: none"> causes of disagreement and conflict at personal, classroom and household levels some ways of avoiding, managing and resolving conflict | <ul style="list-style-type: none"> some causes and effects of conflict at all levels from personal to global strategies for managing, resolving and preventing conflict, including 'win-win' solutions | <ul style="list-style-type: none"> examples of conflicts past and present in own society and others importance of resolving conflict fairly |
| Human Rights | <ul style="list-style-type: none"> basic needs for human life | <ul style="list-style-type: none"> rights in class and school the need to respect the rights of others basic human rights and how some people have these denied | <ul style="list-style-type: none"> UN Convention on the Rights of the Child reasons why some people have their rights denied those responsible for rights being met | <ul style="list-style-type: none"> importance of citizens, societies and governments respecting and defending people's human rights current and historical |
| Power and Governance | <ul style="list-style-type: none"> rules in class and school how rules can help us | <ul style="list-style-type: none"> how to take part in making and changing rules in own class / school uneven sharing of power and how some people are excluded from decision-making | <ul style="list-style-type: none"> the need for rules in own school and wider society and how people can take part in making and changing them basics of how own country is governed | <ul style="list-style-type: none"> how a lack of power and representation can result in discrimination and exclusion the power of collective action |
| Critical and Creative Thinking | <ul style="list-style-type: none"> ask questions suggest a way to solve a problem wonder about ideas | <ul style="list-style-type: none"> ask relevant questions consider merits of different viewpoints use different approaches to solve problems | <ul style="list-style-type: none"> begin to identify bias and opinion give evidence for an argument, assess different viewpoints and present counterarguments imagine alternative possibilities and suggest new ideas to solve problems | <ul style="list-style-type: none"> evaluate media and other sources for bias, stereotypes and range of voices and perspectives analyse own and others' assumptions about people and issues keep mind open to new ideas |
| Empathy | <ul style="list-style-type: none"> show sensitivity to people's feelings and needs | <ul style="list-style-type: none"> show awareness of, and concern for, people's feelings show interest in, and concern for, others outside immediate circle and in contexts different to own | <ul style="list-style-type: none"> adapt behaviour to take into account feelings of others empathise with people in local and more distant contexts understand impacts of prejudice and discrimination | <ul style="list-style-type: none"> discern how people are feeling through their words, body language, gestures and tone recognise how different backgrounds, beliefs and personalities affect behaviour and world views |

| Curriculum Map – PSHE Education | | | | |
|---|--|--|---|---|
| Skills – Pupils can ... | | | | |
| | EYFS | KS1 | Lower KS2 | Upper KS2 |
| Self-awareness and reflection | <ul style="list-style-type: none"> recognise, name and deal with feelings in a positive way notice some effects of own actions on others identify how people are feeling (e.g. happy, sad, worried) | <ul style="list-style-type: none"> recognise effects of own behaviour on others and use this to help make choices identify matters that are important to self and others learn from mistakes and use feedback | <ul style="list-style-type: none"> identify connections between personal decisions and issues affecting people locally and globally explore reasons for negative feelings towards others and in new or difficult situations | <ul style="list-style-type: none"> recognise personal strengths and weaknesses evaluate ways in which own emotions, words and behaviour can affect people both locally and globally |
| Communication | <ul style="list-style-type: none"> listen to others take turns to express a view | <ul style="list-style-type: none"> participate in discussions about issues that affect self, others and the wider world state opinions and start to give reasons for these listen carefully to others | <ul style="list-style-type: none"> listen attentively, question and respond to others express own views and ideas on issues clearly, using a range of appropriate methods give reasons, evidence and examples in support of an opinion | <ul style="list-style-type: none"> communicate effectively through a range of media about issues to suit subject, audience and purpose use active listening skills adapt behaviour to new cultural environments |
| Cooperation and Conflict Resolution | <ul style="list-style-type: none"> participate in group activities take turns and share manage disputes peacefully | <ul style="list-style-type: none"> play and work cooperatively help to ensure that everyone in own group is included begin to show tact and diplomacy | <ul style="list-style-type: none"> work cooperatively to solve problems or achieve goals use strategies to manage anger, frustration and aggressive feelings use knowledge of others' viewpoints to resolve problems and compromise | <ul style="list-style-type: none"> take on different roles in group work employ effective strategies for repairing damaged relationships |
| Ability to manage complexity and uncertainty | <ul style="list-style-type: none"> ask for help if unsure what to do | <ul style="list-style-type: none"> describe feelings about changes in own life and locally | <ul style="list-style-type: none"> describe feelings about changes and events in own setting and the wider world use strategies to cope with challenging times recognise when there may be no single right or wrong answer | <ul style="list-style-type: none"> adapt to new situations and explore new ways of seeing local and global issues explore multiple perspectives and alternative visions of the future |
| Informed and reflective action | <ul style="list-style-type: none"> support others in group or class | <ul style="list-style-type: none"> contribute actively and constructively to the life of own class and school take action when something is unfair | <ul style="list-style-type: none"> participate in decision making in school contribute to the well-being of the wider community share opinions and evidence on issues with others including decision-makers and elected representatives | <ul style="list-style-type: none"> identify and plan appropriate action(s) and opportunities to make own voice heard challenge viewpoints which perpetuate inequality and injustice reflect on learning from taking action |

| Curriculum Map – PSHE Education | | | | |
|--|--|--|--|---|
| Attitudes – Pupils have ... | | | | |
| | EYFS | KS1 | Lower KS2 | Upper KS2 |
| Sense of identity and self-esteem | <ul style="list-style-type: none"> awareness of self and own uniqueness sense of self-worth and worth of others | <ul style="list-style-type: none"> sense of belonging and valuing of relationships with others awareness of, and pride in, own individuality | <ul style="list-style-type: none"> positivity about the ways in which one is both similar to others and uniquely different value what contributes to own identity | <ul style="list-style-type: none"> valuing of own and others' individuality openness to new ideas and perspectives which challenge own |
| Commitment to social justice and equity | <ul style="list-style-type: none"> sense of fair play willingness to take turns and share | <ul style="list-style-type: none"> willingness to stand up and speak up for others fairness in dealings with others | <ul style="list-style-type: none"> offence at unfair treatment of others locally and globally sense of justice growing interest in world events and global issues | <ul style="list-style-type: none"> active concern at injustice, exploitation and denial of human rights willingness to take action against injustice and inequity |
| Respect for people and human rights | <ul style="list-style-type: none"> starting to think of others | <ul style="list-style-type: none"> respect for other people's feelings and ideas respect for the rights of others belief that everyone has equal rights | <ul style="list-style-type: none"> readiness to think through consequences of words, actions and choices on others belief that it is everyone's responsibility to challenge prejudice and discrimination | <ul style="list-style-type: none"> sense of solidarity with those suffering human rights violations, injustice and discrimination |
| Value diversity | <ul style="list-style-type: none"> positive attitude towards difference and diversity willingness to listen to the ideas of others | <ul style="list-style-type: none"> valuing others as equal and different willingness to listen respectfully to the ideas and views of others even when one disagrees willingness to learn from the experiences of others | <ul style="list-style-type: none"> valuing difference recognising the benefits of listening to a range of different perspectives and viewpoints | <ul style="list-style-type: none"> respect for the rights of all to have a point of view willingness to challenge prejudiced and discriminatory views recognition of diverse perspectives on any issue, and that the majority view is not always right |
| Commitment to participation and inclusion | <ul style="list-style-type: none"> willingness to play fairly and inclusively with others | <ul style="list-style-type: none"> willingness to participate in activities both inside and outside of the classroom belief that that everyone should be included and able to participate | <ul style="list-style-type: none"> active participation in school-based decision making proactive inclusion of other people, especially those who may face barriers to participating fully | <ul style="list-style-type: none"> supporting and encouraging others to participate willingness to reach agreement through compromise |
| Belief that people can bring about change | <ul style="list-style-type: none"> belief that everyone can do things to improve surroundings and support others | <ul style="list-style-type: none"> belief that people can make a difference, both on their own and when they work together | <ul style="list-style-type: none"> belief that individuals and groups can improve situations willingness to cooperate with others to change things for the better | <ul style="list-style-type: none"> willingness to take an informed stand on global issues belief that people can often make a greater difference when they take action collectively |

Year Reception: PSHE Education Curriculum Content

Personal, social and emotional development

EYFS Statutory Educational Programme: Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Self- Regulation ELG

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self ELG

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships ELG

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others’ needs.

Understanding the world

EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Past and present

Talk about the lives of the people around them and their roles in society.

Inquiry

RSE is covered throughout the year using the scheme of work. Throughout reception we work with the children to develop their personal, social and emotional skills.

| Reception: PSHE Education Curriculum | | | | | |
|--|--|---|--|--|---|
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Relationships | Health and wellbeing | Living in the Wider World | Relationships | Health and wellbeing | Living in the Wider World |
| <p>School Rules – our rules are there to keep us all feeling happy, safe and respected. <i>Read ‘Oi Frog!’ by Kes Gray and ‘Finn’s Little Fibs’ by Tom Percival</i></p> <p>We Are a Class – Class rules and routines. ‘Choose it, use it and put it away. Learning about how positive behaviour helps us all to learn. <i>Read The Colour Monster Goes to School’ by Anna Llenas and/or ‘Dog’s Guide to Helping Others’ by Lisa Edwards</i></p> <p>Compliments 1 – What is a ‘compliment’? Recognising and sharing things we like about ourselves and others. <i>Read ‘The Rainbow Fish’ by Marcus Pfister</i></p> <p>NSPCC PANTS – Some things are private; some places are private. <i>Watch/sing PANTS song</i></p> | <p>How Are You? – exploring comfortable and uncomfortable feelings & what to do. <i>Read ‘The Great Big Book of Feelings’ by Mary Hoffman and/or ‘The Colour Monster’ by Anna Llenas and/or ‘Sloth’s Guide to Keeping Calm’ by Lisa Edwards and/or ‘How Do You Feel?’ by Mandy Stanley</i></p> <p>Bubble, Bubble, POP! 1 – How can we manage Uncomfortable feelings? <i>Read ‘Barbara Throws a Wobbler’ by Nadia Shireen and/or ‘Ravi’s Roar’ by Tom Percival</i></p> <p>Compliments 2 – Tell me about your greatness! Exploring positive words to describe. <i>Read ‘Tell Me Your Greatness’</i></p> <p>Bubble, Bubble, POP! 2 – How Could We Manage Uncomfortable feelings? <i>Read ‘Ruby’s Worry’ by Tom Percival and/or ‘When Cucumber Lost His Cool’ by Michelle Robinson</i></p> | <p><i>Values – Our school values help us to remember to be the best we can be:</i></p> <p>Compassion – What does being ‘Compassionate’, mean? Link to school/class rules. <i>Read ‘Kind’ by Alison Green and/or ‘Dick the Delightful Duck’ by Kaye Umansky</i></p> <p>Courage – What does being ‘Courageous’ mean? Link to school/class rules. <i>Read ‘A Little Bit Brave’ by Nicola Kinnear and/or ‘The Proudest Blue’ by Ibtihaj Muhammad</i></p> <p>Responsibility – What does being ‘Responsible’ mean? Link to school/class rules. Consequences of actions. <i>Read ‘Dear Greenpeace’ by Simon James and/or ‘Somebody Swallowed Stanley’ by Sarah Robeerts and/or ‘Somebody Crunched Colin’ by Sarah Roberts</i></p> | <p>Friends United – Making and developing friendships. <i>Read ‘Elephant’s Guide to Making Friends’ by Lisa Edwards and/or ‘Dave the Lonely Monster’ by Anna Kemp and/or ‘I’m Not Your Friend’ by Sam McRatny</i></p> <p>Kindness Grows – being caring towards others makes them and us feel better. <i>Read ‘Kindness Grows’ by Britta Teckentrup and/or ‘Misery Moo’ by Tony Ross</i></p> <p>Compliments 3 – Recognising our own and others’ different strengths and abilities and celebrating them. Being proud of ourselves/others. <i>Read ‘Dog’s Don’t Do Ballet’ by Anna Kemp and/or ‘Pretty’ by Canizales and/or ‘Dandylion’ by Lizzie Finlay and/or ‘Perfectly Norman’ by Tom Percival</i></p> | <p>Keeping Fit – choices about looking after their bodies. Making safer choices about their body and exercise. <i>Read ‘Kangeroo’s Guide to Keeping Fit’ by Lisa Edwards</i></p> <p>Sleep, Wash, Repeat! – choices about looking after their bodies. Making choices about sleep and cleanliness. <i>Read ‘Leopard’s Guide to Keeping Clean’ by Lisa Edwards and/or ‘Koala’s Guide to Sleep’</i></p> <p>Five a Day! – Exploring diet and healthy eating choices. <i>Read ‘Eat Your Greens, Goldilocks’ and/or Read ‘I Will Never Not Ever Eat a Tomato’ by Lauren Child and/or ‘Lemur’s Guide to Healthy Eating’ by Lisa Edwards</i></p> | <p>Aiming High – exploring setting goals. Looking at achievements so far and the attitude needed for success. <i>Read ‘The Gecko and the Echo’ by Rachel Bright & Jim Field and/or Read ‘Harold Finds a Voice’ by Courtney Dicmas</i></p> <p>Don’t Stop Believing (In Yourself) – You can do it, keep trying! <i>Read ‘The Koala Who Could’ by Rachel Bright & Jim Field and/or Read ‘Tilda Tries Again’ by Tom Percival and/or ‘When Jelly Had a Wobble’ by Michelle Robinson</i></p> <p>Looking After <u>All</u> of Ourselves – choices we make and thinking positively or negatively can affect how we feel on the inside. <i>Read ‘Panda’s Guide to Mental Wellbeing’ by Lisa Edwards and/or ‘My Monster and Me’ by Nadiya Hussain</i></p> |
| Key Vocabulary behaviour, choices, learn(ing), rules, happy, safe, respect(ed), compliment, private | Key Vocabulary feelings, comfortable, uncomfortable | Key Vocabulary compassion, courage, responsibility, consequence | Key Vocabulary talent, skills, different, proud | Key Vocabulary healthy, unhealthy, choices, exercise, diet, hygienic | Key Vocabulary goals, achievements, positive, negative, attitude, success, |

| Year Reception: RSE Curriculum | | | | | |
|--|---|---|---|---|---|
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| My feelings | My body | My relationships | My beliefs | My rights and responsibilities | Asking for help |
| Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings. | Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene. | Pupils understand that there are similarities and differences between everyone and can celebrate this. | Pupils can recognize what they like and dislike and feel empowered to make real, informed choices. | Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy. | Pupils can identify the special people in their lives, what makes them special and how special people care for one another. |
| Skills | | | Outcomes | | |
| <ul style="list-style-type: none"> • Can they show that family and friends should care for each other? • Can they identify and respect differences and similarities between people? • Can they recognise, name and deal with feelings in a positive way? • Can they notice some effects of own actions on others? • Can they identify how people are feeling (e.g. happy, sad, worried)? • Can they participate in group activities, take turns, share and manage disputes peacefully? • Can they ask for help if unsure on what to do? | | | <ul style="list-style-type: none"> • To recognise some feelings • To recognise that their behaviour affects other people, especially when angry • To know who to ask for help • To understand some basic hygiene principles and how to keep clean • To recognise how their own actions have consequences. • To have some basic ways of avoiding, managing and resolving conflict. • To demonstrate a positive attitude towards difference and diversity. | | |
| Vocabulary for EYFS RSE Education | | | | | |
| feelings, comfortable, uncomfortable | hygiene, germs, clean, protect | similar, different, same | like, dislike, choices, difficult | private | special |
| Year Reception Deeper Learning Questions | | | | | |
| Below are possible questions you may like to ask your class. Teachers can use their own discretion and adapt the questions if they feel it is appropriate due to the needs led focus of the PSHE Ed. curriculum. Class teachers to notify the subject leader if they need to make changes. | | | | | |
| Autumn 1: My feelings | Autumn 2: My body | Spring 1: My relationships | Spring 2 : My beliefs | Summer 1 : My rights and responsibilities | Summer 2: Asking for help |
| 'What can you do if you feel 'x'?' 'How can you help someone if they feel.....?' | 'Why is it important to wash our hands?' 'How can does being healthy and clean help us?' | 'How can you make a friend?' 'What is a compliment?' 'Why is it important to give compliments?' | 'How do you feel when you get to choose?' 'What does it feel like when you can't choose?' | 'What is a private space?' | 'What makes you special?' 'Who can we ask for help?' |

| Year 1: PSHE Education Curriculum | | | | | |
|--|---|---|--|---|---|
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Relationships | Health and wellbeing | Living in the Wider World | Relationships | Health and wellbeing | Living in the Wider World |
| <p>NSPCC PANTS TEAM (Together Everyone Achieves More) – if a class team works well together, it has a positive impact on all of its members and what they can achieve, how an individual’s actions can impact the team.</p> <p>R1. To learn about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. To identify the people who love and care for them and what they do to help them feel cared for R7. To learn about how to recognise when they or someone else feels lonely and what to do R9. To understand how to ask for help if a friendship is making them feel unhappy R10. To understand that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. To learn about how people may feel if they experience hurtful behaviour or bullying</p> | <p>Think Positive – feelings (comfortable and uncomfortable) and how our attitude towards life can affect mental health.</p> <p>R7. To learn about how to recognise when they or someone else feels lonely and what to do R21. To learn about what is kind and unkind behaviour, and how this can affect others R25. To understand how to talk about and share their opinions on things that matter to them H1. To learn about what keeping healthy means; different ways to keep healthy H11. To learn about different feelings that humans can experience H12. To understand how to recognise and name different feelings H13. To learn how feelings can affect people’s bodies and how they behave H17. To learn about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. To know the different things they can do to manage big feelings, to help calm</p> | <p>Diverse Britain – we live in a diverse, multicultural and democratic society. The need to be respectful of difference.</p> <p>R21. To learn about what is kind and unkind behaviour, and how this can affect others R23. To recognise the ways in which they are the same and different to others R25. To know how to talk about and share their opinions on things that matter to them L1. To learn about what rules are, why they are needed, and why different rules are needed for different situations L2. To understand how people and other living things have different needs; about the responsibilities of caring for them L3. To learn about things they can do to help look after their environment L4. To learn about the different groups they belong to L5. To learn about the different roles and responsibilities people have in their community L6. To recognise the ways they are the same as, and different to, other people</p> | <p>Be Yourself – confidence to be yourself. Identifying strengths and achievements and recognising different emotions.</p> <p>R25. To learn how to talk about and share their opinions on things that matter to them H12. To learn how to recognise and name different feelings H13. To learn how feelings can affect people’s bodies and how they behave H14. To learn how to recognise what others might be feeling H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things H16. To learn about ways of sharing feelings; a range of words to describe feelings H18. To understand different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. To learn about change and loss (including death); to identify feelings associated</p> | <p>It’s My Body – choices about looking after their bodies. Making safer choices about their body, sleep and exercise, diet, cleanliness and substances.</p> <p>R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16. H12. To learn how to recognise and name different feelings R17. To know there are situations when they should ask for permission and also when their permission should be sought R18. To learn about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually) R20. To know what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> | <p>Aiming High - goals and aspirations. Looking at achievements so far and the attitude needed for success.</p> <p>R23. To recognise the ways in which they are the same and different to others R25. To know how to talk about and share their opinions on things that matter to them H20. To learn about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H21. To recognise what makes them special H23. To identify what they are good at, what they like and dislike H24. To know how to manage when finding things difficult L14. To know that everyone has different strengths L15. To know that jobs help people to earn money to pay for things L16. To know the different jobs that people they know or people who work in the community do L17. To learn about some of the strengths and interests</p> |

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| <p>R12. To understand that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R21. To learn about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. To learn about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. To recognise the ways in which they are the same and different to others</p> <p>R24. To understand how to listen to other people and play and work cooperatively</p> <p>H23. To identify what they are good at, what they like and dislike</p> <p>L4. To learn about the different groups they belong to</p> | <p>themselves down and/or change their mood when they don't feel good</p> <p>H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H23. To identify what they are good at, what they like and dislike</p> <p>H24. To learn how to manage when finding things difficult</p> | | <p>with this; to recognise what helps people to feel better</p> <p>H21. To recognise what makes them special</p> <p>H22. To recognise the ways in which we are all unique</p> <p>H23. To identify what they are good at, what they like and dislike</p> | <p>H1. To learn about what keeping healthy means; different ways to keep healthy</p> <p>H2. To learn about foods that support good health and the risks of eating too much sugar</p> <p>H3. To learn about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. To learn about why sleep is important and different ways to rest and relax</p> <p>H5. To know simple hygiene routines that can stop germs from spreading</p> <p>H6. To understand that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. To learn about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H8. To know how to keep safe in the sun and protect skin from sun damage</p> <p>H9. To learn about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H10. To learn about the people who help us to stay physically healthy</p> <p>H13. To learn how feelings can affect people's bodies and how they behave</p> <p>H14. To learn how to recognise what others might be feeling</p> | <p>someone might need to do different jobs</p> |
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| | | | | <p>H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. To learn about ways of sharing feelings; a range of words to describe feelings</p> <p>H18. To understand different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>H29. To recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H31. To understand that household products (including medicines) can be harmful if not used correctly</p> <p>H37. To learn about things that people can put into their body or on their skin; how these can affect how people feel</p> | |
| <p>Key Vocabulary active listening, behaviour, bullying, care, choices, community, compliment, discussion, fair, family, friends, group, helpful, joking, kind, learner, mindset, needed, negative, polite, positive, safe, secure, special, support, team, teasing, thoughtful, unkind</p> | <p>Key Vocabulary achievement, angry, bored, calm, choice, complain, concentrate, confused, decision, difficult, dislike, embarrassed, emotions, fears, fed up, feelings, focus, frightened, frustrated, future, goal, gratitude, happy, healthy, helpful, like, lonely, mind, mindful, negative, nervous, new, past, perseverance, positive, prefer, relaxed, resilience, respond, rest, sad, safe, shocked, thankful, thinking, thoughts, unhelpful, upset, worries</p> | <p>Key Vocabulary accepting, beliefs, belong, Britain, British, British Isles, celebrations, choice, coast, community, countryside, difference, dress, environment, happy, harm, helpful, island, kindness, lakes, listen, live, local area, mountain, natural, neighbour, neighbourhood, proud, respect, responsibility, right, river, safe, same, share, similarity, town, United Kingdom</p> | <p>Key Vocabulary angry, body language, calm, change, confidence, content, cross, disagree, wellbeing, emotions, enjoy, excited, facial expressions, feelings, happiness, happy, help, interests, kind, like, loss, memories, mental health, nervous, opinions, qualities, sad, safe, secure, share, skills, speak, talents, talk, thoughts, uncomfortable, unhappy, worried</p> | <p>Key Vocabulary bacteria, body, brain, brushing, chemicals, chemist, choice, clean, colds, consent, contact, coughs, danger, dentist, diarrhoea, diet, disease, doctor, emergency, exercise, germs, healthy, heart, help, illness, medicine, mind, muscles, permission, pharmacist, poisonous, protect, rest, rules, safe, secret, serious, sleep, spread, strength, sugar, surprise, touch, treat, uncomfortable, unhealthy, unsafe, virus, warning, wash</p> | <p>Key Vocabulary achievement, aims, ambition, attitude, change, communication, creative, determined, future, goal, grow, happiness, hard-working, help, improve, job, learn, positive, progress, qualification, routine, skill, star qualities, strength, success, training</p> |

Year 1: RSE Curriculum

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| My feelings | My body | My relationships | My beliefs | My rights and responsibilities | Asking for help |
| Pupils are able to communicate about feelings, to recognize how others show feelings and know how to respond. | Pupils can correctly name the main parts of the body, including external genitalia using scientific terms. | Pupils understand the importance of listening to other people, to play and work collaboratively including strategies to resolve simple arguments through negotiation. Pupils are able to discuss what fairness means. | Pupils can identify and respect the differences and similarities between people. Pupils can participate in discussions about issues that affect self, others and the wider world. | Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others. Pupils understand that they have right and responsibilities in class and school. | Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention. |

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| Skills | Outcomes |
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| <ul style="list-style-type: none"> • Can they name the main body parts? • Can they explain and show that family and friends should care for each other? • Can they identify and respect the differences and similarities between people? • Can they identify what is fair and provide examples of this? • Can pupils identify causes of disagreement and conflict at personal, classroom and household level? • Can they ask relevant questions? • Can they show an awareness of, and concern for, people’s feelings? • Can they listen carefully to others? • Can they begin to state opinions and start to give reasons for these? • Can they play and work cooperatively? | <ul style="list-style-type: none"> • To understand there are different types of families • To know who to ask for help • To know how I am special • To understand that babies become children and then adults • To know how people grow and change • To know the difference between boy and girl babies • To understand some basic hygiene principles • To know how to keep clean • To know how to look after myself • To have some ways of avoiding, managing and resolving conflict. • To take part in making and changing rules in their own class and school. • To be able to use different approaches to solve problems. • To recognise effects of own behaviour on others. |
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Vocabulary

Please ensure that you recap and build on previous year group vocabulary.
 Clean, similar, different, family, boy, girl, male, female, body part, emotions, feelings, vulva, penis, communication, disease, bacteria, problem, help, Empathy, fairness, identity, belonging, agreement, disagreement, conflict, resolution, problem solving, rights, responsibility, decision, views (i.e. different views to their own)

Key vocabulary highlighted

Year 1 Deeper Learning Questions

Below are possible questions you may like to ask your class. Teachers can use their own discretion and adapt the questions if they feel it is appropriate due to the needs led focus of the PSHE Ed. curriculum. Class teachers to notify the subject leader if they need to make changes.

| Autumn 1: My feelings | Autumn 2: My body | Spring 1: My relationships | Spring 2 : My beliefs | Summer 1 : My rights and responsibilities | Summer 2: Asking for help |
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| <p>In relation to a discussion about feelings: 'How might you react towards someone who behaved this way towards you?'</p> <p>'How might that affect their emotions and how they feel?' Would this make their behaviour better?'</p> <p>'Have you noticed how different people respond differently to the same feeling? Why is this?'</p> | <p>'Can you notice any similarities between boys and girls physically?'</p> | <p>'Why do Chinese whispers often end up different to how they started?'</p> <p>'What things are unhelpful when you are trying to talk to someone?'</p> <p>'What things are unhelpful when you are trying to listen to someone?'</p> <p>'How easy is it to communicate constructively when we have strong feelings and different views to other people?'</p> <p>'Noah is playing with a ball in the playground when an older pupil takes it away from him. How can you help Noah? How might Noah be feeling?'</p> | <p>'What does it feel like to share a similarity with someone? What does it feel like to be part of a bigger group that has a similarity?'</p> <p>'What does it feel like to be uniquely different?'</p> | <p>'How did being unwell make you feel?'</p> <p>'What does it feel like when you have seen someone else be unwell?'</p> <p>'How can we prevent and protect ourselves from becoming unwell?'</p> <p>'What is a right? What rights do we have in school? Why are they important?'</p> <p>'What is a responsibility? What responsibilities do we have in school? Why are they important?'</p> | <p>Responses to these questions will vary from child to child.</p> <p>'Who can we ask for help at home, school and outside of school?'</p> <p>'Why is it important to ask for help?'</p> <p>'How do we feel when we ask for help?'</p> |

| Year 2: PSHE Education Curriculum | | | | | |
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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Relationships | Health and wellbeing | Living in the Wider World | Relationships | Health and wellbeing | Living in the Wider World |
| <p>NSPCC PANTS</p> <p>VIPs – friendships, forming and maintaining friendships, the qualities of a good friend. Disputes and bullying.</p> <p>R1. To learn about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. To identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. To learn about different types of families including those that may be different to their own</p> <p>R4. To identify common features of family life</p> <p>R5. To know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R6. To learn about how people make friends and what makes a good friendship</p> <p>R7. To learn about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. To know simple strategies to resolve arguments between friends positively</p> | <p>Safety First – taking responsibility for their own safety. Everyday risks, hazards and dangers. First aid, dealing with common injuries and responding to emergency situations. (Opportunity for first aider to come into school and teach basic first aid)</p> <p>R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R14. To know that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. To know how to respond safely to adults they don't know</p> <p>R16. To learn about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R18. To learn about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. To know basic techniques for resisting pressure to do</p> | <p>One World – how people's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries.</p> <p>R3. To learn about different types of families including those that may be different to their own</p> <p>R4. To identify common features of family life</p> <p>H2. To identify the people who love and care for them and what they do to help them feel cared for</p> <p>L1. To learn about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. To know how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. To learn about things they can do to help look after their environment</p> <p>L6. To recognise the ways they are the same as, and different to, other people</p> | <p>Digital Wellbeing – what we use the internet for and the benefits and risks of online activities.</p> <p>R10. To know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. To learn about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. To know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R14. To know that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. To understand how to respond safely to adults they don't know</p> <p>H28. To learn about rules and age restrictions that keep us safe</p> <p>H34. To know basic rules to keep safe online, including what is meant by personal information and what should</p> | <p>Growing Up – the human body; how we grow and change, both physically and emotionally.</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> | <p>Money Matters – where money comes from and how it is used.</p> <p>L10. To understand what money is; forms that money comes in; that money comes from different sources</p> <p>L11. To know that people make different choices about how to save and spend money</p> <p>L12. To learn about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. To know that money needs to be looked after; different ways of doing this</p> <p>L15. To know that jobs help people to earn money to pay for things</p> <p>L16. To learn about the different jobs that people they know or people who work in the community do</p> |

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| <p>R9. To understand how to ask for help if a friendship is making them feel unhappy</p> <p>R10. To learn that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. To learn about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. To know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R16. To learn about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R21. To learn about what is kind and unkind behaviour, and how this can affect others</p> <p>R24. To understand how to listen to other people and play and work cooperatively</p> <p>R25. To know how to talk about and share their opinions on things that matter to them</p> <p>H14. To know how to recognise what others might be feeling</p> <p>H16. To learn about ways of sharing feelings; a range of words to describe feelings</p> <p>H23. To identify what they are good at, what they like and dislike</p> | <p>something they don't want to do and which may make them unsafe</p> <p>R20. To know what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>H8. To know how to keep safe in the sun and protect skin from sun damage</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H29. To recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. To learn about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. To know that household products (including medicines) can be harmful if not used correctly</p> <p>H32. To know ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. To learn about the people whose job it is to help keep us safe</p> <p>H35. To learn about what to do if there is an accident and someone is hurt</p> <p>H36. To know how to get help in an emergency (how to dial 999 and what to say)</p> | | <p>be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>L7. To learn about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. To learn about the role of the internet in everyday life</p> <p>L9. To know that not all information seen online is true</p> | <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p> | |
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| H33. To learn about the people whose job it is to help keep us safe | | | | | |
| Key Vocabulary achieve, caring, choices, conflict, cooperate, cooperation, disagreement, family, friend, friendship, group, happy, healthy, help, important, kind, listen, love, making up, need, positive, safe, share, skills, solve, sort, special, support, talk, team, thoughtful, time, trust, trusted adult | Key Vocabulary 999, burn, chemicals, choke, danger, e-Safety, emergency, emergency services, fall, fire, harm, hazard, help, hurt, Internet, liquids, medicines, online, poisonous, protect, rail, risk, road, rules, safe, sharp, stranger, safer stranger, tablets, traffic, trip, trusted adult, uniform, unsafe, water | Key Vocabulary affect, care, choice, difference, earth, environment, environmental, family life, happy, harm, help, home, important, learn, love, natural, needs, people, planet, problem, protect, resources, right, safe, same, school, similarity, special people, trust, world | Key Vocabulary access, activity, address, apps, comfortable, communicate, connected, device, download, electronic, emoji, fact, fake, healthy, helpful, hobbies, information, interests, Internet, lie, mental wellbeing, message, messaging, network, news, offline, online, password, personal information, picture message, pretend, private, screen time, sleep, social media, surname, text message, true, trusted adult, uncomfortable, video call | Key Vocabulary adulthood, advice, carers, caring, change, childhood, comfortable, consent, coping, curious, develop, differences, difficult, emotions, female, genitals, grandparents, independence, love, male, needs, opportunities, parents, penis, private parts, respect, responsibility, rules, safe, siblings, similarities, stereotype, testicles, touch, traditions, trusted adult, uncomfortable, unique, vagina, vulva, worried | Key Vocabulary bank, bank account, buy, choice, coins, community, contactless, credit card, electronic, goods, important, job, track, list, money, need, notes, offer, online banking, online transfer, payment, piggy bank, possessions, price, purse, receipt, record, role, safe, salary, save, shopping, spend, value, wages, wallet, want, work |

Year 2: RSE Curriculum

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|--|---|--|
| My feelings | My body | My relationships | My beliefs | My rights and responsibilities | Asking for help |
| Pupils can recognise and celebrate their strengths and achievements and set simple but challenging goals. Pupils can recognise what contributes to self-identity and belonging. | Pupils can recognise how they grow and will change as they become older. | Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable. Pupils can recognise similarities and differences. Pupils can demonstrate an awareness of, and pride in, their own individuality. | Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another one of them. Pupils can identify different points of view and consider their merits. | Pupils understand and can judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond. Pupils understand that they have basic human rights and that some people have these denied. | Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid. |
| Skills | | | Outcomes | | |
| <ul style="list-style-type: none"> • Can they name the main body parts? • Can they explain and show that family and friends should care for each other? | | | <ul style="list-style-type: none"> • To understand there are different types of families • To know how I am special • To know how I belong • To describe some differences between boys and girls | | |

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| <ul style="list-style-type: none"> • Can they identify and respect the differences and similarities between people, including examples of what it can mean to be rich or poor in local and other contexts? • Can pupils identify causes of disagreement and conflict at personal, classroom and household level? • Can they identify their own rights and responsibilities and the need to respect the rights of others? • Can they recognise the uneven sharing of power and how some people are excluded from decision-making? • Can they show an interest in, and concern for, others outside immediate circle and in contexts different to their own? • Can they identify matters that are important to self and others? • Can they ensure that everyone in their friendship group is included? • Can they demonstrate a sense of belonging and valuing of relationships with others? • Can they demonstrate a willingness to stand up and speak up for others? | <ul style="list-style-type: none"> • To describe how people change over time • To describe some differences between male and female animals • To understand basic hygiene • To know how to look after myself • To know which parts of me are private • To have some ways of avoiding, managing and resolving conflict. • To be able to use different approaches to solve problems. • To recognise effects of own behaviour on others and use this to help make choices. • To learn from mistakes and to use feedback constructively. • To begin to show tact and diplomacy. • To describe feelings about changes in own life and locally. • To contribute actively and constructively to the life of own class and school. • To begin to take action when something is unfair and demonstrate fairness in dealings with others. |
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Key Vocabulary

Please ensure that you recap and build on previous year group vocabulary.

Year group specific - similar, different, boy, girl, male, female, body part, self esteem, vagina, bullying, unique, personal space, privacy, secret, surprise, Empathy, fairness, identity, belonging, agreement, disagreement, conflict, resolution, problem solving, rights, responsibility, decision, views (i.e. different views to their own)

Year 2 Deeper Learning Questions

Below are possible questions you may like to ask your class. Teachers can use their own discretion and adapt the questions if they feel it is appropriate due to the needs led focus of the PSHE Ed. curriculum. Class teachers to notify the subject leader if they need to make changes.

| Autumn 1: My feelings | Autumn 2: My body | Spring 1: My relationships | Spring 2 : My beliefs | Summer 1 : My rights and responsibilities | Summer 2: Asking for help |
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| <p>'Can you describe a time when you have won or succeeded at something?' 'How did this make you feel?' 'Is that feeling stronger if you have worked hard for it?'</p> <p>'What does belonging mean? 'What does it feel like to belong?'</p> | <p>'How have you changed since you were a baby? Was this always easy?'</p> | <p>'Amelia is upset because her friends aren't talking to her and she doesn't know why. How can you help?'</p> <p>'Why are similarities and differences important?'</p> <p>'What does it mean to be proud? Have you ever felt proud of something you have done? Discuss what this felt like.'</p> | <p>'What is the best thing about being a part of your family?'</p> <p>'In what ways are our families different and special?'</p> <p>In relation to a scenario/context you might be exploring: ' do you agree with this point of view? If so why? If not, why not? Do you agree with some bits but not all?'</p> | <p>'What different types of touch can you think of?'</p> <p>'What is personal space?'</p> <p>'How would you feel if someone was in your personal space?'</p> <p>'Does everyone have the same rights and responsibilities?' 'Should everyone have the same rights and responsibilities? Discuss.'</p> <p>'What is our responsibility towards others? Do we have any responsibilities towards others?'</p> | <p>'Would it be ok for all secrets to be kept forever?'</p> <p>'Should we always keep a secret?'</p> <p>'Why would you not want to/why would it be important to share this 'secret'?'</p> <p>'How might you feel telling someone a secret?'</p> <p>'How might you feel telling somebody else's secret?'</p> |

| Year 3: PSHE Education Curriculum | | | | | |
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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Relationships | Health and wellbeing | Living in the Wider World | Relationships | Health and wellbeing | Living in the Wider World |
| <p>NSPCC PANTS</p> <p>TEAM – if a class team works well together, it has a positive impact on all of its members and what they can achieve, how an individual’s actions can impact the team.</p> <ul style="list-style-type: none"> To learn about everyday things that affect feelings and the importance of expressing feelings (H18) To use a varied vocabulary when talking about feelings; about how to express feelings in different ways (H19) To learn problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools (H24) To learn strategies to manage transitions between classes and key stages (H36) To understand what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with | <p>Think Positive – feelings (comfortable and uncomfortable) and how our attitude towards life can affect mental health.</p> <ul style="list-style-type: none"> To learn about choices that support a healthy lifestyle, and recognise what might influence these (H3) To learn how to recognise that habits can have both positive and negative effects on a healthy lifestyle (H4) To learn that mental health, just like physical health, is part of daily life; the importance of taking care of mental health (H15) To learn about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing (H16) | <p>Diverse Britain – we live in a diverse, multicultural and democratic society. The need to be respectful of difference.</p> <ul style="list-style-type: none"> To learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) (H25) To learn about discrimination: what it means and how to challenge it (R21) To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships (R31) To learn about respecting the differences and similarities between people and recognising what they have in | <p>Be Yourself – confidence to be yourself. Identifying strengths and achievements and recognising different emotions.</p> <ul style="list-style-type: none"> To recognise that feelings can change over time and range in intensity (H17) To learn about everyday things that affect feelings and the importance of expressing feelings (H18) To use a varied vocabulary when talking about feelings; about how to express feelings in different ways (H19) To learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations (H20) To learn about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement (H23) To learn problem-solving strategies for dealing with | <p>It’s My Body – choices about looking after their bodies. Making safer choices about their body, sleep and exercise, diet, cleanliness and substances.</p> <p>(The FGM part of lesson 1 will be covered in Year 6 RSE)</p> <ul style="list-style-type: none"> To learn how to make informed decisions about health (H1) To learn about the elements of a balanced, healthy lifestyle (H2) To learn about choices that support a healthy lifestyle, and recognise what might influence these (H3) To learn how to recognise that habits can have both positive and negative effects on a healthy lifestyle (H4) To understand about what good physical health means; how to recognise early signs of physical illness (H5) To learn about what constitutes a healthy diet; how to plan healthy meals; | <p>Aiming High - goals and aspirations. Looking at achievements so far and the attitude needed for success.</p> <ul style="list-style-type: none"> To recognise their individuality and personal qualities (H27) To learn to identify personal strengths, skills and achievements and how these contribute to a sense of self-worth (H28) To learn about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking (H29) To understand stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (L9) To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes (L25) To learn that some jobs are paid more than others and money is one factor which may influence a person’s job or career |

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| <p>problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships (R11)</p> <ul style="list-style-type: none"> To learn the importance of seeking support if feeling lonely or excluded (R13) To learn that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely (R17) To understand that personal behaviour can affect other people; to recognise and model respectful behaviour online (R30) To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others (L4) To learn about the different groups that make up their community; what living in a community means (L6) To learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation (L30) | <ul style="list-style-type: none"> To recognise that feelings can change over time and range in intensity (H17) To learn about everyday things that affect feelings and the importance of expressing feelings (H18) To use a varied vocabulary when talking about feelings; about how to express feelings in different ways (H19) To learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations (H20) To recognise the warning signs about mental health and wellbeing and how to seek support for themselves and others (H21) To learn that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult (H22) To learn about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement (H23) To learn problem-solving strategies for dealing with emotions, challenges and | <p>common with others e.g. physically, in personality or background (R32)</p> <ul style="list-style-type: none"> To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own (R33) To learn how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with (R34) To recognise reasons for rules and laws; consequences of not adhering to rules and laws (L1) To recognise there are human rights, that are there to protect everyone (L2) To learn about the relationship between rights and responsibilities (L3) To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others (L4) To learn about the different groups that make up their community; what living in a community means (L6) | <p>emotions, challenges and change; including the transition to new schools (H24)</p> <ul style="list-style-type: none"> To learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) (H25) To learn that for some people gender identity does not correspond with their biological sex (H26) To recognise their individuality and personal qualities (H27) To learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. (H28) To learn about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking (H29) To learn the importance of seeking support if feeling lonely or excluded (R13) To learn strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others (R15) To learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and | <p>benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay (H6)</p> <ul style="list-style-type: none"> To learn how regular (daily/weekly) exercise benefits mental and physical health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle (H7) To understand how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn (H8) To learn that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it (H9) To learn how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed (H10) To understand how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the | <p>choice; that people may choose to do voluntary work which is unpaid (L29)</p> <ul style="list-style-type: none"> To learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation (L30) To recognise a variety of routes into careers (e.g. college, apprenticeship, university) (L32) To learn that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life (L26) To learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them (L27) To learn about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) (L28) |
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| | <p>change, including the transition to new schools (H24)</p> <ul style="list-style-type: none"> To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth (H28) To learn how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. To learn the importance of seeking support if feeling lonely or excluded (R13) | <ul style="list-style-type: none"> To learn to value the different contributions that people and groups make to the community (L7) To learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities (L8) To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (L9) To learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced (L10) | <p>strategies for managing this (R28)</p> <ul style="list-style-type: none"> To learn where to get advice and report concerns if worried about their own or someone else's personal safety (including online) (R29) To recognise that personal behaviour can affect other people; to recognise and model respectful behaviour online (R30) To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships (R31) To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others (L4) To recognise ways in which the internet and social media can be used both positively and negatively (L11) To learn about how text and images in the media | <p>dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) (H11)</p> <ul style="list-style-type: none"> To learn about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer (H12) To understand how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health (H14) To learn how to predict, assess and manage risk in different situations (H38) To learn about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break (H46) To learn about why people choose to use or not use drugs (including nicotine, alcohol and medicines) (H48) To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to | |
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| | | | <p>and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation (L16)</p> | <p>manage this and ask for support if necessary (R18)</p> <ul style="list-style-type: none"> To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact (R25) To learn about seeking and giving permission (consent) in different situations (R26) To learn about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret (R27) | |
| <p>Key Vocabulary anxious, attitude, behaviour, body language, butterflies, change, communication, conflict, considerate, disagreement, disputes, emotions, enthusiastic, excited, experiences, facial expressions, feelings (good, not-so-good, mixed), friends, individuals, mindset, motivation, new start, problems, resilience, responsibilities, ripple effect routine, rules, scared, sharing, teacher, team, teammates, teamwork, turn-taking, unsettled, uncomfortable</p> | <p>Key Vocabulary anger, attitude, calm, challenges, change, control, coping, dopamine, emotions (comfortable and uncomfortable) endorphins, exercise, fairness, goals, grief, happiness, honesty, isolated, learning, lonely, meditating, mental health, mindfulness, mistakes, oxytocin, positive thinking, relax, rest, senses, serotonin, sleep, superhero, thoughts (positive and negative), unique, worry</p> | <p>Key Vocabulary asylum, belief, British Isles, identities, celebrate, citizens, community, cultures, customs, declaration, democracy, differences, discrimination, diversity, empathy, enforce, ethnicity, equality, freedom, governments, grow, human rights, laws, learn, liberty, multicultural, nationality, parliament, politicians, possessions, privacy, prejudice, protect, religions, respect, responsibilities, rights, rules, safe, society, stereotypes, tolerance, torture, traditions, understanding, United Nations, values</p> | <p>Key Vocabulary achievements, aggressive, apologising, assertive, biological, change, coping, compassion, consequences, differences, emotions, facial expressions, feelings (comfortable and uncomfortable), female, gender, identify, identity, influence, kindness, male, media, mistakes, passive, pride, reality, sex, special, strategies, understanding, unique</p> | <p>Key Vocabulary alcohol, allergies, body, choice, concerns, consequences, contact, dangerous, deprivation, diet, disease, disorientated, drugs, emergency, exercise, fitness, habits, hallucinate, heal, healthy, hygiene, illegal, illness, immune, infection, legal, medicine, mind, nicotine, paranoid, private, problem, public, quality, risks, routines, safe, sleep, touch, view</p> | <p>Key Vocabulary accomplish, achievements, actions, aims, accomplish, ambitions, attitude, attributes, behaviour, build, career, choice, CV, determination, effort, equal, goals, growth mindset, improve, influence, inspire, learning, obstacles, opportunities persevere, positive, pride, progress, resilience, skills, steps, strengthen, stereotypes, strive, success, targets,</p> |

| Year 3 RSE Curriculum | | | | | |
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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| My feelings | My body | My relationships | My beliefs | My rights and responsibilities | Asking for help |
| Pupils can identify their personal strengths and set aspirational goals for themselves, understanding how this contributes to and builds self-esteem. | Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness. | Pupils can recognise a wide range of relationships, including attributes of positive, healthy relationships. | Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl. Pupils can begin to identify bias and opinion. | Pupils understand the right to protect their body from unwanted touch. Pupils can identify their own rights (e.g. UN Convention on the Rights of the Child), those of others and who is responsible for rights being met. | Pupils can identify the difference between secrets and surprise, knowing when it is right to break a confidence and share a secret. |
| Skills | | | Outcomes | | |
| <ul style="list-style-type: none"> • Can they recognise and challenge stereotypes? • Can they recognise the risks and how to behave appropriately? • Can they understand how their body changes over time? • Are they aware of different types of touch? • Can they understand how fairness may not always mean equal treatment? • Can they develop a range of strategies for managing, resolving and preventing conflict, including 'win-win' solutions? • Can they identify those responsible for ensuring rights being met? • Can they identify the need for rules in school and wider society, and how people can take part in making and changing them? • Can they imagine alternative possibilities and suggest new ideas to solve problems? • Can they empathise with people in local and more distant contexts? • Can they explore reasons for negative feelings towards others and in new or difficult situations? • Can they positively talk about ways in which one is both similar and different to others and uniquely different? • Can they value difference? • Can they show a willingness to cooperate with others to change things for the better? | | | <ul style="list-style-type: none"> • To understand how families have different family members • To identify who to go to for help and support • To know how I belong • To understand how to overcome peer pressure • To understand different kinds of touch and personal space • To give real life advice and problem solve • To explore gender stereotypes • To know the differences between males and females • To understand how my body changes throughout my life • To understand the basics of how our own country is governed. • To begin to give evidence for an argument, assess different viewpoints and present counterarguments. • To adapt behaviour to take into account feelings of others. • To listen attentively, question and respond to others. • To express their own views and ideas on issues clearly, using a range of appropriate methods. • To give reasons, evidence and examples in support of an opinion. • To value what contributes to own identity. • To demonstrate a readiness to think through consequences of words, actions and choices on others. • To recognise the belief that it is everyone's responsibility to challenge prejudice and discrimination. • To demonstrate active participation in school-based decision making. • To model the belief that individuals and groups can improve situations. | | |

Key Vocabulary

- Stereotypes, gender roles, similar, different, male, female, body part, penis, vagina, vulva, testicles, aspiration, compliment, self-esteem, hygiene, relationship, diversity, culture, society, equality, contribution, rights and responsibilities, racism, sexism, stereotype, discrimination, prejudice, challenge, conflict, resolve (in relation to conflict), prevent (in relation to conflict), solution (in relation to conflict), rule/law, empathy, impact, bias/opinion

Deeper Learning Questions

Below are possible questions you may like to ask your class. Teachers can use their own discretion and adapt the questions if they feel it is appropriate due to the needs led focus of the PSHE Ed. curriculum. Class teachers to notify the subject leader if they need to make changes.

| Autumn 1: My feelings | Autumn 2: My body | Spring 1: My relationships | Spring 2: My beliefs | Summer 1: My rights and responsibilities | Summer 2: Asking for help |
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| <p>‘How does positive self-talk influence feelings, behaviour and happiness?’</p> <p>‘What does positive self talk could you say to yourself if you were experiencing low self-esteem?’</p> | <p>‘What are the good things about being your age? A teenager? An adult? A much older person?’</p> <p>‘How does it feel to share similarities with other people in the class?’</p> <p>‘How does it feel to know you are completely unique to other people in the class?’</p> <p>‘Why it is important to keep the body clean? How can people keep the body clean and healthy?’</p> | <p>‘What relationship behaviour is most important to you, so you can enjoy respectful relationships? Is this something that you can pledge to be like yourself within your own relationships?’.</p> | <p>‘Does being born physically a boy (with a penis) or physically a girl (with a vulva) make any difference to your feelings, likes and dislikes?’</p> <p>‘Should someone change the things they want to do to avoid other people being unkind to them, if this makes them happy?’</p> <p>‘What is bias? Have you been bias before? What does it feel like to be bias? Should people be bias?’</p> <p>‘What is an opinion? What opinions do you have? Should people have opinions?’</p> | <p>‘Does your comfort around touch depend on who is touching you?’ ‘Does your comfort around touch depend on where someone is touching you? Does your comfort around touch depend on how someone is touching you?’</p> <p>‘Why was the UN convention of the rights of the child important? What impact did it have?’</p> <p>‘Why should we have people responsible for ensuring needs are met?’ ‘Should it always be the same people, or different people depending on the situation?’</p> | <p>‘How did it feel to get excited by a nice surprise?’</p> <p>‘What types of things might someone ask them to keep a secret?’</p> <p>‘Who would be an appropriate adult that you could talk to if you need to share a secret?’</p> |

| Year 4: PSHE Education Curriculum | | | | | |
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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Relationships | Health and wellbeing | Living in the Wider World | Relationships | Health and wellbeing | Living in the Wider World |
| <p>NSPCC PANTS</p> <p>VIPs – friendships, forming and maintaining friendships, the qualities of a good friend. Disputes and bullying.</p> <ul style="list-style-type: none"> To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) (R1) To learn that a feature of positive family life is caring relationships; about the different ways in which people care for one another (R6) To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty (R8) To learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice (R9) To understand the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing (R10) | <p>Safety First – taking responsibility for their own safety. Everyday risks, hazards and dangers. First aid, dealing with common injuries and responding to emergency situations. (Opportunity for first aider to come into school and teach basic first aid)</p> <ul style="list-style-type: none"> To learn about the new opportunities and responsibilities that increasing independence may bring (H35) To understand reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming (H37) To learn how to predict, assess and manage risk in different situations (H38) To learn about hazards (including fire risks) that may cause harm, injury or risk in the home and what | <p>One World – how people’s life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries.</p> <ul style="list-style-type: none"> To learn about respecting the difference and similarities between people and recognising what they have in common with others e.g. physically, in personality or background (R32) To learn how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with (R34) To recognise there are human rights, that are there to protect everyone (L2) To learn about the relationship between rights and responsibilities (L3) To understand the importance of having compassion towards others; shared | <p>Digital Wellbeing – what we use the internet for and the benefits and risks of online activities.</p> <ul style="list-style-type: none"> To learn about the benefits or the internet; the importance of balancing time online with other activities; strategies for managing time online (H13) To learn reasons for following and complying with regulations and restrictions (including age); how they promote personal safety and wellbeing, with reference to social media, television programmes, films, games and online gaming (H37) To learn about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact (H42) | <p>Growing Up – the human body; how we grow and change, both physically and emotionally.</p> <ul style="list-style-type: none"> To recognise that feelings can change over time and range in intensity (H17) To learn about everyday things that affect feelings and the importance of expressing feelings (H18) To learn a varied vocabulary to use when talking about feelings; about how to express feelings in different ways (H19) To learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations (H20) To learn that for some people gender identity does not correspond with their biological sex (H26) To learn to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates | <p>Money Matters – where money comes from and how it is used.</p> <p>Revisited in Year 6 when pupils participate in GOAL</p> <ul style="list-style-type: none"> To learn about the different ways to pay for things and the choices people have about this (L17) To recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’ (L18) To understand that people’s spending decisions can affect others and the environment (e.g. fair trade, buying single-use plastics, or giving to charity) (L19) To recognise that people make spending decisions based on priorities, needs and wants (L20) To learn different ways to keep track of money (L21) To learn about risks associated with money and ways of keeping money safe (L22) |

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| <ul style="list-style-type: none"> • To learn what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships (R11) • To learn that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them (R14) • To develop strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others (R15) • To learn how friendships can change over time, about making new friends and the benefits of having different types of friends (R16) • To learn that friendships have ups and downs; strategies to resolve disputes and reconcile difference positively and safely (R17) • To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary (R18) | <p>they can do to reduce risks and keep safe (H39)</p> <ul style="list-style-type: none"> • To learn about the importance of taking medicines correctly and using household products safely (H40) • To learn strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about (H41) • To learn about what is meant by first aid; basic techniques for dealing with common injuries (H43) • To learn how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say (H44) • To learn about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break (H46) • 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 (H47) • To learn about why people choose to use or not use | <p>responsibilities we all have for caring for other people and living things; how to show care and concern for others (L4)</p> <ul style="list-style-type: none"> • To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) (L5) • To learn to value the different contributions that people and groups make to the community (L7) • To learn about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities (L8) • To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (L9) • To learn that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) (L19) | <ul style="list-style-type: none"> • To recognise what it means to 'known someone online' and how this differs from knowing someone fact-to-face; risks of communicating online with others not known face-to-face (R12) • To learn strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others (R15) • To understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour (R19) • To learn strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support (R20) • To learn about discrimination: what it means and how to challenge it (R21) • To learn about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) (R22) • To learn about why someone may behave | <p>to human reproduction (H30)</p> <ul style="list-style-type: none"> • To learn about the physical and emotional changes that happen when approaching and during puberty (H31) • To learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene (H32) • To learn about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for (H33) • To learn about where to get more information, help and advice about growing and changing, especially about puberty (H34) • To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) (R1) • To learn that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different (R2) | <ul style="list-style-type: none"> • To learn about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations (L23) • To learn to identify the ways that money can impact on people's feelings and emotions (L24) • To learn that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life (L26) • To learn that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid (L29) • To identify the kind of job they might like to do when they are older (L31) • To recognise a variety of routes into careers (e.g. college, apprenticeship, university) (L32) |
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| <ul style="list-style-type: none"> • To understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour (R19) • To learn strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support (R20) • To learn about discrimination: what it means and how to challenge it (R21) • To understand privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) (R22) • To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact (R25) • To learn about seeking and giving permission (consent) in different situations (R26) • To learn about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is | <p>drugs (including nicotine, alcohol and medicines) (H48)</p> <ul style="list-style-type: none"> • To learn about the mixed messages in the media about drugs, including alcohol and smoking/vaping (H49) • To learn about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns (H50) • To learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice (R9) • To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary (R18) • To learn how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know (R24) • To learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28) • To know where to get advice and report concerns if worried about their own or someone | | <p>differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns (R23)</p> <ul style="list-style-type: none"> • To learn how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know (R24) • how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28) • To recognise ways in which the internet and social media can be used both positively and negatively (L11) • To learn how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results (L12) • To learn about some of the different ways information and data is shared and used online, including for commercial purposes (L13) • To understand how information on the internet is ranked, selected and targeted at a specific individuals and groups; that connected devices can share information (L14) | <ul style="list-style-type: none"> • To learn about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong (R3) • To learn that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others (R4) • To understand that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart (R5) • To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability (R7) • To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty (R8) | |
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| <p>right to break a confidence or share a secret (R27)</p> <ul style="list-style-type: none"> To learn that personal behaviour can affect other people; to recognise and model respectful behaviour online (R30) To learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced (L10) | <p>else's personal safety (including online) (R29)</p> | | <ul style="list-style-type: none"> To recognise things appropriate to share and things that should be shared on social media; rules surrounding distribution of images (L15) To understand how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation (L16) | | |
| <p>Key Vocabulary acquaintances, behaviours (healthy and unhealthy), bullying, conflict, consideration, cyberbullying, discrimination, disputes, diversity, equality, equity, family, friends, friendship, kindness, prejudice, relationships, relatives, respect, resolution, secrets, sharing, support network, victim, VIPs</p> | <p>Key Vocabulary alcohol, bleeding, burns, choices, choking, cigarettes, consequences, danger, dangerous substances, dare, DRABC, drugs, emergency, environment, first aid, hazards, helpful, harmful, independence, injuries, learn, pressure, rail safe, responsibilities, risks, road, shock, smart, safety, scalds, unfamiliar places, water aware</p> | <p>Key Vocabulary charity, climate change, determined, different, dilemma, disadvantage, drought, equal, experiences, fair, fair trade, flooding, global warming, harmful, inequality, lifestyles, opinion, opportunities, reasons, reflect, rights, similar, situations, stereotypes, support, trade, unfair, United Nations Declaration of the Rights of the Child</p> | <p>Key Vocabulary altered text and images, balance, behaviours, communication, consequences, cyberbullying, digital, digital wellness, devices, exclusion, frightened, harassment, information, internet, kindness, manipulated, name-calling, offline, online, online safety, passwords, personal information, pledge, pranks, pressure, private, relationships, reliability, respect, responsible, restrictions, risks, rules, safety, search results, share, strangers, sources, tricking, trolling, trust, truth, uncomfortable, wellbeing, worried</p> | <p>Key Vocabulary acne, adopted, anus, breasts, changes, civil partnership, clitoris, committed, crush, develop, diversity, divorce, egg, emotions, erection, families, feelings, female, foetus, fostered, gay, heart, hormones, labia, lesbian, lungs, male, married, menstruation, mood, oestrogen, ovaries, penis, periods, puberty, relationships, reproduction, single-parent, species, sperm, sweat, testes, testicles, testosterone, transgender, urethra, uterus, vagina, voice breaks, vulva</p> | <p>Key Vocabulary advert, balance, bank account, borrow, budget, candidate, career, change, choices, coins, consumer, contactless, cost, debit and credit cards, debt, ethical, financial gain, financial risk, interest, jobs, keeping track, loan, money, need, notes, owe, pay, priorities, profit, qualifications, receipt, record, repayments, risks, savings, skills, spending, work,</p> |

| Year 4 RSE Curriculum | | | | | |
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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| My feelings | My body | My relationships | My beliefs | My rights and responsibilities | Asking for help |
| Pupils can recognise and respond to a wide range of emotions in themselves and others and know ways to respond. | Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty. | Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond. | Pupils recognise that differences and similarities between people arise from a number of factors including family types and personal identity. Pupils can identify some causes and effects of conflict at all levels from personal to global. | Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are making the decision freely for themselves. | Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help. |
| Skills | | | Outcomes | | |
| <ul style="list-style-type: none"> • Can they recognise and challenge stereotypes? • Can they understand how the body changes throughout life? • Are they aware of puberty? • Can they recognise the emotional and physical changes of puberty? • Can they recognise the diversity of cultures and societies within and beyond their own experience? • Can they recognise contributions of different cultures to our lives? • Can they understand why some people have their rights denied? • Can they use strategies to cope with challenging times? • Can they recognise when there may be no single right or wrong answer? • Can they share opinions and evidence on issues with others? • Can they demonstrate offence at unfair treatment of others locally and globally? • Can they demonstrate a sense of justice? • Can they recognise the benefits of listening to a range of different perspectives and viewpoints? | | | <ul style="list-style-type: none"> • To understand how families have different family members • To identify who to go to for help and support • To know how I belong • To explore gender stereotypes • To know the differences between males and females • To understand how my body changes throughout my life • To understand what puberty is • To know about the physical and emotional changes of puberty • To understand that each person experiences puberty differently • To understand the nature of prejudice (e.g. racism and sexism) and ways to combat the impact of this stereotype. • To understand connections between personal decisions and issues affecting people locally and globally. • To describe feelings about changes and events in own setting and the wider world. • To participate in decision making in school. • To contribute to the well-being of the wider community. • To demonstrate a growing interest in world events and global issues. • To be proactive in including other people, especially those who may face barriers to participating fully, in school decision making process. | | |
| Key Vocabulary | | | | | |
| Stereotypes, gender roles, similar, different, male, female, penis, vagina, puberty, period, pregnancy, emotions, empathy, foetus, public, private, identity, marriage, arranged marriage, forced marriage, peer pressure, diversity, culture, society, equality, contribution, rights and responsibilities, racism, sexism, stereotype, discrimination, prejudice, challenge, conflict, resolve (in relation to conflict), prevent (in relation to conflict), solution (in relation to conflict), rule/law, empathy, impact, bias/opinion | | | | | |

Deeper Learning Questions

Below are possible questions you may like to ask your class. Teachers can use their own discretion and adapt the questions if they feel it is appropriate due to the needs led focus of the PSHE Ed. curriculum. Class teachers to notify the subject leader if they need to make changes.

| Autumn 1: My feelings | Autumn 2: My body | Spring 1: My relationships | Spring 2: My beliefs | Summer 1: My rights and responsibilities | Summer 2: Asking for help |
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| <p>'How do you react when you feel certain emotions? Are any of these responses physical (the body does something different)?'</p> <p>'What things do you try to do to help yourself or someone else who is feeling angry or scared?'</p> <p>'Why is it important to 'step in someone else's shoes' and show empathy sometimes?'</p> | <p>'What can you do now, that you could not do as a small baby?'</p> <p>'How might the body change as you continue to grow and develop? How might your emotions and feelings change as you continue to grow and develop?'</p> <p>'What responsibilities and things will you be trusted to do when you are older, that you are too young to do now?'</p> | <p>'If a bedroom is a private place, does it become more public if the bedroom door is left open?'</p> | <p>'How does it feel knowing we are all connected through some similarities?'</p> <p>'Imagine everyone looked the same and felt the same. Would the world be as interesting? Discuss.'</p> | <p>'Is being in love more important than being married?'</p> <p>'How would you feel if your parents picked your future husband or wife? Do you think your parents would pick the same person for you as you would pick for yourself? Which person would you prefer to marry? Why?'</p> <p>'What is diversity? Why is it important? Should we respect all diverse practices? Discuss.'</p> <p>'What is justice? Is justice present in all countries all over the world?'</p> <p>'What is injustice? How can we help those who face injustice?'</p> | <p>'What skills and qualities do you have to solve problems that you might face?'</p> <p>'How can you help others to solve problems?'</p> <p>'Is it always our responsibility to solve a problem?'</p> <p>'Can all problems be fixed?'</p> <p>'Who can you ask for help and support if you need it?'</p> <p>'Why is it important to ask for help?'</p> |

| Year 5: PSHE Education Curriculum | | | | | |
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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Relationships | Health and wellbeing | Living in the Wider World | Relationships | Health and wellbeing | Living in the Wider World |
| <p>NSPCC PANTS</p> <p>TEAM (Together Everyone Achieves More) – positive qualities of a team, learning how to disagree respectfully and communicate effectively.</p> <ul style="list-style-type: none"> To learn about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement (H23) To learn about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing (R10) To understand what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships (R11) To learn the importance of seeking support if feeling lonely or excluded (R13) | <p>Think Positive – understanding thoughts and emotions, both positive and negative.</p> <ul style="list-style-type: none"> To learn about the elements of a balanced, healthy lifestyle (H2) To learn about choices that support a healthy lifestyle, and recognise what might influence these (H3) To recognise that habits can have both positive and negative effects on a healthy lifestyle (H4) To learn that mental health, just like physical health, is part of daily life; the importance of taking care of mental health (H15) To learn about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing (H16) | <p>Diverse Britain – identify how to make a positive contribution to the community. The law and the consequences of not respecting it.</p> <ul style="list-style-type: none"> To learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) (H25) To learn about discrimination: what it means and how to challenge it (R21) To learn to listen and respond respectfully to a wide range of people, including those with traditions, beliefs and lifestyle are different to their own (R33) To recognise reasons for rules and laws; consequences of not adhering to rules and laws (L1) To recognise there are human rights, that are there to protect everyone (L2) To learn about the relationship between | <p>Be Yourself – everyone is an individual, important to ‘be yourself’. Developing a positive view of themselves and enabled them to recognise the importance of being proud of their individuality.</p> <ul style="list-style-type: none"> To learn about choices that support a healthy lifestyle, and recognise what might influence these (H3) To recognise that feelings can change over time and range in intensity (H17) To learn about everyday things that affect feelings and the importance of expressing feelings (H18) To use a varied vocabulary when talking about feelings; about how to express feelings in different ways (H19) To learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations (H20) | <p>It’s My Body – consent and autonomy, body image and stereotypes and learning about substance which are harmful to our bodies. (The FGM part of lesson 1 will be covered in Year 6 RSE)</p> <ul style="list-style-type: none"> To learn how to make informed decisions about health (H1) To learn about the elements of a balanced, healthy lifestyle (H2) To learn about choices that support a healthy lifestyle, and recognise what might influence these (H3) To recognise that habits can have both positive and negative effects on a healthy lifestyle (H4) To learn about what good physical health means; how to recognise early signs of physical illness (H5) To learn about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; | <p>Aiming High – achievements, aspirations and opportunities. Preferred learning styles, how they learn best. Challenges people face and barriers to success.</p> <ul style="list-style-type: none"> To learn to identify personal strengths, skills and achievements and how these contribute to a sense of self-worth (H28) To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes (L25) To learn that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life (L26) To learn about stereotypes in the workplace and that a person’s career aspirations should not be limited by them (L27) To learn about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to |

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| <ul style="list-style-type: none"> • To learn that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them (R14) • To learn that friendships have ups and downs; strategies to resolve disputes and reconcile difference positively and safely (R17) • To learn about the impact of bullying, including offline and online, and the consequences of hurtful behaviour (R19) • To learn strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support (R20) • To learn about discrimination: what it means and how to challenge it (R21) • To understand that personal behaviour can affect other people; to recognise and model respectful behaviour online (R30) • To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that | <ul style="list-style-type: none"> • To learn about everyday things that affect feelings and the importance of expressing feelings (H18) • To use a varied vocabulary when talking about feelings; about how to express feelings in different ways (H19) • To learn strategies to respond to feelings, including intense or conflicting feelings, how to manage and respond to feelings appropriately and proportionately in different situations (H20) • To recognise the warning signs about mental health and wellbeing and how to seek support for themselves and others (H21) • To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult (H22) • To learn problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools (H24) • To learn how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking (H29) | <p>rights and responsibilities (L3)</p> <ul style="list-style-type: none"> • To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others (L4) • To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) (L5) • To learn about the different groups that make up their community; what living in a community means (L6) • To learn to value the different contributions that people and groups make to the community (L7) • To learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities (L8) • To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (L9) | <ul style="list-style-type: none"> • To learn about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement (H23) • To learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. (H28) • To learn how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking (H29) • To learn that a feature of positive family life is caring relationships; about the different ways in which people care for one another (R6) • To learn what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships (R11) • To learn strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others (R15) | <p>risks associated with not eating a healthy diet including obesity and tooth decay. (H6)</p> <ul style="list-style-type: none"> • To learn how regular (daily/weekly) exercise benefits mental and physical health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle (H7) • To understand how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn (H8) • To learn that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it (H9) • To learn how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed (H10) • To understand how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar | <p>certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) (L28)</p> <ul style="list-style-type: none"> • To understand that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid (L29) • To learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation (L30) • To identify the kind of job that they might like to do when they are older (L31) • To recognise a variety of routes into careers (e.g. college, apprenticeship, university) (L32) |
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| <p>everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships (R31)</p> <ul style="list-style-type: none"> • To learn about respecting the difference and similarities between people and recognising what they have in common with others e.g. physically, in personality or background (R32) • To learn to listen and respond respectfully to a wide range of people, including those with traditions, beliefs and lifestyle are different to their own (R33) • To learn how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with (R34) • To recognise reasons for rules and laws; consequences of not adhering to rules and laws (L1) • To learn the importance of having compassion towards others; shared | <ul style="list-style-type: none"> • To learn the importance of seeking support if feeling lonely or excluded (R13) • To understand that personal behaviour can affect other people; to recognise and model respectful behaviour online (R30) | <ul style="list-style-type: none"> • To learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced (L10) • To understand what democracy is and about the basic institutions that support it locally and nationally | <ul style="list-style-type: none"> • To learn that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely (R17) • To learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28) • To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online) (R29) • To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships (R31) | <p>consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) (H11)</p> <ul style="list-style-type: none"> • To learn about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer (H12) • To learn how and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health (H14) • To learn that for some people gender identity does not correspond with their biological sex (H26) • To recognise their individuality and personal qualities (H27) • To learn about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break (H46) • 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 (H47) | |
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| <p>responsibilities we all have for caring for other people and living things; how to show care and concern for others (L4)</p> <ul style="list-style-type: none"> To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling, food choices) (L5) To learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation (L30) | | | | <ul style="list-style-type: none"> To learn about why people choose to use or not use drugs (including nicotine, alcohol and medicines) (H48) To learn about the mixed messages in the media about drugs, including alcohol and smoking/vaping (H49) To learn about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns (H50) To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary (R18) To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact (R25) To learn about seeking and giving permission (consent) in different situations (R26) To learn about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret (R27) To recognise pressure from others to do | |
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| | | | | <p>something unsafe or that makes them feel uncomfortable and strategies for managing this (R28)</p> <ul style="list-style-type: none"> • To understand stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (L9) • To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation (L16) | |
| <p>Key Vocabulary adaptable, attributes, bullying, care, collaborate, communication, compromise, diversity, focused, good team, hard-working, listen, opinions, problem, respect, respectfully disagreeing, responsibility, shared responsibilities, skills, TEAM (Together Everyone Achieves More), teasing, trolling, trusted adult, unkind behaviour, valued</p> | <p>Key Vocabulary affirmations, angry, avoidance, behaviour, chain reaction, challenge, choices, cognitive, consequences, decisions (daily, difficult, informed) embarrassed, emotions, facts, fear, feelings (comfortable and uncomfortable), focus, frightened, growth mindset, guilt, jealous, learning, mindfulness, nervous, overwhelmed, panic, positive mental attitude, reconnecting, self-doubt, stressed, tearful, thoughts (negatives and positives), wellbeing, worried,</p> | <p>Key Vocabulary break, charities, choices, communities, consequences, democracy, discrimination, diversity, donate, equality, ethnicity, faith, freedom, government (local and national), help, House of Commons, House of Lords, human rights, identity, impact, law, nation, parliament, prejudice, protect, religion, respect, responsibility, safe, statistics, stereotypes, volunteer</p> | <p>Key Vocabulary acceptance, amends, apologise, being there, communicate, confidence, feelings (comfortable and uncomfortable), fight, flight, generosity, honesty, individuality, kindness, loyalty, mistakes, mutual respect, nervous, opinions, peer pressure, relationships, responsibility, setbacks, sharing, shy, solutions, support, thoughts, truthfulness, trust, unique, wellbeing</p> | <p>Key Vocabulary alcohol, autonomy, balanced lifestyle, bacteria, balance, Childline, choices, consent, consequences (physical, emotional and mental), contact (wanted and unwanted), control, drugs, exercise, habits, harm, harmful substances, healthy bodies, healthy choices, individuality, medicines, meditation, mindfulness, personal hygiene, personal qualities, positive body image, pressure, privacy, protect, respect, risks, secret, self-care, sleep deprivation, stereotypes, support, tobacco, trust, unwanted, value, vitamins</p> | <p>Key Vocabulary achievements, adaptability, apprenticeships, attitudes, barriers, behaviours, challenges, employment, focus, gender, inspiration, interests, motivation, learning styles, opportunities (educational, career and equal), personal goals, race, roles, skills, social class, stereotypes, strengths, success, university, work experience</p> |

| Year 5 RSE Curriculum | | | | | |
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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| My feelings | My body | My relationships | My beliefs | My rights and responsibilities | Asking for help |
| <p>Pupils can anticipate how their emotions may change as they approach and/or move through puberty.</p> <p>Pupils can discern how people are feeling through their words, body language, gestures and tone.</p> | <p>Pupils can anticipate how their body may change as they approach and/or move through puberty.</p> | <p>Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.</p> | <p>Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.</p> <p>Pupils can recognise how different backgrounds, beliefs and personalities affect behaviour and world views.</p> | <p>Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared easily and without their permission.</p> <p>Pupils can evaluate media and other sources for bias, stereotypes and range of voices and perspectives.</p> <p>Pupils can discuss some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels</p> | <p>Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk to about what they have seen.</p> <p>Pupils can recognise personal strengths and weaknesses.</p> |
| Skills | | | Outcomes | | |
| <ul style="list-style-type: none"> • Can they recognise and challenge stereotypes? • Can they understand how the body changes throughout life? • Are they aware of puberty? • Can they recognise the emotional and physical changes of puberty? • Can they use strategies to cope with changes? • Can pupils discuss cause and effects of poverty and inequality? Locally? Globally? • Can pupils analyse own and others' assumptions about people and issues and keep mind open to new ideas? • Can pupils discuss how people might feel through interpreting facial expression and actions? • Can pupils recognise how beliefs can affect behaviour and world views? • Can pupils identify strengths? | | | <ul style="list-style-type: none"> • To understand how families have different family members • To identify who to go to for help and support • To know how I belong • To explore gender stereotypes • To understand how my body changes throughout my life • To know how to keep clean • To understand and describe different coping strategies • To explore how the body changes throughout puberty • To understand what hormones are • To understand the impact on poverty (both locally and globally) • To understand how beliefs can affect behaviour and world views. • To be able to explore multiple perspectives and alternative visions of the future | | |

- Can pupils identify weaknesses and discuss how these can be points for growth?
- Can pupils take on different roles in group work?
- Can pupils employ effective strategies for repairing damaged relationships?
- Can use active listening and see the impact of this on maintaining relationships
- Can use skills to adapt behaviour to new cultural environments

Key Vocabulary

Stereotypes, gender roles, similar, different, male, female, penis, vagina, period, puberty, hormones, penis, erection, wet dream, sex, intersex, transgender, gay, lesbians, personal information, online, diversity, culture, society, equality, contribution, rights and responsibilities, racism, sexism, stereotype, discrimination, prejudice, challenge, conflict, resolve (in relation to conflict), prevent (in relation to conflict), solution (in relation to conflict), rule/law, empathy, impact, bias/opinion

Deeper Learning Questions

Below are possible questions you may like to ask your class. Teachers can use their own discretion and adapt the questions if they feel it is appropriate due to the needs led focus of the PSHE Ed. curriculum. Class teachers to notify the subject leader if they need to make changes.

| Autumn 1: My feelings | Autumn 2: My body | Spring 1: My relationships | Spring 2: My beliefs | Summer 1: My rights and responsibilities | Summer 2: Asking for help |
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| <p>'How might your emotions/feelings change as you move through puberty? Will everyone's experiences be the same?'</p> <p>'Is it always possible to know how someone is feeling through their body language?' 'How else can we know how someone is feeling?'</p> | <p>'How might puberty cause the male body to change?'</p> <p>'How might puberty cause the female body to change?'</p> <p>'What do you think will be the hardest physical change of puberty to cope with?'</p> | <p>'What different types of relationships can people be in?'</p> <p>'What could you do to manage the unhealthy relationship behaviour?'</p> | <p>'How can we challenge stereotyping and bullying?'</p> <p>'Why is it important to challenge stereotyping and bullying?'</p> <p>'Can feedback always be used for personal growth. Discuss and use examples to demonstrate your ideas.'</p> | <p>'How do you know who you are sharing your information with?'</p> <p>'How do you know if that person shares your information with someone else?'</p> <p>'Someone has had personal information shared about them. How might this make them feel?'</p> <p>'Discuss the cause and effects of poverty locally and globally.'</p> <p>'Compare the impact of poverty locally and globally.'</p> <p>'Discuss and cause and effect of inequality'</p> | <p>'Who could you ask to help you, if you found something online that upset you?'</p> <p>'Should we believe everything we see online? How can we challenge what we see?'</p> <p>'What does it mean to have a growth mindset? What does it mean to have a fixed mindset?'</p> |

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| | | | | <p>(including gender inequality) locally and globally.'</p> <p>'Compare the impact of inequality locally and globally.'</p> <p>'Discuss: the media is always biased. It provides no valuable source of information.'</p> | |
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| Year 6: PSHE Education Curriculum | | | | | |
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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Relationships | Health and wellbeing | Living in the Wider World | Relationships | Health and wellbeing | Living in the Wider World |
| <p>NSPCC PANTS</p> <p>VIPs – focus on relationships, with families, friendship groups and how important kindness and respect are within these relationships.</p> <ul style="list-style-type: none"> To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) (R1) To learn that people who love and care for each other can be in a committed relationship (e.g. marriage), living together but may also live apart (R5) To learn that a feature of positive family life is caring relationships; about the different ways in which people care for one another (R6) To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can | <p>Safety First – taking responsibility for own safety, including standing up to peer pressure, risk associated with different situations and what to do if in danger.</p> <ul style="list-style-type: none"> To recognise how their increasing independence brings increased responsibility to keep themselves and others safe (H11) To learn how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health (H14) To learn about the new opportunities and responsibilities that increasing independence may bring (H35) To understand reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming (H37) | <p>One World – responsibility to live as global citizens, to help the environment and all living things throughout the world through the choices we make.</p> <ul style="list-style-type: none"> To recognise there are human rights, that are there to protect everyone (L2) To learn about the relationship between rights and responsibilities (L3) To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others (L4) To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) (L5) To learn that people’s spending decisions can | <p>Digital Wellbeing – using the internet positively and how they can look after their wellbeing online. Potential risks of being online when using digital technologies, strategies to stay safe and get help.</p> <ul style="list-style-type: none"> To learn about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online (H13) To understand reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming (H37) To learn the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or | <p>Growing Up – how we grow up and change, both physically and emotionally, the types of relationships that people have.</p> <ul style="list-style-type: none"> To learn that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it (H9) To recognise that feelings can change over time and range in intensity (H17) To learn about everyday things that affect feelings and the importance of expressing feelings (H18) To learn a varied vocabulary to use when talking about feelings; about how to express feelings in different ways (H19) To learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations (H20) | <p>Money Matters - how money is used in the wider world. The possible consequences of taking financial risks and identify ways to avoid these.</p> <p>This links with GOAL (Game of Actual Life) which year 6 participate in for one half term in Autumn.</p> <ul style="list-style-type: none"> To learn about the different ways to pay for things and the choices people have about this (L17) To recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’ (L18) To learn that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) (L19) To recognise that people make spending decisions |

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| <p>give family members love, security and stability (R7)</p> <ul style="list-style-type: none"> To recognise other shared characteristics of healthy family life, including commitment, care, spending time together, being there for each other in times of difficulty (R8) To learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice (R9) To learn what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships (R11) To learn strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others (R15) To understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely (R17) To recognise if friendship (online or offline) is making them feel unsafe or uncomfortable; how to | <ul style="list-style-type: none"> To learn how to predict, assess and manage risk in different situations (H38) To learn about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe (H39) To learn about the important of taking medicines correctly and using household products safely (e.g. following instructions carefully) (H40) To learn strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about (H41) To learn what is meant by first aid; basic techniques for dealing with common injuries (H43) To learn how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say (H44) To know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28) | <p>affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) (L19)</p> | <p>images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact (H42)</p> <ul style="list-style-type: none"> To understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour (R19) To learn strategies to respond to hurtful behaviour experienced or witnessed, offline and online; how to report concerns and get support (R20) To learn about discrimination: what it means and how to challenge it (R21) To learn about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) (R22) To understand why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns (R23) To learn how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know (R24) | <ul style="list-style-type: none"> To learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) (H25) To recognise their individuality and personal qualities (H27) To learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth (H28) To learn to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction (H30) To learn about the physical and emotional changes that happen when approaching and during puberty (H31) To learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene (H32) To learn about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for (H33) | <p>based on priorities, needs and wants (L20)</p> <ul style="list-style-type: none"> To learn different ways to keep track of money (L21) To learn about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe (L22) To learn about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations (L23) To identify the ways that money can impact on people's feelings and emotions (L24) |
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| <p>manage this and ask for support if necessary (R18)</p> <ul style="list-style-type: none"> • To learn about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) (R22) • To learn about seeking and giving permission (consent) in different situations (R26) • To learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28) • To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online) (R29) • To understand that personal behaviour can affect other people; to recognise and model respectful behaviour online (R30) • To understand that personal behaviour can affect other people; to recognise and model respectful behaviour online (R33) | | | <ul style="list-style-type: none"> • To know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28) • To recognise ways in which the internet and social media can be used both positively and negatively (L11) • To learn how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results (L12) • To learn about some of the different ways information and data is shared and used online, including for commercial purposes (L13) • To learn about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information (L14) • To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images (L15) • To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and | <ul style="list-style-type: none"> • To learn about where to get more information, help and advice about growing and changing, especially about puberty (H34) • To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) (R1) • To understand that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different (R2) • To learn about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong (R3) • To learn that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others (R4) • To understand that people who love and care for each other can be in a committed relationship (e.g. marriage), living | |
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| | | | <p>identify misinformation (L16)</p> | <p>together, but may also live apart (R5)</p> <ul style="list-style-type: none"> To recognise and respect that there are different types of family structure; that families of all types can give family members love, security and stability (R7) To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact (R25) To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (L9) To recognise ways in which the internet and social media can be used both positively and negatively (L11) To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation (L16) | |
| <p>Key Vocabulary behaviour, blame, breathe, calm, code, connections, consequences, digital wellbeing, decisions, disagree, emotions, escape, exercise, family, friends, honesty, influences, instincts, jealousy,</p> | <p>Key Vocabulary actions, bleeding, burns, choking, consequences, danger, dare, decisions, DR ABC, emergency, firework alert, first aid, hazards, healthy, independent, mature, medicines, pressure, rail safe,</p> | <p>Key Vocabulary biodiversity, citizens, citizenship, deforestation, ecosystem, energy, environmental issues, global, global warming, greenhouse effect, manifesto, plastic, pollution, positive action,</p> | <p>Key Vocabulary appropriate, bullying, cyberbullying, cyberstalking, data sharing, denigration, digital citizenship, digital wellbeing, emotional wellbeing, exclusion, fact, fake news, fear, flaming, harassment, healthy,</p> | <p>Key Vocabulary acceptable, adopted, advice, acne, affection, asexual, bisexual, body image, breasts, caesarean, care, change, Childline, cisgender, civil partnership, commitment, communication, conception,</p> | <p>Key Vocabulary adverts, bank account, borrowing, budgeting, charity, comparison, consumers, critical consumer, deal, debt, ethical spending, fair trade, financial risk, gain, inflation, influence, interest, investment, luxury,</p> |

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| lie, love, mindfulness, opinions, polite, positive, pressure, relationships (healthy and unhealthy), relax, remind, resolution, respect, safety, secrets, unhappy, unsettled, VIPS (Very Important People) | responsible, risks, road smart, rules, safety, scalds, shock, strangers, substances, water aware | protect, reduce, resources, responsible, save, sustainability, waste, water aware | inappropriate content, inappropriate relationships, impersonation, internet, mental health, misinformation, online relationships, opinion, outing, pressure, reliability, respect, risks, safe, sharing, social media, technology, trolling, worry | condom, consideration, contraception, discharge, ejaculate, emotions, fertilise, foetus, gay, heterosexual, homosexual, honesty, hormones, ideal, identity, kindness, lesbian, love, loyalty, marriage, menstruation, ovaries, perfect, penis, periods, puberty, pubic hair, race, relationships, reproduction, same-sex, semen, sex, sexual intercourse, sexual orientation, sexual relationship, social media, sperm, STI (sexually transmitted infection), testicles, touch (comfortable and uncomfortable), transgender, trust, uterus, vulva, womb | manufacturer, money, need, outgoings, plastic pollution, profit, risk, retailers, saving, scam, single use spending, steal, tax (council, income) value, want |
|--|--|---|--|---|---|

Year 6: RSE Curriculum

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|--|--|--|
| My feelings | My body | My relationships | My beliefs | My rights and responsibilities | Asking for help |
| <p>Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves.</p> <p>Pupils can evaluate ways in which own emotions, words and behaviour can affect people both locally and globally.</p> | <p>Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct, scientific terms to describe the male and female organs.</p> | <p>Pupils realise the nature and consequences of discrimination, including the use of prejudicial based language.</p> | <p>Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).</p> <p>Pupils know the impacts of stereotyping, prejudice and discrimination and how to challenge these.</p> | <p>Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help to prevent this.</p> <p>Pupils can identify, explore and discuss examples of conflicts past and present in own society and others.</p> | <p>Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support.</p> |

| | | | <p>Pupils know the importance of language, beliefs and values in cultural identities.</p> <p>Pupils know importance of citizens, societies and governments respecting and defending people’s human rights current and historical</p> | <p>Pupils can discuss importance of resolving conflict fairly and develop a range of strategies to resolve some personal conflicts fairly.</p> | |
|--|--|--|---|--|--|
| Skills | | | Outcomes | | |
| <ul style="list-style-type: none"> • Can they recognise and challenge stereotypes? • Can they understand how the body changes throughout life? • Are they aware of puberty? • Can they recognise the emotional and physical changes of puberty? • Are they aware of risks and how to deal with them? • Can pupils identify stereotypes, prejudices and discrimination and discuss possible ways to challenge them? • Can pupils identify conflicts (both past and present) in own society and others? • Can pupils identify how a lack of power and representation can result in discrimination and exclusion? • Are pupils aware of the power of collective action in changing lives? • Can pupils discuss and explain ways in which their own feelings and views can impact the lives of others? • Can pupils demonstrate a sense of solidarity with those suffering human rights violations, injustice and discrimination? | | | <ul style="list-style-type: none"> • To understand what hormones are • To explore different strategies to deal with changes • To explain physical changes in males and females (periods, puberty) • To be able to identify some risks in specific situations • To be able to identify what influences their decisions • To understand how self-confidence, communication skills and assertiveness can help them to keep safe • To develop a range of strategies for challenging prejudices. • To be able to identify conflicts (both past and present) within own society and others. • To discuss the impact of conflict, both past and present, within own society and others. • To understand how to resolve some personal conflicts fairly. • To be able to adapt to new situations and explore new ways of seeing local and global issues • To demonstrate a willingness to take an informed stand on global issues. • To demonstrate a belief that people can often make a greater difference when they take action collectively • To be able to respect for the rights of all to have a point of view • To demonstrate a willingness to challenge prejudiced and discriminatory views. • To demonstrate a recognition of diverse perspectives on any issue, and that the majority view is not always right | | |
| Key Vocabulary | | | | | |
| <p>Stereotypes, gender roles, similar, different, male, female, penis, vagina, period, puberty, risk, challenge, decision, body image, sexual intercourse, conception, homophobic, biphobic, transphobic, vulva, clitoris, circumcision, female genital mutilation, infection, sexually transmitted infection, condom, problems, support, help, trust, diversity, culture, society, equality, contribution, rights and responsibilities, racism, sexism, stereotype, discrimination, prejudice, challenge, conflict, resolve (in relation to conflict), prevent (in relation to conflict), solution (in relation to conflict), rule/law, empathy, impact, bias/opinion</p> | | | | | |

Deeper Learning Questions

Below are possible questions you may like to ask your class. Teachers can use their own discretion and adapt the questions if they feel it is appropriate due to the needs led focus of the PSHE Ed. curriculum. Class teachers to notify the subject leader if they need to make changes.

| Autumn 1: My feelings | Autumn 2: My body | Spring 1: My relationships | Spring 2: My beliefs | Summer 1: My rights and responsibilities | Summer 2: Asking for help |
|--|---|---|--|--|--|
| <p>'What do you think young children learn about their bodies from playing with toys like a Barbie? What impact do you think these unrealistic toys and characters can have on how someone feels about their own body?'</p> <p>'How does it feel to give someone a compliment? How does it feel to receive a compliment?'</p> <p>'Why is it important to feel positive about how you look?'</p> <p>'How can our feelings impact others? Are we always responsible for this?'</p> | <p>'What do you think will be the hardest emotional change to go through during puberty?'</p> <p>'How does good physical health improve mental health? Do the two impacts on each other?'</p> | <p>Evaluate the impact and consequences of discrimination.</p> <p>'What responsibilities do we have towards preventing discrimination? What responsibilities do others have towards helping to prevent discrimination?'</p> | <p>'What would it be like if someone didn't let you have any of your favourite things?'</p> <p>Evaluate the impact of stereotyping and suggest ways it can be prevented.</p> <p>Why is it important to have our human rights defended? At what cost should they be protected? Is it ever right to take away someone's human rights?'</p> <p>'Should all cultural practices be respected? Explain your answers with views for and against.'</p> | <p>'How can we prevent a cold from being shared?'</p> <p>'Sometimes true, always true, never true: Conflict is always necessary to resolve disagreements and problems.'</p> <p>'Sometimes true, always true, never true. We are always responsible for managing personal conflicts.'</p> | <p>'How can we ask for help?'</p> <p>'Where are best places to seek support?'</p> <p>'Can we challenge some advice that we are given?'</p> <p>'What is the impact of growth mindset on our own personal growth?'</p> <p>'How can we support others who might be finding things difficult?'</p> <p>'Is it our responsibility to fix other people's problems? What could you do if you don't know how to solve a problem?'</p> |

Appendix 1: Cross curricular links

| Year 1 and 2 PSHE Education Curriculum | | | |
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| Cross curricular links | | | |
| Maths | Data handling – extracting information to back up opinions Logical reasoning and problem solving | Science | Working scientifically – asking questions, research skills Animals including humans – noticing similarities and differences (Cycle 2) Describing basic human needs for survival (Cycle 1) Describing a healthy lifestyle – including diet, hygiene and exercise (Cycle 1) |
| English | A range of guided reading books and Power of Reading texts covering a range of contexts and issues appropriate for the year group, including but not limited to: relationships, war, refugees, racism, health and economic wellbeing, family dynamics and cultural differences. LTE - builds on collaborative, group work and the principle that the children work in mixed ability groups to share their knowledge, skills and understanding to maximise their success and ideas they come up with. The work is based in speaking and listening, sharing individual ideas but ultimately, agreeing on a final idea or answer as a whole group | Computing | Staying safe online and privacy Consideration and respect in online communication Reporting concerns about inappropriate behaviour online Acceptable and unacceptable online behaviour Need for rules for safety Reliability of information on the internet - verifying information Keeping personal information private Cyber bullying is unacceptable, how to report it |
| RE | Asking questions – human/social sciences Understanding other religions and beliefs, diversity Links between beliefs and behaviour Humanism - human rights Religious Holidays Understanding how religious stories can help to guide some people’s choices. | Humanities | Asking questions, using evidence to explain findings Understanding physical and human geography – the understanding of human impact on the world and where people live Human geography: types of settlement, land use, economic activity, trade links, distribution of natural resources such as energy, food, minerals and water Using maps, atlases, globes and digital mapping to locate countries and describe features studied History – Develop an understanding of chronology and changes over time. How does this impact on their lives now? Asking and answering questions about why changes have occurred. Considering historically valid questions about change, cause, similarity and difference, and significance |
| PE | Teamwork / Sportsmanship Fairness Recognising good performances in themselves and others Calming and self-regulating emotions Competing individually and with others | Art | Evaluating work of others respectfully, being supportive and developing ideas Feeling and emotion – how this can be shown in their work |
| Music | Expressing thoughts and opinions on different musical styles. Working collaboratively to create a piece of music. Listen to music from different cultures - asking and answering questions. | School Council | Democracy Kindness, compassion, responsibility, courage British values |
| | | RSE | Complimentary units covered through the units: My Feelings, My Body, My Relationships, My Beliefs, My Rights and Responsibilities, Asking for Help |

Year 3 and 4 PSHE Education Curriculum

Cross curricular links

| | | | |
|-------------------|--|-----------------------|--|
| Maths | Data handling – extracting information to back up opinions Logical reasoning and problem solving | Art | Evaluating work of others respectfully, being supportive and developing ideas Feeling and emotion – how this can be shown in their work |
| English | A range of guided reading books and Power of Reading texts covering a range of contexts and issues appropriate for the English group, including but not limited to: relationships, war, refugees, racism, health and wellbeing, family dynamics and cultural differences. LTE - builds on collaborative, group work and the principle that the children work in mixed ability groups to share their knowledge, skills and understanding to maximise their success and ideas they come up with. The work is based in speaking and listening, sharing individual ideas but ultimately, agreeing on a final idea or answer as a whole group | RE | Asking questions – human/social sciences Understanding other religions and beliefs, diversity Links between beliefs and behaviour Humanism- human rights Hinduism – Moral issues Religious Holidays |
| Science | Health and Movement –Year 1, Autumn 1 Living in Environments – Year 2, Summer 2 Working scientifically – asking questions, research skills | MFL | Celebrating language and culture Linking languages with languages we speak If everyone spoke the same language what would happen? |
| Computing | Staying safe online and privacy Consideration and respect in online communication Reporting concerns about inappropriate behaviour online Acceptable and unacceptable online behaviour Need for rules for safety Reliability of information on the internet - verifying information Keeping personal information private Cyber bullying is unacceptable, how to report it | PE | Teamwork / Sportsmanship Fairness Recognising good performances in themselves and others Calming and self-regulating emotions Competing individually and with others |
| Humanities | Asking questions, using evidence to explain findings Understanding physical and human geography – the understanding of human impact on the world and where people live Human geography: types of settlement, land use, economic activity, trade links, distribution of natural resources such as energy, food, minerals and water Using maps, atlases, globes and digital mapping to locate countries and describe features studied History – Develop an understanding the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Considering historically valid questions about change, cause, similarity and difference, and significance Chronologically secure knowledge of British, local and world history, understanding clear narratives within and across periods of study | Music | Bringing Us Together – Year 3, Summer 1 Blackbird – Year 4, Summer 1 – civil rights movement |
| | | School Council | Democracy |
| | | RSE | Complimentary units covered through the units: My Feelings, My Body, My Relationships, My Beliefs, My Rights and Responsibilities, Asking for Help |

Year 5 and 6 PSHE Education Curriculum

Cross curricular links

| | | | |
|-------------------|--|-----------------------|---|
| Maths | Data handling – extracting information to back up opinions Logical reasoning and problem solving | Art | Evaluating work of others respectfully, being supportive and developing ideas Feeling and emotion – how this can be shown in their work |
| English | A range of guided reading books and Power of Reading texts covering a range of contexts and issues appropriate for the English group, including but not limited to: relationships, war, refugees, racism, health and wellbeing, family dynamics and cultural differences. LTE - builds on collaborative, group work and the principle that the children work in mixed ability groups to share their knowledge, skills and understanding to maximise their success and ideas they come up with. The work is based in speaking and listening, sharing individual ideas but ultimately, agreeing on a final idea or answer as a whole group | RE | Asking questions – human/social sciences Understanding other religions and beliefs, diversity Links between beliefs and behaviour Humanism- human rights Hinduism – Moral issues Religious Holidays |
| Science | Healthy Bodies – Year 2, Autumn 1 Changes and Reproduction – Year 2, Summer 2 Living in Environments – Year 2, Summer 2 Working Scientifically – asking questions, using evidence to explore ideas, presenting findings of research | MFL | Celebrating language and culture Why do different languages exist? Would it be easier if everyone spoke the same language? Why/why not? |
| Computing | Staying safe online and privacy – complex passwords Using technology safely and respectfully Responsibilities creating content online Reporting concerns about inappropriate behaviour online Need for rules for safety Reliability of information on the internet - verifying information Keeping personal information private Cyber bullying is unacceptable, how to report it | PE | Teamwork / Sportsmanship Fairness – rules to be consistent and fairly applied Understanding why exercise is good for fitness, health and wellbeing Recognising good performances in themselves and others Calming and self-regulating emotions Competing individually and with others |
| Humanities | Asking questions, using evidence to explain findings Understanding physical and human geography – the understanding of human impact on the world and where people live Human geography: types of settlement, land use, economic activity, trade links, distribution of natural resources such as energy, food, minerals and water Using maps, atlases, globes and digital mapping to locate countries and describe features studied History – Develop an understanding the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Considering historically valid questions about change, cause, similarity and difference, and significance Chronologically secure knowledge of British, local and world history, understanding clear narratives within and across periods of study | Music | Music Make You Feel My Love - Year 5 Spring 1 – relationships, emotions Fresh Prince of Bel Air – Year 5, Spring 2 - Black History/ Culture Happy – Year 6, Autumn 1 – emotions Music and Identity – Year 6, Spring 2 You’ve Got a Friend – Year 6, Summer 1 – relationships |
| | | School Council | Democracy |
| | | RSE | Complimentary units covered through the units: My Feelings, My Body, My Relationships, My Beliefs, My Rights and Responsibilities, Asking for Help Year 6 complete a 6 week programme – Game of Actual Life (GOAL) – Children role play as young adults, learning about health, houses, careers and happiness. This is delivered by Premier Education’s Game of Actual Life helps children understand some of the trickier aspects of maths through real life situations. The course covers bank accounts, mortgages and pensions through games and challenges. |