



## ENVIRONMENT

- Look at similarities and differences in environment.
- Talk about why different events occur.

## MONEY

- Recognise that sometimes people may not always be able to have the things they want.

## RIGHTS AND RESPONSIBILITIES

- Set simple goals.
- Start to show interest in others' lives.
- Develop sense of responsibility and membership of community e.g through tidy up times.
- Show interest in occupations.

## FAMILIES AND PEOPLE WHO CARE FOR ME.

- Identify people who love and care for them in their immediate family and people who can help them.
- Feel confident in talking to someone if they feel unhappy.

## ONLINE RELATIONSHIPS.

- Know that when they use technology they should have adult supervision.
- Know who they can talk to if they feel unsafe online.

## BEING SAFE

- Know who can help us in different settings.
- Start to see difference between right and wrong.
- Recognise and report feelings of being unsafe or feeling bad, supported.
- Follow rules with independence.

## BASIC FIRST AID

- Know how to contact 999.

## CHANGING BODIES

- Name the main parts of the body linking to senses.
- Know the scientific names of the body so if they need to share information they can do.

## HEALTH AND PREVENTION

- Basic info on how diseases spread and prevent.
- Know the rules, and ways, of keeping safe, including basic road safety.
- Know to keep clean and importance of going to a dentist.
- know different ways to relax and rest.
- Increasingly independent in meeting their own care needs.

# PSHE/RSE RECEPTION

(PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT)

## CARING FRIENDSHIPS.

- With support,
- Develop strategies to make friends.
  - Contribute to the life of their class and school - how to cooperate with others.
  - Recognise good solutions when dealing with disagreement.
  - Think about the perspective of others.

## RESPECTFUL RELATIONSHIPS.

- Play involves sharing.
- Express feelings and consider feelings of others.
- Support children to say what they want in a safe and respectful environment.
- Listen to others.
- Recognise that a persons body belongs to them, and the differences between appropriate and inappropriate or unsafe physical contact.
- With support, recognise the importance of privacy and when things should be shared.
- With support, recognise how their behaviour affects other people.
- Listen to other people, and play and work cooperatively.
- Build constructive and respectful relationships.

## PHYSICAL HEALTH AND FITNESS

- Being physical is good for them.
- Use core muscle strength to achieve good posture when sitting at a table or on the floor.
- Know and talk about different factors to support overall health and wellbeing.
- Develop skills they need to manage the school day.

## HEALTHY EATING

- With support, know how to make simple choices to improve their health and wellbeing.
- Recognise healthy food

## DRUGS, ALCOHOL AND TOBACCO

- Know what is safe and unsafe.

### Our Key Questions:

What is love?  
 What do I do if I feel unhappy or unsafe?  
 What makes a family?  
 What makes a good friend?  
 What is respect?  
 How do we stay safe online?  
 What do I do if I am worried?  
 What is a secret?  
 When should I not keep a secret?  
 What is cooperation?  
 What does healthy mean?  
 How do we stay safe in the sun?  
 Who helps us stay healthy?

## INTERNET SAFETY AND HARMS.

- Simple rules to keep safe online and what they should and should not be using.

## MENTAL WELLBEING

- Have strategies to cope with death.
- Begin to show an understanding that change and loss are a part of life.
- Communicate feelings.
- Recognise feelings and how to manage them.
- Have strategies to adapt to new situations.
- Recognise what they are good at, likes and dislikes, fair/unfair, right/wrong.
- Know different ways to play and what it is important to have a break from Tech.
- See themselves as a valuable individual.

## ENVIRONMENT

- Look after the local environment.
- Take part in simple debate and share views respectfully.
- recognise what harms and improves their local, natural and built environment and about the ways people look after them.

## MONEY

- Recognise that sometimes people may not always be able to have the things they want.
- Know where money comes from; how to use money - saving and spending.

## BASIC FIRST AID

- Know how to contact 999.
- Know about the 'special people' who work in their community and who are responsible for looking after them and protecting them.

## CHANGING BODIES

- Have an understanding about the process of growing from young to old and how people's needs change.
- Name the main parts of the body linking to senses.
- Introduce the idea of life cycles.
- Know the scientific names of the body to be able to successfully share information should they need to.

## HEALTH AND PREVENTION

- Basic info on how the body works and ways to look after it.
- Basic info on how diseases spread and how they can be controlled.
- Rules for, and ways of keeping safe, including basic road safety.
- Recognise risk in simple everyday situations and how to stay safe at home.
- Know how to keep themselves clean and the importance of going to the dentist.

## DRUGS, ALCOHOL AND TOBACCO

- That household products, including medicines, can be harmful if not used properly.
- Know that people can put things in their bodies or on their skin and how these can affect how people feel.

## RIGHTS AND RESPONSIBILITIES

- Group and class rules; everybody is unique in some ways and the same in others.
- Set simple goals.
- realise that people and other living things have needs, and that they have responsibilities to meet them.
- Take part in discussions with one other person and the whole class.

## FAMILIES AND PEOPLE WHO CARE FOR ME.

- Recognise that they belong to various groups/communities.
- Identify the people who love and care for them.
- Identify common features of a family.
- Recognise that family and friends should care for each other.

## ONLINE RELATIONSHIPS.

- That they should not be communicating with people online, and if they are, it is under adult supervision and are communicating with people they know in the outside world.
- Know who to talk to if they feel unsafe online.

## BEING SAFE



- recognise choices they can make and recognise difference between right and wrong.
- Recognise and report feelings of being unsafe or feeling bad.
- Follow and contribute to rules in the classroom.

## CARING FRIENDSHIPS.

- Develop strategies to resolve conflict with friends.
- Develop strategies on how to make friends.
- Identify and respect the differences/similarities between people.
- Develop understanding of how to keep a friend.
- Know how to deal with loneliness and rejection.
- Develop strategies to help others resolve conflict.

## RESPECTFUL RELATIONSHIPS.

- Know that there are different types of teasing and bullying, that bullying is wrong and hot to get help with bullying.
- Have strategies to help others.
- To know they can speak in a safe and respectful environment.
- Support in listening to others and respecting others when talking.
- Recognise that a person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical contact.
- Recognise the importance of privacy and when things should be shared.
- Support in improving conversations.
- Recognise how their behaviour affects other people.
- Use please and thank you.
- Listen to other people, and play and work cooperatively.

# PSHE/RSE YEAR 1

## INTERNET SAFETY AND HARMS.

- Safe sites to use and know that not everything online they see is true.
- Know rules and age restrictions are there to keep us safe.

## MENTAL WELLBEING

- Have strategies to deal with death.
- Understand that change and loss are part of life.
- Improve children's abilities to communicate their feelings with strategies on how to do this.
- Know how to recognise feeling sad/happy.
- Know how to recognise feeling angry/annoyed and how to deal with this.
- Know how to recognise feeling jealous and how to deal with this.
- Identify what they are good at and their likes and dislikes.
- Know how to recognise feeling nervous and how to deal with this.
- Think about themselves, learn from their experience and recognise what they are good at.
- Have strategies to adapt to new situations.
- Share opinions on things that matter to them and explain their views.
- Recognise what they like/dislike, what is fair/unfair, and what is right/wrong.
- Improve children's abilities to use a variety of coping strategies.
- Improve children's abilities to recognise difficult feelings and identify coping strategies to deal with those feelings.
- Improve children's abilities to cope with change and loss and how to learn from them.

## Our Key Questions:

- What is love?
- What do I do if I feel unhappy or unsafe?
- What makes a family?
- What makes a good friend?
- What is respect?
- How do we stay safe online?
- What do I do if I am worried?
- What is a secret?
- When should I not keep a secret?
- What is cooperation?
- What does healthy mean?
- How do we stay safe in the sun?
- Who helps us stay healthy?
- What is the role of the internet in everyday life?
- Why do we have passwords?

## PHYSICAL HEALTH AND FITNESS

- Value their body and recognise what they can do.
- Begin sport activities they enjoy.

## HEALTHY EATING

- Know how to make simple choices to improve their health and wellbeing.
- Recognise healthy food

## ENVIRONMENT

- Look after the local environment.

## MONEY

- Know where money comes from; how to use money - saving and spending; making choices; keeping track of money spent/saved.

## BASIC FIRST AID

- Know how to contact 999.
- Know about the 'special people' who work in their community and who are responsible for looking after them and protecting them.
- Know what an emergency is.

## CHANGING BODIES

- Name the main parts of the body and make suggestions on what these body parts do.
- Using life cycles to help, know how we physically change as we grow into adulthood.

## HEALTH AND PREVENTION

- Know what an infection is and start to understand that sometimes our body needs help to fight an infection.
- Discuss why sleep is important.
- Explore ways to stay safe in familiar and unfamiliar situations.
- Know how to protect themselves from the sun.
- Begin to understand what food and drink supports dental health.
- With adult support, begin to understand the choices they can make in order to keep themselves healthy.

## DRUGS, ALCOHOL AND TOBACCO

- Begin to understand that medicines can help people to stay healthy.
- Begin to understand that alcohol, nicotine and tobacco links to health and diet.

## PHYSICAL HEALTH AND FITNESS

- With an adult, begin to notice how physical exercise makes them feel and why it is important.
- Know who they can talk to if they are worried about their health.

## HEALTHY EATING

- Begin to know what makes a healthy diet.
- Be encouraged to try new and healthy food.
- Begin to explore the impact unhealthy food has on our bodies.

## RIGHTS AND RESPONSIBILITIES

- Group and class rules; respecting their own and others' needs; groups and communities they being to; people who work in the community; getting help in an emergency.
- Think about how their responsibilities have changed since they were younger.

## FAMILIES AND PEOPLE WHO CARE FOR ME.

- With support, recognise what makes a healthy family life.
- Begin to know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help and advice.
- Begin to understand there are different types of love.
- With support, find out about different types of families.

## ONLINE RELATIONSHIPS.

- Begin to understand that feelings can be hurt from what is said online.
- Hurtful behaviour online includes; teasing, name-calling, bullying and deliberately excluding others which is not acceptable.
- Know who to report bullying online and who to trust when telling.
- Start to recognise that people may behave differently online and may pretend to be someone they are not.

## BEING SAFE

- With support, develop the skills to ask for help when they need it.
- Know where they can get advice from.
- Begin to recognise and report feelings of being unsafe and feeling bad about an adult.
- Know how to ask for help for themselves and others.
- Know how to report concerns or abuse.
- Help children to know who can help them in different situations.



# PSHE/RSE YEAR 2

## CARING FRIENDSHIPS.

- Practice making new friends.
- Begin to explore loneliness/rejection and develop skills to cope.
- With support, able to cope with problems with their friends.
- Begin to know how important friendships are.
- With support, agree rules about bullying.
- With support, practise generating and choosing solutions which can help children to cope with difficult feelings and situations, for themselves and others.
- With support, begin to identify other people's feelings and create solutions to help them.
- Begin to understand empathy.
- With support, children develop strategies to cope with difficulties, and how to have good communication.

## RESPECTFUL RELATIONSHIPS.

- Begin to recognise themselves as part of a group.
- With adult support, recognise who and who not to trust and start to think about how a friendship makes them feel.
- Start to think about respecting others and their differences.
- Begin to recognise importance on manners.
- Start to recognise that they deserve to be given respect.
- With adult support, start to become aware of boundaries they can put in place.
- Start to show recognition that a person's body belongs to them.
- With adult support, understand the difference between appropriate/inappropriate or unsafe physical, and other contact.
- With support, learn how to respond safely and appropriately to all adults.
- Practise being good listeners.
- With support, children learn to say what they want to say.

## INTERNET SAFETY AND HARMS.

- Discuss benefits of the internet.
- Start to remember the basic rules to keep safe online (personal information, privacy) and what to do if something scares them.
- Have discussions around: online friendships and what an online friendship is; different information online and what risks there are when speaking to someone online.
- Discuss why it is important to limit time online.
- Start to look at age restrictions and why they are in place.
- Know who to go to for help if something online makes them feel unhappy.

## MENTAL WELLBEING

- Help children generate coping strategies for difficult situations.
- Help children to learn to cope with disappointment.
- With support, children are able to express worry and ways to cope.
- Celebrate the importance of rest, spending time with family, interests and hobbies in supporting their mental wellbeing.
- Understand how bullying can make a person feel.
- Explore what unique means.
- With support, children identify and talk about their own and others' feelings.
- With support, explore different coping techniques for difficult feelings.
- Children to be given strategies and time to practice how to calm down and ways to find a good solution.
- With adult support, children begin to understand that change us a part of like and begin to explore how we adapt to new circumstances.
- Recognise different types of change.
- Begin to explore different coping strategies to make them feel better in situations they cannot change.
- Recognise what they like/dislike, what is fair/unfair, and what is right/wrong and being to link this to justice and injustice.
- Children begin to develop resilience.

## Our Key Questions:

- What is marriage?
- Why are friends important?
- What do I do if I feel unhappy or uncomfortable in a friendship?
- How do I resolve conflict?
- How do I show respect? Who to respect?
- Should we behave differently online?
- What problems may arise online?
- What boundaries are appropriate?
- What is appropriate and inappropriate contact? (physical within play)
- How do I behave with people I don't know?
- What do I do if I feel unsafe or feeling bad about an adult?
- What is privacy and when not to keep things a secret?
- What makes a good friend?
- How am I unique?
- What are vaccines?



## ENVIRONMENT

- Responsibilities, rights and duties when looking after the environment.
- Recognise how everyday choices impact the environment.

## MONEY

- Enterprise; what it means and developing skills in enterprise.
- Know the difference between need and want.
- Jobs help people earn money to pay for things.

## RIGHTS AND RESPONSIBILITIES

- Being part of the community and who works in the community.
- Identify what they want for their class and to think and talk about working collaboratively.
- Recognise the reason for rules and laws.

## FAMILIES AND PEOPLE WHO CARE FOR ME.

- Recognise what makes a healthy family life.
- Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help and advice.
- Understand there are different types of love.
- Know about different types of families including those different to their own.
- Know about the roles different people play in our lives.

## ONLINE RELATIONSHIPS.

- Understand that feelings can be hurt from what is said online.
- Hurtful behaviour online includes; teasing, name-calling, bullying and deliberately excluding others which is not acceptable.
- Discuss how to report bullying online and who to trust when telling.
- Know that people may behave differently online and may pretend to be someone they are not.

## BEING SAFE

- Recognise when they need help and to develop the skills to ask for help.
- Discuss where they can get advice from.
- Recognise and report feelings of being unsafe and feeling bad about an adult.
- Discuss how to ask for help for themselves and others.
- Discuss how to report concerns or abuse.
- Children to know who can help them in different situations.

## BASIC FIRST AID

- Know how to contact 999 and the information to share.
- Know about and identify the 'special people' who work in their community and who are responsible for looking after and protecting them.
- Identify an emergency.

## CHANGING BODIES

- Consider the way our bodies have change physically since birth up until now.
- Say how we physically change as we grow into adulthood.
- Name the main parts of the body and know the job of these parts.

## HEALTH AND PREVENTION

- Understand that sometimes our body needs help to fight infection. What is the job of our immune system? Why is sleep so important?
- Ways to stay safe in familiar and unfamiliar situations. Know how to protect themselves from the sun. Discuss and debate health and wellbeing issues. Know what food and drink supports dental health.
- Understand the choices they are able to make in order to keep themselves healthy.
- Understand infection can spread.
- Understand how to prevent the spread of infection through personal hygiene.

## DRUGS, ALCOHOL AND TOBACCO

- Know that medicines can help people to stay healthy.
- Recognise that alcohol, nicotine and tobacco impacts health and diet. Know age restrictions.

## PHYSICAL HEALTH AND FITNESS

- Recognise how physical exercise makes them feel and why it is important to do exercise.
- Know who they can talk to if they are worried about their health.

## HEALTHY EATING

- Know what makes a healthy diet and understand nutrition.
- Be encouraged to try new and healthy food.
- Begin to explore the impact unhealthy food has on our bodies.

### Our Key Questions:

- What is marriage?
- Why are friends important?
- What do I do if I feel unhappy or uncomfortable in a friendship?
- How do I resolve conflict?
- How do I show respect? Who to respect?
- Should we behave differently online?
- What problems may arise online?
- What boundaries are appropriate?
- What is appropriate and inappropriate contact? (physical within play)
- How do I behave with people I don't know?
- What do I do if I feel unsafe or feeling bad about an adult?
- What is privacy and when not to keep things a secret?
- What makes a good friend?
- How am I unique?
- What are vaccines? And why do people have them?
- What makes a friend?

## MENTAL WELLBEING

- Support children to cope with loss and see that there are ways to make themselves- and others - feel better.
- Generate coping strategies for difficult situations.
- Show more ability to cope with disappointment independently and seek support when needed.
- Express worries and ways to cope.
- Understand the importance of rest, spending time with family, interest and hobbies in supporting mental wellbeing.
- Recognise the impact bullying has on a person's mental wellbeing. Recognise how we are all unique.
- Identify and talk about their own and others' feelings.
- Coping techniques for difficult feelings.
- Strategies and times to practice how to calm down.
- Recognise what they like/dislike, what is fair/unfair, and what is right/wrong linking to justice/injustice.
- Begin to learn about and be respectful towards LGBTQ+ community.
- \*Understand that changes are a part of life and that we can adapt.
- Recognise different types of changes and strategies to deal with these.
- Practise ways to help them feel better in situations they cannot change. Developing resilience.

# PSHE/RSE YEAR 3

## CARING FRIENDSHIPS.

- Consider the qualities that are important in a friend, and understand what they want from a friendship.
- Given the opportunity to practice making new friends, discussing what went well and what didn't.
- Improve skills for coping with loneliness/rejection.
- Help children cope with problems with their friends.
- Agree rules about bullying and create a class agreement/contract.
- Know how important friendships are in making us feel happy/secure.
- Practise generating and finding solutions which can help children cope with difficult feelings and situations.
- Identify other people's feelings and to generate solutions to help them.
- Children have the opportunity to practice the skills of empathy.
- Develop strategies for coping with difficulties and good communication.

## INTERNET SAFETY AND HARMS.

- Recognise benefits of the internet.
- Know the basic rules to keep safe online (personal information, privacy) and what to do if something scares them.
- Critically consider online friendships and sources of information and be aware of risks associated with people online.
- Know how information and data is shared and used online.
- Recognise that age restrictions are in place to keep them safe.
- Know how to deal with online abuse, bullying, trolling and harassment; knowing who to go to for help.

## RESPECTFUL RELATIONSHIPS.

- Recognise themselves as part of a group.
- Recognise who and who not to trust and start to think about how a friendship makes them feel.
- Recognise the importance of respecting others and their differences.
- Know the importance on manners.
- Recognise that they deserve to be given respect and how to show it.
- Recognise they need to seek permission and give permission in relationships.
- Be aware of boundaries they can put in place.
- Recognise that a person's body belongs to them.
- Understand the difference between appropriate/inappropriate or unsafe physical, and other contact.
- Know how to respond safely and appropriately to all adults.
- Practise being good listeners.
- Children learn to say what they want to say.
- Recognise that marriage represents a formal and legal commitment between two people



## ENVIRONMENT

- Sustainability of the environment across the world.

## MONEY

- Role of money (saving and budgeting); what is meant by interest and loan.

## RIGHTS AND RESPONSIBILITIES

- Appreciate difference and diversity in the UK and around the world.
- Consider their own responsibilities and levels of independence and how these have and will change.
- Identify and describe different customs and traditions from around the world and when entering adulthood.
- Know how rules and laws keep people safe.
- Understand how rules are made and changed.
- Begin to know that everyone has human rights.

## FAMILIES AND PEOPLE WHO CARE FOR ME.

- With support, explore what constitutes a positive, healthy relationship and a relationship that is unhealthy.
- With support, recognise a committed, loving relationship is between two people who willingly agree.
- Be confident in discussing other family set ups to their own in a respectful manner.

## ONLINE RELATIONSHIPS.

- Being aware that people can behave differently online and could be pretending to be someone they are not. Start to show awareness of what these behaviours might be.
- Show awareness of what makes a healthy relationship.
- Introduced to the idea of trolling, cyber-bullying, discrimination, teasing and how this can still occur online and be dealt with.
- Same respect should be shown online as face-to-face.
- With support, start to explore harmful content and potential risks online; and how to report it.

## BEING SAFE



- With support, begin to understand that secrets should not always be kept.
- Begin to recognise what appropriate boundaries can be put in place. Begin to understand personal boundaries and that we have a right to privacy. Know who to talk to.
- With support, begin to understand what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable and how to respond/who to talk to.
- With support, explore strategies to resist unhelpful pressure and who/how to ask for help.
- With support, know how to manage requests for images of themselves or others and who to talk to.
- With support, know how to take care of their body and understand they have the right to protect their body.

## BASIC FIRST AID

- Know, the people who work in their community and who are responsible for looking after/protecting them.
- Know how to make a clear call to emergency services.
- Start to explore who is responsible for risks.
- Understand school rules around health and safety.
- Begin to learn about basic emergency first aid.

## CHANGING BODIES

- Understand some physical changes as humans get older.
- Start to describe the stages of human development.
- Begin to understand what puberty is.
- Show more awareness of changing emotions.
- Understand that emotional/physical changes happen at different rates for different people.
- Consider new aspects of personal hygiene relevant to puberty.

## HEALTH AND PREVENTION

- Discuss health and wellbeing issues.
- Show some understanding that simple hygiene routines can prevent the spread of bacteria and viruses.
- Common infections get better on their own through time.
- Understand what a habit is.
- Identify risks, dangers and hazards. Discuss steps to avoid.
- Know what positively/negatively impacts their physical, mental and emotional health.
- Understand what makes a balanced lifestyle, the concept and make informed choices.
- Recognise peer pressure and begin to highlight different influences on behaviour.
- Know how to use mobile phones safely.
- Recognise importance of good hygiene.
- Know how to protect from the sun and why.
- Understand the importance of good quality sleep and how sleep can impact health, mood and ability to learn.

## DRUGS, ALCOHOL AND TOBACCO

- Understand there are legal and illegal drugs.
- Begin to understand what antibiotics are and that they should only be taken when prescribed.
- Recognise that alcohol, tobacco and energy drinks are commonly available and discuss how they can damage immediate and future health.
- Begin to recognise that some drugs are restricted.
- Show some awareness of a habit and how drugs, alcohol and tobacco can become a habit.
- Be able to recognise drugs we find in our everyday lives.

## PHYSICAL HEALTH AND FITNESS

- Understand benefits of an active lifestyle.
- Begin to understand the importance of building regular exercise into our routines.
- Explore risks of inactive lifestyle.
- Know who to go to to seek support or worried.
- Know who is responsible for keeping them healthy and safe.
- Begin to explore what positively/negatively affects their physical health.
- Explore the link between physical and mental health.

## HEALTHY EATING

- Know what makes a healthy diet and understand nutrition.
- Be able to plan and prepare a healthy meal.
- Develop the skills to make choices about the food and drink they consume.
- Awareness of the characteristics of a poor diet and the risks associated with this.
- Discuss situations where making healthy choices can be challenging.
- Show awareness of where they can go to get support.

## Our Key Questions:

- What is marriage?
- What do I do if I feel unhappy or unsafe in family relationships?
- What do I do if I feel unhappy or unsafe in a friendship and how do I resolve conflict?
- What is self-respect?
- What are stereotypes?
- Why do we need to seek permission and give permission in relationships?
- How is information and data shared online?
- What are the risks with online friendships? How do we stay safe with this?
- What is privacy and when not to keep things a secret?
- What do I do when I want to report a concern?
- Where can I get advice?
- What is a dare?
- What is a drug?
- What is anti-social behaviour?

# PSHE/RSE YEAR 4

## CARING FRIENDSHIPS.

- With support, Develop coping strategies to improve a situation or help themselves/others feel better.
- Develop and practise strategies for coping with rejection/disappointment.
- Identify and practise different coping skills in situations that involve disputes and conflict.
- Develop the skills needed to maintain positive relationships.
- Begin to give helpful feedback and support to others.
- Develop a clearer understanding of injustice and discover coping skills for dealing with these situations.
- Discover how they can help a friend deal with loss or grief.
- Start to understand how other people can help them in difficult situations.
- Begin to know how to offer, ask for and accept help.
- Strategies to be able to cope and not hurt others.
- Ideas on how to make and keep a friend.
- Begin to show an understanding of nurturing and that friendships need to be nurtured to be strong.

## INTERNET SAFETY AND HARMS.

- Recognise the images we see on the internet and in media may not be true.
- Know online rules to follow.
- Show awareness of appropriate and inappropriate photographs to share online.
- Be taught how to respond to an image being shared that is inappropriate and if someone is asking for inappropriate photographs.
- Begin to show an understanding of what could happen if the online rules are not followed.
- Begin to understand the importance of reporting something and how.
- Show some awareness that images sent or shared can be saved and sent to many people.

## RESPECTFUL RELATIONSHIPS.

- With support, begin to identify, appreciate and value their differences and similarities.
- Start to identify ways to react to bullying and, together, be able to prevent situations involving bullying.
- Explore what bullying is and what we do about bullying.
- Different types of bullying.
- Explore meaning of stereotype.
- Understand personal boundaries and the right to privacy.
- Learn about and be respectful towards LGBTQ+ community.
- Recognise different types of relationships.
- Discuss what willing marriage is.
- See how the consequences of their actions can impact others.
- Listen to others and with support raise concerns and challenge points of view.
- Show how they can work together as a team.

## MENTAL WELLBEING

- With support, Identify, name and talk about their own emotions, and understand that we can sometimes feel different emotions at the same time and the may be contradictory.
- Identify and communicate our recognition of emotions that someone else is feeling.
- In frustrating situations or in situations we do not get our own way, begin to identify our reactions to these and develop coping strategies.
- Develop an understanding around consequences of change, our reactions to change, and learn coping strategies to deal with it.
- Understanding between the differences within situations we can change and those we cannot.
- Identify our reactions to death and learn strategies to cope with it.
- Identify stress and start to explore how it feels inside, and identify coping skills for dealing with it.
- Identify our feelings in unfair/unjust situations and recognise our coping skills in these situations and learn new ones.
- Develop strategies for feeling better within ourselves.
- Begin to understand that we need to look after our mind.
- Identify our own achievements and strengths to start thinking about goals in the future.
- Increased resilience.



### ENVIRONMENT

Different rights; responsibilities and duties.  
How resources are allocated and the effect this has.

- Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management; that people pay tax.
- What does enterprise mean for work and society?

### RIGHTS AND RESPONSIBILITIES

- Human rights of a child; cultural practices and British Law. Being part of a community.
- Importance of human rights and about UN declaration.
- Identify that human right laws take precedence over any other laws or behaviours.
- Recognise that there are organisations and charities who work toward ensuring the rights of people are upheld.
- appreciate the range of national, regional, religious and ethnic identities of people living in the UK.
- Recognise the lives, values and customs of people around the world.
- Critical of what is in the media.

### FAMILIES AND PEOPLE WHO CARE FOR ME.

- Be aware of what constitutes a positive, healthy relationship and a relationship that is unhealthy.
- Recognise committed, loving relationships is between two people who willingly agree.
- Be confident in discussing other family set ups to their own.

### ONLINE RELATIONSHIPS.

- Being aware that people can behave differently online and could be pretending to be someone they are not. Start to show awareness of what these behaviours might be.
- Being aware of what makes a healthy relationship.
- Show some understanding of trolling, cyber-bullying, discrimination, teasing and how this can still occur online and be dealt with.
- Same respect should be shown online as face-to-face.
- Recognise risk and harmful content and potential risks online; and how to report it.

### BEING SAFE

- Understand that secrets should not always be kept.
- Recognise what appropriate boundaries can be put in place. Understand personal boundaries and that we have a right to privacy. Know who to talk to.
- Judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable and how to respond/who to talk to.
- Know strategies to resist unhelpful pressure and who/how to ask for help.
- Know how to manage requests for images of themselves or others and who to talk to.
- Know how to take care of their body and understand they have the right to protect their body.
- Identify and practise different coping skills in situations that involve disputes and conflict and outcomes of conflict.
- Demonstrate skills to maintain positive relationships.
- Give helpful feedback and support to others.
- Identify out emotions when dealing with injustice and develop coping skills.
- Learn how they can help a friend deal with loss or grief.
- Begin to recognise and manage dares.
- Understand how other people can help them in difficult situations.
- Know how to offer, ask for and accept help.
- Strategies to be able to cope and not hurt others.
- Ideas on how to make and keep a friend.
- Understand of nurturing and that friendships need to be nurtured to be strong.
- Develop coping strategies to improve a situation or help themselves/others feel better.
- Develop and practise strategies with rejection and disappointment.

### MONEY

- Know, the people who work in their community and who are responsible for looking after/protecting them. Explain roles in more detail.
- Know how to make a clear/efficient call to emergency services.
- Know who is responsible for risks.
- Understand school rules around health and safety and explain why they are in place.
- Know basic emergency first aid.

### BASIC FIRST AID

- Describe stages of human development, including prenatal. What is puberty?
- Know and understand physical changes that take place during puberty and why they happen.
- Recognise their own changing emotions and able to express these feelings.
- Emotional as well as physical changes happen at different rates for different people.
- Consider new aspects of personal hygiene relevant to puberty.
- Understand genetic inheritance.
- Know the key facts of the menstrual cycle and why it happens.
- Begin to know about menstrual wellbeing.

### CHANGING BODIES

### HEALTH AND PREVENTION

- Discuss and debate health and wellbeing issues.
- Know that simple hygiene routines can prevent the spread of bacteria and viruses.
- Common infections get better on their own through time and how.
- Understand what a habit is and how they impact life.
- Identify and predict risks, dangers and hazards. Discuss steps to avoid.
- Know what positively/negatively impacts their physical, mental and emotional health.
- Know what makes a balanced lifestyle, the concept and make informed choices.
- Recognise peer pressure and begin to highlight different influences on behaviour.
- Know how to use mobile phones safely and how a mobile can affect them.
- Recognise importance of good hygiene.
- Know how to protect from the sun and why.
- Highlight the importance of good quality sleep and how sleep can impact health, mood and ability to learn.

## PSHE/RSE YEAR 5

### CARING FRIENDSHIPS.

### INTERNET SAFETY AND HARMS.

- Recognise the images we see on the internet and in media may not be true and how this can make someone feel.
- Know online rules to follow.
- Know appropriate an inappropriate photographs to share online.
- How to respond to an image being shared that is inappropriate and if someone is asking for inappropriate photographs and if someone asks.
- What could happen if the online rules are not followed?
- Explain importance of reporting something and how.
- Recognise that images sent/shared can be saved and sent to many people.
- Explore why the media may change images before presenting them.

### RESPECTFUL RELATIONSHIPS

- With growing confidence, identify, appreciate and value their differences and similarities.
- Identify ways to react to bullying and, together, be able to prevent situations involving bullying.
- Explore what bullying is and what we do about bullying.
- Different types of bullying.
- Understand, and with support, explain what prejudice, discrimination and stereotypes are. And how this affects people.
- Explore gender based stereotypes.
- Notice negative pressures and how to deal with this.
- Understand personal boundaries and the right to privacy.
- Learn about and be respectful towards LGBTQ+ community and the correct use of terminology.
- Recognise different types of relationships.
- Recognise the difference between arranged and forced marriage.
- See how the consequences of their actions can impact others.
- Listen to others and raise concerns and challenge points of view.
- Work collaboratively towards a shared goal.

### DRUGS, ALCOHOL AND TOBACCO

### PHYSICAL HEALTH AND FITNESS

- Understand benefits of an active lifestyle.
- Understand the importance of building regular exercise into our routines and how.
- Know risks of inactive lifestyle.
- Know who to go to to seek support or worried.
- Know who is responsible for keeping them healthy and safe.
- Know what positively/negatively affects their physical health.
- Explore the link between physical and mental health.

### HEALTHY EATING

- Know what makes a healthy diet and understand nutrition/calories and discuss.
- Plan and prepare a healthy meal with little food waste.
- Develop the skills to make choices about the food and drink they consume.
- Awareness of the characteristics of a poor diet and the risks associated with this.
- Discuss situations where making healthy choices can be challenging.
- Show awareness of where they can go to get support.

- Understand there are legal and illegal drugs.
- Begin to understand what antibiotics are and that they should only be taken when prescribed.
- Recognise that alcohol, tobacco and energy drinks are commonly available and discuss how they can damage immediate and future health.
- Begin to recognise that some drugs are restricted.
- Show some awareness of a habit and how drugs, alcohol and tobacco can become a habit.
- Be able to recognise drugs we find in our everyday lives.

### Our Key Questions:

- What is marriage?
- What do I do if I feel unhappy or unsafe in family relationships?
- What do I do if I feel unhappy or unsafe in a friendship and how do I resolve conflict?
- What is self-respect?
- What are stereotypes?
- Why do we need to seek permission and give permission in relationships?
- How is information and data shared online?
- What are the risks with online friendships? How do we stay safe with this?
- What is privacy and when not to keep things a secret?
- What do I do when I want to report a concern?
- Where can I get advice?
- What is a dare?
- What is a drug?
- What is anti-social behaviour?

### MENTAL WELLBEING

- Identify, name and talk about their own emotions, and understand that we can sometimes feel different emotions at the same time.
- Identify and communicate our recognition of emotions that someone else is feeling.
- Acknowledge that a person can feel more than one emotion and they may be contradictory.
- Identify our reactions and coping skills to frustrating situations.
- Explore consequences of change, our reactions to change, and learn coping strategies to deal with it.
- Understand the differences within situations we can change and those we cannot.
- Identify our reactions to death and learn strategies to cope with it.
- Identify stress and start to explore how it feels inside, and coping skills for dealing with it.
- Identify our feelings in unfair/unjust situations and recognise our coping skills in these situations and learn new ones. - ourselves and in the world.
- Talk about strategies for feeling better within ourselves.
- Understand that we need to look after our mind just as much as our body.
- Identify our own achievements and strengths to start thinking about goals in the future.
- Increased resilience in a more independent way.



**ENVIRONMENT**

- Their rights; roles and responsibilities in protecting the environment.
- Sustainability of environment across the world.
- How resources are allocated; effect of this.

**MONEY**

- Setting up an enterprise.
- How finance plays an important role in people's lives.
- What is a critical consumer and how to be one?
- Using and understanding terminology around money.
- Understand why people pay taxes.
- Know about different ways people train for jobs.

**BASIC FIRST AID**

- Know, the people who work in their community and who are responsible for looking after/protecting them. Explain roles in more detail.
- Know how to make a clear/efficient call to emergency services.
- Know who is responsible for risks.
- Understand school rules around health and safety and explain why they are in place.
- Know basic emergency first aid.

**CHANGING BODIES**

- Describe stages of human development, including prenatal.
- What is puberty?
- Explain the physical changes that take place during puberty and why they happen.
- Recognise their own changing emotions and able to express these feelings.
- Emotional as well as physical changes happen at different rates for different people.
- Consider new aspects of personal hygiene relevant to puberty.
- Understand genetic inheritance.
- Understand the male and female reproductive organs using scientific language.
- Know the key facts of the menstrual cycle and why it happens.
- Begin to know about menstrual wellbeing.

**HEALTH AND PREVENTION**

- Discuss and debate health and wellbeing issues.
- Know that simple hygiene routines can prevent the spread of bacteria and viruses.
- Common infections get better on their own through time and how.
- Understand what a habit is and how they impact life.
- Identify and predict risks, dangers and hazards. Discuss steps to avoid.
- Know what positively/negatively impacts their physical, mental and emotional health.
- Know what makes a balanced lifestyle, the concept and make informed choices.
- Recognise peer pressure and begin to highlight different influences on behaviour.
- Know how to use mobile phones safely and how a mobile can affect them.
- Recognise importance of good hygiene.
- Know how to protect from the sun and why.
- Highlight the importance of good quality sleep and how sleep can impact health, mood and ability to learn.

**DRUGS, ALCOHOL AND TOBACCO**

- Explain what laws there are relating to drugs.
- Explain what risks are associated with legal and illegal drugs.
- Explain what antibiotics are and how they should be taken.
- Why, how and which, commonly available substances and drugs can damage their immediate and future health and safety.
- Suggest which drugs are restricted and illegal to; own, use and give to others.
- How drugs alcohol and tobacco can become habit and how changing habits can be hard for people.
- what drugs do we find in our everyday lives.

**PHYSICAL HEALTH AND FITNESS**

- Explain benefits of an active lifestyle.
- Understand the importance of building regular exercise into our routines.
- Explain and know the risks of inactive lifestyle.
- Know who to go to to seek support or worried.
- Explain what positively/negatively affects their physical health.
- Explain the link between physical and mental health.

**HUMAN RIGHTS AND BRITISH LAW**

- Human rights of a child; cultural practices and British Law.
- Being part of a community.
- Importance of human rights and about UN declaration.
- Identify that human right laws take precedence over any other laws or behaviours.
- Recognise that there are organisations and charities who work toward ensuring the rights of people are upheld.
- Appreciate the range of national, regional, religious and ethnic identities of people living in the UK.
- Recognise the lives, values and customs of people around the world.
- Critical of what is in the media.
- Research, discuss and debate topical issues.
- How to handle, challenge and respond to anti-social or aggressive behaviour.
- How responsibilities can be different.
- Resolve difference.

**RIGHTS AND RESPONSIBILITIES**

**FAMILIES AND PEOPLE WHO CARE FOR ME.**

- Know what constitutes a positive, healthy relationship and a relationship that is unhealthy.
- Know what a civil partnership is.
- Recognise committed, loving relationships is between two people who willingly agree.

**ONLINE RELATIONSHIPS.**

- Being aware that people can behave differently online and could be pretending to be someone they are not. Know what these behaviours might be.
- Show awareness of what makes a healthy relationship.
- Know what trolling, cyber-bullying, discrimination, teasing and how this can still occur online and be dealt with.
- Same respect should be shown online as face-to-face.
- Recognise harmful content and potential risks online; and how to report it.

**BEING SAFE**

- Know that secrets should not always be kept.
- Know what appropriate boundaries can be put in place. Begin to understand personal boundaries and that we have a right to privacy. Know who to talk to.
- Know what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable and how to respond/who to talk to.
- Suggest strategies to resist unhelpful pressure and who/how to ask for help.
- Know how to manage requests for images of themselves or others and who to talk to.
- Know how to take care of their body and understand they have the right to protect their body.

- Inform and practise different coping skills in situations that involve disputes and conflict with the aim of leaving the situation with a win/win.
- Suggest coping strategies to improve a situation or help themselves/others feel better.
- Demonstrate the skills needed to maintain positive relationships.
- Recognise when others need support and act appropriately to this; providing helpful feedback and support to others.
- Identify own emotions when dealing with injustice and use coping skills for dealing with these situations.
- Know how they can help a friend deal with loss or grief.
- Recognise and manage dares.
- Know how other people can help them in difficult situations.
- Begin to know how to offer, ask for and accept help.
- Discuss own ideas on how to make and keep friends.
- Strategies to be able to cope and not hurt others.
- Ideas on how to make and keep a friend.
- Understand that friendships need nurturing and suggest ways in how to do this.

**CARING FRIENDSHIPS.**

**RESPECTFUL RELATIONSHIPS**

- Identify, appreciate and value their differences and similarities.
- Know and suggest ways to react to bullying and, together, be able to prevent situations involving bullying.
- Know what bullying is and what we do about bullying.
- Different types of bullying.
- Challenge gender based stereotypes.
- Explain what prejudice and discrimination is. Explain and identify how this affects people.
- Notice negative pressures and how to deal with this.
- Understand personal boundaries and the right to privacy.
- Understand and be respectful towards LGBTQ+ community - using correct terminology.
- Recognise different types of relationships.
- Recognise the difference between arranged and forced marriage.
- Consequences of their actions can impact others.
- Listen to others and raise concerns and challenge points of view.
- Work collaboratively.

**PSHE/RSE YEAR 6**

**INTERNET SAFETY AND HARMS.**

- Recognise the images we see on the internet and in media may not be true and how this can make someone feel.
- Explain online rules to follow.
- Know and explain what appropriate and inappropriate photographs are and what to share online.
- Know how to respond to an image being shared that is inappropriate and if someone is asking for inappropriate photographs and explain how to respond.
- Know what could happen if the online rules are not followed.
- Explain the importance of reporting something and how.
- Recognise that images sent or shared can be saved and sent to many people.
- Discuss and explain why the media may change images before presenting them.

- Have strategies to cope with high school transition.
- Identify, name and talk about their own emotions, and understand that we can sometimes feel different emotions at the same time and the may be contradictory.
- Identify and communicate our recognition of emotions that someone else is feeling.
- In frustrating situations or in situations we do not get our own way, begin to identify our reactions to these and develop coping strategies.
- Explain the consequences of change, our reactions to change, and learn coping strategies to deal with it.
- Understanding between the differences within situations we can change and those we cannot.
- Identify our reactions to death and learn strategies to cope with it.
- Identify stress and start to explore how it feels inside, and identify coping skills for dealing with it.
- Identify our feelings in unfair/unjust situations and recognise our coping skills in these situations and learn new ones.
- Suggest strategies for feeling better within ourselves.
- Understand that we need to look after our mind.
- Identify our own achievements and strengths to start thinking about goals in the future.

**MENTAL WELLBEING**

Increased resilience with independence. Suggest how we can look after our mind

**Our Key Questions:**

- What is marriage?
- What do I do if I feel unhappy or unsafe in family relationships?
- What do I do if I feel unhappy or unsafe in a friendship and how do I resolve conflict?
- What is self-respect?
- What are stereotypes?
- Why do we need to seek permission and give permission in relationships?
- How is information and data shared online?
- What are the risks with online friendships? How do we stay safe with this?
- What is privacy and when not to keep things a secret?
- What do I do when I want to report a concern?
- Where can I get advice?
- What is a dare?
- What is a drug?
- What is anti-social behaviour?

**HEALTHY EATING**

- Know what makes a healthy diet and understand nutrition/calories and discuss sensitively.
- Plan and prepare a healthy meal with little food waste.
- Have the skills to make choices about the food and drink they consume.
- Be aware of the characteristics of a poor diet and the risks associated with this and other behaviours.
- Suggest situations where making healthy choices can be challenging.
- Know where they can go to get support.