



**Through our Christian Values -
Friendship, Compassion, Trust
and Respect:**

**We Encourage, Build & Hope
together...no one left behind.**

Based on 1 Thessalonians 5-11



PSHE Curriculum Map

PSHE Curriculum Whole School Overview:

		Relationships			Health and Wellbeing				Living in the wider world		
Phase	Year	Families and friendships	Safe relationships	Respecting ourselves and others	Physical health and Mental Wellbeing	Growing and changing	Keeping safe	Yearly	Belonging to a community	Media Literacy and digital resilience	Money and work
EYFS	Each year	Building relationships with people around us.	Form positive attachments with friends and trusted adults.	Show our Christian Values. Follow simple instructions the first time.	Understand what feelings are and begin to regulate them.	Develop gross and fine motor skills. Recognise parts of our body.	Negotiate our environment. Know the difference between right and wrong.	<u>N/A</u>	Know some similarities and differences between religion. People around them.	Recognise technology in school and at home and what their purpose is.	Begin to use everyday language related to money. People who help us.
KS1	A	Roles of different people. Different families and feeling cared for.	Recognising privacy and staying safe. Seeking consent.	How our behaviour affects others. Being polite and respectful.	Keeping healthy. Food and exercise. Hygiene routines. Sun safety.	Recognising what makes us unique and special. managing feelings and when things go wrong.	How rules and age restrictions keep us safe. Online safety.	<u>Year 2</u> Growing older. Naming body parts (including scientific names of private areas).	What rules are. Caring for others' needs. Looking after the environment.	Using the internet and digital devices. Communicating safely online.	Strengths and interests. Jobs in the community.
	B	Making friends. Feeling lonely and getting help.	Managing secrets. Resisting pressure and getting help. Recognising hurtful behaviour.	Recognising things in common and differences. Playing and working cooperatively. Sharing opinions.	Why sleep is important. Medicines and keeping healthy. Keeping our teeth healthy. Managing feelings and asking for help.	Changes: moving class or year.	Safety in different environments. Spotting risks and being safe at home. What emergencies are.		Belonging to a group. Roles and responsibilities. Being the same and different in the community.	The internet in everyday life. Online content and information.	What money is. Needs and wants - link to spending. Looking after money.
LKS2	A	What makes a family. Features of family life.	Personal boundaries. Safely responding to others. The impact of hurtful behaviour.	Recognising respectful behaviour. The importance of self-respect. Courtesy and being polite.	Health choices and habits. What affects feelings - expressing feelings appropriately.	Personal strengths and achievements. Managing and reframing setbacks.	Risks and hazards. Safety in the local environment and unfamiliar places.	<u>Year 4</u> Physical and emotional changes in puberty. External genitalia. Personal hygiene routines. Support with puberty.	The value of rules and laws. Rights, freedoms and responsibilities.	How the internet is used. Assessing information online.	Different jobs and skills. Job stereotypes. Setting personal goals.
	B	Positive friendships, including online.	Responding to hurtful behaviour. Managing confidentiality. Recognising risks online.	Respecting differences and similarities. Discussing difference sensitively.	Maintaining a balanced lifestyle. Oral hygiene and dental care.	Personal hygiene and the importance of looking after our bodies.	Medicines and household products. Drugs common to everyday life.		What makes a community. Shared responsibilities.	How data is shared and used.	Making decisions about money. Using and keeping money safe.
UKS2	A	Managing friendships and peer influences.	Physical contact and feeling safe.	Responding respectfully to a wide range of people. Recognising prejudice and discrimination.	Healthy sleep habits. Sun safety. Medicines, vaccinations, immunisations and allergies.	Personal identity. Recognising individuality and different qualities. Mental wellbeing.	Keeping safe in different situations, including: responding in emergencies, first aid and FGM.	<u>Year 6</u> Human reproduction and birth.	Protecting the environment. Showing compassion towards others.	How information online is targeted. Different media types, their role and impact.	Identifying job interests and aspirations. What influences career choices. Workplace stereotypes.
	B	Attraction to others. Romantic relationships - civil partnership and marriage.	Recognising and managing pressure. Consent in different situations.	Expressing opinions and respecting other points of view, including discussing topical issues.	What affects mental health and ways to take care of it. Managing change, loss and bereavement. Managing time online.	increasing independence. Managing transitional periods.	Keeping personal information safe. Regulations and choices. Drug use and the law. Drug use and the media.		Valuing diversity. Challenging discrimination and stereotypes.	Evaluating media sources. Sharing things online.	Influences and attitudes to money. Money and financial risks.

Year A: Relationships Coverage

Phase	Families and friendships	Safe relationships	Respecting ourselves and others
EYFS	<p><u>Families and friendships:</u></p> <ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	<p><u>Safe relationships:</u></p> <ul style="list-style-type: none"> • Form positive attachments to adults and friendships with peers. • Work and play cooperatively and take turns with others. 	<p><u>Respecting ourselves and others:</u></p> <ul style="list-style-type: none"> • Show sensitivity to their own and to others' needs. • 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. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
KS1	<p><u>Families and friendships:</u> <u>Roles of different people. Different families and feeling cared for.</u></p> <ul style="list-style-type: none"> • People who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers. • The role these different people play in children's lives and how they care for them. • What it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • The importance of telling someone, and how to tell them, if they are worried about something in their family. 	<p><u>Safe relationships:</u> <u>Recognising privacy and staying safe. Seeking consent.</u></p> <ul style="list-style-type: none"> • Situations when someone's body or feelings might be hurt and whom to go to for help. • What it means to keep something private, including parts of the body that are private. • Identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches). • How to respond if being touched makes them feel uncomfortable or unsafe. • When it is important to ask for consent to touch others. • How to ask for and give/not give consent. 	<p><u>Respecting ourselves and others:</u> <u>How our behaviour affects others. Being polite and respectful.</u></p> <ul style="list-style-type: none"> • What kind and unkind behaviour mean in and out of school. • How kind and unkind behaviour can make people feel. • What respect means. • What class rules are and why we have them. • How to be polite towards others, sharing and taking turns.
LKS2	<p><u>Families and friendships:</u> <u>What makes a family. Features of family life.</u></p> <ul style="list-style-type: none"> • Recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents. • Know that being part of a family provides support, stability and love. • Identify the positive aspects of being part of a family, such as spending time together and caring for each other. • Understand the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty. • Identify if/when something in a family might make someone upset or worried. • Know what to do and whom to tell if family relationships are making them feel unhappy or unsafe. 	<p><u>Safe relationships:</u> <u>Personal boundaries. Safely responding to others. The impact of hurtful behaviour.</u></p> <ul style="list-style-type: none"> • What is appropriate to share with friends, classmates, family and wider social groups including online. • Know what privacy and personal boundaries are, including online. • Know when and how to give or not give consent. • Recognise basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision. • Understand that bullying and hurtful behaviour is unacceptable in any situation. • Identify the effects and consequences of bullying for the people involved. • Recognise bullying online, and the similarities and differences to face-to-face bullying. • Know what to do and whom to tell if they see or experience bullying or hurtful behaviour. 	<p><u>Respecting ourselves and others:</u> <u>Recognising respectful behaviour. The importance of self-respect. Courtesy and being polite.</u></p> <ul style="list-style-type: none"> • Recognise respectful behaviours e.g. helping or including others, being responsible, etc. • How to model respectful behaviour in different situations e.g. at home, at school, online. • Understand the importance of self-respect and their right to be treated respectfully by others. • Know what it means to treat others, and be treated, politely • Recognise the ways in which people show respect and courtesy in different cultures and in wider society.
UKS2	<p><u>Families and friendships:</u> <u>Managing friendships and peer influences.</u></p> <ul style="list-style-type: none"> • Know what makes a healthy friendship and how they make people feel included. • Identify strategies to help someone feel included. • Recognise peer influence and how it can make people feel or behave. • Explain the impact of peer approval in different situations, including online • Identify strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication. • Know that it is common for friendships to experience challenges. • Identify strategies to positively resolve disputes and reconcile differences in friendships. 	<p><u>Safe relationships:</u> <u>Physical contact and feeling safe.</u></p> <ul style="list-style-type: none"> • Identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations. • Know how to ask for, give and not give consent for physical contact. • Recognise how it feels in a person's mind and body when they are uncomfortable. • Recognise that it is never someone's fault if they have experienced unacceptable contact. • Know how to respond to unwanted or unacceptable physical contact. • Understand that no one should ask them to keep a secret that feels uncomfortable or persuade them to keep a secret they are worried about. • Identify whom to tell if they are concerned about unwanted physical 	<p><u>Respecting ourselves and others:</u> <u>Responding respectfully to a wide range of people. Recognising prejudice and discrimination.</u></p> <ul style="list-style-type: none"> • Recognise that everyone should be treated equally. • Know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. • Understand what discrimination means and different types of discrimination e.g. racism, sexism, homophobia, ableism, transphobia, etc. • Identify online bullying and discrimination of groups or individuals e.g. trolling and harassment.

	<ul style="list-style-type: none">• Understand that friendships can change over time and the benefits of having new and different types of friends.• Know how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable.• Identify when and how to seek support in relation to friendships.	contact.	
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Year B: Relationships Coverage

Phase	Families and friendships	Safe relationships	Respecting ourselves and others
EYFS	<p><u>Families and friendships:</u></p> <ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	<p><u>Safe relationships:</u></p> <ul style="list-style-type: none"> • Form positive attachments to adults and friendships with peers. • Work and play cooperatively and take turns with others. 	<p><u>Respecting ourselves and others:</u></p> <ul style="list-style-type: none"> • Show sensitivity to their own and to others' needs. • 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. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
KS1	<p><u>Families and friendships:</u> <u>Making friends. Feeling lonely and getting help.</u></p> <ul style="list-style-type: none"> • Know how to be a good friend, e.g. kindness, listening, honesty. • Recognise different ways that people meet and make friends. • Identify strategies for positive play with friends, e.g. joining in, including others, etc. • Know what can cause arguments between friends. • Understand how to positively resolve arguments between friends. • Recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else. 	<p><u>Safe relationships:</u> <u>Managing secrets. Resisting pressure and getting help. Recognising hurtful behaviour.</u></p> <ul style="list-style-type: none"> • How to ask for and give/not give consent. • Recognise hurtful behaviour, including online. • Know what to do and whom to tell if they see or experience hurtful behaviour, including online. • What bullying is and different types of bullying. • Know how someone may feel if they are being bullied. • Recognise the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help. • Understand how to resist pressure to do something that feels uncomfortable or unsafe. • Know how to ask for help if they feel unsafe or worried and what vocabulary to use. 	<p><u>Respecting ourselves and others:</u> <u>Recognising things in common and differences. Playing and working cooperatively. Sharing opinions.</u></p> <ul style="list-style-type: none"> • Identify some of the protected characteristics and why they are protected. • Identify the things they have in common with their friends, classmates, and other people. • Understand that friends can have both similarities and differences. • Know how to play and work cooperatively in different groups and situations. • Know how to share their ideas and listen to others, take part in discussions, and give reasons for their views.
LKS2	<p><u>Families and friendships:</u> <u>Positive friendships, including online.</u></p> <ul style="list-style-type: none"> • Identify people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers. • Recognise the role these different people play in children's lives and how they care for them. • Understand what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • Recognise the importance of telling someone — and how to tell them — if they are worried about something in their family. 	<p><u>Safe relationships:</u> <u>Responding to hurtful behaviour. Managing confidentiality. Recognising risks online.</u></p> <ul style="list-style-type: none"> • Differentiate between playful teasing, hurtful behaviour and bullying, including online. • Know how to respond if they witness or experience hurtful behaviour or bullying, including online. • Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable. • Know how to manage pressures associated with dares. • Understand when it is right to keep or break a confidence or share a secret. • Know when and how to give or not give consent. • Recognise risks online such as harmful content or contact. • Understand how people may behave differently online including pretending to be someone they are not. • Know how to report concerns and seek help if they are worried about someone's behaviour, including online. 	<p><u>Respecting ourselves and others:</u> <u>Respecting differences and similarities. Discussing difference sensitively.</u></p> <ul style="list-style-type: none"> • Identify the protected characteristics and why these matter in society. • Celebrate differences between people such as gender, race or faith. • Recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations. • Understand the importance of respecting the differences and similarities between people. • Identify appropriate vocabulary to sensitively discuss difference and know how to include everyone.
UKS2	<p><u>Families and friendships:</u> <u>Attraction to others. Romantic relationships - civil partnership and marriage.</u></p> <ul style="list-style-type: none"> • Understand what it means to be attracted to someone and different kinds of loving relationships. • Recognise that people who love each other can be of any gender, ethnicity or faith. • Understand the difference between gender identity and sexual orientation 	<p><u>Safe relationships:</u> <u>Recognising and managing pressure. Consent in different situations.</u></p> <ul style="list-style-type: none"> • Compare the features of a healthy and unhealthy friendship. • Understand the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong. • Identify strategies to respond to pressure from friends including online. • Know how to assess the risk of different online 'challenges' and 'dares'. 	<p><u>Respecting ourselves and others:</u> <u>Expressing opinions and respecting other points of view, including discussing topical issues.</u></p> <ul style="list-style-type: none"> • Recognise how society has adapted to support protected characteristics. • Recognise the link between values and behaviour and how to be a positive role model. • Know how to discuss issues respectfully. • Understand how to listen to and respect other points of view.

	<p>and everyone's right to be loved.</p> <ul style="list-style-type: none">• Recognise the qualities of healthy relationships that help people flourish.• Identify ways in which couples show their love and commitment to one another, including those who are not married or who live apart.• Know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults.• Understand that people have the right to choose whom they marry or whether to get married.• Know that to force anyone into marriage is illegal.• Recognise how and where to report forced marriage or ask for help if they are worried.	<ul style="list-style-type: none">• Recognise how and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable.• Know how to get advice and report concerns about personal safety, including online.• Understand what consent means and how to seek and give/not give permission in different situations.	<ul style="list-style-type: none">• Recognise how to constructively challenge points of view they disagree with.• Understand ways to participate effectively in discussions online and manage conflict or disagreements.
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Health and Wellbeing Annual Coverage

Growing and Changing (annual coverage)	
KS1 Year 2	<ul style="list-style-type: none"> • Know about the human life cycle and how people grow from young to old. • Recognise how our needs and bodies change as we grow up. • Identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).
LKS2 Year 4	<ul style="list-style-type: none"> • Understand how to identify external genitalia and reproductive organs. • Know about the physical and emotional changes during puberty. • Understand key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams. • Develop strategies to manage the changes during puberty including menstruation. • Recognise the importance of personal hygiene routines during puberty including washing regularly and using deodorant. • Know how to discuss the challenges of puberty with a trusted adult. • Know how to get information, help and advice about puberty.
UKS2 Year 6	<ul style="list-style-type: none"> • Identify the links between love, committed relationships and conception. • Understand what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults. • Understand how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb. • Recognise that pregnancy can be prevented with contraception. • Know about the responsibilities of being a parent or carer and how having a baby changes someone's life.

Year A: Health and Wellbeing Coverage

Phase	Physical Health and Mental Wellbeing	Growing and Changing	Keeping Safe
EYFS	<p><u>Physical Health and Mental Wellbeing:</u></p> <ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p><u>Growing and Changing:</u></p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. 	<p><u>Keeping Safe:</u></p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Explain the reasons for rules, know right from wrong and try to behave accordingly.
KS1	<p><u>Physical Health and Mental Wellbeing:</u> <u>Keeping healthy. Food and exercise. Hygiene routines. Sun safety.</u></p> <ul style="list-style-type: none"> • Know what it means to be healthy and why it is important. • Identify ways to take care of themselves on a daily basis. • Recognise basic hygiene routines, e.g. hand washing. • Understand how physical activity keeps people healthy. • Identify healthy and unhealthy foods (e.g. sugar intake). • Identify people who can help us to stay healthy (parents, doctors, nurses, dentists). • Understand how to keep safe in the sun. • Identify different types of play, including indoor, outdoor and screen-based play. 	<p><u>Growing and Changing:</u> <u>Recognising what makes us unique and special. Managing feelings and when things go wrong.</u></p> <ul style="list-style-type: none"> • Recognise what makes us special and unique including our likes, dislikes and what we are good at. • Know how to manage challenges and whom to tell when finding things difficult, or when things go wrong. • Understand that we are the same and different to others. • Identify different kinds of feelings. • Know how to recognise feelings in ourselves and others. • Understand how feelings can affect how people behave. 	<p><u>Keeping Safe:</u> <u>How rules and age restrictions keep us safe. Online safety.</u></p> <ul style="list-style-type: none"> • Understand how rules can help to keep us safe. • Know why some things have age restrictions (e.g. toys, games, films, play areas). • Understand basic rules for keeping safe online. • Know who to tell if you see something online that makes you feel unhappy, worried or scared.
LKS2	<p><u>Physical Health and Mental Wellbeing:</u> <u>Health choices and habits. What affects feelings - expressing feelings appropriately.</u></p> <ul style="list-style-type: none"> • Recognise that choices people make can affect their health. 	<p><u>Growing and Changing:</u> <u>Personal strengths and achievements. Managing and reframing setbacks.</u></p> <ul style="list-style-type: none"> • Understand that everyone is an individual and has unique and valuable 	<p><u>Keeping Safe:</u> <u>Risks and hazards. Safety in the local environment and unfamiliar places.</u></p> <ul style="list-style-type: none"> • Identify typical hazards at home and in school.

	<ul style="list-style-type: none"> • Identify healthy and unhealthy choices (e.g. food, exercise, sleep). • Explain what can help people to make healthy choices and what might negatively influence them. • Understand what habits are and that they can be maintained, changed or stopped. • Recognise the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle. • Understand what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally. • Realise that regular exercise such as walking or cycling has positive benefits for their mental and physical health. • Understand the things that affect feelings both positively and negatively • Develop strategies to identify and talk about their feelings. • Recognise some of the ways people express feelings e.g. words, actions, body language. • Recognise how feelings can change and become more or less powerful. 	<p>contributions to make.</p> <ul style="list-style-type: none"> • Recognise how strengths and interests form part of a person's identity. • Identify our own personal strengths and interests and what we are proud of (in school, out of school). • Recognise common challenges to self-worth e.g. finding school work difficult, friendship issues. • Develop basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what we can learn from a setback, remembering what we are good at, trying again. 	<ul style="list-style-type: none"> • Know how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen. • Understand fire safety at home including the need for smoke alarms. • Recognise the importance of following safety rules from parents and other adults. • Understand how to help keep ourselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety.
UKS2	<p><u>Physical Health and Mental Wellbeing:</u> <u>Healthy sleep habits. Sun safety. Medicines, vaccinations, immunisations and allergies.</u></p> <ul style="list-style-type: none"> • Understand how sleep contributes to a healthy lifestyle. • Develop healthy sleep strategies and how to maintain them. • Understand the benefits of being outdoors and in the sun for physical and mental health. • Know how to manage risk in relation to sun exposure, including skin damage and heat stroke. • Recognise how medicines can contribute to health and how allergies can be managed. • Understand that some diseases can be prevented by vaccinations and immunisations. • Realise that bacteria and viruses can affect health. • Know how we can prevent the spread of bacteria and viruses with everyday hygiene routines. • Recognise the shared responsibility of keeping a clean environment. 	<p><u>Growing and Changing:</u> <u>Personal identity. Recognising individuality and different qualities. Mental wellbeing.</u></p> <ul style="list-style-type: none"> • Recognise our personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes. • Understand that for some people their gender identity does not correspond with their biological sex. • Recognise, respect and express our individuality and personal qualities. • Identify ways to boost our mood and improve emotional wellbeing. • Identify the link between participating in interests, hobbies and community groups and mental wellbeing. 	<p><u>Keeping Safe:</u> <u>Keeping safe in different situations, including: responding in emergencies, first aid and FGM.</u></p> <ul style="list-style-type: none"> • Identify when situations are becoming risky, unsafe or an emergency. • Identify occasions where we can help take responsibility for our own safety. • Differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour. • Know how to deal with common injuries using basic first aid techniques. • Understand how to respond in an emergency, including when and how to contact different emergency services. • Know that female genital mutilation (FGM) is against British law. • Explain what to do and whom to tell if we think we or someone we know might be at risk of FGM.

Health and Wellbeing Annual Coverage

Growing and Changing (annual coverage)	
KS1	<ul style="list-style-type: none"> • Know about the human life cycle and how people grow from young to old. • Recognise how our needs and bodies change as we grow up. • Identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).
LKS2	<ul style="list-style-type: none"> • Understand how to identify external genitalia and reproductive organs. • Know about the physical and emotional changes during puberty. • Understand key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams. • Develop strategies to manage the changes during puberty including menstruation. • Recognise the importance of personal hygiene routines during puberty including washing regularly and using deodorant. • Know how to discuss the challenges of puberty with a trusted adult. • Know how to get information, help and advice about puberty.
UKS2	<ul style="list-style-type: none"> • Identify the links between love, committed relationships and conception. • Understand what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults. • Understand how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb. • Recognise that pregnancy can be prevented with contraception. • Know about the responsibilities of being a parent or carer and how having a baby changes someone's life.

Year B: Health and Wellbeing Coverage

Phase	Physical Health and Mental Wellbeing	Growing and Changing	Keeping Safe
EYFS	<p><u>Physical Health and Mental Wellbeing:</u></p> <ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p><u>Growing and Changing:</u></p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. 	<p><u>Keeping Safe:</u></p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Explain the reasons for rules, know right from wrong and try to behave accordingly.
KS1	<p><u>Physical Health and Mental Wellbeing:</u> <u>Why sleep is important. Medicines and keeping healthy. Keeping our teeth healthy. Managing feelings and asking for help.</u></p> <ul style="list-style-type: none"> • Recognise routines and habits for maintaining good physical and mental health. • Understand why sleep and rest are important for growing and keeping healthy. • Recognise that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies. • Realise the importance of, and routines for, brushing teeth and visiting the dentist. • Know how to describe and share a range of feelings. • Identify ways to feel good, calm down or change our mood e.g. playing outside, listening to music, spending time with others. • Know how to manage big feelings including those associated with change, loss or bereavement. • Know when and how to ask for help, and how to help others with their feelings. 	<p><u>Growing and Changing:</u> <u>Changes: moving class or year.</u></p> <ul style="list-style-type: none"> • Understand the changes that happen as people grow up, including new opportunities and responsibilities. • Prepare to move to a new class and setting goals for next year (Move to end of summer term). 	<p><u>Keeping Safe:</u> <u>Safety in different environments. Spotting risks and being safe at home. What emergencies are.</u></p> <ul style="list-style-type: none"> • Understand how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines. • Know how to help keep ourselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'. • Identify potential unsafe situations, who is responsible for keeping us safe in these situations, and steps we can take to avoid or remove ourselves from danger. • Know how to help keep ourselves safe at home in relation to electrical appliances, fire safety and medicines/household products. • Identify things that people can put in their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel. • Know how to respond if there is an accident and someone is hurt. • Recognise whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say.

LKS2	<p><u>Physical Health and Mental Wellbeing:</u> <u>Maintaining a balanced lifestyle. Oral hygiene and dental care.</u></p> <ul style="list-style-type: none"> • Identify a wide range of factors that maintain a balanced and healthy lifestyle, both physically and mentally. • Know what good physical health means and how to recognise early signs of physical illness. • Understand that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary. • Know how to maintain oral hygiene and dental health, including how to brush and floss correctly. • Recognise the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health. 	<p><u>Growing and Changing:</u> <u>Personal hygiene and the importance of looking after our bodies.</u></p> <ul style="list-style-type: none"> • Know how to care for our bodies to keep them healthy. • Recognise ways to look after our physical and mental health. • Identify healthy habits linked to personal hygiene. • Recognise what is and what is not a healthy hygiene habit. • Explain why it is important to care for our bodies. 	<p><u>Keeping Safe:</u> <u>Medicines and household products. Drugs common to everyday life.</u></p> <ul style="list-style-type: none"> • Realise the importance of taking medicines correctly and using household products safely. • Recognise what is meant by a 'drug'. • Understand that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing. • Identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects. • Identify some of the risks associated with drugs common to everyday life. • Understand that for some people using drugs can become a habit which is difficult to break. • Know how to ask for help or advice.
UKS2	<p><u>Physical Health and Mental Wellbeing:</u> <u>What affects mental health and ways to take care of it. Managing change, loss and bereavement. Managing time online.</u></p> <ul style="list-style-type: none"> • Realise that mental health is just as important as physical health and that both need looking after. • Recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support. • Know how negative experiences such as being bullied or feeling lonely can affect mental wellbeing. • Build positive strategies for managing feelings. • Realise that there are situations when someone may experience mixed or conflicting feelings. • Understand how feelings can often be helpful, whilst recognising that they sometimes need to be overcome. • Recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available. • Identify where we and others can ask for help and support with mental wellbeing in and outside school. • Recognise the importance of asking for support from a trusted adult. • Know about the changes that may occur in life including death, and how these can cause conflicting feelings. • Understand that changes can mean people experience feelings of loss or grief. • Know about the process of grieving and how grief can be expressed. • Identify strategies that can help someone cope with the feelings associated with change or loss. • Identify how to ask for help and support with loss, grief or other aspects of change. • Understand how balancing time online with other activities helps to maintain health and wellbeing. • Develop strategies to manage time spent online and foster positive habits e.g. switching phone off at night. • Know what to do and whom to tell if they are frightened or worried about something they have seen online. 	<p><u>Growing and Changing:</u> <u>increasing independence. Managing transitional periods.</u></p> <ul style="list-style-type: none"> • Recognise some of the changes as we grow up e.g. increasing independence. • Know what being more independent might be like, including how it may feel. • Build towards the transition to secondary school and how this may affect our feelings. • Recognise how relationships may change as they grow up or move to secondary school . • Develop practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school. 	<p><u>Keeping Safe:</u> <u>Keeping personal information safe. Regulations and choices. Drug use and the law. Drug use and the media.</u></p> <ul style="list-style-type: none"> • Understand how to protect personal information online. • Identify potential risks of personal information being misused. • Develop strategies for dealing with requests for personal information or images of themselves. • Identify types of images that are appropriate to share with others and those which might not be appropriate. • Know that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be. • Know what to do if we take, share or come across an image which may upset, hurt or embarrass ourselves or others. • Know how to report the misuse of personal information or sharing of upsetting content/ images online. • Know about the different age rating systems for social media, T.V, films, games and online gaming. • Understand why age restrictions are important and how they help people make safe decisions about what to watch, use or play. • Understand the risks and effects of different drugs. • Know the laws relating to drugs common to everyday life and illegal drugs. • Recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs. • Identify the organisations where people can get help and support concerning drug use. • Know how to ask for help if they have concerns about drug use. • Understand how mixed messages in the media relating to drug use might influence opinions and decisions.

Year A: Living in the Real World Coverage

Phase	Belonging to a Community	Media Literacy and Digital Resilience	Money and Work
EYFS	<p><u>Belonging to a Community:</u></p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Talk about the lives of the people around them and their roles in society. 	<p><u>Media Literacy and Digital Resilience:</u></p> <ul style="list-style-type: none"> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. 	<p><u>Money and Work:</u></p> <ul style="list-style-type: none"> beginning to use everyday language related to money.
KS1	<p><u>Belonging to a Community:</u> <u>What rules are. Caring for others' needs. Looking after the environment.</u></p> <ul style="list-style-type: none"> Identify examples of rules in different situations e.g. class rules, rules at home, rules outside. Recognise that different people have different needs. Know how we care for people, animals and other living things in different ways. Understand how we can look after the environment e.g. recycling. 	<p><u>Media Literacy and Digital Resilience:</u> <u>Using the internet and digital devices. Communicating safely online.</u></p> <ul style="list-style-type: none"> Know how and why people use the internet. Identify the benefits of using the internet and digital devices. Understand how people find things out and communicate safely with others online. 	<p><u>Money and Work:</u> <u>Strengths and interests. Jobs in the community.</u></p> <ul style="list-style-type: none"> Realise that everyone has different strengths in and out of school. Recognise how different strengths and interests are needed to do different jobs. Identify people whose job it is to help us in the community. Recognise different jobs and the work people do in them.
LKS2	<p><u>Belonging to a Community:</u> <u>The value of rules and laws. Rights, freedoms and responsibilities.</u></p> <ul style="list-style-type: none"> Realise the reasons we have rules and laws in wider society. Recognise the importance of abiding by the law and what might happen if rules and laws are broken. Understand what human rights are and how they protect people. Identify basic examples of human rights including the rights of children. Understand that we have rights and also responsibilities. Realise that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn. 	<p><u>Media Literacy and Digital Resilience:</u> <u>How the internet is used. Assessing information online.</u></p> <ul style="list-style-type: none"> Understand how the internet can be used positively for leisure, for school and for work. Recognise that images and information online can be altered or adapted and the reasons why this happens. Build strategies to recognise whether something they see online is true or accurate. Evaluate whether a game is suitable to play or a website is appropriate for our age-group. Make safe, reliable choices from search results. Know how to report something seen or experienced online that concerns us e.g. images or content that worry them, unkind or inappropriate communication. 	<p><u>Money and Work:</u> <u>Different jobs and skills. Job stereotypes. Setting personal goals.</u></p> <ul style="list-style-type: none"> Identify jobs that people may have from different sectors e.g. teachers, business people, charity work. Understand that people can have more than one job at once or over their lifetime. Identify common myths and gender stereotypes related to work. Challenge stereotypes through examples of role models in different fields of work e.g. women in STEM. Identify some of the skills needed to do a job, such as teamwork and decision-making. Recognise our interests, skills and achievements and how these might link to future jobs. Know how to set goals that we would like to achieve this year e.g. learn a new hobby.
UKS2	<p><u>Belonging to a Community:</u> <u>Protecting the environment. Showing compassion towards others.</u></p> <ul style="list-style-type: none"> Know how resources are allocated and the effect this has on individuals, communities and the environment. Recognise the importance of protecting the environment and how everyday actions can either support or damage it. Know how to show compassion for the environment, animals and other living things. Understand the way that money is spent and how it affects the environment. Know how to express our own opinions about our responsibility towards the environment. 	<p><u>Media Literacy and Digital Resilience:</u> <u>How information online is targeted. Different media types, their role and impact.</u></p> <ul style="list-style-type: none"> Identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise. Develop basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased. Understand that some media and online content promote stereotypes. Know how to assess which search results are more reliable than others. Recognise unsafe or suspicious content online. Know how devices store and share information. 	<p><u>Money and Work:</u> <u>Identifying job interests and aspirations. What influences career choices. Workplace stereotypes.</u></p> <ul style="list-style-type: none"> Identify jobs that we might like to do in the future. Recognise the role ambition can play in achieving a future career. Understand how or why someone might choose a certain career. Know what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values. Recognise the importance of diversity and inclusion to promote people's career opportunities. Explore stereotyping in the workplace, its impact and how to challenge it. Realise that there is a variety of routes into work e.g. college, apprenticeships, university, training.

Year B: Living in the Real World Coverage

Phase	Belonging to a Community	Media Literacy and Digital Resilience	Money and Work
EYFS	<p><u>Belonging to a Community:</u></p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Talk about the lives of the people around them and their roles in society. 	<p><u>Media Literacy and Digital Resilience:</u></p> <ul style="list-style-type: none"> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. 	<p><u>Money and Work:</u></p> <ul style="list-style-type: none"> beginning to use everyday language related to money.
KS1	<p><u>Belonging to a Community:</u> <u>Belonging to a group. Roles and responsibilities. Being the same and different in the community.</u></p> <ul style="list-style-type: none"> Recognise and know how to be part of different groups, and the role we play in these groups e.g. class teams, faith groups. Identify different rights and responsibilities that we have in school and the wider community. Understand how a community can help people from different groups or backgrounds to feel included. Recognise that we are all equal, and ways in which we are the same and different to others in our community. 	<p><u>Media Literacy and Digital Resilience:</u> <u>The internet in everyday life. Online content and information.</u></p> <ul style="list-style-type: none"> Identify ways in which people can access the internet e.g. phones, tablets, computers. Recognise the purpose and value of the internet in everyday life. Recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos. Understand that information online might not always be true. 	<p><u>Money and Work:</u> <u>What money is. Needs and wants (link to money). Looking after money.</u></p> <ul style="list-style-type: none"> Know what money is and its different forms e.g. coins, notes, and ways of paying for things (debit cards, electronic payments, contactless). Understand how money can be kept and looked after. Understand how to receive, keep and spend money. Understand that people are paid money for the jobs they do. Recognise the difference between wants and needs. Understand how people make choices about spending money, including thinking about needs and wants.
LKS2	<p><u>Belonging to a Community:</u> <u>What makes a community. Shared responsibilities.</u></p> <ul style="list-style-type: none"> Understand the meaning and benefits of living in a community. Recognise that we belong to different communities as well as the school community. Identify the different groups that make up and contribute to a community. Identify individuals and groups that help the local community, including through volunteering and work. Know how to show compassion towards others in need and the shared responsibilities of caring for them. 	<p><u>Media Literacy and Digital Resilience:</u> <u>How data is shared and used.</u></p> <ul style="list-style-type: none"> Realise that everything shared online has a digital footprint. Recognise that organisations can use personal information to encourage people to buy things. Recognise what online adverts look like. Compare content shared for factual purposes and for advertising. Understand why people might choose to buy or not buy something online e.g. from seeing an advert. Realise that search results are ordered based on the popularity of the website and that this can affect what information people access. 	<p><u>Money and Work:</u> <u>Making decisions about money. Using and keeping money safe.</u></p> <ul style="list-style-type: none"> Understand how people make different spending decisions based on their budget, values and needs. Know how to keep track of money and why it is important to know how much is being spent. Identify different ways to pay for things such as cash, cards, e-payment and the reasons for using them. Understand that how people spend money can have positive or negative effects on others e.g. charities, single use plastics.
UKS2	<p><u>Belonging to a Community:</u> <u>Valuing diversity. Challenging discrimination and stereotypes.</u></p> <ul style="list-style-type: none"> Understand what prejudice means. Differentiate between prejudice and discrimination. Know how to recognise acts of discrimination. Develop strategies to safely respond to and challenge discrimination. Recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups. Understand how stereotypes are perpetuated and how to challenge this. 	<p><u>Media Literacy and Digital Resilience:</u> <u>Evaluating media sources. Sharing things online.</u></p> <ul style="list-style-type: none"> Recognise the benefits of safe internet use e.g. learning, connecting and communicating. Understand how/why images online can be manipulated, altered, or faked. Recognise when images might have been altered. Understand why people choose to communicate through social media and some of the risks and challenges of doing so. Realise that social media sites have age restrictions and regulations for. Understand the reasons why some media and online content is not appropriate for children. Recognise how online content can be designed to manipulate people's emotions and encourage them to read or share things. Understand that there are rules and laws relating to sharing things online. Recognise what is appropriate to share online. Know how to report inappropriate online content or contact. 	<p><u>Money and Work:</u> <u>Influences and attitudes to money. Money and financial risks.</u></p> <ul style="list-style-type: none"> Understand the role that money plays in people's lives, attitudes towards it and what influences decisions about money. Know about value for money and how to judge if something is value for money. Understand how companies encourage customers to buy things and why it is important to be a critical consumer. Recognise that having or not having money can impact on a person's emotions, health and wellbeing. Identify common risks associated with money, including debt, fraud and gambling. Recognise how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk. Know how to get help if they are concerned about gambling or other financial risks.

Key Stage One: Programme of Study Aims ([PSHE Association](#))

Autumn: Relationships	Spring: Health and Wellbeing	Summer: Living in the wider world
<p>R1. 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. 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>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</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. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</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>R21. about what is kind and unkind behaviour, and how this can affect others</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>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. 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. about the people who help us to stay physically healthy</p> <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <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. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</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>H20. about change and loss (including death); to identify feelings associated 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>H24. how to manage when finding things difficult</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> <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. 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. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p>	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p> <p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p> <p>L14. that everyone has different strengths</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>

	H37. about things that people can put into their body or on their skin; how these can affect how people feel	
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Key Stage Two: Programme of Study Aims (PSHE Association)

Autumn: Relationships	Spring: Health and Wellbeing	Summer: Living in the wider world
<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R23. about why someone may behave differently online, including pretending</p>	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H23. about change and loss, including death, and how these can affect</p>	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p>

<p>to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	<p>feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries²</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk³</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and</p>	<p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
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	<p>medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	
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Programme of Study Aims Coverage

		Autumn: Relationships			Spring: Health and Wellbeing			Summer: Living in the wider world		
Phase	Year	Families and friendships	Safe relationships	Respecting ourselves and others	Physical health and Mental Wellbeing	Growing and changing	Keeping safe	Belonging to a community	Media Literacy and digital resilience	Money and work
KS1	A	R1, R2, R3, R4, R5	R10, R13, R15, R16, R17	R21, R22	H1, H2, H3, H5, H8, H9, H10	H11, H12, H13, H14, H15, H21, H22, H23, H24	H28, H34	L1, L2, L3	L7, L8	L14, L16, L17
	B	R6, R7 R8, R9, R24	R11, R12, R14, R18, R19, R20	R23, R24, R25	H4, H6, H7, H16, H17, H18, H19, H20	H20, H25, H26, H27	H29, H30, H31, H32, H33, H35, H36, H27	L2, L4, L5, L6	L8, L9	L10, L11, L12, L13, L15
LKS2	A	R1, R6, R7, R8, R9	R19, R22, R24, R30	R30, R31	H1, H2, H3, H4, H6, H7, H17, H18, H19	H27, H28, H29	H38, H39, H41	L1, L2, L3	L11, L12	L25, L26, L27, L30
	B	R10, R11, R12, R13, R18	R20, R23, R27, R28	R32, R33	H2, H5, H11	H30, H31, H32, H34	H10, H38, H40, H46	L4, L6, L7	L13, L14	L17, L19 L20, L21
UKS2	A	R14, R15, R16, R17, R18, R26	R9, R25, R26, R27, R29	R20, R21, R31, R33	H8, H9, H10, H12	H16, H25, H26, H27	H38, H43, H44, H45	L4, L5, L19	L12, L14	L27, L28, L29, L31, L32
	B	R1, R2, R3, R4, R5, R7	R26, R28, R29	R30, R34	H13, H14, H15, H20, H21, H22, H23, H24	H24, H33, H35, H36	H37, H42, H46, H47, H48, H49, H50	L8, L9, L10, R21	H37, L11, L13, L15, L16	L18, L22, L23, L24