

## Progression Document for PSHE - Brabin's Endowed Primary School

### Purpose of study

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.

Most of PSHE education is statutory from September 2020 under the Children and Social Work Act 2017. This includes the following: Relationships Education at key stages 1 and 2, and Health Education.

### Relationships Education

#### By the end of school pupils should know:

<b><u>Families and people who care for Me</u></b>	<ul style="list-style-type: none"> <li>•that families are important for children growing up because they can give love, security and stability.</li> <li>•the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>•that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>•that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>•that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>•how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b><u>Caring friendships</u></b>	<ul style="list-style-type: none"> <li>•how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>•the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>•that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>•that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>•how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
<b><u>Respectful relationships</u></b>	<ul style="list-style-type: none"> <li>•the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>•practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>•the conventions of courtesy and manners.</li> <li>•the importance of self-respect and how this links to their own happiness.</li> <li>•that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>•about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>•what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>•the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b><u>Online relationships</u></b>	<ul style="list-style-type: none"> <li>•that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>•that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>•the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>•how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>•how information and data is shared and used online.</li> </ul>
<b><u>Being safe</u></b>	<ul style="list-style-type: none"> <li>•what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>•about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>•that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>•how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>•how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>•how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>•how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>•where to get advice e.g. family, school and/or other sources.</li> </ul>

*Please note - <sup>13</sup> Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.*

## Health Education – Physical Health and Mental Wellbeing

### By the end of school pupils should know:

<b><u>Mental wellbeing</u></b>	<ul style="list-style-type: none"> <li>•that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>•that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>•how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>•how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>•the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>•simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>•isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>•that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>•where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>•it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
<b><u>Internet safety and harms</u></b>	<ul style="list-style-type: none"> <li>•that for most people the internet is an integral part of life and has many benefits.</li> <li>•about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>•how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>•why social media, some computer games and online gaming, for example, are age restricted.</li> <li>•that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>•how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>•where and how to report concerns and get support with issues online</li> </ul>
<b><u>Physical health and fitness</u></b>	<ul style="list-style-type: none"> <li>•the characteristics and mental and physical benefits of an active lifestyle.</li> <li>•the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>•the risks associated with an inactive lifestyle (including obesity).</li> <li>•how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>
<b><u>Healthy eating</u></b>	<ul style="list-style-type: none"> <li>•what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>•the principles of planning and preparing a range of healthy meals.</li> <li>•the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b><u>Drugs, alcohol and tobacco</u></b>	<ul style="list-style-type: none"> <li>•the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
<b><u>Health and prevention</u></b>	<ul style="list-style-type: none"> <li>•how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>•about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>•the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>•about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>•about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>•the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b><u>Basic First Aid</u></b>	<ul style="list-style-type: none"> <li>•how to make a clear and efficient call to emergency services if necessary.</li> <li>•concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b><u>Changing adolescent body</u></b>	<ul style="list-style-type: none"> <li>•key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>•about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

## PSHE in the Early Years

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

*DfE Development Matters – Non-statutory curriculum guidance for the early years foundation stage*

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning and therefore an integral aspect of daily planning, teaching and learning. It is split into the following 3 aspects.

- Self-Regulation
- Managing Self
- Building Relationships

**By the end of Reception, children at the expected level of development will:**

### Self-Regulation

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

### Managing Self

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

### Building Relationships

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

Other areas relevant to PSHE are Communication and Language and Understanding the World where children are given the opportunity to talk about the lives of people around them and their roles in society. They can also express their ideas and feelings about their experiences.

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child’s development and underpins the whole curriculum.

At Brabin's we believe that PSHE education should address both pupils' current experiences and prepare them for their future. We feel that Relationships Education and Health Education, although vital, don't cover all aspects of PSHE education. Therefore our content is carefully planned to cover the PSHE Association's Programmes of Study so that we can be confident we are providing a comprehensive and effective PSHE Education curriculum. This Programme of Study covers three core themes: Health and Wellbeing, Relationships and Living in the Wider World. Core Theme 3 is particularly important due to the geography and nature of our small school. PSHE is delivered through a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended through the different Key Stages. Because we are a mixed-age school after Reception, the scheme of work is planned in two cycles.

We utilise resources from the PSHE Association and those they have quality assured as well as using SCARF materials. We feel it is important that the children hear the same messages from visitors into school and visits, such as Safety Town, NSPCC, The Life Bus.

The PSHE Association themes and objectives are as follows:

### Core Theme 1- Health and Wellbeing

Pupils Learn:	<b>KS1</b>	<b>KS2</b>
<b>Healthy Lifestyles (Physical wellbeing)</b>	<p><b>H1.</b> about what keeping healthy means; different ways to keep healthy</p> <p><b>H2.</b> about foods that support good health and the risks of eating too much sugar</p> <p><b>H3.</b> about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p><b>H4.</b> about why sleep is important and different ways to rest and relax</p> <p><b>H5.</b> simple hygiene routines that can stop germs from spreading</p> <p><b>H6.</b> that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p><b>H7.</b> about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p><b>H8.</b> how to keep safe in the sun and protect skin from sun damage</p> <p><b>H9.</b> about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p><b>H10.</b> about the people who help us to stay physically healthy</p>	<p><b>H1.</b> how to make informed decisions about health</p> <p><b>H2.</b> about the elements of a balanced, healthy lifestyle</p> <p><b>H3.</b> about choices that support a healthy lifestyle, and recognise what might influence these</p> <p><b>H4.</b> how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p><b>H5.</b> about what good physical health means; how to recognise early signs of physical illness</p> <p><b>H6.</b> 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><b>H7.</b> 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><b>H8.</b> 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><b>H9.</b> 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><b>H10.</b> 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><b>H11.</b> 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><b>H12.</b> 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><b>H13.</b> about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p><b>H14.</b> how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>
<b>Mental Health</b>	<p><b>H11.</b> about different feelings that humans can experience</p> <p><b>H12.</b> how to recognise and name different feelings</p> <p><b>H13.</b> how feelings can affect people's bodies and how they behave</p> <p><b>H14.</b> how to recognise what others might be feeling</p> <p><b>H15.</b> to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p><b>H16.</b> about ways of sharing feelings; a range of words to describe feelings</p> <p><b>H17.</b> about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p><b>H18.</b> 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><b>H19.</b> 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><b>H15.</b> that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p><b>H16.</b> 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><b>H17.</b> to recognise that feelings can change over time and range in intensity</p> <p><b>H18.</b> about everyday things that affect feelings and the importance of expressing feelings</p> <p><b>H19.</b> a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p><b>H20.</b> 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><b>H21.</b> to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p><b>H22.</b> 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><b>H23.</b> about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p>

	<p><b>H20.</b> about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>	<p><b>H24.</b> problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>
<p><b>Ourselves – Growing and Changing</b></p>	<p><b>H21.</b> to recognise what makes them special  <b>H22.</b> to recognise the ways in which we are all unique  <b>H23.</b> to identify what they are good at, what they like and dislike  <b>H24.</b> how to manage when finding things difficult  <b>H25.</b> to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)  <b>H26.</b> about growing and changing from young to old and how people's needs change  <b>H27.</b> about preparing to move to a new class/year group</p>	<p><b>H25.</b> about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)  <b>H26.</b> that for some people gender identity does not correspond with their biological sex  <b>H27.</b> to recognise their individuality and personal qualities  <b>H28.</b> to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth  <b>H29.</b> about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking  <b>H30.</b> to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction  <b>H31.</b> 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)  <b>H32.</b> about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene  <b>H33.</b> about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for'  <b>H34.</b> about where to get more information, help and advice about growing and changing, especially about puberty  <b>H35.</b> about the new opportunities and responsibilities that increasing independence may bring  <b>H36.</b> strategies to manage transitions between classes and key stages</p>
<p><b>Keeping Safe</b></p>	<p><b>H28.</b> about rules and age restrictions that keep us safe  <b>H29.</b> to recognise risk in simple everyday situations and what action to take to minimise harm  <b>H30.</b> about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)  <b>H31.</b> that household products (including medicines) can be harmful if not used correctly  <b>H32.</b> 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  <b>H33.</b> about the people whose job it is to help keep us safe  <b>H34.</b> 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  <b>H35.</b> about what to do if there is an accident and someone is hurt  <b>H36.</b> how to get help in an emergency (how to dial 999 and what to say)</p>	<p><b>H37.</b> 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  <b>H38.</b> how to predict, assess and manage risk in different situations  <b>H39.</b> 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  <b>H40.</b> about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)  <b>H41.</b> 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  <b>H42.</b> 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  <b>H43.</b> about what is meant by first aid; basic techniques for dealing with common injuries<sup>2</sup>  <b>H44.</b> 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  <b>H45.</b> that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk<sup>3</sup></p>
<p><b>Drugs Alcohol and Tobacco</b></p>	<p><b>H37.</b> about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p><b>H46.</b> 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  <b>H47.</b> 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  <b>H48.</b> about why people choose to use or not use drugs (including nicotine, alcohol and medicines);  <b>H49.</b> about the mixed messages in the media about drugs, including alcohol and smoking/vaping  <b>H50.</b> 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>

## Core Theme 2 - Relationships

Pupils Learn:	KS1	KS2
<b>Families and close, positive relationships</b>	<p><b>R1.</b> about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p><b>R2.</b> to identify the people who love and care for them and what they do to help them feel cared for</p> <p><b>R3.</b> about different types of families including those that may be different to their own</p> <p><b>R4.</b> to identify common features of family life</p> <p><b>R5.</b> that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p><b>R1.</b> to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p><b>R2.</b> 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><b>R3.</b> 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><b>R4.</b> 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><b>R5.</b> 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><b>R6.</b> that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p><b>R7.</b> 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><b>R8.</b> 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><b>R9.</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>
<b>Friendships</b>	<p><b>R6.</b> about how people make friends and what makes a good friendship</p> <p><b>R7.</b> about how to recognise when they or someone else feels lonely and what to do</p> <p><b>R8.</b> simple strategies to resolve arguments between friends positively</p> <p><b>R9.</b> how to ask for help if a friendship is making them feel unhappy</p>	<p><b>R10.</b> about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p><b>R11.</b> 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><b>R12.</b> 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><b>R13.</b> the importance of seeking support if feeling lonely or excluded</p> <p><b>R14.</b> that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p><b>R15.</b> 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><b>R16.</b> how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p><b>R17.</b> that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p><b>R18.</b> 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>
<b>Managing hurtful behaviour and bullying</b>	<p><b>R10.</b> that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p><b>R11.</b> about how people may feel if they experience hurtful behaviour or bullying</p> <p><b>R12.</b> 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><b>R19.</b> about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p><b>R20.</b> 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><b>R21.</b> about discrimination: what it means and how to challenge it</p>
<b>Safe relationships</b>	<p><b>R13.</b> 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><b>R14.</b> that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p><b>R15.</b> how to respond safely to adults they don't know</p>	<p><b>R22.</b> about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p><b>R23.</b> about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p><b>R24.</b> how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p>

	<p><b>R16.</b> about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p><b>R17.</b> about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p><b>R18.</b> about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p><b>R19.</b> basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p><b>R20.</b> 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><b>R25.</b> recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p><b>R26.</b> about seeking and giving permission (consent) in different situations</p> <p><b>R27.</b> 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><b>R28.</b> how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p><b>R29.</b> where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>
<p><b>Respecting self and others</b></p>	<p><b>R21.</b> about what is kind and unkind behaviour, and how this can affect others</p> <p><b>R22.</b> about how to treat themselves and others with respect; how to be polite and courteous</p> <p><b>R23.</b> to recognise the ways in which they are the same and different to others</p> <p><b>R24.</b> how to listen to other people and play and work cooperatively</p> <p><b>R25.</b> how to talk about and share their opinions on things that matter to them</p>	<p><b>R30.</b> that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p><b>R31.</b> 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><b>R32.</b> 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><b>R33.</b> 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><b>R34.</b> how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>

### Core Theme 3 – Living in the Wider World

Pupils Learn:	KS1	KS2
<b>Shared Responsibilities</b>	<p><b>L1.</b> about what rules are, why they are needed, and why different rules are needed for different situations</p> <p><b>L2.</b> how people and other living things have different needs; about the responsibilities of caring for them</p> <p><b>L3.</b> about things they can do to help look after their environment</p>	<p><b>L1.</b> to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p><b>L2.</b> to recognise there are human rights, that are there to protect everyone</p> <p><b>L3.</b> about the relationship between rights and responsibilities</p> <p><b>L4.</b> 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><b>L5.</b> 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>
<b>Communities</b>	<p><b>L4.</b> about the different groups they belong to</p> <p><b>L5.</b> about the different roles and responsibilities people have in their community</p> <p><b>L6.</b> to recognise the ways they are the same as, and different to, other people</p>	<p><b>L6.</b> about the different groups that make up their community; what living in a community means</p> <p><b>L7.</b> to value the different contributions that people and groups make to the community</p> <p><b>L8.</b> about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p><b>L9.</b> about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p><b>L10.</b> about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>
<b>Media literacy and digital resilience</b>	<p><b>L7.</b> about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p><b>L8.</b> about the role of the internet in everyday life</p> <p><b>L9.</b> that not all information seen online is true</p>	<p><b>L11.</b> recognise ways in which the internet and social media can be used both positively and negatively</p> <p><b>L12.</b> how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p><b>L13.</b> about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p><b>L14.</b> about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p><b>L15.</b> recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p><b>L16.</b> 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>
<b>Economic wellbeing - Money</b>	<p><b>L10.</b> what money is; forms that money comes in; that money comes from different sources</p> <p><b>L11.</b> that people make different choices about how to save and spend money</p> <p><b>L12.</b> about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p><b>L13.</b> that money needs to be looked after; different ways of doing this</p>	<p><b>L17.</b> about the different ways to pay for things and the choices people have about this</p> <p><b>L18.</b> 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><b>L19.</b> 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><b>L20.</b> to recognise that people make spending decisions based on priorities, needs and wants</p> <p><b>L21.</b> different ways to keep track of money</p> <p><b>L22.</b> about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p><b>L23.</b> 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><b>L24.</b> to identify the ways that money can impact on people's feelings and emotions</p>
<b>Economic wellbeing – Aspirations, work and career</b>	<p><b>L14.</b> that everyone has different strengths</p> <p><b>L15.</b> that jobs help people to earn money to pay for things</p> <p><b>L16.</b> different jobs that people they know or people who work in the community do</p> <p><b>L17.</b> about some of the strengths and interests someone might need to do different jobs</p>	<p><b>L25.</b> to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p><b>L26.</b> 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><b>L27.</b> about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p><b>L28.</b> 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><b>L29.</b> 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><b>L30.</b> about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p><b>L31.</b> to identify the kind of job that they might like to do when they are older</p> <p><b>L32.</b> to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>

Core Themes	Health and Wellbeing	Relationships	Living in the wider world
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**Cycle A**

	Autumn Term			Spring Term			Summer Term		
<b>Year 1/2</b>	<b><u>Y1 Families and Friendship</u></b> Roles of different people; families feelings cared for	<b><u>Y2 Growing and changing</u></b> Growing older; naming body parts	<b><u>Y2 Respecting ourselves and others</u></b> Recognising things in common and differences; playing and working cooperatively; sharing opinions	<b><u>Y2 Belonging to a community</u></b> Belonging to a group; roles and responsibilities; being the same and different in the community	<b><u>Y2 Media literacy and digital resilience</u></b> The internet in everyday life; online content and information <b>Safer Internet Day</b>	<b><u>Y1 Safe Relationships</u></b> Recognising privacy; staying safe; seeking permission	<b><u>Y1 Physical health and Mental wellbeing</u></b> Keeping healthy; food and exercise, hygiene routines; sun safety	<b><u>Y1 Money and work</u></b> Strengths and interests; jobs in the community	<b><u>Y1 Keeping Safe</u></b> How rules and age restrictions help us; keeping safe online
<b>Year 3/4</b>	<b><u>Y3 Families and Friendship</u></b> What makes a family; features of family life	<b><u>Y4 Physical health and Mental wellbeing</u></b> Maintaining a balanced lifestyle; oral hygiene and dental care	<b><u>Y4 Safe Relationships</u></b> Responding to hurtful behaviour; managing confidentiality ; recognising risks online	<b><u>Y4 Belonging to a community</u></b> What makes a community; shared responsibilities	<b><u>Y4 Media literacy and digital resilience</u></b> How data is shared and used <b>Safer Internet Day</b>	<b><u>Y3 Keeping Safe</u></b> Risks and hazards; safety in the local environment and unfamiliar places	<b><u>Y4 Respecting ourselves and others</u></b> Respecting differences and similarities; discussing difference sensitively	<b><u>Y4 Growing and changing</u></b> Physical and emotional changes	<b><u>Y3 Money and work</u></b> Different jobs and skills; job stereotypes; setting personal goals
<b>Year 5/6</b>	<b><u>Y6 Families and Friendship</u></b> Attraction to others; romantic relationships; civil partnerships and marriage	<b><u>Y6 Safe Relationships</u></b> Recognising and managing pressure; consent in different situations	<b><u>Y4/5 Growing and changing</u></b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines support with puberty	<b><u>Y6 Belonging to a community</u></b> Valuing diversity; challenging discrimination and stereotypes	<b><u>Y5 Media literacy and digital resilience</u></b> How information online is targeted; different media types; their role and impact	<b><u>Y5 Respecting ourselves and others</u></b> Responding respectfully to a wide range of people; recognising prejudice and discrimination	<b><u>Y6 Physical health and Mental wellbeing</u></b> What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	<b><u>Y6 Money and work</u></b> Influences and attitudes to money; money and financial risks	<b><u>Y5 Keeping Safe</u></b> Keeping safe in different situations; including responding in emergencies' first aid

<b>Core Themes</b>	<b>Health and Wellbeing</b>	<b>Relationships</b>	<b>Living in the wider world</b>
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**Cycle B**

	Autumn Term			Spring Term			Summer Term		
<b>Year 1/2</b>	<b><u>Y2 Families and Friendship</u></b> Making friends; feeling lonely and getting help	<b><u>Y2 Keeping Safe</u></b> Safety in different environments; risk and safety at home; emergencies	<b><u>Y1 Respecting ourselves and others</u></b> How behaviour affects others; being polite and respectful	<b><u>Y1 Belonging to a community</u></b> What rules are, caring for others' needs; looking after the environment	<b><u>Y1 Media literacy and digital resilience</u></b> Using the internet and digital devices; communicating online	<b><u>Y2 Safe Relationships</u></b> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	<b><u>Y2 Physical health and Mental wellbeing</u></b> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	<b><u>Y2 Money and work</u></b> What money is; needs and wants; looking after money	<b><u>Y1 Growing and Changing</u></b> Recognising what makes them unique and special; feelings; managing when things go wrong
<b>Year 3/4</b>	<b><u>Y4 Families and Friendship</u></b> Positive friendships, including online	<b><u>Y3 Safe Relationships</u></b> Personal boundaries; safely responding to others; the impact of hurtful behaviour	<b><u>Y4 Keeping Safe</u></b> Medicines and household products; drugs common to everyday life	<b><u>Y3 Belonging to a community</u></b> The value of rules and laws; rights, freedoms and responsibilities	<b><u>Y3 Physical health and Mental wellbeing</u></b> Health choices and habits; what affects feelings; expressing feelings	<b><u>Y3 Media literacy and digital resilience</u></b> How the internet used; assessing information online	<b><u>Y3 Respecting ourselves and others</u></b> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	<b><u>Y3 Growing and Changing</u></b> Personal strengths and achievements ; managing and reframing setbacks	<b><u>Y4 Money and work</u></b> Making decisions about money; using and keeping money safe
<b>Year 5/6</b>	<b><u>Y5 Families and Friendship</u></b> Managing friendships and peer influence	<b><u>Y5 Safe Relationships</u></b> Physical contact and feeling safe	<b><u>Y6 Keeping Safe</u></b> Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	<b><u>Y5 Belonging to a community</u></b> Protecting the environment; compassion towards others	<b><u>Y6 Media literacy and digital resilience</u></b> Evaluating media sources; sharing things online	<b><u>Y6 Respecting ourselves and others</u></b> Expressing opinions and respecting other points of view, including discussing topical issues	<b><u>Y5 Physical health and Mental wellbeing</u></b> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	<b><u>Y5 Money and work</u></b> Identifying job interests and aspirations; what influences career choices; workplace stereotypes	<b><u>Y5 Growing and changing</u></b> <i>Personal identity; recognising individuality and different qualities; mental wellbeing</i>

\*Cycle B - Separate Y6 Growing and Changing unit Human reproduction and birth; increasing independence; managing transition