



ST ALBERT'S CATHOLIC PRIMARY SCHOOL

PSHCE AND RSE CURRICULUM

Incorporating:

- Journey in Love
- Mental Health Education
- Economic Well Being Education
- Curriculum Skills and Progression
- Supporting SEND
- Vocabulary and Deeper Learning



2023-2024

KNOWSLEY MBC
Steers Croft, L28 8AJ



Curriculum Statement

“A growing body of research shows that pupils who are emotionally healthy do better at school. PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships.”

PSHE Association

The PSHE Curriculum and Catholic Distinctiveness at St Albert's Catholic Primary School

Our Personal, Social, Health and Economic education is fully embedded within our curriculum at St Albert's as well as running through our core values of the 'CHILD' (Child; High Expectations; Inspirational and memorable; Listening; Dreams and Doors) whilst **'walking together with Jesus to Love; Learn and Serve'**.

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

The units around Relationships and Living in the Wider World allow pupils to consider compassion and empathy: **to love and serve** others as well as encouraging them to be kind to themselves.

In the Aiming High and Money Matters units, pupils consider their aspirations: **to learn and serve** in order to be what they want to be.

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

Relationships and Sex Education – 'A Journey in Love'

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



Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will it be measured?
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as citizens. • Ensure an appropriate progression of PSHE skills and knowledge is in place over time so that pupils are supported to be the best citizens they can be, and challenge teachers to support struggling learners and extend more competent ones. • Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. • Identify inspirational people who underpin specific areas of the curriculum and raise aspirations for pupils. • Keep up to date with current PSHE research and subject development through an appropriate subject body or professional group. <p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. 	<p>Our teaching sequence will be:</p> <ul style="list-style-type: none"> • Will follow a flexible approach to PSHE from Early Years to Year 6. • ‘The Big Picture’ – setting the PSHE learning that is about to take place within the chronology of pupils PSHE learning to date. Starting with what the children know, understand, are able to do and able to say. • Review most recent learning in PSHE. • Specify key vocabulary to be used and its meaning. • Provide relevant and realistic information, which reinforces positive social norms. • Provide opportunities for the children to work interactively with the teacher acting as the facilitator. • Provide opportunities for children to make real decisions about their lives, to take part in activities, which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions. • Individual reflection on learning that has taken place. <p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment for each area of the curriculum. • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. • Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills. 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed understanding of what it is to be a morally conscious citizen at an age appropriate level. • A secure understanding of the key techniques and methods for each key area of the curriculum. • A progression of understanding, with appropriate vocabulary which supports and extends understanding. Confidence in discussing PSHE, their own work and identifying their own strengths and areas for development. <p>Displays around school and files will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities for practice and refinement of skills. • A varied and engaging curriculum which develops a range of Personal, social and health skills. • Developed and final pieces of work which showcase the skills learned. • Clear progression of skills in line with expectations set out in the progression grids. • That pupils, over time, develop a range of skills and techniques across all of the areas of the PSHE curriculum <p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils through planned displays. • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels.



	<p>Our children will be:</p> <ul style="list-style-type: none">• Engaged because they are challenged by the curriculum which they are provided with.• Resilient learners who overcome barriers and understand their own strengths and areas for development.• Able to critique their own work as a citizen because they know how to be successful.• Safe and happy in PSHE lessons which give them opportunities to explore their own social development.• Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on PSHE skills and knowledge.• Develop Personal, social and health skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills.	<ul style="list-style-type: none">• Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.
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The PSHE Education Curriculum and Provision for Pupils with SEND

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

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

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

When planning for PHSE Education class teachers should adapt their lessons where necessary using ideas taken from this list, however it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs. *Please provide the PSHE Lead with an up-to-date list of any additional resources used for pupils with SEND.*



Skills Map – Personal, Social, Health and Economic Education

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

Curriculum overview and delivery

PSHE is a non-statutory subject but there are three core themes which underpin our curriculum: Health and Wellbeing, Relationships and Living in the Wider World. Our PSHE Education will deliver an inclusive, diverse curriculum that enables pupils to build on their prior learning by revisiting themes and examining current social issues affecting their lives. The curriculum allows the pupils to develop their knowledge, values and skills in an age and stage-appropriate manner.

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

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

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

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

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

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



Curriculum Map – PSHE Education				
Knowledge and Understanding: Pupils know and understand...				
	EYFS	KS1	Lower KS2	Upper KS2
Social Justice & Equity	<ul style="list-style-type: none"> What is fair and unfair Importance of caring and sharing 	<ul style="list-style-type: none"> What fairness means Examples of what it can mean to be rich or poor in local and other contexts 	<ul style="list-style-type: none"> How fairness may not always mean equal treatment 	<ul style="list-style-type: none"> Some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels
Identity & Diversity	<ul style="list-style-type: none"> Uniqueness and value of every person Similarities and differences between self and others 	<ul style="list-style-type: none"> Similarities and differences between peoples in local setting and also in wider contexts What contributes to self-identity and belonging 	<ul style="list-style-type: none"> Diversity of cultures and societies within and beyond own experience Contributions of different cultures to our lives Nature of prejudice, racism and sexism and ways to combat these impacts of stereotyping, prejudice and discrimination and how to challenge these 	<ul style="list-style-type: none"> Impacts of stereotyping, prejudice and discrimination and how to challenge these Importance of language, beliefs and values in cultural identities
Peace & Conflict	<ul style="list-style-type: none"> How own actions have consequences Some basic ways to avoid, manage and resolve conflict 	<ul style="list-style-type: none"> Causes of disagreement and conflict at personal, classroom and household levels Some ways of avoiding, managing and resolving conflict 	<ul style="list-style-type: none"> Some causes and effects of conflict at all levels from personal to global Strategies for managing, resolving and preventing conflict, including 'win-win' solutions 	<ul style="list-style-type: none"> Examples of conflicts past and present in own society and others Importance of resolving conflict fairly
Human Rights	<ul style="list-style-type: none"> Basic needs for human life 	<ul style="list-style-type: none"> Rights in class and school The need to respect the rights of others Basic human rights and how some people have these denied 	<ul style="list-style-type: none"> UN Convention on the Rights of the Child Reasons why some people have their rights denied Those responsible for rights being met 	<ul style="list-style-type: none"> Importance of citizens, societies and governments respecting and defending people's human rights Current and historical
Power & Governance	<ul style="list-style-type: none"> Rules in class and school How rules can help us 	<ul style="list-style-type: none"> How to take part in making and changing rules in own class / school Uneven sharing of power and how some people are excluded from decision-making 	<ul style="list-style-type: none"> The need for rules in own school and wider society and how people can take part in making and changing them Basics of how own country is governed 	<ul style="list-style-type: none"> How a lack of power and representation can result in discrimination and exclusion The power of collective action
Critical & Creative Thinking	<ul style="list-style-type: none"> Ask questions Suggest a way to solve a problem Wonder about ideas 	<ul style="list-style-type: none"> Ask relevant questions Consider merits of different viewpoints Use different approaches to solve problems 	<ul style="list-style-type: none"> Begin to identify bias and opinion Give evidence for an argument, assess different viewpoints and present counterarguments Imagine alternative possibilities and suggest new ideas to solve problems 	<ul style="list-style-type: none"> Evaluate media and other sources for bias, stereotypes and range of voices and perspectives Analyse own and others' assumptions about people and issues Keep mind open to new ideas
Empathy	<ul style="list-style-type: none"> Show sensitivity to people's feelings and needs 	<ul style="list-style-type: none"> Show awareness of, and concern for, people's feelings Show interest in, and concern for, others outside immediate circle and in contexts different to own 	<ul style="list-style-type: none"> Adapt behaviour to take into account feelings of others Empathise with people in local and more distant contexts Understand impacts of prejudice and discrimination 	<ul style="list-style-type: none"> Discern how people are feeling through their words, body language, gestures and tone Recognise how different backgrounds, beliefs and personalities affect behaviour and world views



Curriculum Map – PSHE Education				
Skills: Pupils can...				
	EYFS	KS1	Lower KS2	Upper KS2
Self-awareness and reflection	<ul style="list-style-type: none"> Recognise, name and deal with feelings in a positive way Notice some effects of own actions on others Identify how people are feeling (eg happy, sad, worried) 	<ul style="list-style-type: none"> Recognise effects of own behaviour on others and use this to help make choices Identify matters that are important to self and others Learn from mistakes and use feedback 	<ul style="list-style-type: none"> Identify connections between personal decisions and issues affecting people locally and globally Explore reasons for negative feelings towards others and in new or difficult situations 	<ul style="list-style-type: none"> Recognise personal strengths and weakness Evaluate ways in which own emotions, words and behaviour can affect people both locally and globally
Communication	<ul style="list-style-type: none"> Listen to others Take turns to express a view 	<ul style="list-style-type: none"> Participate in discussions about issues that affect self, others and the wider world State opinions and start to give reasons for these Listen carefully to others 	<ul style="list-style-type: none"> Listen attentively, question and respond to others Express own views and ideas on issues clearly, using a range of appropriate methods Give reasons, evidence and examples in support of an opinion 	<ul style="list-style-type: none"> Communicate effectively through a range of media about issues to suit subject, audience and purpose Use active listening skills Adapt behaviour to new cultural environments
Cooperation and Conflict Resolution	<ul style="list-style-type: none"> Participate in group activities Take turns and share Manage disputes peacefully. 	<ul style="list-style-type: none"> Play and work cooperatively Help to ensure that everyone in class is included Begin to show tact and diplomacy 	<ul style="list-style-type: none"> Work cooperatively to solve problems or achieve goals Use strategies to manage anger, frustration and aggressive feelings Use knowledge of other's viewpoints to resolve problems and compromise 	<ul style="list-style-type: none"> Take on different roles in group work Employ effective strategies for repairing damaged relationships
Ability to manage complexity and uncertainty	<ul style="list-style-type: none"> Ask for help if unsure what to do 	<ul style="list-style-type: none"> Describe feelings about changes in own life and locally 	<ul style="list-style-type: none"> Describe feelings about changes and events in school and the wider world Use Strategies to cope with challenges times Recognise when there may be no single right or wrong answer 	<ul style="list-style-type: none"> Adapt to new situations and explore new ways of seeing local and global issues Explore multiple perspectives and alternatives visions of the future
Informed and reflective action	<ul style="list-style-type: none"> Support others in group or class 	<ul style="list-style-type: none"> Contribute actively and constructively to the life of own class and school Take action when something is unfair 	<ul style="list-style-type: none"> Participate in decision making in school Contribute to the well-being of the wider community Share opinions and evidence on issues with others including decision-makers and elected representatives 	<ul style="list-style-type: none"> Identify and plan appropriate action(s) and opportunities to make own voice heard Challenge viewpoints which spread inequality and injustice Reflect on learning from taking action



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



Relationships and Sex Education <i>A Journey in Love</i>				
	THEME	SOCIAL AND EMOTIONAL	PHYSICAL	SPIRITUAL
EARLY YEARS	<p>The Wonder of being Special and Unique Aim: To explore the wonder of being special and unique. Children begin to know and understand that <i>they are part of the wonder of God's love and creation.</i></p> <p>Key Words: God, wonder, love, hands, fingers, nails, faces, noses, lips, ears, hair, features, colour, shape, size, unique, belonging, different, special womb, describe, friends, generous, worried, Baptism.</p>	To recognise being a special person in my family	To recognise that we are all different and unique	To celebrate the joy of being a special person in <i>God's family.</i>
YEAR 1	<p>We meet God's love in our family Aim: To focus on families and specially growing up in a loving, secure and stable home.</p> <p>Key words: unique, friend, respect, secure, God, love, care, commitment, stable, important different, special, signs, healthy, safe, boundaries, kindness, teasing, bullying, positive, negative, wrong, unacceptable, truth, lies.</p>	To recognise signs that I am loved in my family.	To recognise how I am cared for and kept safe in my family.	To celebrate ways that God loves and cares for us.
YEAR 2	<p>We meet God's love in the community Aim: To describe how we are growing and developing in diverse communities that are God-given.</p> <p>Key words: community, local, global, impact, responsibility, harm, improve, God-given, belonging, family, diverse, father, mother, carer, guardian, feelings, recognise, emotions, friendships, relationships, secrets, stereotypes, respect, equal.</p>	To recognise the joy and friendship of belonging to a diverse community.	To describe ways of being safe in communities.	To celebrate ways of meeting God in our communities.
YEAR 3	<p>How we live in Love Aim: To describe and give reasons for how we grow in love in caring and happy friends where we are secure and safe.</p> <p>Key words: community, God-given, belonging, family, diverse, father, mother, carer, guardian, feelings, emotions, friends, loyalty, kindness, trust, selfless, generous, reasons, difficulties, positive, respectful.</p>	To describe and give reasons how friendships make us feel happy and safe.	To describe and give reasons why friendships can break down, how they can be repaired and strengthened.	To celebrate the joy and happiness of living in friendships with God and others.



YEAR 4	<p>God love us in our differences</p> <p>Aim: To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change.</p> <p>Key words: God, gifts, talents, difference, development, change, stereotype, acceptance, cultural, biological, respect, courtesy, manners, sensitivity, religious, belief, bullying, polite, uniqueness, innate, beauty, dignity.</p>	To describe how we all should be accepted and respected.	To describe how we should treat others making links with the diverse modern society we live in.	To celebrate the uniqueness and innate beauty of each of us.
YEAR 5	<p>God loves us in our changing and developing</p> <p>Aim: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc and grow further in recognising <i>God's presence in our daily lives</i>.</p> <p>Key words: God, sensitivity, puberty, presence, celebrate, external, internal, change, develop, ovulation, biological, respect, reproduction, menstrual cycle, hormones, pituitary gland, uterus, fertilised ovum, fallopian tube, vagina, womb, cervix, womb, period.</p>	To show knowledge and understanding of emotional relationship changes as we grow and develop.	To show knowledge and understanding of the physical changes in puberty.	To celebrate the joy of growing physically and spiritually.
YEAR 6	<p>The wonder of God's love in creating new life</p> <p>Aim: To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching. Children will also know and understand about the conception of a child within marriage.</p> <p>Key words: God, Christian, appropriate, dignity, sexuality, intercourse, fallopian, conceive, relationship, uterus, cervix, fiancé, fiancée.</p>	To develop a secure understanding that stable and caring relationships which may be of different types, are at the heart of happy families.	To explain how human life is conceived.	To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.



Theme 1: Created and Loved by God		
	EYFS and KS1	KS2
Education and Virtue	<p>In a Catholic school, pupils are growing to be:</p> <p>1.1.1.1. Respectful of their own bodies and character</p> <p>1.1.1.2. Appreciative for blessings</p> <p>1.1.1.3. Grateful to others and to God</p> <p>1.1.1.4. Patient when they do not always get what they want</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>2.1.1.1. Respectful of their own bodies, character and giftedness</p> <p>2.1.1.2. Appreciative for blessings</p> <p>2.1.1.3. Grateful to others and to God</p> <p>2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods</p> <p>2.1.1.5. Discerning in their decision making</p> <p>2.1.1.6. Determined and resilient in the face of difficulty</p> <p>2.1.1.7. Courageous in the face of new situations and in facing their fears</p>
Religious understanding of the human person: loving myself	<p>Pupils should be taught:</p> <p>1.1.2.1. We are made by God and are special</p> <p>1.1.2.2. We are all God's children</p> <p>1.1.2.3. Ways of expressing gratitude to God</p> <p>1.1.2.4. About the sacrament of Baptism</p>	<p>Pupils should be taught:</p> <p>2.1.2.1. We are special people made in the image and likeness of God</p> <p>2.1.2.2. We are children of God with an innate dignity</p> <p>2.1.2.3. God has created us for a purpose (vocation)</p> <p>2.1.2.4. Life is precious and their body is God's gift to them</p> <p>2.1.2.5. Prayer and worship are ways of nourishing their relationship with God</p> <p>2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics</p>
Me, my body and my health	<p>Pupils should be taught:</p> <p>Me</p> <p>1.1.3.1. We are all unique individuals</p> <p>1.1.3.2. We all have individual gifts, talents and abilities</p> <p>My body</p> <p>1.1.3.3. The names of the external parts of the body</p> <p>1.1.3.4. The similarities and differences between girls and boys</p> <p>My Health</p> <p>1.1.3.5. How to maintain personal hygiene</p> <p>1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating</p>	<p>Pupils should be taught:</p> <p>Me</p> <p>2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy</p> <p>2.1.3.2. Strategies to develop self-confidence and self-esteem</p> <p>2.1.3.3. Each person has a purpose in the world</p> <p>2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)</p> <p>My body</p> <p>2.1.3.5. Their body will change and develop as they grow</p> <p>2.1.3.6. About the growth and development of humans and the changes experienced during puberty</p> <p>2.1.3.7. The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina)</p> <p>My health</p> <p>2.1.3.8. How to make informed choices that have an impact on their health</p>



Emotional well-being and attitudes	<p>Pupils should be taught:</p> <p>Emotional well-being</p> <p>1.1.4.1. That we all have different likes and dislikes</p> <p>1.1.4.2. A language to describe feelings</p> <p>Attitudes</p> <p>1.1.4.3. A basic understanding that feelings and actions are two different things</p> <p>1.1.4.4. Simple strategies for managing feelings and behaviour</p> <p>1.1.4.5. That choices have consequences</p>	<p>Pupils should be taught:</p> <p>Emotional well-being</p> <p>2.1.4.1. Their emotions may change as they approach and as they grow and move through puberty</p> <p>2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings</p> <p>2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media)</p> <p>2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>Attitudes</p> <p>2.1.4.5. That some behaviour is unacceptable, unhealthy or risky</p> <p>2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources</p>
Life cycles and fertility	<p>Pupils should be taught:</p> <p>Life cycles</p> <p>1.1.5.1. That there are life stages from birth to death</p>	<p>Pupils should be taught:</p> <p>Life cycles</p> <p>2.1.5.1. How a baby grows and develops in its mother's womb</p> <p>2.1.5.2. To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, older age)</p> <p>Fertility</p> <p>2.1.5.3. The nature and role of menstruation in the fertility cycle</p> <p>2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova</p>



Theme 2: Created to love others		
	EYFS and KS1	KS2
Education and Virtue	<p>In a Catholic school, pupils are growing to be:</p> <ul style="list-style-type: none"> 1.2.1.1. Friendly, able to make and keep friends 1.2.1.2. Caring, attentive to the needs of others and generous in their responses 1.2.1.3. Respectful of others, their uniqueness, their wants and their needs 1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them 1.2.1.5. Courteous, learning to say, “please” and “thank you” 1.2.1.6. Honest, able to tell the difference between truth and lies 	<p>In a Catholic school, pupils are growing to be:</p> <ul style="list-style-type: none"> 2.2.1.1. Loyal, able to develop and sustain friendships 2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble 2.2.1.3. Respectful, able to identify other people’s personal space and respect the ways in which they are different 2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships 2.2.1.5. Courteous in their dealings with friends and strangers 2.2.1.6. Honest, committed to living truthfully and with integrity
Religious understanding of human relationships: loving others	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> 1.2.2.1. We are part of God’s family 1.2.2.2. All families are important 1.2.2.3. That saying sorry is important and can help mend broken friendships 1.2.2.4. Jesus cared for others 1.2.2.5. That we should love other people in the same way Jesus loves us 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> 2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese 2.2.2.2. Families are the building blocks of society and where faith, wisdom and virtues are passed onto the next generation 2.2.2.3. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness 2.2.2.4. The sacrament of marriage involves commitment and self giving. It is a formal, lifelong commitment
Personal relationships	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> 1.2.3.1. The characteristics of positive and negative relationships 1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special 1.2.3.3. There are different family structures and these should be respected 1.2.3.4. Families should be a place of love, security and stability. 1.2.3.5. The importance of spending time with your family 1.2.3.6. How their behaviour affects other people and that there are appropriate and inappropriate behaviours 1.2.3.7. To recognise when people are being unkind to them and others and how to respond 1.2.3.8. Different types of teasing and bullying which are wrong and unacceptable 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> 2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong 2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family 2.2.3.3. Marriage represents a formal and legally recognised commitment 2.2.3.4. For the Church, marriage has a special significance as one of the sacraments 2.2.3.5. The characteristics of a healthy family life. 2.2.3.6. How to make informed choices in relationships and that choices have positive, neutral and negative consequences 2.2.3.7. An awareness of bullying (including cyber-bullying) and how to respond 2.2.3.8. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond 2.2.3.9. To recognise and manage risk, to develop resilience and learn how to cope with “dares” and other ways in which people can be pressurised 2.2.3.10. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes



<p>Keeping safe and people who can help me</p>	<p>Pupils should be taught:</p> <p>Keeping safe</p> <p>1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online</p> <p>1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable</p> <p>1.2.4.3. The difference between good and bad secrets</p> <p>1.2.4.4. Identifying and correctly name their “private parts” (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation</p> <p>1.2.4.5. Importance of seeking and giving permission in relationships.</p> <p>People who can help me</p> <p>1.2.4.6. Who to go to if they are worried or need help</p> <p>1.2.4.7. That there are a number of different people and organisations they can go to for help in different situations</p>	<p>Pupils should be taught:</p> <p>Keeping safe</p> <p>2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>2.2.4.2. How to use technology safely</p> <p>2.2.4.3. That not all images, language and behaviour are appropriate</p> <p>2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>2.2.4.5. Importance of seeking and giving permission in relationships</p> <p>People who can help me</p> <p>2.2.4.6. That there are a number of different people and organisations they can go to for help in different situations and how to contact them</p> <p>2.2.4.7. How to report and get help if they encounter inappropriate materials or messages</p> <p>2.2.4.8. To keep asking for help until they are heard</p>
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Theme 3: Created to live in community (local, national and global)		
	EYFS and KS1	KS2
Education and Virtue	<p>In a Catholic school, pupils are growing to be:</p> <p>1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally</p> <p>1.3.1.2. People who serve others, locally, nationally and globally</p> <p>1.3.1.3. Active in their commitment to bring about change</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally</p> <p>2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally</p> <p>2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally</p>
Religious understanding of the importance of human communities	<p>Pupils should be taught:</p> <p>1.3.2.1. That God is Father, Son and Holy Spirit</p> <p>1.3.2.2. Some scripture illustrating the importance of living in community</p> <p>1.3.2.3. Jesus' teaching on who is my neighbour</p>	<p>Pupils should be taught:</p> <p>2.3.2.1. God is Trinity – a communion of persons</p> <p>2.3.2.2. The key principles of Catholic Social Teaching</p> <p>2.3.2.3. The Church is the Body of Christ</p>
Living in the wider world	<p>Pupils should be taught:</p> <p>1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community</p> <p>1.3.3.2. That their behaviour has an impact on the communities to which they belong</p> <p>1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them;</p> <p>1.3.3.4. About what harms and improves the world in which they live</p> <p>1.3.3.5. How diseases are spread and can be controlled and the responsibilities they have of their own health and that of others eg washing hands.</p>	<p>Pupils should be taught:</p> <p>2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.)</p> <p>2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers</p> <p>2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread</p> <p>2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another</p>



Curriculum Focus Long Term Overview *(including Journey in Love)*

	Relationships			Living in the Wider World			Health and Wellbeing		
	Families and Friendships	Safe Relationships	Respecting Ourselves and Others	Belonging to a Community	Media Literacy and Digital Resilience	Money and Work	Physical Health and Mental Well-being	Growing and Changing	Keeping Safe
Big Q	Who am I and how do I feel?	What makes a happy & healthy relationship?	How are we the same and different?	What are good and bad decisions/choices?	Why do we need the internet?	Why do we need money?	What can we do to stay healthy?	How do we change and grow?	What can we do to stay safe?
EYFS	Me, My Family and Friends <i>Wonder of God's Love (N)</i> <i>God loves each of us in our uniqueness (R)</i>	What is right and what is wrong? No Pants (NSPCC) Being kind to ourselves	Following rules and routines Helping others to feel safe and happy Waiting our turn <i>God loves each of us in our uniqueness (R)</i>	Sharing and turn-taking People in our community <i>Wonder of God's Love (N)</i> <i>God loves each of us in our uniqueness (R)</i>	Using the internet to learn	Jobs in the community	Oral hygiene Healthy food choices Road safety Mindfulness	Life-cycles Feelings Naming body parts (basic) <i>Wonder of God's Love (N)</i> <i>God loves each of us in our uniqueness (R)</i>	Choices Secrets and surprises
Year 1	Roles of different people Families Feeling cared for <i>We meet God's love in our family</i>	Recognising privacy Staying safe Seeking permission	How behaviour affects others Being polite and Respectful	What rules are Caring about others' needs Looking after the environment <i>We meet God's love in our family</i>	Using the internet and digital devices Communicating online	Strengths and interests Jobs in the community	Keeping healthy Food and exercise Hygiene routines Sun safety	Recognising what makes them unique and special Feelings Managing when things go wrong <i>We meet God's love in our family</i>	How rules and age restrictions help us Keeping safe online
Year 2	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 <i>We meet God's love in our community.</i>	Belonging to a group Roles and responsibilities Being the same and different in the community <i>We meet God's love in our community.</i>	The internet in everyday life Online content and information	What money is Needs and wants Looking after money	Why sleep is important Medicines and keeping healthy Keeping teeth healthy Managing feelings and asking for help	Growing older Naming body parts Moving class or year	Safety in different environments Risk and safety at home Emergencies <i>We meet God's love in our community.</i>
Year 3	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 <i>How we live in love</i>	The value of rules and laws Rights, freedoms and responsibilities <i>How we live I love</i>	How the internet is used Assessing information online	Different jobs and skills Job stereotypes Setting personal goals	Health choices and habits What affects feelings Expressing feelings <i>How we live in love</i>	Personal strengths and achievements Managing and reframing setbacks	Risks and hazards Safety in the local environment and unfamiliar places



Year 4	Positive friendships, including online	Responding to hurtful behaviour Managing confidentiality Recognising risks online	Respecting differences and similarities Discussing difference sensitively <i>God love's us in our differences</i>	What makes a community Share responsibilities <i>God love's us in our differences</i>	How data is shared and used	Making decisions about money Using and keeping money safe	Maintaining a balanced lifestyle Oral hygiene and dental care <i>God love's us in our differences</i>	Physical and emotional changes in puberty External genitalia Personal hygiene routines Support with puberty	Medicines and household products Drugs common to everyday life
	Managing friendships Peer pressure	Physical contact and feeling safe	Responding respectfully to a wide range of people Recognising prejudice and discrimination <i>God love's us in our changing and development</i>	Protecting the environment Compassion towards others <i>God love's us in our changing and development</i>	How information online is targets Different media types, their role and impact	Identifying job interests and aspirations What influences career choices Workplace stereotypes	Healthy sleep habits Sun Safety Medicines, vaccinations, immunisations and allergies	Personal identity Recognising individuality and different qualities Mental well-being <i>God love's us in our changing and development</i>	Keeping safe in different situations Responding to emergencies First aid and FGM
	Attraction to others Romantic relationships Civil partnerships and marriage <i>The Wonder of God's love in creating new life.</i>	Recognising and managing pressure Consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity Challenging discrimination and stereotypes <i>The Wonder of God's love in creating new life.</i>	Evaluating media sources Sharing things online	Influences and attitudes to money Money and financial risks	What affects mental health and ways to take care of it Managing change, loss and bereavement <i>The Wonder of God's love in creating new life.</i>	Human reproduction and birth Increasing independence Managing transition <i>The Wonder of God's love in creating new life.</i>	Keeping personal information safe Regulations and choices Drug use and the law Drug use and the media



PSHE Whole School Progression Map – Taught Knowledge

Early Years Foundation Stage

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

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

Self- Regulation ELG:

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

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

Managing Self ELG:

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

Building Relationships ELG:

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

Learning Statements

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others
- Manage their own needs; personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian
- Talk about members of their immediate family and community (UW)
- Name and describe people who are familiar to them (UW)
- Further develop the skills they need to manage the school day successfully: Lining up and queuing; Meal times (PD)



Physical Development	<p>EYFS Statutory Educational Programme: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives... <i>...Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.</i></p> <p>Gross motor skills ELG</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
	<p>EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension</p> <p>People, culture and communities ELG</p> <p>Children at the expected level of development will:</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 religion 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 other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Key Skills	COETL	<p>Playing and Exploring</p> <p>Children investigate and experience things, and ‘have a go’</p> <ul style="list-style-type: none"> • Realise that their actions have an effect on the world, so they want to keep repeating them. • Plan and think ahead about how they will explore or play with objects. • Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. • Make independent choices. • Bring their own interests and fascinations into early years settings. • Respond to new experiences that you bring to their attention. 	<p>Active learning</p> <p>Children concentrate and keep on trying of they encounter difficulties, and enjoy achievements.</p> <ul style="list-style-type: none"> • Participate in routines. Begin to predict sequences because they know routines. • Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object. • Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. • Keep on trying when things are difficult. 	<p>Creating and thinking critically</p> <p>Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</p> <ul style="list-style-type: none"> • Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or ‘drink’ from a pretend cup. • Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets. • Review their progress as they try to achieve a goal. Check how well they are doing. • Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries. • Use pretend play to think beyond the ‘here and now’ and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that “Maybe the troll is lonely and hungry? That’s why he is fierce.” • Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. • Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions.
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Vocabulary	<ul style="list-style-type: none">• Clean• similar• different• family• boy• girl• male• female• body part• safe• comfortable	<ul style="list-style-type: none">• uncomfortable• feelings• hygiene• same• similar• different• like• dislike• difficult• private	<ul style="list-style-type: none">• special• fair• unfair• sharing• caring• consequence• help• rules• kind• gentle
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PSHE Whole School Progression Map –Taught Knowledge

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	Families and Friendships	<ul style="list-style-type: none"> • Recognise people who care for them. • Recognise how people care for them. • Recognise what it means to be a family. • Understand the importance of talking to someone if they are worried about something in their family. 	<ul style="list-style-type: none"> • Recognise how to be a good friend. • Recognise different ways that people meet and make friends • Recognise strategies for positive play with friends. • Identify what can cause arguments between friends • Understand how to positively resolve arguments between friends • Recognise when they/ others are feeling lonely or unhappy and how to ask for help/ help others. 	<ul style="list-style-type: none"> • Recognise and respect that there are different types of families. • Recognise that being part of a family provides support, stability and love • Recognise the positive aspects of being part of a family • Recognise the different ways that people can care for each other • Identify if/when something in a family might make someone upset or worried • Recognise what to do and whom to tell if family relationships are making them feel unhappy or unsafe. 	<ul style="list-style-type: none"> • Recognise the features of positive healthy friendships • Identify strategies to build positive friendships • Identify how to seek support with relationships if they feel lonely or excluded • Recognise how to communicate respectfully with friends when using digital devices • Recognise how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • Recognise what to do or whom to tell if they are worried about any contact online 	<ul style="list-style-type: none"> • Identify what makes a healthy friendship and how they make people feel included • Identify what peer influence is and how it can make people feel or behave • Recognise the impact of the need for peer approval in different situations, including online • Identify strategies to manage peer influence and the need for peer approval • Recognise that it is common for friendships to experience challenges • Identify strategies to positively resolve disputes and reconcile differences in friendships • Recognise that friendships can change over time and the benefits of having new and different types of friends • Identify how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable and where to seek support. 	<ul style="list-style-type: none"> • Recognise 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 • Recognise the qualities of healthy relationships that help individuals flourish • Recognise ways in which couples show their love and commitment to one another • Identify what marriage and civil partnership mean • Recognise that people have the right to choose whom they marry or whether to get married • Identify that to force anyone into marriage is illegal • Identify how and where to report forced marriage or ask for help if they are worried



PSHE Whole School Progression Map – Taught Knowledge

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	Safe Relationships	<ul style="list-style-type: none"> • Recognise when someone's body or feelings might be hurt and whom to go to for help • Understand 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) • Recognise how to respond if being touched makes them feel uncomfortable or unsafe • Understand when it is important to ask for permission to touch others • Understand how to ask for and give/not give permission 	<ul style="list-style-type: none"> • Recognise hurtful behaviour, including online • Identify what to do and whom to tell if they see or experience hurtful behaviour, including online • Recognise what bullying is and different types of bullying • Identify 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 • Identify how to resist pressure to do something that feels uncomfortable or unsafe • Recognise how to ask for help if they feel unsafe or worried and what vocabulary to use 	<ul style="list-style-type: none"> • Recognise what is appropriate to share with friends, classmates, family and wider social groups including online • Identify what privacy and personal boundaries are, including online • Recognise basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • Recognise that bullying and hurtful behaviour is unacceptable in any situation • Recognise the effects and consequences of bullying for the people involved • Identify the meaning of bullying online, and the similarities and differences to face-to-face bullying • Understand what to do and whom to tell if they see or experience bullying or hurtful behaviour 	<ul style="list-style-type: none"> • Differentiate between playful teasing, hurtful behaviour and bullying, including online • Understand 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 • Understand how to manage pressures associated with dares • Recognise when it is right to keep or break a confidence or share a secret • Recognise risks online such as harmful content or contact • Recognise how people may behave differently online including pretending to be someone they are not • Understand how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online 	<ul style="list-style-type: none"> • Identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • Recognise how to ask for, give and not give permission for physical contact • Identify how it feels in a person's mind and body when they are uncomfortable • Understand that it is never someone's fault if they have experienced unacceptable contact • Identify how to respond to unwanted or unacceptable physical contact • Recognise that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • Identify whom to tell if they are concerned about unwanted physical contact 	<ul style="list-style-type: none"> • Recognise 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 • Identify how to assess the risk of different online 'challenges' and 'dares' • Understand how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • Understand how to get advice and report concerns about personal safety, including online • Identify what consent means and how to seek and give/not give permission in different situations



PSHE Whole School Progression Map – Taught Knowledge

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	Respecting ourselves and others	<ul style="list-style-type: none"> • Recognise what kind and unkind behaviour means in and out of school • Recognise how kind and unkind behaviour can make people feel • Understand what respect means • Recognise class rules 	<ul style="list-style-type: none"> • Recognise the things they have in common with their friends, classmates, and other people • Recognise that friends can have both similarities and differences • Recognise how to play and work cooperatively in different groups and situations • Recognise how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	<ul style="list-style-type: none"> • Recognise respectful behaviours • Recognise how to model respectful behaviour in different situations • Recognise the importance of self-respect and their right to be treated respectfully by others • Identify 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 	<ul style="list-style-type: none"> • Recognise differences between people such as gender, race, faith • Recognise what they have in common with others • Understand the importance of respecting the differences and similarities between people • Identify vocabulary to sensitively discuss difference and include everyone 	<ul style="list-style-type: none"> • Recognise that everyone should be treated equally • Recognise 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 • Identify what discrimination means and different types of discrimination • Identify online bullying and discrimination of groups or individuals • Recognise the impact of discrimination on individuals, groups and wider society • Identify ways to safely challenge discrimination • Understand how to report discrimination online 	<ul style="list-style-type: none"> • Recognise the link between values and behaviour and how to be a positive role model • Identify how to discuss issues respectfully • Recognise how to listen to and respect other points of view • Identify how to constructively challenge points of view they disagree with • Identify ways to participate effectively in discussions online and manage conflict or disagreements



PSHE Whole School Progression Map – Taught Knowledge

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Living in the Wider World	Belonging to a community	<ul style="list-style-type: none"> Identify examples of rules in different situations Recognise that different people have different needs Recognise how we care for people, animals and other living things in different ways Identify how they can look after the environment. 	<ul style="list-style-type: none"> Identify that they can be a part of different groups, and the role they play in these groups Recognise different rights and responsibilities that they have in school and the wider community Identify how a community can help people from different groups to feel included Recognise that they are all equal, and ways in which they are the same and different to others in their community 	<ul style="list-style-type: none"> Identify the reasons for rules and laws in wider society the importance of abiding by the law and what might happen if rules and laws are broken Identify what human rights are and how they protect people Identify basic examples of human rights including the rights of children Recognise how they have rights and also responsibilities Recognise that with every right there is also a responsibility 	<ul style="list-style-type: none"> Identify the meaning and benefits of living in a community Recognise that they belong to different communities as well as the school community Identify the different groups that make up and contribute to a community Identify the individuals and groups that help the local community, including through volunteering and work Understand how to show compassion towards others in need and the shared responsibilities of caring for them 	<ul style="list-style-type: none"> Recognise 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 Understand 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 Recognise how to express their own opinions about their responsibility towards the environment 	<ul style="list-style-type: none"> Identify what prejudice means Differentiate between prejudice and discrimination Understand how to recognise acts of discrimination Identify 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 Identify how stereotypes are perpetuated and how to challenge this



PSHE Whole School Progression Map – Taught Knowledge

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Living in the Wider World	Media Literacy and Digital Resilience	<ul style="list-style-type: none"> • Recognise how and why people use the internet • Recognise the benefits of using the internet and digital devices • Identify how people find things out and communicate safely with others online 	<ul style="list-style-type: none"> • Identify the ways in which people can access the internet • 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 • Recognise that information online might not always be true 	<ul style="list-style-type: none"> • Recognise 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 for why this happens • Identify 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 their age-group • Recognise how to make safe, reliable choices from search results • Identify how to report something seen or experienced online that concerns them 	<ul style="list-style-type: none"> • Recognise 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 • Recognise differences in content shared for factual purposes and for advertising • Recognise why people might choose to buy or not buy something online • Understand that search results are ordered based on the popularity of the website and that this can affect what information people access 	<ul style="list-style-type: none"> • Identify different types of media and their different purposes • Identify basic strategies to assess whether content online is based on fact, opinion, or is biased • Recognise that some media and online content promote stereotypes • Identify how to assess which search results are more reliable than others • Recognise unsafe or suspicious content online • Recognise how devices store and share information 	<ul style="list-style-type: none"> • Recognise the benefits of safe internet use • Identify how and why images online might 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 • Recognise that social media sites have age restrictions and regulations for use • Identify 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 sharing things online, including rules and laws relating to this • Recognise what is appropriate to share online • Identify how to report inappropriate online content or contact



PSHE Whole School Progression Map – Taught Knowledge							
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Living in the Wider World	Money and Work	<ul style="list-style-type: none">• Recognise that everyone has different strengths, in and out of school• Identify that 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	<ul style="list-style-type: none">• Recognise what money is and its different forms• Identify how money can be kept and looked after• Recognise way of getting, keeping and spending money• Understand that people are paid money for the job they do• Recognise the difference between needs and wants• Recognise how people make choices about spending money, including thinking about needs and wants	<ul style="list-style-type: none">• Identify jobs that people may have from different sectors• Recognise that people can have more than one job at once or over their lifetime• Recognise common myths and gender stereotypes related to work• Challenge stereotypes through examples of role models in different fields of work<ul style="list-style-type: none">• Identify some of the skills needed to do a job• Recognise their interests, skills and achievements and how these might link to future jobs• Recognise how to set goals that they would like to achieve this year	<ul style="list-style-type: none">• Recognise how people make different spending decisions based on their budget, values and needs• Recognise 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 and the reasons for using them• Recognise that how people spend money can have positive or negative effects on others	<ul style="list-style-type: none">• Identify jobs that they might like to do in the future• Recognise the role ambition can play in achieving a future career• Recognise how or why someone might choose a certain career• Recognise what might influence people’s decisions about a job or career• Recognise the importance of diversity and inclusion to promote people’s career opportunities• Recognise stereotyping in the workplace, its impact and how to challenge it• Identify that there are a variety of routes into work	<ul style="list-style-type: none">• Recognise the role that money plays in people’s lives, attitudes towards it and what influences decisions about money• Recognise value for money and how to judge if something is value for money• Recognise how companies encourage customers to buy things and why it is important to be a critical consumer• Recognise how 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• Recognise how to get help if they are concerned about gambling or other financial risk



PSHE Whole School Progression Map – Taught Knowledge

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Well-being	Physical Health and Mental Well-being	<ul style="list-style-type: none"> • Recognise 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 • Recognise healthy and unhealthy foods, including sugar intake • Recognise physical activity and how it keeps people healthy • Identify different types of play, including balancing indoor, outdoor and screen based play • Identify people who can help them to stay healthy • Identify how to keep safe in the sun 	<ul style="list-style-type: none"> • Recognise routines and habits for maintaining good physical and mental health • Recognise 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 • Recognise the importance of, and routines for, brushing teeth and visiting the dentist • Identify food and drink that affect dental health • Recognise how to describe and share a range of feelings • Identify ways to feel good, calm down or change their mood • Understand how to manage big feelings including those associated with change, loss and bereavement • Understand when and how to ask for help, and how to help others, with their feelings 	<ul style="list-style-type: none"> • Identify the choices that people make in daily life that could affect their health • Identify healthy and unhealthy choices • Recognise what can help people to make healthy choices and what might negatively influence them • Recognise habits and that sometimes they can be maintained, changed or stopped the positive and negative effects of habits • Identify what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • Recognise that regular exercise such as walking or cycling has positive benefits for their mental and physical health • Recognise the things that affect feelings both positively and negatively • Identify strategies to identify and talk about their feelings • Recognise some of the different ways people express feelings • Recognise how feelings can change overtime and become more or less powerful 	<ul style="list-style-type: none"> • Identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • Recognise what good physical health means and how to recognise early signs of physical illness • Recognise that common illnesses can be quickly and easily treated with the right care • Identify 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 	<ul style="list-style-type: none"> • Recognise how sleep contributes to a healthy lifestyle • Identify healthy sleep strategies and how to maintain them • Recognise the benefits of being outdoors and in the sun for physical and mental health • Identify 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 • Recognise that some diseases can be prevented by vaccinations and immunisations • Recognise that bacteria and viruses can affect health • Identify how they can prevent the spread of bacteria and viruses with everyday hygiene routines • Recognise the shared responsibility of keeping a clean environment 	<ul style="list-style-type: none"> • Understand 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 • Identify how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • Identify positive strategies for managing feelings • Recognise that there are situations when someone may experience mixed or conflicting feelings • Recognise 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 they 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 • Identify the changes that may occur in life including death, and how these can cause conflicting feelings • Recognise that changes can mean people experience feelings of loss or grief • Recognise 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 • Recognise how balancing time online with other activities helps to maintain their health and wellbeing • Identify strategies to manage time spent online and foster positive habits e.g. switching phone off at night • Recognise what to do and whom to tell if they are frightened or worried about something they have seen online



PSHE Whole School Progression Map – Taught Knowledge

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Well-Being	Growing and Changing	<ul style="list-style-type: none"> • Recognise what makes them special and unique including their likes, dislikes and what they are good at • Identify how to manage and whom to tell when finding things difficult, or when things go wrong • Recognise how they are the same and different to others • Recognise different kinds of feelings • Recognise feelings in themselves and others • Identify how feelings can affect how people behave 	<ul style="list-style-type: none"> • Recognise the human life cycle and how people grow from young to old • Recognise how our needs and bodies change as we grow up • Recognise change as people grow up, including new opportunities and responsibilities • Prepare to move to a new class and set goals for next year 	<ul style="list-style-type: none"> • Recognise that everyone is an individual and has unique and valuable contributions to make • Recognise how strengths and interests form part of a person's identity • Identify their own personal strengths and interests and what they're proud of • Recognise common challenges to self-worth • Identify basic strategies to manage and reframe setbacks 	<ul style="list-style-type: none"> • Understand personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • Recognise, respect and express their individuality and personal qualities • Identify ways to boost their mood and improve emotional wellbeing • Recognise the link between participating in interests, hobbies and community groups and mental wellbeing 	<ul style="list-style-type: none"> • Identify and name the main parts of the body including external genitalia • Recognise that for some people their gender identity does not correspond with their biological sex • Identify external genitalia and reproductive organs • Recognise the physical and emotional changes during puberty • Identify key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • Identify strategies to manage the changes during puberty including menstruation • Recognise the importance of personal hygiene routines during puberty including washing regularly and using deodorant • Understand how to discuss the challenges of puberty with a trusted adult • Identify how to get information, help and advice about puberty 	<ul style="list-style-type: none"> • Recognise some of the changes as they grow up • Recognise what being more independent might be like, including how it may feel • Understand the transition to secondary school and how this may affect their feelings • Recognise how relationships may change as they grow up or move to secondary school • Identify practical strategies that can help to manage times of change and • Identify the links between love, committed relationships and conception • Identify what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • Identify how pregnancy occurs • Recognise the responsibilities of being a parent or carer and how having a baby changes someone's life



PSHE Whole School Progression Map – Taught Knowledge

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Well-Being	Keeping Safe	<ul style="list-style-type: none"> • Recognise how rules can help to keep us safe • Identify why some things have age restrictions • Identify basic rules for keeping safe online • Understand whom to tell if they see something online that makes them feel unhappy, worried, or scared 	<ul style="list-style-type: none"> • Recognise risk in everyday situations • Recognise how to help keep themselves safe in familiar and unfamiliar environments • Identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • Recognise how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • Identify things that people can put into their body or onto their skin and how these can affect how people feel • Recognise how to respond if there is an accident and someone is hurt • Identify 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 	<ul style="list-style-type: none"> • Identify typical hazards at home and in school • Understand how to predict, assess and manage risk in everyday situations • Identify fire safety at home including the need for smoke alarms • Recognise the importance of following safety rules from parents and other adults • Recognise how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety 	<ul style="list-style-type: none"> • Recognise the importance of taking medicines correctly and using household products safely • Recognise what is meant by a 'drug' • Recognise that drugs common to everyday life 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 • Recognise that for some people, using drugs can become a habit which is difficult to break • Understand how to ask for help or advice 	<ul style="list-style-type: none"> • Identify when situations are becoming risky, unsafe or an emergency • Identify occasions where they can help take responsibility for their own safety • Differentiate between positive risk taking and dangerous behaviour • Recognise how to deal with common injuries using basic first aid techniques • Recognise how to respond in an emergency, including when and how to contact different emergency services 	<ul style="list-style-type: none"> • Identify how to protect personal information online • Identify potential risks of personal information being misused • Identify 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 • Recognise 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 • Recognise what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • Understand how to report the misuse of personal information or sharing of upsetting content/ images online • Recognise the different age rating systems for social media, T.V, films, games and online gaming • Recognise why age restrictions are important and how they help people make safe decisions about what to watch, use or play • Identify the risks and effects of different drugs • Recognise 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 • Understand how to ask for help if they have concerns about drug use • Identify mixed messages in the media relating to drug use and how they might influence opinions and decisions



EYFS - RSE Curriculum						
<i>The wonder of being special and unique</i> <i>To explore the wonder of being special and unique. Children begin to know and understand that they are part of the wonder of God's love and creation.</i>						
	My Feelings	My Body	My Relationship	My Beliefs	My Rights and Responsibilities	Asking for Help
Key Knowledge	<ul style="list-style-type: none"> Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings. Pupils can identify what is fair and unfair and the importance of caring and sharing. Pupils can show sensitivity to people's feelings and needs. Pupils demonstrate an awareness of self and their own uniqueness. Pupils can demonstrate an understanding of their own self-worth and worth of others 	<ul style="list-style-type: none"> Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene. 	<ul style="list-style-type: none"> Pupils understand that there are similarities and differences between everyone and can celebrate this. Pupils can recognise their own uniqueness and value of every person. Pupils can recognise how their own actions have consequences. 	<ul style="list-style-type: none"> Pupils can recognise what they like and dislike and feel empowered to make real, informed choices. 	<ul style="list-style-type: none"> Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy. Pupils to understand the concept of rules (e.g. rules in class and school) and how rules can help us. 	<ul style="list-style-type: none"> Pupils can identify the special people in their lives, what makes them special and how special people care for one another. Pupils can ask questions, and begin to suggest a way to solve a problem
Skills				Outcomes		
<ul style="list-style-type: none"> Can they name the main body parts? Can they show that family and friends should care for each other? Can they identify and respect differences and similarities between people? Can they recognise, name and deal with feelings in a positive way? Can they notice some effects of own actions on others? • Can they identify how people are feeling (e.g. happy, sad, worried)? Can they participate in group activities, take turns, share and manage disputes peacefully? Can they ask for help if unsure on what to do? Can they demonstrate a growth mind-set (e.g. show the belief that everyone can do things to improve surroundings and support others)? 				<ul style="list-style-type: none"> To recognise some feelings To recognise that their behaviour affects other people, especially when angry To know who to ask for help To understand that there are different types of families To know how the body changes since birth To name parts of the body and their uses To understand some basic hygiene principles To know how to keep clean To know how to look after themselves To recognise how their own actions have consequences. To have some basic ways of avoiding, managing and resolving conflict. To have a sense of fair play and demonstrate a willingness to take turns and share. To demonstrate a positive attitude towards difference and diversity. To demonstrate a willingness to listen to the ideas of others. 		



Deeper Learning Questions



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



		<p>R12. To understand that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R21. To learn about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. To learn about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. To recognise the ways in which they are the same and different to others</p> <p>R24. To understand how to listen to other people and play and work cooperatively</p> <p>H23. To identify what they are good at, what they like and dislike</p> <p>L4. To learn about the different groups they belong to</p>	<p>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>L6. To recognise the ways they are the same as, and different to, other people</p>		<p>different ways to keep healthy</p> <p>H2. To learn about foods that support good health and the risks of eating too much sugar</p> <p>H3. To learn about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. To learn about why sleep is important and different ways to rest and relax</p> <p>H5. To know simple hygiene routines that can stop germs from spreading</p> <p>H6. To understand that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. To learn about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H8. To know how to keep safe in the sun and protect skin from sun damage</p> <p>H9. To learn about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H10. To learn about the people who help us to stay physically healthy</p> <p>H13. To learn how feelings can affect people's bodies and how they behave</p> <p>H14. To learn how to recognise what others might be feeling</p> <p>H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things</p>	<p>H18. To know the 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>H23. To identify what they are good at, what they like and dislike</p> <p>H24. To learn how to manage when finding things difficult</p>
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						<p>H16. To learn about ways of sharing feelings; a range of words to describe feelings</p> <p>H18. To understand different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>H29. To recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H31. To understand that household products (including medicines) can be harmful if not used correctly</p> <p>H37. To learn about things that people can put into their body or on their skin; how these can affect how people feel</p>	
Key Vocabulary							
	<p>active listening, behaviour, bullying, care, choices, community, compliment, discussion, fair, family, friends, group, helpful, joking, kind, learner, mind-set, needed, negative, polite, positive, safe, secure, special, support, team, teasing, thoughtful, unkind</p>	<p>angry, body language, calm, change, confidence, content, cross, disagree, wellbeing, emotions, enjoy, excited, facial expressions, feelings, happiness, happy, help, interests, kind, like, loss, memories, mental health, nervous, opinions, qualities, sad, safe, secure, share, skills, speak, talents, talk, thoughts, uncomfortable, unhappy, worried</p>	<p>accepting, beliefs, belong, Britain, British, British Isles, celebrations, choice, coast, community, countryside, difference, dress, environment, happy, harm, helpful, island, kindness, lakes, listen, live, local area, mountain, natural, neighbour, neighbourhood, proud, respect, responsibility, right, river, safe, same, share, similarity, town, United Kingdom</p>	<p>achievement, aims, ambition, attitude, change, communication, creative, determined, future, goal, grow, happiness, hard-working, help, improve, job, learn, positive, progress, qualification, routine, skill, star qualities, strength, success, training</p>	<p>bacteria, body, brain, brushing, chemicals, chemist, choice, clean, colds, consent, contact, coughs, danger, dentist, diarrhoea, diet, disease, doctor, emergency, exercise, germs, healthy, heart, help, illness, medicine, mind, muscles, permission, pharmacist, poisonous, protect, rest, rules, safe, secret, serious, sleep, spread, strength, sugar, surprise, touch, treat, uncomfortable, unhealthy, unsafe, virus, warning, wash</p>	<p>achievement, angry, bored, calm, choice, complain, concentrate, confused, decision, difficult, dislike, embarrassed, emotions, fears, fed up, feelings, focus, frightened, frustrated, future, goal, gratitude, happy, healthy, helpful, like, lonely, mind, mindful, negative, nervous, new, past, perseverance, positive, prefer, relaxed, resilience, respond, rest, sad, safe, shocked, thankful, thinking, thoughts, unhelpful, upset, worries</p>	



Year 1: RSE Curriculum					
<i>We meet God's love in our family</i> <i>To focus on families and specially growing up in a loving, secure and stable home.</i>					
My Feelings	My Body	My Relationship	My Beliefs	My Rights and Responsibilities	Asking for Help
<ul style="list-style-type: none"> Pupils are able to communicate about feelings, to recognize how others show feelings and know how to respond 	<ul style="list-style-type: none"> Pupils can correctly name the main parts of the body, including external genitalia using scientific terms. 	<ul style="list-style-type: none"> Pupils understand the importance of listening to other people, to play and work collaboratively including strategies to resolve simple arguments through negotiation. Pupils are able to discuss what fairness means. 	<ul style="list-style-type: none"> Pupils can identify and respect the differences and similarities between people. Pupils can participate in discussions about issues that affect self, others and the wider world. 	<ul style="list-style-type: none"> Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others. Pupils understand that they have right and responsibilities in class and school. 	<ul style="list-style-type: none"> Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.
Skills			Outcomes		
<ul style="list-style-type: none"> Can they name the main body parts? Can they explain and show that family and friends should care for each other? Can they identify and respect the differences and similarities between people? Can they identify what is fair and provide examples of this? Can pupils identify causes of disagreement and conflict at personal, classroom and household level? Can they ask relevant questions? Can they show an awareness of, and concern for, people's feelings? Can they listen carefully to others? Can they begin to state opinions and start to give reasons for these? Can they play and work cooperatively? 			<ul style="list-style-type: none"> To understand there are different types of families To know who to ask for help To know how I am special To understand that babies become children and then adults To know how people grow and change To know the difference between boy and girl babies To understand some basic hygiene principles To know how to keep clean To know how to look after myself To have some ways of avoiding, managing and resolving conflict. To take part in making and changing rules in their own class and school. To be able to use different approaches to solve problems. To recognise effects of own behaviour on others. 		



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



Year 2: PSHE Curriculum						
Relationships		Living in the Wider World		Health and Well-Being		
Learning Opportunities	NSPCC PANTS	Digital Wellbeing	One World	Money Matters	Growing Up	Safety First
	<p>VIPs – friendships, forming and maintaining friendships, the qualities of a good friend. Disputes and bullying.</p> <p>R1. To learn about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. To identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. To learn about different types of families including those that may be different to their own</p> <p>R4. To identify common features of family life</p>	<p>What we use the internet for and the benefits and risks of online activities.</p> <p>R10. To know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. To learn about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. To know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p>How people's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries.</p> <p>R3. To learn about different types of families including those that may be different to their own</p> <p>R4. To identify common features of family life</p> <p>H2. To identify the people who love and care for them and what they do to help them feel cared for</p> <p>L1. To learn about what rules are, why they are needed, and why different rules are needed for different situations</p>	<p>Where money comes from and how it is used.</p> <p>L10. To understand what money is; forms that money comes in; that money comes from different sources</p> <p>L11. To know that people make different choices about how to save and spend money</p> <p>L12. To learn about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. To know that money needs to be looked after; different ways of doing this</p>	<p>The human body; how we grow and change, both physically and emotionally.</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. To identify common features of family life</p> <p>R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p>	<p>Taking responsibility for their own safety. Everyday risks, hazards and dangers. First aid, dealing with common injuries and responding to emergency situations. (Opportunity for first aider to come into school and teach basic first aid)</p> <p>R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R14. To know that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. To know how to respond safely to adults they don't know</p>



	<p>R5. To know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R6. To learn about how people make friends and what makes a good friendship</p> <p>R7. To learn about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. To know simple strategies to resolve arguments between friends positively</p> <p>R9. To understand how to ask for help if a friendship is making them feel unhappy</p> <p>R10. To learn that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. To learn about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. To know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p>R14. To know that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. To understand how to respond safely to adults they don't know</p> <p>H28. To learn about rules and age restrictions that keep us safe</p> <p>H34. To know basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>L7. To learn about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. To learn about the role of the internet in everyday life</p> <p>L9. To know that not all information seen online is true</p>	<p>L2. To know how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. To learn about things they can do to help look after their environment</p> <p>L6. To recognise the ways they are the same as, and different to, other people</p>	<p>L15. To know that jobs help people to earn money to pay for things</p> <p>L16. To learn about the different jobs that people they know or people who work in the community do</p>	<p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p>	<p>R16. To learn about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R18. To learn about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. To know basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. To know what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>H8. To know how to keep safe in the sun and protect skin from sun damage</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H29. To recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. To learn about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. To know that household products (including</p>
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		<p>R16. To learn about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R21. To learn about what is kind and unkind behaviour, and how this can affect others</p> <p>R24. To understand how to listen to other people and play and work cooperatively</p> <p>R25. To know how to talk about and share their opinions on things that matter to them</p> <p>H14. To know how to recognise what others might be feeling</p> <p>H16. To learn about ways of sharing feelings; a range of words to describe feelings</p> <p>H23. To identify what they are good at, what they like and dislike</p> <p>H33. To learn about the people whose job it is to help keep us safe</p>					<p>medicines) can be harmful if not used correctly</p> <p>H32. To know ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. To learn about the people whose job it is to help keep us safe</p> <p>H35. To learn about what to do if there is an accident and someone is hurt</p> <p>H36. To know how to get help in an emergency (how to dial 999 and what to say)</p>
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Key Vocabulary						
	achieve, caring, choices, conflict, cooperate, cooperation, disagreement, family, friend, friendship, group, happy, healthy, help, important, kind, listen, love, making up, need, positive, safe, share, skills, solve, sort, special, support, talk, team, thoughtful, time, trust, trusted adult	access, activity, address, apps, comfortable, communicate, connected, device, download, electronic, emoji, fact, fake, healthy, helpful, hobbies, information, interests, Internet, lie, mental wellbeing, message, messaging, network, news, offline, online, password, personal information, picture message, pretend, private, screen time, sleep, social media, surname, text message, true, trusted adult, uncomfortable, video call	affect, care, choice, difference, earth, environment, environmental, family life, happy, harm, help, home, important, learn, love, natural, needs, people, planet, problem, protect, resources, right, safe, same, school, similarity, special people, trust, world	bank, bank account, buy, choice, coins, community, contactless, credit card, electronic, goods, important, job, track, list, money, need, notes, offer, online banking, online transfer, payment, piggy bank, possessions, price, purse, receipt, record, role, safe, salary, save, shopping, spend, value, wages, wallet, want, work	999, burn, chemicals, choke, danger, e-Safety, emergency, emergency services, fall, fire, harm, hazard, help, hurt, Internet, liquids, medicines, online, poisonous, protect, rail, risk, road, rules, safe, sharp, stranger, safer stranger, tablets, traffic, trip, trusted adult, uniform, unsafe, water	adulthood, advice, carers, caring, change, childhood, comfortable, consent, coping, curious, develop, differences, difficult, emotions, female, genitals, grandparents, independence, love, male, needs, opportunities, parents, penis, private parts, respect, responsibility, rules, safe, siblings, similarities, stereotype, testicles, touch, traditions, trusted adult, uncomfortable, unique, vagina, vulva, worried



Year 2: RSE Curriculum					
<i>We meet God's love in the community</i> To describe how we are growing and developing in diverse communities that are God-given.					
My Feelings	My Body	My Relationship	My Beliefs	My Rights and Responsibilities	Asking for Help
<ul style="list-style-type: none"> Pupils can recognise and celebrate their strengths and achievements and set simple but challenging goals. Pupils can recognise what contributes to self-identity and belonging. 	<ul style="list-style-type: none"> Pupils can recognise how they grow and will change as they become older 	<ul style="list-style-type: none"> Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable. Pupils can recognise similarities and differences. Pupils can demonstrate an awareness of, and pride in, their own individuality. 	<ul style="list-style-type: none"> Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another one of them. Pupils can identify different points of view and consider their merits 	<ul style="list-style-type: none"> Pupils understand the can judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond. Pupils understand that they have basic human rights and that some people have these denied. 	<ul style="list-style-type: none"> Pupils know the difference between secrets and surprises and the importance of not keeping a secret that make them feel uncomfortable, worried or afraid.
Skills			Outcomes		
<ul style="list-style-type: none"> Can they name the main body parts? Can they explain and show that family and friends should care for each other? Can they identify and respect the differences and similarities between people, including examples of what it can mean to be rich or poor in local and other contexts? Can pupils identify causes of disagreement and conflict at personal, classroom and household level? Can they identify their own rights and responsibilities and the need to respect the rights of others? Can they recognise the uneven sharing of power and how some people are excluded from decision-making? Can they show an interest in, and concern for, others outside immediate circle and in contexts different to their own? Can they identify matters that are important to self and others? Can they ensure that everyone in their friendship group is included? Can they demonstrate a sense of belonging and valuing of relationships with others? Can they demonstrate a willingness to stand up and speak up for others? 			<ul style="list-style-type: none"> To understand there are different types of families To know how I am special To know how I belong To describe some differences between boys and girls To describe how people change over time To describe some differences between male and female animals To understand basic hygiene To know how to look after myself To know which parts of me are private To have some ways of avoiding, managing and resolving conflict. To be able to use different approaches to solve problems. To recognise effects of own behaviour on others and use this to help make choices. To learn from mistakes and to use feedback constructively. To begin to show tact and diplomacy. To describe feelings about changes in own life and locally. To contribute actively and constructively to the life of own class and school. To begin to take action when something is unfair and demonstrate fairness in dealings with others. 		



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



Year 3: PSHE Curriculum						
	Relationships		Living in the Wider World		Health and Well-Being	
	NSPCC PANTS	Be Yourself	Diverse Britain	Aiming High	Think Positive	It's My Body
Learning Opportunities	<p>TEAM – if a class team works well together, it has a positive impact on all of its members and what they can achieve, how an individual's actions can impact the team.</p> <p>H18 To learn about everyday things that affect feelings and the importance of expressing feelings H19 To use a varied vocabulary when talking about feelings; about how to express feelings in different ways H24 To learn problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H36 To learn strategies to manage transitions between classes and key stages</p>	<p>Confidence to be yourself. Identifying strengths and achievements and recognising different emotions</p> <p>H17 To recognise that feelings can change over time and range in intensity H18 To learn about everyday things that affect feelings and the importance of expressing feelings H19 To use a varied vocabulary when talking about feelings; about how to express feelings in different ways</p>	<p>We live in a diverse, multicultural and democratic society. The need to be respectful of difference.</p> <p>H25 To learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H21 To learn about discrimination: what it means and how to challenge it</p>	<p>Goals and aspirations. Looking at achievements so far and the attitude needed for success.</p> <p>H27 To recognise their individuality and personal qualities H28 To learn to identify personal strengths, skills and achievements and how these contribute to a sense of self-worth H29 To learn about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking L9 To understand stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>	<p>Feelings (comfortable and uncomfortable) and how our attitude towards life can affect mental health.</p> <p>H3 To learn about choices that support a healthy lifestyle, and recognise what might influence these H4 To learn how to recognise that habits can have both positive and negative effects on a healthy lifestyle H15 To learn that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p>	<p>Choices about looking after their bodies. Making safer choices about their body, sleep and exercise, diet, cleanliness and substances.</p> <p>H1 To learn how to make informed decisions about health H2 To learn about the elements of a balanced, healthy lifestyle H3 To learn about choices that support a healthy lifestyle, and recognise what might influence these H4 To learn how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p>



<p>R11 To understand what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R13 To learn the importance of seeking support if feeling lonely or excluded</p> <p>R17 To learn that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R30 To understand that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p>H20 To learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H23 To learn about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24 To learn problem-solving strategies for dealing with emotions, challenges and change; including the transition to new schools</p> <p>H25 To learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26 To learn that for some people gender identity does not correspond with their biological sex</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 To learn 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</p>	<p>L25 To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L29 To learn that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30 To learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L32 To recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p>L26 To learn that there is a broad range of different jobs/careers that people can have; that people often have more than one</p>	<p>H16 To learn about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17 To recognise that feelings can change over time and range in intensity</p> <p>H18 To learn about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19 To use a varied vocabulary when talking about feelings; about how to express feelings in different ways</p>	<p>H5 To understand about what good physical health means; how to recognise early signs of physical illness (H5)</p> <p>H6 To learn 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 To learn how regular (daily/weekly) exercise benefits mental and physical health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8 To understand how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p>
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			<p>L4 To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L6 To learn about the different groups that make up their community; what living in a community means</p> <p>L30 To learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>	<p>H27 To recognise their individuality and personal qualities</p> <p>H28 To learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>H29 To learn about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>R13 To learn the importance of seeking support if feeling lonely or excluded</p> <p>R15 To learn strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R28 To learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable</p>	<p>those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34 To learn how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</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 To learn about the relationship between rights and responsibilities</p> <p>L4 To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and</p>	<p>career/type of job during their life</p> <p>L27 To learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28 To learn about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p>	<p>H20 To learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21 To recognise the 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 To learn about change and loss, including death, and how these can affect feelings; ways of expressing and</p>	<p>H9 To learn that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10 To learn how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11 To understand how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p>
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				<p>and strategies for managing this</p> <p>R29 To learn where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>R30 To recognise 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>living things; how to show care and concern for others</p> <p>L6 To learn about the different groups that make up their community; what living in a community means</p> <p>L7 To learn to value the different contributions that people and groups make to the community</p> <p>L8 To learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9 To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10 To learn about prejudice; how to</p>		<p>managing grief and bereavement</p> <p>H24 To learn problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H28 To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29 To learn how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p> <p>R13 To learn the importance of seeking support if feeling lonely or excluded</p>	<p>H12 To learn about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H14 To understand how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H38 To learn how to predict, assess and manage risk in different situations</p> <p>H46 To learn about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H48 To learn about why people choose to use or</p>
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				<p>L4 To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L11 To recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L16 To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p>recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>			<p>not use drugs (including nicotine, alcohol and medicines)</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>R25 To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26 To learn about seeking and giving permission (consent) in different situations</p> <p>R27 To learn about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>
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Key Vocabulary						
	<p>anxious, attitude, behaviour, body language, butterflies, change, communication, conflict, considerate, disagreement, disputes, emotions, enthusiastic, excited, experiences, facial expressions, feelings (good, not so-good, mixed), friends, individuals, mind-set, motivation, new start, problems, resilience, responsibilities, ripple effect routine, rules, scared, sharing, teacher, team, teammates, teamwork, turn-taking, unsettled, uncomfortable</p>	<p>achievements, aggressive, apologising, assertive, biological, change, coping, compassion, consequences, differences, emotions, facial expressions, feelings (comfortable and uncomfortable), female, gender, identify, identity, influence, kindness, male, media, mistakes, passive, pride, reality, sex, special, strategies, understanding, unique</p>	<p>asylum, belief, British Isles, identities, celebrate, citizens, community, cultures, customs, declaration, democracy, differences, discrimination, diversity, empathy, enforce, ethnicity, equality, freedom, governments, grow, human rights, laws, learn, liberty, multicultural, nationality, parliament, politicians, possessions, privacy, prejudice, protect, religions, respect, responsibilities, rights, rules, safe, society, stereotypes, tolerance, torture, traditions, understanding, United Nations, value</p>	<p>accomplish, achievements, actions, aims, accomplish, ambitions, attitude, attributes, behaviour, build, career, choice, CV, determination, effort, equal, goals, growth mind-set, improve, influence, inspire, learning, obstacles, opportunities persevere, positive, pride, progress, resilience, skills, steps, strengthen, stereotypes, strive, success, targets</p>	<p>anger, attitude, calm, challenges, change, control, coping, dopamine, emotions (comfortable and uncomfortable) endorphins, exercise, fairness, goals, grief, happiness, honesty, isolated, learning, lonely, meditating, mental health, mindfulness, mistakes, oxytocin, positive thinking, relax, rest, senses, serotonin, sleep, superhero, thoughts (positive and negative), unique, worry</p>	<p>alcohol, allergies, body, choice, concerns, consequences, contact, dangerous, deprivation, diet, disease, disorientated, drugs, emergency, exercise, fitness, habits, hallucinate, heal, healthy, hygiene, illegal, illness, immune, infection, legal, medicine, mind, nicotine, paranoid, private, problem, public, quality, risks, routines, safe, sleep, touch, view</p>



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



Year 3: RSE Curriculum

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



Year 4: PSHE Curriculum						
	Relationships		Living in the Wider World		Health and Well-Being	
	NSPCC PANTS	Digital Wellbeing	One World	Growing Up	Safety First	Money Matters
Learning Opportunities	<p>VIPs Friendships, forming and maintaining friendships, the qualities of a good friend. Disputes and bullying</p> <p>R1 To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R6 To learn that a feature of positive family life is caring relationships; about the different ways in which people care for one another 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>What we use the internet for and the benefits and risks of online activities.</p> <p>H13 To learn about the benefits or the internet; the importance of balancing time online with other activities; strategies for managing time online H37 To learn reasons for following and complying with regulations and restrictions (including age); how they promote personal safety and wellbeing, with reference to social media, television programmes, films, games and online gaming</p>	<p>How people's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries.</p> <p>R32 To learn about respecting the difference and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R34 To learn how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L2 To recognise there are human rights, that are there to protect everyone</p>	<p>The human body; how we grow and change, both physically and emotionally.</p> <p>H17 To recognise that feelings can change over time and range in intensity H18 To learn about everyday things that affect feelings and the importance of expressing feelings H19 To learn a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20 To learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p>	<p>Taking responsibility for their own safety. Everyday risks, hazards and dangers. First aid, dealing with common injuries and responding to emergency situations. (Opportunity for first aider to come into school and teach basic first aid)</p> <p>H35 To learn about the new opportunities and responsibilities that increasing independence may bring</p>	<p>Where money comes from and how it is used.</p> <p>L17 To learn about the different ways to pay for things and the choices people have about this 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' L19 To understand that people's spending decisions can affect others and the environment (e.g. fair trade, buying single use plastics, or giving to charity)</p>



		<p>R9 To learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R10 To understand the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11 To learn what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R14 To learn that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p>	<p>H42 To learn about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>R12 To recognise what it means to 'known someone online' and how this differs from knowing someone face-to-face</p> <p>R15 To learn strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R19 To understand the impact of bullying, including offline and online, and the</p>	<p>L3 To learn about the relationship between rights and responsibilities</p> <p>L4 To understand 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 To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L7 To learn to value the different contributions that people and groups make to the community</p> <p>L8 To learn about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9 To learn about stereotypes; how they</p>	<p>H26 To learn that for some people gender identity does not correspond with their biological sex</p> <p>H30 To learn to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31 To learn about the physical and emotional changes that happen when approaching and during puberty</p> <p>H32 To learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H33 To learn about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>H34 To learn about where to get more information, help and advice about</p>	<p>H37 To understand reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38 To learn how to predict, assess and manage risk in different situations</p> <p>H39 To learn about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>H40 To learn about the importance of taking medicines correctly and using household products safely</p> <p>H41 To learn strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use</p>	<p>L20 To recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21 To learn different ways to keep track of money</p> <p>L22 To learn about risks associated with money and ways of keeping money safe</p> <p>L23 To learn about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24 To learn to identify the ways that money can impact on people's feelings and emotions</p> <p>L26 To learn that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L29 To learn that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may</p>
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			<p>R15 To develop strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R16 To learn how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17 To learn that friendships have ups and downs; strategies to resolve disputes and reconcile difference 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 To understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p>	<p>consequences of hurtful behaviour</p> <p>R20 To learn strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21 To learn about discrimination: what it means and how to challenge it</p> <p>R22 To learn about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p> <p>R23 To learn 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>R24 To learn how to respond safely and appropriately to adults they may encounter (in all</p>	<p>can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L19 To learn that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	<p>growing and changing, especially about puberty</p> <p>R1 To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2 To learn that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3 To learn about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4 To learn that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5 To understand that people who love and care for each other can be in a</p>	<p>of digital devices when out and about</p> <p>H43 To learn about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44 To learn how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>H46 To learn about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</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>choose to do voluntary work which is unpaid</p> <p>L31 To identify the kind of job 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>R20 To learn strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name -calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21 To learn about discrimination: what it means and how to challenge it</p> <p>R22 To understand privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p> <p>R25 To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26 To learn about seeking and giving permission (consent) in different situations</p> <p>R27 To learn about keeping something confidential or secret, when this should (e.g. a birthday surprise that</p>	<p>contexts including online) whom they do not know</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>L11 To recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12 To learn how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13 To learn about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14 To understand how information on the internet is ranked, selected and targeted at a specific individuals and groups; that connected devices can share information</p>		<p>committed relationship (e.g. marriage), living together, but may also live apart</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>H48 To learn about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>H49 To learn about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50 To learn about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>R9 To learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</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>R24 To learn how to respond safely and appropriately to adults they may encounter (in</p>	
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			<p>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>R30 To learn that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>L10 To learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>L15 To recognise things appropriate to share and things that should be shared on social media; rules surrounding distribution of images</p> <p>L16 To understand how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>			<p>all contexts including online) whom they do not know</p> <p>R28 To learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29 To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	
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Key Vocabulary						
	<p>acquaintances, behaviours (healthy and unhealthy), bullying, conflict, consideration, cyberbullying, discrimination, disputes, diversity, equality, equity, family, friends, friendship, kindness, prejudice, relationships, relatives, respect, resolution, secrets, sharing, support network, victim, VIPs</p>	<p>altered text and images, balance, behaviours, communication, consequences, cyberbullying, digital, digital wellness, devices, exclusion, frightened, harassment, information, internet, kindness, manipulated, name-calling, offline, online, online safety, passwords, personal information, pledge, pranks, pressure, private, relationships, reliability, respect, responsible, restrictions, risks, rules, safety, search results, share, strangers, sources, tricking, trolling, trust, truth, uncomfortable, wellbeing, worried</p>	<p>charity, climate change, determined, different, dilemma, disadvantage, drought, equal, experiences, fair, fair trade, flooding, global warming, harmful, inequality, lifestyles, opinion, opportunities, reasons, reflect, rights, similar, situations, stereotypes, support, trade, unfair, United Nations Declaration of the Rights of the Child</p>	<p>acne, adopted, anus, breasts, changes, civil partnership, committed, crush, develop, diversity, divorce, egg, emotions, erection, families, feelings, female, foetus, fostered, heart, hormones, labia, lungs, male, married, menstruation, mood, oestrogen, ovaries, penis, periods, puberty, relationships, reproduction, single-parent, species, sperm, sweat, testes, testicles, testosterone, transgender, urethra, uterus, vagina, voice breaks</p>	<p>alcohol, bleeding, burns, choices, choking, cigarettes, consequences, danger, dangerous substances, dare, DRABC, drugs, emergency, environment, first aid, hazards, helpful, harmful, independence, injuries, learn, pressure, rail safe, responsibilities, risks, road, shock, smart, safety, scalds, unfamiliar places, water aware</p>	<p>adverts, balance, bank account, borrow, budget, candidate, career, change, choices, coins, consumer, contactless, cost, debit and credit cards, debt, ethical, financial gain, financial risk, interest, jobs, keeping track, loan, money, need, notes, owe, pay, priorities, profit, qualifications, receipt, record, repayments, risks, savings, skills, spending, work,</p>



Year 4: RSE Curriculum					
<i>God loves us in our differences</i> To make links and connections to show that we are all different. To celebrate these we appreciate that God's love accepts us as we are now.					
My Feelings	My Body	My Relationship	My Beliefs	My Rights and Responsibilities	Asking for Help
<ul style="list-style-type: none"> Pupils can recognise and respond to a wide range of emotions in themselves and others and know ways to respond. 	<ul style="list-style-type: none"> Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty. 	<ul style="list-style-type: none"> Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond 	<ul style="list-style-type: none"> Pupils recognise differences and similarities between people arise from a number of factors including family types and personal identity. Pupils can identify some causes and effects of conflict at all levels from personal to global. 	<ul style="list-style-type: none"> Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are making the decision freely for themselves. 	<ul style="list-style-type: none"> Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.
Skills			Outcomes		
<ul style="list-style-type: none"> Can they recognise and challenge stereotypes? Can they understand how the body changes throughout life? Are they aware of puberty? Can they recognise the emotional and physical changes of puberty? Can they recognise the diversity of cultures and societies within and beyond their own experience? Can they recognise contributions of different cultures to our lives? Can they understand why some people have their rights denied? Can they use strategies to cope with challenging times? Can they recognise when there may be no single right or wrong answer? Can they share opinions and evidence on issues with others? Can they demonstrate offence at unfair treatment of others locally and globally? Can they demonstrate a sense of justice? Can they recognise the benefits of listening to a range of different perspectives and viewpoints? 			<ul style="list-style-type: none"> To understand how families have different family members To identify who to go to for help and support To know how I belong To explore gender stereotypes To know the differences between males and females To understand how my body changes throughout my life To understand what puberty is To know about the physical and emotional changes of puberty To understand that each person experiences puberty differently To understand the nature of prejudice (e.g. racism and sexism) and ways to combat the impact of this stereotype. To understand connections between personal decisions and issues affecting people locally and globally. To describe feelings about changes and events in own setting and the wider world. To participate in decision making in school. To contribute to the well-being of the wider community. To demonstrate a growing interest in world events and global issues. To be proactive in including other people, especially those who may face barriers to participating fully, in school decision making process. 		



Year 4: RSE Curriculum						
	My Feelings	My Body	My Relationship	My Beliefs	My Rights and Responsibilities	Asking for Help
Deeper Learning Questions	<p>'How do you react when you feel certain emotions? Are any of these responses physical (the body does something different)?'</p> <p>'What things do you try to do to help yourself or someone else who is feeling angry or scared?'</p> <p>'Why is it important to 'step in someone else's shoes' and show empathy sometimes?'</p>	<p>What can you do now, that you could not do as a small baby?'</p> <p>'How might the body change as you continue to grow and develop?'</p> <p>How might your emotions and feelings change as you continue to grow and develop?'</p> <p>'What responsibilities and things will you be trusted to do when you are older, that you are too young to do now?'</p>	<p>'If a bedroom is a private place, does it become more public if the bedroom door is left open?'</p>	<p>'How does it feel knowing we are all connected through some similarities?'</p> <p>'Imagine everyone looked the same and felt the same. Would the world be as interesting? Discuss.'</p>	<p>'Is being in love more important than being married?'</p> <p>'How would you feel if your parents picked your future husband or wife? Do you think your parents would pick the same person for you as you would pick for yourself? Which person would you prefer to marry? Why?'</p> <p>'What is diversity? Why is it important? Should we respect all diverse practices? Discuss.'</p> <p>'What is justice? Is justice present in all countries all over the world?'</p> <p>'What is injustice? How can we help those who face injustice?'</p>	<p>'What skills and qualities do you have to solve problems that you might face?'</p> <p>'How can you help others to solve problems?'</p> <p>'Is it always our responsibility to solve a problem?'</p> <p>'Can all problems be fixed?'</p> <p>'Who can you ask for help and support if you need it?'</p> <p>'Why is it important to ask for help?'</p>



Year 5: PSHE Curriculum

Year 5: PSHE Curriculum						
	Relationships		Living in the Wider World		Health and Well-Being	
	NSPCC PANTS TEAM	Be Yourself	Diverse Britain	Aiming High	Think Positive	It's My Body
Learning Opportunities	<p>(Together Everyone Achieves More) – positive qualities of a team, learning how to disagree respectfully and communicate effectively</p> <p>H23 To learn about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>R10 To learn about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p>	<p>Everyone is an individual, important to 'be yourself'. Developing a positive view of themselves and enabled them to recognise the importance of being proud of their individuality</p> <p>H3 To learn about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H17 To recognise that feelings can change over time and range in intensity</p> <p>H18 To learn about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19 To use a varied vocabulary when talking about feelings; about how to express feelings in different ways</p>	<p>Identify how to make a positive contribution to the community. The law and the consequences of not respecting it.</p> <p>H25 To learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>R21 To learn about discrimination: what it means and how to challenge it</p> <p>R33 To learn to listen and respond respectfully to a wide range of people, including those with traditions, beliefs and lifestyle are different to their own</p> <p>L1 To recognise reasons for rules and laws; consequences of not adhering to rules and laws</p>	<p>Achievements, aspirations and opportunities. Preferred learning styles, how they learn best. Challenges people face and barriers to success.</p> <p>H28 To learn to identify personal strengths, skills and achievements and how these contribute to a sense of self-worth</p> <p>L25 To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26 To learn that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27 To learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p>	<p>Understanding thoughts and emotions, both positive and negative.</p> <p>H2 To learn about the elements of a balanced, healthy lifestyle</p> <p>H3 To learn about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4 To recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H15 To learn that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p>	<p>Consent and autonomy, body image and stereotypes and learning about substance which are harmful to our bodies.</p> <p>H1 To learn how to make informed decisions about health</p> <p>H2 To learn about the elements of a balanced, healthy lifestyle</p> <p>H3 To learn about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4 To recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5 To learn about what good physical health means; how to recognise early signs of physical illness</p>



	<p>R11 To understand what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R13 To learn the importance of seeking support if feeling lonely or excluded</p> <p>R14 To learn that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R17 To learn that friendships have ups and downs; strategies to resolve disputes and reconcile difference positively and safely</p> <p>R19 To learn about the impact of bullying, including offline and</p>	<p>H20 To learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>R11 To learn what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R15 To learn strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R17 To learn that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p>	<p>L2 To recognise there are human rights, that are there to protect everyone</p> <p>L3 To learn about the relationship between rights and responsibilities</p> <p>L4 To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5 To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L6 To learn about the different groups that make up their community; what living in a community means</p> <p>L7 To learn to value the different contributions</p>	<p>L28 To learn about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29 To understand that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30 To learn 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>	<p>H16 To learn about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H18 To learn about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19 To use a varied vocabulary when talking about feelings; about how to express feelings in different ways</p> <p>H20 To learn strategies to respond to feelings, including intense or conflicting feelings, how to manage and respond to feelings appropriately and proportionately in different situations</p>	<p>H6 To learn 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. H7 To learn how regular (daily/weekly) exercise benefits mental and physical health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8 To understand how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9 To learn that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10 To learn how medicines, when used</p>
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		<p>online, and the consequences of hurtful behaviour</p> <p>R20 To learn strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21 To learn about discrimination: what it means and how to challenge it</p> <p>R30 To understand 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</p>	<p>H23 To learn about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H28 To learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>H29 To learn how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>R6 To learn that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R28 To learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29 To know where to get advice and report concerns if worried about their own or someone</p>	<p>that people and groups make to the community</p> <p>L8 To learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9 To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10 To learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>L11 To understand what democracy is and about the basic institutions that support it locally and nationally</p>		<p>H21 To recognise the 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>H24 To learn problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H29 To learn how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>R13 To learn the importance of seeking support if feeling lonely or excluded</p> <p>R30 To understand that personal behaviour can affect other people; to recognise and model</p>	<p>responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11 To understand how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12 To learn about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H14 To learn how and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health</p> <p>H26 To learn that for some people gender identity does not correspond with their biological sex</p>
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			<p>(including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R32 To learn about respecting the difference and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33 To learn to listen and respond respectfully to a wide range of people, including those with traditions, beliefs and lifestyle are different to their own</p> <p>R34 To learn how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L1 To recognise reasons for rules and laws; consequences of not</p>	<p>else's personal safety (including 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>respectful behaviour online</p>	<p>H27 To recognise their individuality and personal qualities H46 To learn about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</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 To learn about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>H49 To learn about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50 To learn about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>R18 To recognise if a friendship (online or offline</p>
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		<p>adhering to rules and laws</p> <p>L4 To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5 To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling, food choices)</p> <p>L30 To learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>					<p>) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R25 To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26 To learn about seeking and giving permission (consent) in different situations</p> <p>R27 To learn about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28 To recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>L9 To understand stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>
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								L16 To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
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Key Vocabulary

<p>adaptable, attributes, bullying, care, collaborate, communication, compromise, diversity, focused, good team, hard-working, listen, opinions, problem, respect, respectfully disagreeing, responsibility, shared responsibilities, skills, TEAM (Together Everyone Achieves More), teasing, trolling, trusted adult, unkind behaviour, valued</p>	<p>acceptance, amends, apologise, being there, communicate, confidence, feelings (comfortable and uncomfortable), fight, flight, generosity, honesty, individuality, kindness, loyalty, mistakes, mutual respect, nervous, opinions, peer pressure, relationships, responsibility, setbacks, sharing, shy, solutions, support, thoughts, truthfulness, trust, unique, wellbeing</p>	<p>break, charities, choices, communities, consequences, democracy, discrimination, diversity, donate, equality, ethnicity, faith, freedom, government (local and national), help, House of Commons, House of Lords, human rights, identity, impact, law, nation, parliament, prejudice, protect, religion, respect, responsibility, safe, statistics, stereotypes, volunteer</p>	<p>achievements, adaptability, apprenticeships, attitudes, barriers, behaviours, challenges, employment, focus, gender, inspiration, interests, motivation, learning styles, opportunities (educational, career and equal), personal goals, race, roles, skills, social class, stereotypes, strengths, success, university, work experience</p>	<p>affirmations, angry, avoidance, behaviour, chain reaction, challenge, choices, cognitive, consequences, decisions (daily, difficult, informed) embarrassed, emotions, facts, fear, feelings (comfortable and uncomfortable), focus, frightened, growth mind-set, guilt, jealous, learning, mindfulness, nervous, overwhelmed, panic, positive mental attitude, reconnecting, self-doubt, stressed, tearful, thoughts (negatives and positives), wellbeing, worried,</p>	<p>alcohol, autonomy, balanced lifestyle, bacteria, balance, ChildLine, choices, consent, consequences (physical, emotional and mental), contact (wanted and unwanted), control, drugs, exercise, habits, harm, harmful substances, healthy bodies, healthy choices, individuality, medicines, meditation, mindfulness, personal hygiene, personal qualities, positive body image, pressure, privacy, protect, respect, risks, secret, self-care, sleep deprivation, stereotypes, support, tobacco, trust, unwanted, value, vitamins</p>
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Year 5: RSE Curriculum					
<i>God loves us in our changing and developing</i>					
To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty.					
My Feelings	My Body	My Relationship	My Beliefs	My Rights and Responsibilities	Asking for Help
<ul style="list-style-type: none"> Pupils can anticipate how their emotions may change as they approach and/or move through puberty. Pupils can discern how people are feeling through their words, body language, gestures and tone. 	<ul style="list-style-type: none"> Pupils can anticipate how their body may change as they approach and/or move through puberty. 	<ul style="list-style-type: none"> Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships 	<ul style="list-style-type: none"> Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying. Pupils can recognise how different backgrounds, beliefs and personalities affect behaviour and world views. 	<ul style="list-style-type: none"> Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared easily and without their permission. Pupils can evaluate media and other sources for bias, stereotypes and range of voices and perspectives. Pupils can discuss some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels 	<ul style="list-style-type: none"> Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk to about what they have seen. Pupils can recognise personal strengths and weaknesses.
Skills			Outcomes		
<ul style="list-style-type: none"> Can they recognise and challenge stereotypes? Can they understand how the body changes throughout life? Are they aware of puberty? Can they recognise the emotional and physical changes of puberty? Can they use strategies to cope with changes? Can pupils discuss cause and effects of poverty and inequality? Locally? Globally? Can pupils analyse own and others' assumptions about people and issues and keep mind open to new ideas? Can pupils discuss how people might feel through interpreting facial expression and actions? Can pupils recognise how beliefs can affect behaviour and world views? Can pupils identify strengths? Can pupils identify weaknesses and discuss how these can be points for growth? Can pupils take on different roles in group work? Can pupils employ effective strategies for repairing damaged relationships? Can use active listening and see the impact of this on maintaining relationships Can use skills to adapt behaviour to new cultural environments 			<ul style="list-style-type: none"> To understand how families have different family members To identify who to go to for help and support To know how I belong To explore gender stereotypes To understand how my body changes throughout my life To know how to keep clean To understand and describe different coping strategies To explore how the body changes throughout puberty To understand what hormones are To understand the impact on poverty (both locally and globally) To understand how beliefs can affect behaviour and world views. To be able to explore multiple perspectives and alternative visions of the future 		



Year 5: RSE Curriculum						
	My Feelings	My Body	My Relationship	My Beliefs	My Rights and Responsibilities	Asking for Help
Deeper Learning Questions	<p>'How might your emotions/feelings change as you move through puberty?</p> <p>Will everyone's experiences be the same?</p> <p>'Is it always possible to know how someone is feeling through their body language?'</p> <p>'How else can we know how someone is feeling?'</p>	<p>'How might puberty cause the male body to change?'</p> <p>'How might puberty cause the female body to change?'</p> <p>'What do you think will be the hardest physical change of puberty to cope with?'</p>	<p>What different types of relationships can people be in?'</p> <p>'What could you do to manage the unhealthy relationship behaviour?'</p>	<p>How can we challenge stereotyping and bullying?'</p> <p>'Why is it important to challenge stereotyping and bullying?'</p> <p>'Can feedback always be used for personal growth. Discuss and use examples to demonstrate your ideas.'</p>	<p>How do you know who you are sharing your information with?'</p> <p>'How do you know if that person shares your information with someone else?'</p> <p>'Someone has had personal information shared about them. How might this make them feel?'</p> <p>'Discuss the cause and effects of poverty locally and globally.'</p> <p>'Compare the impact of poverty locally and globally.'</p> <p>'Discuss and cause and effect of inequality (including gender inequality) locally and globally.'</p> <p>'Compare the impact of inequality locally and globally.'</p> <p>'Discuss: the media is always biased. It provides no valuable source of information.'</p>	<p>'Who could you ask to help you, if you found something online that upset you?'</p> <p>'Should we believe everything we see online? How can we challenge what we see?'</p> <p>'What does it mean to have a growth mind-set? What does it mean to have a fixed mind-set?'</p>



Year 6: PSHE Curriculum						
	Relationships		Living in the Wider World		Health and Well-Being	
	NSPCC PANTS	Digital Wellbeing	One World	Growing Up	Safety First	Money Matters
Learning Opportunities	<p>VIPs – focus on relationships, with families, friendship groups and how important kindness and respect are within these relationships.</p> <p>R1 To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) (R1)</p> <p>R5 To learn that people who love and care for each other can be in a committed relationship (e.g. marriage), living together but may also live apart</p>	<p>Using the internet positively and how they can look after their wellbeing online. Potential risks of being online when using digital technologies, strategies to stay safe and get help.</p> <p>H13 To learn about the benefits or the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H37 To understand reasons for following and complying with regulations and restrictions (including age restrictions); how they</p>	<p>Responsibility to live as global citizens, to help the environment and all living things throughout the world through the choices we make.</p> <p>L2 To recognise there are human rights, that are there to protect everyone</p> <p>L3 To learn about the relationship between rights and responsibilities</p> <p>L4 To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to</p>	<p>How we grow up and change, both physically and emotionally, the types of relationships that people have.</p> <p>H9 To learn that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H17 To recognise that feelings can change over time and range in intensity</p> <p>H18 To learn about everyday things that affect feelings and the importance of expressing feelings</p>	<p>Taking responsibility for own safety, including standing up to peer pressure, risk associated with different situations and what to do if in danger.</p> <p>H11 To recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H14 To learn how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p>How money is used in the wider world. The possible consequences of taking financial risks and identify ways to avoid these.</p> <p>L17 To learn 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>R6 To learn 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, stepparents, 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 To learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R11 To learn what constitutes a</p>	<p>promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H42 To learn 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>R19 To understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20 To learn strategies to respond to hurtful behaviour experienced or witnessed, offline and online; how to report concerns and get support</p> <p>R21 To learn about discrimination: what it</p>	<p>show care and concern for others</p> <p>L5 To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L19 To learn that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	<p>H19 To learn a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H20 To learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H25 To learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H27 To recognise their individuality and personal qualities</p> <p>H28 To learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H30 To learn to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p>	<p>H35 To learn about the new opportunities and responsibilities that increasing independence may bring</p> <p>H37 To understand reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38 To learn how to predict, assess and manage risk in different situations</p> <p>H39 To learn about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>H40 To learn about the importance of taking medicines correctly and using household products safely (e.g.</p>	<p>L19 To learn that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20 To recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21 To learn different ways to keep track of money</p> <p>L22 To learn about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23 To learn about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24 To identify the ways that money can impact on people's feelings and emotions</p>
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		<p>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>R15 To learn strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R17 To understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18 To recognise if friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<p>means and how to challenge it</p> <p>R22 To learn about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p> <p>R23 To understand why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24 To learn how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R28 To know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>L11 To recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12 To learn how to assess the reliability of sources of</p>		<p>H31 To learn about the physical and emotional changes that happen when approaching and during puberty</p> <p>H32 To learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H33 To learn about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>H34 To learn about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>R1 To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2 To understand that people may be attracted to someone emotionally,</p>	<p>following instructions carefully)</p> <p>H41 To learn strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H43 To learn what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44 To learn how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>R28 To know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>	
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			recognise and model respectful behaviour online			<p>R25 To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>L9 To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L11 To recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L16 To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>		
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Key Vocabulary						
	behaviour, blame, breathe, calm, code, connections, consequences, digital wellbeing, decisions, disagree, emotions, escape, exercise, family, friends, honesty, influences, instincts, jealousy, lie, love, mindfulness, opinions, polite, positive, pressure, relationships (healthy and unhealthy), relax, remind, resolution, respect, safety, secrets, unhappy, unsettled, VIPS (Very Important People)	appropriate, bullying, cyberbullying, cyberstalking, data sharing, denigration, digital citizenship, digital wellbeing, emotional wellbeing, exclusion, fact, fake news, fear, flaming, harassment, healthy, inappropriate content, inappropriate relationships, impersonation, internet, mental health, misinformation, online relationships, opinion, outing, pressure, reliability, respect, risks, safe, sharing, social media, technology, trolling, worry	biodiversity, citizens, citizenship, deforestation, ecosystem, energy, environmental issues, global, global warming, greenhouse effect, manifesto, plastic, pollution, positive action, protect, reduce, resources, responsible, save, sustainability, waste, water	acceptable, adopted, advice, acne, affection, asexual, bisexual, body image, breasts, caesarean, care, change, ChildLine, cisgender, civil partnership, commitment, communication, conception, condom, consideration, contraception, discharge, ejaculate, emotions, fertilise, foetus, gay, heterosexual, homosexual, honesty, hormones, ideal, identity, kindness, lesbian, love, loyalty, marriage, menstruation, ovaries, perfect, penis, periods, puberty, pubic hair, race, relationships, reproduction, same-sex, semen, sex, sexual intercourse, sexual orientation, sexual relationship, social media, sperm, STI (sexually transmitted infection), testicles, touch (comfortable and uncomfortable), transgender, trust, uterus, vulva, womb	actions, bleeding, burns, choking, consequences, danger, dare, decisions, DR ABC, emergency, firework alert, first aid, hazards, healthy, independent, mature, medicines, pressure, rail safe, responsible, risks, road smart, rules, safety, scalds, shock, strangers, substances, water aware	adverts, bank account, borrowing, budgeting, charity, comparison, consumers, critical consumer, deal, debt, ethical spending, fair trade, financial risk, gain, inflation, influence, interest, investment, luxury, manufacturer, money, need, outgoings, plastic pollution, profit, risk, retailers, saving, scam, single use spending, steal, tax (council, income) value, want



Year 6: RSE Curriculum					
The wonder of God's love in creating new life					
To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching. Children will also know and understand about the conception of a child within marriage.					
My Feelings	My Body	My Relationship	My Beliefs	My Rights and Responsibilities	Asking for Help
<ul style="list-style-type: none"> Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves. Pupils can evaluate ways in which own emotions, words and behaviour can affect people both locally and globally. 	<ul style="list-style-type: none"> Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct, scientific terms to describe the male and female organs. 	<ul style="list-style-type: none"> Pupils realise the nature and consequences of discrimination, including the use of prejudicial based language. 	<ul style="list-style-type: none"> Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM). Pupils know the impacts of stereotyping, prejudice and discrimination and how to challenge these. Pupils know the importance of language, beliefs and values in cultural identities. Pupils know importance of citizens, societies and governments respecting and defending people's human rights current and historical 	<ul style="list-style-type: none"> Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help to prevent this. Pupils can identify, explore and discuss examples of conflicts past and present in own society and others. Pupils can discuss importance of resolving conflict fairly and develop a range of strategies to resolve some personal conflicts fairly. 	<ul style="list-style-type: none"> Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support.
Skills			Outcomes		
<ul style="list-style-type: none"> Can they recognise and challenge stereotypes? Can they understand how the body changes throughout life? Are they aware of puberty? Can they recognise the emotional and physical changes of puberty? Are they aware of risks and how to deal with them? Can pupils identify stereotypes, prejudices and discrimination and discuss possible ways to challenge them? Can pupils identify conflicts (both past and present) in own society and others? Can pupils identify how a lack of power and representation can result in discrimination and exclusion? Are pupils aware of the power of collective action in changing lives? Can pupils discuss and explain ways in which their own feelings and views can impact the lives of others? Can pupils demonstrate a sense of solidarity with those suffering human rights violations, injustice and discrimination? 			<ul style="list-style-type: none"> To understand what hormones are To explore different strategies to deal with changes To explain physical changes in males and females (periods, puberty) To be able to identify some risks in specific situations To be able to identify what influences their decisions To understand how self-confidence, communication skills and assertiveness can help them to keep safe To develop a range of strategies for challenging prejudices. To be able to identify conflicts (both past and present) within own society and others. To discuss the impact of conflict, both past and present, within own society and others. To understand how to resolve some personal conflicts fairly. To be able to adapt to new situations and explore new ways of seeing local and global issues To demonstrate a willingness to take an informed stand on global issues. To demonstrate a belief that people can often make a greater difference when they take action collectively To be able to respect for the rights of all to have a point of view To demonstrate a willingness to challenge prejudiced and discriminatory views. To demonstrate a recognition of diverse perspectives on any issue, and that the majority view is not always right 		



Year 6: RSE Curriculum						
	My Feelings	My Body	My Relationship	My Beliefs	My Rights and Responsibilities	Asking for Help
Deeper Learning Questions	<p>'What do you think young children learn about their bodies from playing with toys like a Barbie? What impact do you think these unrealistic toys and characters can have on how someone feels about their own body?'</p> <p>'How does it feel to give someone a compliment?'</p> <p>How does it feel to receive a compliment?'</p> <p>'Why is it important to feel positive about how you look?'</p> <p>'How can our feelings impact others? Are we always responsible for this?'</p>	<p>'What do you think will be the hardest emotional change to go through during puberty?'</p> <p>'How does good physical health improve mental health? Do the two impacts on each other?'</p>	<p>Evaluate the impact and consequences of discrimination.</p> <p>'What responsibilities do we have towards preventing discrimination?'</p> <p>What responsibilities do others have towards helping to prevent discrimination?'</p>	<p>'What would it be like if someone didn't let you have any of your favourite things?'</p> <p>Evaluate the impact of stereotyping and suggest ways it can be prevented. Why is it important to have our human rights defended?'</p> <p>At what cost should they be protected?'</p> <p>Is it ever right to take away someone's human rights?'</p> <p>'Should all cultural practices be respected? Explain your answers with views for and against'</p>	<p>'How can we prevent a cold from being shared?'</p> <p>'Sometimes true, always true, never true: Conflict is always necessary to resolve disagreements and problems.'</p> <p>'Sometimes true, always true, never true. We are always responsible for managing personal conflicts.'</p>	<p>'How can we ask for help?'</p> <p>'Where are best places to seek support?'</p> <p>'Can we challenge some advice that we are given?'</p> <p>'What is the impact of growth mind-set on our own personal growth?'</p> <p>How can we support others who might be finding things difficult?'</p> <p>'Is it our responsibility to fix other people's problems? What could you do if you don't know how to solve a problem?'</p>