

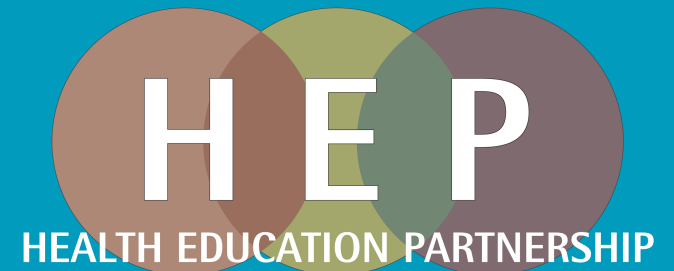
A PSHE and Wellbeing Framework for Primary Schools



Meets the requirements of the DfE Guidance on statutory Relationships and Health Education (2019)

April 2020

Version 2 – updated August 2021



A PSHE and Wellbeing Framework for Primary Schools

The resource was originally developed by Health Education Partnership Limited for the Healthy Schools Partnership, comprising London Borough of Hammersmith and Fulham, Royal Borough of Kensington and Chelsea, and Westminster City Council.

Health Education Partnership Contributors

- Rachel Bailey
- Tania Barney
- Becky Casey
- Lesley de Meza
- David Millard
- Andrew Pembroke

Acknowledgement and Use

This suggested framework is based upon the [PSHE Association's Programme of Study](#) (January 2020).

We would recommend that your school becomes a member of the PSHE Association in order to access the latest guidance, resources and CPD on offer. To find out more click [here](#).

The Healthy Schools Partnership and Health Education Partnership (HEP) are happy for colleagues to use the resource. If you wish to replicate the content we request you acknowledge the original source.

Development

Schools, partner agencies and young people have informed the development of this resource via:

- Consultation with school staff at local PSHE Coordinators' Network Meetings and engagement with the local Healthy Schools Programme.
- Healthy Schools Partnership Network meetings and annual summer event.
- The outcomes of consultations with children and young people

Further free resources from Health Education Partnership

- Resource List with links to free resources
- Template PSHE Policy (including RSHE)
- Statutory RSHE Audit Tool
- Guide to Engaging Parents
- Guidance on Assessment in PSHE
- Getting ready for an Ofsted Deep Dive in to PSHE

Further information

If you require any additional details regarding this document or have any queries please contact:

[David Millard](#)

Health Education Partnership Ltd.

david.millard@healtheducationpartnership.com

www.healtheducationpartnership.com

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Updates

Version 2 - August 2021

P.5 – Added section on adapting the framework based on needs

P.6 – Keeping Children Safe in Education – Changed to 2021 version

P.6 – Sexual Violence and Sexual Harassment between Children in Schools – Changed to 2021 version

P.6 – Added Ofsted Review of Sexual Abuse in Schools and Colleges (2021)

P.7 – Added reference to covering FGM in the curriculum

P.14 to 24 – Added Progression in PSHE Skills

Moved Appendices on Active Teaching and Learning and Assessment to a new tool

Introduction

Personal, Social, Health and Economic (PSHE) education is a school subject which helps pupils develop the knowledge, skills and attributes to stay healthy and safe now and prepare for their futures. Good PSHE education also helps pupils to achieve their [academic potential](#).

Most of PSHE education became statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases.

The Department for Education published [Statutory Guidance for Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) in June 2019. This sets out what schools *must* cover from September 2020 although schools have been given some leeway to implement the guidance as a result of Covid-19.

At Primary level parents can withdraw their child/children from any Sex Education that is not part of the statutory science curriculum. Parents cannot withdraw their child/children from Relationships or Health education. This should be outlined in the RSE policy.

The HEP PSHE and Wellbeing Framework covers the statutory content from the above guidance and the non-statutory elements for primary schools such as sex education, economic wellbeing, careers and being a responsible citizen. Schools are encouraged by the DfE to continue teaching PSHE Education.

This framework is based on the PSHE Association's three core themes:

- **CORE THEME 1:** HEALTH AND WELLBEING
- **CORE THEME 2:** RELATIONSHIPS
- **CORE THEME 3:** LIVING IN THE WIDER WORLD

Adapting the framework based on needs

This framework is intended as a guide for schools and at times adaptations need to be made to ensure that the curriculum is covering the areas of need.

These areas can change as a result of significant events affecting our school communities, consider how PSHE has played a part in the ongoing recovery around Covid-19, as well as awareness around local and national issues. Regular evaluation of the curriculum content is key to meeting these needs.

Supporting Legislation & Guidance¹

- [Keeping Children Safe in Education](#) (statutory guidance) **(2021)**
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline) (2018)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils) (2016)
- [Equality Act 2010 and schools](#) (2010)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance) (2015)
- [Alternative Provision](#) (statutory guidance) (updated 2016)
- [Mental Health and Behaviour in Schools](#) (advice for schools) (2018)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying) (2017)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools) **(2021)**
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) (2014)
- [DfE Careers Strategy](#) (2017)
- [Ofsted Review of Sexual Abuse in Schools and Colleges](#) **(2021)**

Ofsted

The latest [Ofsted Framework](#) places a greater emphasis on **Personal Development** and the provision of a broad and balanced curriculum. A well planned, confidently delivered PSHE programme can contribute to all four judgement areas and is key to effective **Safeguarding**.

"In the new inspection model, we are particularly interested in how schools contribute to the personal development of children...This makes more space in inspection for discussing things like the PSHE lessons in which wider life issues can be explored."

Ofsted Chief Inspector Amanda Spielman, July 2019

The development of attributes and skills are key to **Personal Development** rather than just a focus on facts. These essential skills and attributes are outlined on p.13 of this framework. Preventative PSHE education helps children and young people to know how they can support each other, manage their own behaviour and get help for themselves or their friends when they need it, therefore supporting the judgement on **Behaviour and Attitudes**. It's clear that PSHE education will play a key role in providing evidence under the new framework. Under the **Quality of Education** judgement be prepared for a 'Deep Dive' into PSHE, considering these questions:

- **Intent** – curriculum meeting the needs of the pupils?
- **Implementation** – timetabled lessons & confident staff?
- **Impact** – measures to show the positive impact?

¹ Correct at time of writing (September 2021)

How to use this framework

This is a comprehensive framework which covers both the statutory elements of the DfE Guidance and the non-statutory elements of an effective PSHE Curriculum. It is a suggestion as to how you can organise the learning objectives as a spiral curriculum, building on learning year on year, but it is intended to be used flexibly to meet the needs of your pupils.

Key for the curriculum map

Relationships Education – Statutory content including the following topics:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education - Statutory content including the following topics:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Sex Education – Non-Statutory but recommended by DfE to include

Science Curriculum (national curriculum expectations)

Wider PSHE – Non-Statutory but recommended by DfE to include. This includes the following topics:

- Economic Wellbeing
- Being a Responsible Citizen
- Careers

SG = contributes to safeguarding

BV = contributes to British Values

FGM (*non-statutory content*) - Many schools are delivering lessons in upper KS2 around FGM (Female Genital Mutilation) linked with safeguarding, children's rights and British law. It is good practice to engage the wider school community so that there is a shared understanding around why these lessons are important, what will be covered and what support is available within the local area.

The DfE have identified key topic areas under each of the above headings and these have been mapped e.g. Under **Health Education** you will find **Mental Wellbeing** and **Health and Prevention** etc. The objectives are based on the DfE Guidance and the PSHE Association's Programme of Study.

Cross Curricular Links

This framework includes references to the **Science Curriculum** (see above key) where relevant as there is some crossover with the DfE guidance and the existing national curriculum expectations – see below;

Science Curriculum

Key Stage 1 (age 5-7 years)

- *Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense*
- *Notice that animals, including humans, have offspring which grow into adults*
- *Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene*

Key Stage 2 (age 7-11 years)

- *Describe the life process of reproduction in some plants and animals*
- *Describe the changes as humans develop to old age*
- *Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents*

There is a lot of content in this suggested curriculum but you don't need to fit it all in to your PSHE lessons, many of the learning objectives can be covered by other curriculum subjects e.g. **Health and Fitness** could be addressed through PE, **Healthy Eating** could be addressed through D&T and Science and **Internet Safety and Harms** will be partly covered in ICT. Conversely, the framework includes objectives from the **Science Curriculum**, for example naming body parts, which may benefit from being delivered as part of a PSHE or safeguarding session. Map your curriculum to identify these links and take the opportunity to review the learning across these other subjects e.g. do pupils learn about the importance of physical activity for our mental health during PE? Consistency of messages is key for learning so take this opportunity to review how the knowledge, skills and attributes are being

reinforced through other curriculum subjects. This will also help you to avoid repetition.

There are two appendices at the back of the framework to support your PSHE provision focusing on active teaching and learning and assessment ideas.

Meeting the Needs of Your Pupils

This framework is a starting point for you. The children and young people in your school and the families in your community are unique. A well planned PSHE curriculum takes into account the needs of your school community and is regularly reviewed. Here are some suggestions that can help you to create your bespoke PSHE curriculum with this framework as a starting point:

- Use pupil voice whether through surveys, focus group discussions, pupil teaching and learning consultations, pupil feedback in policy reviews, assessment of learning etc to identify key areas
- Look at the Public Health England [Child Health Profiles](#) for your region to identify the current health and wellbeing needs for your local population and search for your local authority's Joint Strategic Needs Assessment (JSNA). This will outline the key areas of need in your area
- Staff and parent observations - either informal feedback or formal responses from surveys. The DfE have produced a guide to '[Parental Engagement on Relationships Education](#)'

SEND

Lessons and resources need to be relevant and accessible to all pupils, including those with SEND. These pupils may be more vulnerable to exploitation and bullying, therefore sensitive and age-appropriate Relationships and Health Education is an essential part of their learning

Partners

Partners may support your delivery of PSHE Education but this should be used to enhance your provision and not replace planned timetabled lessons taught by confident staff. Your approach to PSHE as outlined in your policy should be shared with partners delivering sessions in your school

Period Product Scheme

The DfE have introduced a [period product scheme](#) to allow schools to order free period products for those in the school who need them. This is to help tackle period poverty. Consider how this complements your lessons on menstrual wellbeing

Staff

There are some sensitive topics to teach within PSHE and some topics that require specific knowledge that staff may not have. It is helpful to find out how staff are feeling, where the gaps are in terms of their knowledge, confidence and skills and access to CPD for staff to fill these gaps

PSHE Education Considerations

Parents / Statutory Duties

Parents can withdraw their child/children from sex education if the school teaches it. Schools must have an RSE policy ratified by Governors and this along with the PSHE curriculum must be published on the school website

Whole School Approach

Essential for enriching wellbeing in school e.g. promoting staff health and wellbeing; nurturing relationships across the whole school community; staff modelling positive, respectful behaviours; creating a culture within which all can feel safe; establishing a sense of belonging, and regularly celebrating successes. A PSHE curriculum supports SMSC development

Equality and Diversity

Schools have statutory duties under the Equality Act (2010) and the promotion of British Values. There are 9 protected characteristics within the Equality Act and an inclusive curriculum/ethos includes all of these groups, helping to prevent bullying across the school community. Teaching should reflect British Law and distinguish between opinions and facts

Questions from Children & Young People

Some children and young people don't want to ask questions in front of peers, others may have questions following lessons. Teaching skills for discussion/questioning, providing opportunities to do so in various ways e.g. question boxes, and identifying their own trusted adults at school and at home, is key for them to be able to ask questions and have discussions, as and when they need to

A Positive Approach

In delivering a comprehensive life skills programme, a range of themes are covered to support the personal, social, emotional and health development of all pupils, some of which are related to dangers, risks and negative behaviours. Rather than creating an atmosphere of fear or anxiety, these are best taught through a positive approach, acknowledging that when we are faced with various risks and negative events, we can learn to make informed decisions and responses based on knowledge, attitudes, skills and strategies to recognise and manage these situations as effectively as possible. Resources should be chosen carefully to avoid re-traumatizing or victim blaming.

PSHE

Examples of a positive approach

- Many schools have changed the name of 'Anti-Bullying Week' to 'Friendship week' therefore focusing on the benefits of being a good friend, having good friends and how great friendships can make you feel. By focusing on a positive angle in these lessons, the negative behaviour is acknowledged and explored, but the promotion of positive behaviour will be the focus.
- When teaching about smoking, lessons will inevitably cover the dangers of smoking and many children and young people may worry about people they know. Whilst we need to educate our children and young people about the risks associated with smoking, lessons should also emphasise the benefits of giving up smoking and how quickly this reduces the likelihood of long-term health issues, offering reassurance.

Social Norms

Social norms is an evidence based approach to promoting positive behaviour change in young people. Although it is best known for successfully reducing drug use, it has much wider applicability in promoting positive behaviour change. It usually involves a local campaign that educates students about actual norms, highlighting the discrepancy between these and perceived norms.

NCB (National Children's Bureau) highlights the social norms or normative approach as an honest, positive and effective way of improving the health of young people in comparison to ineffective approaches such as "health terrorism", in which extreme negative scenarios are presented to young people that are irrelevant to their experience. An example of a social norm could be:

"85% of secondary school children in our borough rarely or never drink alcohol".

Children and young people often overestimate how many of their peers smoke or drink alcohol for example. Consider how a social norms campaign, promoting positive behaviour change could support the PSHE curriculum in your school.

Overarching concepts developed through the Programme of Study²

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the [Equality Act 2010](#))
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

² PSHE Association, PSHE Education Programme of Study Key stages 1-5 (2017 version)

Essential Skills and Attributes developed through the Programme of Study³

Personal effectiveness	Interpersonal and social effectiveness
<ol style="list-style-type: none"> 1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) 2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) 3. Resilience (including self-motivation, perseverance and adaptability) 4. Self-regulation (including promotion of a positive, growth mind-set⁴ and managing strong emotions and impulses) 5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms 6. Self-organisation (including time management) 7. Strategies for identifying and accessing appropriate help and support 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence 9. Recalling and applying knowledge creatively and in new situations 10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) 	<ol style="list-style-type: none"> 1. Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others' right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think') 4. Skills for employability, including <ul style="list-style-type: none"> • Active listening and communication (including assertiveness skills) • Team working • Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) • Leadership skills • Presentation skills 5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks) 6. Recognising, evaluating and utilising strategies for managing influence 7. Valuing and respecting diversity 8. Using these skills and attributes to build and maintain healthy relationships of all kinds
Managing risk and decision-making (integral to all of the above)	
<ol style="list-style-type: none"> 1. Identification, assessment (including prediction) and management of positive and negative risk to self and others 2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information) 3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion) 4. Assessing the validity and reliability of information 5. Identify links between values and beliefs, decisions and actions 6. Making decisions 	

³ PSHE Association, PSHE Education Programme of Study Key stages 1-5 (2017 version)

⁴ A growth mind-set refers to the work of Carol Dweck. In a growth mind-set, people believe that their most basic abilities can be developed through dedication and hard work — brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.

Long Term Overview: A Suggested Framework

Year Group	Autumn Term	Spring Term	Summer Term
Year 1	Awareness of feelings All about me Being different Money	Keeping well and clean My friendships The Environment	Keeping Safe My family Losing and finding Looking after myself
Year 2	Healthy people All about my feelings Money, shopping and saving	Keeping safe Making and breaking friendships Coping with conflict Special days	About my body Exploring our families Global food
Year 3	Emotions and feelings Peer influence/pressure Me and my community	Healthy Lifestyles Safe Relationships Where do things come from?	Drug Education - Smoking & Basic First Aid Keeping safe Different Families Aspirations Managing money
Year 4	Mental Health and Wellbeing Rights and Responsibilities Persuasion and pressure Media and Me	Healthy Lifestyles Friendships / Inclusion Local Community – shared responsibilities	Growing and Changing Drug Education - Alcohol and Decision making Types of relationships Aspirations Managing Money
Year 5	Mental Health and Wellbeing Personal Safety Self-Respect and Personal Goals Being Left Out Stereotypes and Diversity	Healthy lifestyles Friendships and Coping with Bullying Working together and aspirations Media literacy and digital resilience	Puberty Drug Education – Legal and Illegal Drugs Relationships What makes a Democracy? Money
Year 6	Healthy Lifestyles Drug Education – Drugs, risks and the Media Conflict resolution Celebration – supporting each other Protected Characteristics and Bullying	Moving on Mental Health and Online Safety Family Dynamics Democracy and decisions Media literacy and digital resilience	Puberty and Relationships Sex Education Relationships Money and Me Aspirations, work and career

Suggested Progression Map for PSHE Skills (KS1 and 2) mapped against DfE Topics (NB – there are crossovers between topics)

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can...	Children can...	Children can...	Children can...	Children can...	Children can...
Mental Wellbeing	<p>...begin to develop a vocabulary to describe their feelings to others and know simple strategies for managing feelings</p> <p>...talk about good and not so good feelings</p> <p>...express how they feel when they lose something or if things change</p>	<p>...recognise that a healthy person has good physical and mental health and wellbeing</p> <p>...recognise that not everyone feels the same at the same time or feels the same about the same things</p> <p>...talk about different things they can do to manage their own big feelings, to learn ways they can help calm themselves down and help change their mood when they don't feel good</p> <p>...recognise when they need help with feelings, that it is important to ask for help with feelings when they need to</p>	<p>...understand that mental health and wellbeing is a normal part of daily life and therefore we must take care of our mental health and wellbeing</p> <p>...recognise that people's feelings change over time, their feelings may range in intensity and that different people may experience the same feelings with different levels of intensity</p> <p>...talk about their emotions and how to respond appropriately in different situations</p> <p>...identify strategies to manage transitions between classes and key stages</p>	<p>...describe what is meant by mental health and wellbeing; and understand that events in our lives (such as change and loss) can have an impact on this</p> <p>...identify a number of people, including adults from home and adults from outside the home, and friends, who they might choose to talk to when they have difficult or uncomfortable feelings</p>	<p>...challenge the stigma around mental health and wellbeing</p> <p>...recognise that anyone can experience mental health difficulties or mental ill-health and that it is important to discuss feelings with one of your identified trusted adult</p> <p>... recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p>	<p>...have a range of problem-solving strategies and self-care techniques, including relaxation for dealing with emotions, challenges and change, including transition to new schools</p> <p>...recognise that they may experience conflicting emotions, and when they might need to listen to their emotions and find ways to overcome them</p> <p>...understand the links between time spent online and their mental and physical health and wellbeing</p>

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can...	Children can...	Children can...	Children can...	Children can...	Children can...
Internet Safety and Harms	...explain how to keep themselves safe online	...understand that not everything they see online is true or trustworthy and that people can pretend to be someone they are not		...identify the many benefits of the internet ...understand the reasons for following and complying with regulations and restrictions (including age restrictions)		...understand the many benefits of the internet as well as how they may be targeted as a consumer
Physical Health and Fitness Healthy Eating Health and Prevention	...describe how to keep themselves clean, brush their teeth effectively, and are able to describe different ways to stay healthy	...recognise that a healthy person has good physical and mental health and wellbeing ...understand that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest ...recognise the importance of knowing when to take a break from time online or TV ...understand how to keep safe in the	...talk about what constitutes a healthy diet and the risks of eating too much sugar ...talk about how to maintain good oral hygiene (including correct brushing and flossing), the importance of regular visits to the dentist and healthy eating ...understand the benefits of regular exercise in daily and weekly routines on physical and mental health and wellbeing	...design a series of healthy menus and compare these with each other and the food offered in school ...name some of the early signs of physical illness ...have some basic knowledge about immunisations and allergies ...understand how and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health	...identify nutritional information on food and drink labels ...keep a weekly diary of their everyday habits relating to their health including food, exercise, sleep and screen time and develop a range of self-care techniques including relaxation	...understand the benefits and risks of sun exposure and know how to keep themselves safe ...understand some basic facts around immunisations

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can...	Children can...	Children can...	Children can...	Children can...	Children can...
		<p>sun and protect from sun damage</p> <p>...talk about their bodies and how they work and the similarities and differences between males and females</p>	<p>...understand that bacteria and viruses can affect health and that following simple routines can reduce their spread</p>			
Drugs, Alcohol and Tobacco	<p>...explain how to keep themselves safe at home</p>	<p>...Understand how rules and restrictions help them to keep safe</p> <p>...recognise how to identify risky and potentially unsafe situations</p>	<p>...understand the impact of smoking and passive smoking</p>	<p>...talk about what alcohol is and understand the risks and effects to the body</p> <p>...understand that drug use can become a habit which can be difficult to break</p>	<p>...understand some basic facts around risks, effects and the law of various legal and illegal drugs</p> <p>...challenge myths about drug use and drug users</p> <p>...demonstrate assertiveness skills to help resist peer pressure around drug use</p>	<p>...describe effects and risks, understand consequences of drug use and know where to go for help</p>
Basic First Aid		<p>...tell a trusted adult if/when they are worried for themselves or others, worried that something is, or feels, unsafe, or if they come across something that scares or concerns</p>	<p>...identify school rules about health and safety, basic emergency aid procedures, where and how to get help (how to make a clear and efficient call to 999 if necessary)</p>			<p>... demonstrate some basic first aid techniques and talk through how to make a clear 999 call</p>

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can...	Children can...	Children can...	Children can...	Children can...	Children can...
		them, including how to get help in an emergency; how to dial 999 and what to say				
Changing Adolescent Body				...talk about some emotional and physical changes that happen during puberty	...describe what happens during menstruation and sperm production (physical and emotional changes) ...explain how to keep clean during puberty ...know who to go to for help and support during puberty	
Sex Education (non statutory)						...know some basic facts about conception and pregnancy ...describe the decisions that have to be made before having children (including age of consent)

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can...	Children can...	Children can...	Children can...	Children can...	Children can...
Families and People who Care for Me	<p>...describe their unique qualities and strengths, and the qualities and strengths of others</p> <p>...understand that there are different types of families</p>	<p>...talk about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</p> <p>...identify their special people (family, friends, carers) and what makes them special and how special people should care for one another</p>	<p>...recognise different types of family structures (e.g. single parent, same-sex, foster parents)</p> <p>...understand that positive family life is about caring relationships and giving love, security and stability</p>		<p>...be aware of some of the problems and challenges families/parents can face</p>	<p>...appreciate there are different types of love e.g. parental love, partner love, friendship love etc.</p> <p>...understand that marriage and civil partnerships are a commitment freely entered into by both people and that no one should enter into if they don't absolutely want to do so</p>
Caring Friendships	<p>...talk about what makes a good friendship</p> <p>...talk about how they would resolve conflicts with their friends</p>	<p>...consider when friendships break up, or people move away</p>		<p>...understand that there are a variety of relationships</p> <p>...talk about friendships with regards to ownership of feelings e.g. 'I feel / I am' rather than 'you make me feel'</p> <p>...have strategies to include children who are feeling lonely or excluded</p>	<p>...identify similarities and differences between them and their peers</p> <p>...recognise what makes a good friend (on and offline)</p> <p>...talk about friendships with regards to ownership of feelings e.g. 'I feel / I am' rather than 'you make me feel'</p>	<p>...talk about strategies for handling conflict</p> <p>...recognise how "peer acceptance" may be influential in their actions and behaviours</p>

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can...	Children can...	Children can...	Children can...	Children can...	Children can...
					...have strategies to resolve disputes in friendships	
Respectful Relationships	...talk about the fact that everyone has different opinions and views	<p>...recognize that there are different types of teasing and bullying (including online) that these are wrong and unacceptable</p> <p>...begin to understand the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities</p> <p>...understand that babies need care and attention (love) in order to calm them if they are upset</p> <p>...start to recognize and challenge gender stereotypes</p>	<p>...recognise the importance of self-respect</p> <p>...recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p>	...talk about and celebrate differences	...recognise and model respectful behaviour (including online)	<p>...recognise that reaching positive solutions usually involves considering things from different perspectives, negotiation and compromise</p> <p>...know that communication and permission seeking are important</p> <p>...know when it is appropriate to share personal/private information in a relationship</p> <p>...demonstrate how to show care and compassion to others</p> <p>...understand about bullying and discrimination and the effect of these</p>

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can...	Children can...	Children can...	Children can...	Children can...	Children can...
						on others and themselves
Online Relationships			<p>...demonstrate critical thinking and decision making</p> <p>...understand why someone may behave differently online, including pretending to be someone they are not</p>		<p>...recognise and model respectful behaviour (including online)</p> <p>...know how to ask for support and from whom e.g trusted adults who they have identified, if they have a friendship (on or offline) within which they feel unsafe or uncomfortable</p> <p>...talk about how to be a discerning user of the internet</p>	<p>...understand the law around sharing images</p> <p>...look at current media campaigns including how images can be manipulated and content can be targeted</p> <p>...design a positive media campaign aimed at children</p>
Being Safe	...identify which people we can ask for help		<p>...recognise that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</p> <p>...recognise appropriate and</p>	<p>...demonstrate some basic techniques for resisting pressure</p> <p>...understand how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they know and also</p>	...know how to ask for support and from whom e.g trusted adults who they have identified, if they have a friendship (on or offline) within which they feel unsafe or uncomfortable	...recognise and manage 'dares', including strategies for removing themselves from situations within which they feel unsafe or uncomfortable

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can...	Children can...	Children can...	Children can...	Children can...	Children can...
			<p>inappropriate physical contact and understand the need to seek and give permission (consent) in different situations</p> <p>...recognise what it means to feel safe, and explore and recognise different early warning signs we have that tell us we might not be feeling safe e.g. stress signals such as increased heart rate, sweating, feeling flushed, muscle tension etc.</p> <p>...recognise risks they may face and how to predict, assess and manage these risks</p>	<p>whom they do not know</p> <p>...recognise that their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>...deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly</p>	<p>...develop strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media and the responsible use of ICT)</p> <p>...understand some basic facts about FGM in relation to the Rights of the Child and British law and know where to go to get help and support (Suggested content, not statutory)</p>	
Economic Wellbeing	<p>...identify and recognise the value of coins and notes, talk about where money can come from, and identify a suitable place to keep money safe and explain why</p>	<p>...understand about spending money and the importance of waiting for and checking change</p> <p>...recognise that they have choices about spending and saving money,</p>	<p>...talk about the different ways to keep track of spending and saving by keeping simple records e.g. spending diary, listing/counting, keeping receipts</p>	<p>...consider the influences behind a person's decision to save or spend money</p> <p>...explain why they might use an account e.g. bank,</p>	<p>...discuss how making informed choices can help us make the most of our money</p> <p>...run a simple marketing project in teams</p>	<p>...develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p>

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can...	Children can...	Children can...	Children can...	Children can...	Children can...
	...explain the difference between needs and wants	and that people may make different choices about how to save and spend money	etc., and why this is important	building society, credit union ...explain why they might want to borrow money and how this might make them feel		...consider the links between money and wellbeing including knowledge around the risks of gambling (on and offline)
Being a Responsible Citizen	...talk about some of the things they can do at home and at school to help the environment ...talk about road safety and understand the role of the emergency services	...understand about a range of festivals ...understand where food comes from	... recognise why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules ...understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment ...understand about school and local democracy	...hold a debate on a topical issue ...recognise some persuasive media tactics e.g. on television adverts ...consider the school's contribution to protecting the environment	...understand the law in relation to the Equality Act (2010) ...appreciate the range of national, regional, religious and ethnic identities in the United Kingdom ...listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns ...work collaboratively towards shared goals to develop strategies to resolve disputes and conflict through negotiation	...explain how our government and parliament function

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can...	Children can...	Children can...	Children can...	Children can...	Children can...
			<p>...understand about sources of products and Fairtrade that people's decisions can affect others and the environment e.g. Fairtrade, buying single-use plastics, giving to charity</p>		<p>...identify the key elements of a democracy</p>	
Careers			<p>...recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>...know that there are a broad range of different jobs/careers and that people can have more than one career/job during their life</p>	<p>...challenge stereotypes in the workplace</p>	<p>...produce a personal plan with regards to their goals</p>	<p>...have an understanding about a variety of different jobs/careers and the possible routes to these</p> <p>...have an understanding that having a job will allow me to achieve certain goals in my life including financial ones.</p>

Key Stage 1: Year 1		Curriculum links: ■ Wider PSHE ■ Health Education ■ Relationships Education ■ Sex Education ■ Science Curriculum SG = contributes to safeguarding BV = contributes to British Values	
Core Theme	Autumn Term	Spring Term	Summer Term
HEALTH AND WELLBEING	<p><u>AWARENESS OF FEELINGS</u></p> <p>■ Mental Wellbeing</p> <p>Children will learn:</p> <ul style="list-style-type: none"> How to recognise and name different feelings A range of words to describe feelings How to tell how people are feeling <p>Children should:</p> <ul style="list-style-type: none"> Begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings SG 	<p><u>KEEPING WELL AND CLEAN</u></p> <p>■ Physical Health and Fitness ■ Healthy Eating ■ Health and Prevention</p> <p>Children will learn:</p> <ul style="list-style-type: none"> that things people put into their bodies can affect how they feel why hygiene is important and how simple hygiene routines can stop germs from being passed on how physical activity and healthy eating helps them to stay healthy what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing who helps help them to stay healthy (e.g. parent, dentist, doctor) <p>Children should:</p> <ul style="list-style-type: none"> know how to keep themselves clean and how to brush their teeth effectively be able to describe different ways to stay healthy 	<p><u>KEEPING SAFE</u></p> <p>■ Being Safe ■ Drug, Alcohol and Tobacco ■ Internet Safety and Harms ■ Mental Wellbeing</p> <p>Children will learn:</p> <ul style="list-style-type: none"> that household products, including medicines, can be harmful if not used properly SG how medicines can help people stay healthy and that some people need to take medicines every day to stay healthy SG some basic rules to keep safe online SG <p>Children should:</p> <ul style="list-style-type: none"> know how to keep themselves safe at home and online SG
RELATIONSHIPS	<p><u>ALL ABOUT ME</u></p> <p>■ Respectful Relationships ■ Mental Wellbeing</p> <p>Children will learn:</p> <ul style="list-style-type: none"> what they like/dislike and are good at 	<p><u>MY FRIENDSHIPS</u></p> <p>■ Caring Friendships ■ Respectful Relationships ■ Online Relationships ■ Being Safe ■ Mental Wellbeing</p>	<p><u>MY FAMILY</u></p> <p>■ Families and people who care for me ■ Mental Wellbeing</p> <p>Children will learn:</p> <ul style="list-style-type: none"> To explore different kinds of families

Key Stage 1: Year 1		Curriculum links: ■ Wider PSHE ■ Relationships Education ■ Science Curriculum ■ Health Education ■ Sex Education SG = contributes to safeguarding BV = contributes to British Values	
Core Theme	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> what makes them special and that everyone has different strengths how their personal features or qualities are unique to them how they are similar or different to others, and what they have in common Children should: <ul style="list-style-type: none"> be able to describe their unique qualities and strengths, and the qualities and strengths of others 	Children will learn: <ul style="list-style-type: none"> about what makes a good friend about different types of friends, including grown-ups SG simple strategies to resolve conflict between friends that hurtful behaviour is not acceptable and how to report bullying (including cyberbullying) SG the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises SG What 'privacy' means and the importance of respecting others' privacy Children should: <ul style="list-style-type: none"> be able to talk about what makes a good friendship be able to talk about good and not so good feelings SG be able to talk about how they would resolve conflicts with their friends SG 	<ul style="list-style-type: none"> To identify who can help when families make us feel unhappy or unsafe SG Children should: <ul style="list-style-type: none"> Know there are different types of families Know which people we can ask for help SG <p><u>LOSING AND FINDING</u></p> <p>■ Mental Wellbeing</p> Children will learn: <ul style="list-style-type: none"> about what happens when things get lost or change Children should: <ul style="list-style-type: none"> be able to express how they feel when they lose something or if things change (including moving home, losing toys, pets or friends)
LIVING IN THE WIDER WORLD	<p><u>BEING DIFFERENT</u></p> <p>■ Respectful Relationships</p> Children will learn: <ul style="list-style-type: none"> more about other people's opinions and views BV 	<p><u>THE ENVIRONMENT</u></p> <p>■ Being a responsible citizen</p> Children will learn: <ul style="list-style-type: none"> what can harm the local and global environment; how they and others can help care for it Children should:	<p><u>LOOKING AFTER MYSELF</u></p> <p>■ Being Safe</p> Children will learn: <ul style="list-style-type: none"> more about road safety and who helps us keep safe SG Children should:

Key Stage 1: Year 1		Curriculum links: ■ Wider PSHE ■ Relationships Education ■ Science Curriculum ■ Health Education ■ Sex Education SG = contributes to safeguarding BV = contributes to British Values	
Core Theme	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> about the different groups they belong to (clubs, faith, cultural heritage etc) ^{BV} Children should: <ul style="list-style-type: none"> be able to talk about the fact that everyone has different opinions and views ^{BV} <p><u>MONEY</u></p> <p>■ Economic Wellbeing</p> Children will learn: <ul style="list-style-type: none"> about what money is and where it comes from about the cost of everyday items that I can keep money in different places, and that some places are safer than others, e.g. a money box or a bank Children should: <ul style="list-style-type: none"> be able to identify and recognise the value of coins and notes be able to talk about where money can come from be able to explain the difference between needs and wants be able to explain a suitable place to keep money safe, and explain why 	<ul style="list-style-type: none"> know some of the things they can do at home and at school to help the environment 	<ul style="list-style-type: none"> understand the role of the emergency services ^{SG}

Key Stage 1: Year 2		Curriculum links: ■ Wider PSHE ■ Health Education ■ Relationships Education ■ Sex Education ■ Science Curriculum SG = contributes to safeguarding BV = contributes to British Values	
Core Theme	Autumn Term	Spring Term	Summer Term
HEALTH AND WELLBEING	HEALTHY PEOPLE ■ Mental Wellbeing ■ Physical Health and Fitness ■ Healthy Eating ■ Health and Prevention ■ Science Curriculum Children will learn: <ul style="list-style-type: none"> that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest (Science curriculum) to recognise the importance of knowing when to take a break from time online or TV that a healthy person has good physical and mental health and wellbeing Children should: <ul style="list-style-type: none"> be able to describe the components of a healthy day 	KEEPING SAFE ■ Being Safe ■ Online Relationships ■ Mental Wellbeing ■ Internet Safety and Harms ■ Health and Prevention ■ Drug, Alcohol and Tobacco ■ Basic First Aid Children will learn: <ul style="list-style-type: none"> how rules and restrictions help them to keep safe (e.g. age, basic road, fire, cycle, water safety; in relation to medicines/ household products and online) SG how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and learn what steps they can take to avoid or remove themselves from them SG that not everything they see online is true or trustworthy and that people can pretend to be someone they are not SG how to tell a trusted adult if/when they are worried for themselves or others, worried that something is, or feels, unsafe, or if they come across something that scares or concerns them, including how to get help in an emergency; how to dial 999 and what to say SG 	ABOUT MY BODY ■ Being Safe ■ Respectful Relationships ■ Science Curriculum Children will learn: <ul style="list-style-type: none"> about their bodies and how they work about the similarities and differences between males and females about gender stereotypes Children should: <ul style="list-style-type: none"> be able to name the main parts of the body (including external genitalia) (Science curriculum) SG understand that some people have fixed ideas about what boys and girls can do

Key Stage 1: Year 2		Curriculum links: ■ Wider PSHE ■ Health Education ■ Relationships Education ■ Sex Education ■ Science Curriculum SG = contributes to safeguarding BV = contributes to British Values	
Core Theme	Autumn Term	Spring Term	Summer Term
		<ul style="list-style-type: none"> How to keep safe in the sun and protect from sun damage SG Children should: <ul style="list-style-type: none"> recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' SG know what 'privacy' means SG 	
RELATIONSHIPS	<p><u>ALL ABOUT MY FEELINGS</u></p> <ul style="list-style-type: none"> ■ Caring Friendships ■ Respectful Relationships ■ Mental Wellbeing Children will learn: <ul style="list-style-type: none"> to recognise that not everyone feels the same at the same time or feels the same about the same things: for example, that someone's big* feelings are not always the same as someone else's big feelings SG about different things they can do to manage their own big feelings, to learn ways they can help calm themselves down and help change their mood when they don't feel good SG to recognise when they need help with feelings, that it is important to ask for help with feelings when they need to do so, and know how to ask for it SG 	<p><u>MAKING AND BREAKING FRIENDSHIPS</u></p> <ul style="list-style-type: none"> ■ Caring Friendships ■ Mental Wellbeing Children will learn: <ul style="list-style-type: none"> about when friendships break up, or people move away Children should: <ul style="list-style-type: none"> understand about the feelings associated with this SG <p><u>COPING WITH CONFLICT</u></p> <ul style="list-style-type: none"> ■ Caring Friendships ■ Respectful Relationships ■ Mental Wellbeing ■ Internet Safety and Harms Children will learn: <ul style="list-style-type: none"> more about teasing and bullying (including online) SG 	<p><u>EXPLORING OUR FAMILIES</u></p> <ul style="list-style-type: none"> ■ Families and people who care for me ■ Being Safe Children will learn: <ul style="list-style-type: none"> about people who look after them, their family networks, who to go to if they are worried and how to attract their attention SG, ways that pupils can help these people to look after them to identify their special people (family, friends, carers) and what makes them special and how special people should care for one another SG that babies need care and attention (love) in order to calm them if they are upset Children should: <ul style="list-style-type: none"> know that families are important for children growing up because they can give love, security and stability SG

Key Stage 1: Year 2		Curriculum links: ■ Wider PSHE ■ Health Education ■ Relationships Education ■ Sex Education ■ Science Curriculum SG = contributes to safeguarding BV = contributes to British Values	
Core Theme	Autumn Term	Spring Term	Summer Term
	Children should: <ul style="list-style-type: none"> be able to describe the difference between feelings that feel <i>'small'</i> and <i>'big'</i> to them, and know some strategies for managing these SG <p><i>(*there is no such thing as a feeling too small that a child can't talk about it, so there's no right or wrong about what is considered to be a small or big feeling) SG</i></p>	<ul style="list-style-type: none"> that there are different types of teasing and bullying, that these are wrong and unacceptable SG the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities SG Children should: <ul style="list-style-type: none"> know why bullying is wrong and how to get help. SG recognise when people are being unkind either to them or others, how to respond, who to tell and what to say SG 	<ul style="list-style-type: none"> know how to recognise and report feelings of being unsafe or feeling bad about any adult SG
LIVING IN THE WIDER WORLD	<u>MONEY, SHOPPING AND SAVING</u> ■ Economic Wellbeing Children will learn: <ul style="list-style-type: none"> about spending money and understanding the importance of waiting for and checking change that I have choices about spending and saving money, and that people may make different choices about how to save and spend money Children should:	<u>SPECIAL DAYS</u> ■ Being a responsible citizen Children will learn: <ul style="list-style-type: none"> about a range of festivals BV Children should: <ul style="list-style-type: none"> demonstrate this learning through an assembly or display BV 	<u>GLOBAL FOOD</u> ■ Being a responsible citizen Children will learn: <ul style="list-style-type: none"> about where food comes from Children should: <ul style="list-style-type: none"> be able to talk about where food comes from and some of the ethical questions around food supply

Key Stage 1: Year 2		Curriculum links: ■ Wider PSHE ■ Health Education ■ Relationships Education ■ Sex Education ■ Science Curriculum SG = contributes to safeguarding BV = contributes to British Values	
Core Theme	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> • be able to role-play simple financial transactions • to be able to choose the correct value of coins and notes to use and calculate change • to be able to make a simple plan for my spending and saving choices and stick to it 		

Key Stage 2: Year 3		Curriculum links: ■ Wider PSHE ■ Relationships Education ■ Science Curriculum SG = contributes to safeguarding BV = contributes to British Values	
Core Theme	Autumn Term	Spring Term	Summer Term
HEALTH AND WELLBEING	<p>EMOTIONS AND FEELINGS</p> <p>■ Being Safe</p> <p>■ Mental Wellbeing</p> <p>Children will learn:</p> <ul style="list-style-type: none"> that mental health and wellbeing is a normal part of daily life, in the same way as physical health, and therefore we must take care of our mental health and wellbeing SG that people's feelings change over time, their feelings may range in intensity and that different people may experience the same feelings with different levels of intensity SG how to talk about their emotions and how to respond appropriately in different situations SG strategies to manage transitions between classes and key stages <p>Children should:</p> <ul style="list-style-type: none"> be able to name different strategies and behaviours to support their mental health and wellbeing (e.g. good quality sleep, exercise, time outdoors, spending time with family and friends, talking about feelings and emotions etc.) be able to talk about how they respond to different feelings e.g. having strategies to calm themselves down 	<p>HEALTHY LIFESTYLES</p> <p>■ Healthy Eating</p> <p>■ Physical Health and Fitness</p> <p>■ Health and Prevention</p> <p>■ Mental Wellbeing</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about what constitutes a healthy diet and the risks of eating too much sugar about how to maintain good oral hygiene (including correct brushing and flossing), the importance of regular visits to the dentist and healthy eating about the benefits of regular exercise in daily and weekly routines on physical and mental health and wellbeing <p>Children should:</p> <ul style="list-style-type: none"> use their learning to plan a healthy lunchbox be able to name at least 3 things they can do to look after their teeth Should be able to describe the (physical and mental) benefits of physical activity 	<p>DRUG EDUCATION – SMOKING AND BASIC FIRST AID</p> <p>■ Mental Wellbeing</p> <p>■ Drug, Alcohol and Tobacco</p> <p>■ Basic First Aid</p> <p>Children will learn:</p> <ul style="list-style-type: none"> to understand the impact of smoking and passive smoking school rules about health and safety, basic emergency aid procedures, where and how to get help (how to make a clear and efficient call to 999 if necessary) SG <p>Children should:</p> <ul style="list-style-type: none"> know some of the effects of smoking on the body be able to consider why some people smoke know the rules and laws to prevent smoking <p>KEEPING SAFE</p> <p>■ Being Safe</p> <p>■ Mental Wellbeing</p> <p>■ Health and Prevention</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about risks they may face and how to predict, assess and manage these risks SG

Key Stage 2: Year 3		Curriculum links: ■ Wider PSHE ■ Health Education ■ Relationships Education ■ Sex Education ■ Science Curriculum SG = contributes to safeguarding BV = contributes to British Values	
Core Theme	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> be able to describe the difference between feelings that feel 'small' and 'big' to them, and know some strategies for managing these SG <p>(*there is no such thing as a feeling too small that a child can't talk about it, so there's no right or wrong about what is considered to be a small or big feeling) SG</p>		<ul style="list-style-type: none"> that bacteria and viruses can affect health and that following simple routines can reduce their spread SG <p>Children should:</p> <ul style="list-style-type: none"> be able to describe what risk is and how this may affect decisions SG
RELATIONSHIPS	<p><u>PEER INFLUENCE/PRESSURE</u></p> <ul style="list-style-type: none"> ■ Caring Friendships ■ Respectful Relationships ■ Being Safe ■ Mental Wellbeing <p>Children will learn:</p> <ul style="list-style-type: none"> to recognise the importance of self-respect that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media SG about critical thinking and decision making SG <p>Children should:</p> <ul style="list-style-type: none"> have strategies to deal with peer pressure SG 	<p><u>SAFE RELATIONSHIPS</u></p> <ul style="list-style-type: none"> ■ Respectful Relationships ■ Being Safe ■ Online Relationships ■ Internet Safety and Harms ■ Mental Wellbeing <p>Children will learn:</p> <ul style="list-style-type: none"> what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships SG to recognise appropriate and inappropriate physical contact and understand the need to seek and give permission (consent) in different situations SG what it means to feel safe, and explore and recognise different early warning signs we have that tell us we might not be feeling safe e.g. stress signals such as increased heart rate, 	<p><u>DIFFERENT FAMILIES</u></p> <ul style="list-style-type: none"> ■ Families and people who care for me <p>Children will learn:</p> <ul style="list-style-type: none"> about different types of family structures (e.g. single parent, same-sex, foster parents) that positive family life is about caring relationships and giving love, security and stability <p>Children should:</p> <ul style="list-style-type: none"> understand that all families are different and have different family members understand that family life can include conflict or feel unsafe and that there are people outside of families who can offer support.

Key Stage 2: Year 3		Curriculum links: ■ Wider PSHE ■ Relationships Education ■ Science Curriculum ■ Health Education ■ Sex Education SG = contributes to safeguarding BV = contributes to British Values	
Core Theme	Autumn Term	Spring Term	Summer Term
		sweating, feeling flushed, muscle tension etc. SG <ul style="list-style-type: none"> about why someone may behave differently online, including pretending to be someone they are not SG Children should: <ul style="list-style-type: none"> recognise ways in which a relationship can be unhealthy (including online) and if they feel uncomfortable or have their early warning signs telling them they may not be feeling safe, who to talk to for support SG understand personal space and unwanted touch and be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) SG know about their right to keep certain things 'private' SG 	
LIVING IN THE WIDER WORLD	<u>ME AND MY COMMUNITY</u> ■ Being a responsible citizen Children will learn: <ul style="list-style-type: none"> why and how rules and laws that protect themselves and others are made and enforced, SG why different rules are needed in different situations and how to take part in making and changing rules BV 	<u>WHERE DO THINGS COME FROM?</u> ■ Being a responsible citizen ■ Economic Wellbeing Children will learn: <ul style="list-style-type: none"> about sources of products and Fairtrade that people's decisions can affect others and the environment e.g. 	<u>ASPIRATIONS</u> ■ Economic Wellbeing ■ Careers Children will learn: <ul style="list-style-type: none"> To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

Key Stage 2: Year 3		Curriculum links: ■ Wider PSHE ■ Health Education ■ Relationships Education ■ Sex Education ■ Science Curriculum SG = contributes to safeguarding BV = contributes to British Values	
Core Theme	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment ^{BV} about school and local democracy ^{BV} Children should: <ul style="list-style-type: none"> show an understanding of the role of a school councillor ^{BV} resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices ^{BV} 	Fairtrade, buying single-use plastics, giving to charity Children should: <ul style="list-style-type: none"> be able to explain the ethical considerations and environmental impact of buying/products 	<ul style="list-style-type: none"> That there are a broad range of different jobs/careers and that people can have more than one career/job during their life Children should: <ul style="list-style-type: none"> Be able to consider their unique skills and attributes Be able to talk about the jobs/careers they are familiar with <p><u>MANAGING MONEY</u></p> <p>■ Economic Wellbeing</p> Children will learn: <ul style="list-style-type: none"> about the different ways to keep track of spending and saving by keeping simple records e.g. spending diary, listing/counting, keeping receipts etc., and why this is important Children should: <ul style="list-style-type: none"> be able to talk about different ways we can pay for things other than cash e.g. debit cards, credit cards, online payments begin to understand that different people have different attitudes to, and feelings about, saving and spending money

Key Stage 2: Year 4		Curriculum links: ■ Wider PSHE ■ Health Education ■ Relationships Education ■ Sex Education ■ Science Curriculum SG = contributes to safeguarding BV = contributes to British Values		
Core Theme	Autumn Term	Spring Term	Summer Term	
HEALTH AND WELLBEING	<p><u>MENTAL HEALTH</u></p> <p>■ Mental Wellbeing</p> <p>Children will learn:</p> <ul style="list-style-type: none"> that mental health and wellbeing is a normal part of daily life, in the same way as physical health about change and loss; including death, and how these can affect feelings; ways of expressing and managing grief and bereavement <p>Children should:</p> <ul style="list-style-type: none"> be able to describe what is meant by mental health and wellbeing understand that events in our lives (such as change and loss) can have an impact on this be able to identify a number of people, including adults from home and adults from outside the home, and friends, who they might choose to talk to when they have difficult or uncomfortable feelings SG 	<p><u>HEALTHY LIFESTYLES</u></p> <p>■ Healthy Eating</p> <p>■ Health and Prevention</p> <p>■ Physical Health and Fitness</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about what food is healthy and to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet about what good physical health means and how to recognise early signs of physical illness how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed SG <p>Children should:</p> <ul style="list-style-type: none"> be able to design a series of healthy menus and compare these with each other and the food offered in school be able to name some of the early signs of physical illness SG have some basic knowledge about immunisations and allergies SG know how and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health SG 	<p><u>GROWING AND CHANGING</u></p> <p>■ Mental Wellbeing</p> <p>■ Changing Adolescent Body</p> <p>Children will learn:</p> <ul style="list-style-type: none"> some basic facts about puberty SG about strong feelings and mood swings SG <p>Children should:</p> <ul style="list-style-type: none"> know about some emotional and physical changes that happen during puberty SG <p><u>DRUG EDUCATION – ALCOHOL AND DECISION MAKING</u></p> <p>■ Mental Wellbeing</p> <p>■ Drug, Alcohol and Tobacco</p> <p>Children will learn:</p> <ul style="list-style-type: none"> to understand the effect alcohol has on the body SG to understand the law and risks relating to alcohol SG to understand why people choose to use or not use legal drugs such as alcohol SG <p>Children should:</p> <ul style="list-style-type: none"> know what alcohol is and understand the risks and effects to the body SG 	
		<p><u>RIGHTS AND RESPONSIBILITIES</u></p> <p>■ Internet Safety and Harms</p> <p>■ Being Safe</p> <p>Children will learn:</p> <ul style="list-style-type: none"> that the internet is an integral part of many people's lives and that it has many benefits 		

Key Stage 2: Year 4		Curriculum links: ■ Wider PSHE ■ Health Education ■ Relationships Education ■ Sex Education ■ Science Curriculum SG = contributes to safeguarding BV = contributes to British Values	
Core Theme	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> about 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 SG Children should: <ul style="list-style-type: none"> be able to identify the many benefits of the internet recognise that their increasing independence brings increased responsibility to keep themselves and others safe SG 		<ul style="list-style-type: none"> understand that drug use can become a habit which can be difficult to break SG
RELATIONSHIPS	PERSUASION AND PRESSURE <ul style="list-style-type: none"> ■ Respectful Relationships ■ Being Safe ■ Online Relationships ■ Mental Wellbeing Children will learn: <ul style="list-style-type: none"> about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) SG that their actions affect themselves and others SG about the concept of 'keeping something confidential or secret' SG, when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' SG 	FRIENDSHIPS/INCLUSION <ul style="list-style-type: none"> ■ Respectful Relationships ■ Mental Wellbeing Children will learn: <ul style="list-style-type: none"> about discrimination and how to challenge it SG that friendships change over time, including making new friends and having different types of friends respecting the similarities and differences between people that people feel included within healthy friendships; recognise when others may feel lonely or excluded SG Children should: <ul style="list-style-type: none"> be able to talk about and celebrate differences 	TYPES OF RELATIONSHIPS <ul style="list-style-type: none"> ■ Families and people who care for me ■ Caring Friendships ■ Respectful Relationships Children will learn: <ul style="list-style-type: none"> about different types of relationships including friends and families, civil partnerships and marriage Children should: <ul style="list-style-type: none"> understand that there are a variety of relationships

Key Stage 2: Year 4		Curriculum links: ■ Wider PSHE ■ Health Education ■ Relationships Education ■ Sex Education ■ Science Curriculum SG = contributes to safeguarding ■ BV = contributes to British Values	
Core Theme	Autumn Term	Spring Term	Summer Term
	Children should: <ul style="list-style-type: none"> be able to demonstrate some basic techniques for resisting pressure SG know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they know and also whom they do not know SG 	<ul style="list-style-type: none"> be able to talk about friendships with regards to ownership of feelings e.g. 'I feel / I am' rather than 'you make me feel' SG have strategies to include children who are feeling lonely or excluded SG 	
LIVING IN THE WIDER WORLD	<p><u>MEDIA AND ME</u></p> <p>■ Internet Safety and Harms</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about how the media influences decisions SG about sources of persuasion including the media SG the importance of protecting personal information, including passwords, addresses and images SG <p>Children should:</p> <ul style="list-style-type: none"> be able to hold a debate on a topical issue be able to recognise some persuasive media tactics e.g. on television adverts SG deepen their understanding of risk by recognising, predicting and assessing risks in different situations SG and deciding how to manage them responsibly 	<p><u>LOCAL COMMUNITY-SHARED RESPONSIBILITIES</u></p> <p>■ Being a responsible citizen</p> <p>Children will learn:</p> <ul style="list-style-type: none"> to value the different contributions that people and groups make to the community 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>Children should:</p> <ul style="list-style-type: none"> consider the school's contribution to protecting the environment 	<p><u>ASPIRATIONS</u></p> <p>■ Mental Wellbeing</p> <p>■ Careers</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about career/gender stereotypes in the workplace and that a person's career aspirations should not be limited by them about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades, strengths and qualities, ways in which stereotypical assumptions can deter people from certain jobs) <p>Children should:</p> <ul style="list-style-type: none"> be able to challenge stereotypes in the workplace <p><u>MANAGING MONEY</u></p> <p>■ Economic Wellbeing</p>

Key Stage 2: Year 4		Curriculum links: ■ Wider PSHE ■ Health Education ■ Relationships Education ■ Sex Education ■ Science Curriculum SG = contributes to safeguarding BV = contributes to British Values	
Core Theme	Autumn Term	Spring Term	Summer Term
			Children will learn: <ul style="list-style-type: none"> to recognise that people make spending decisions based on priorities, needs and wants that I can keep my money in a standard bank account and the benefits this might have that if I don't have enough money I may have to borrow but that if I do I will have to pay it back Children should: <ul style="list-style-type: none"> be able to consider the influences behind a person's decision to save or spend money explain why they might use an account e.g. bank, building society, credit union be able to explain why they might want to borrow money and how this might make them feel

Key Stage 2: Year 5		Curriculum links: ■ Wider PSHE ■ Health Education ■ Relationships Education ■ Sex Education ■ Science Curriculum SG = contributes to safeguarding BV = contributes to British Values	
Core Theme	Autumn Term	Spring Term	Summer Term
HEALTH AND WELLBEING	<p><u>MENTAL HEALTH AND WELLBEING</u></p> <p>■ Mental Wellbeing</p> <p>Children will learn:</p> <ul style="list-style-type: none"> to recognise that anyone can experience mental health difficulties or mental ill-health and that it is important to discuss feelings with one of your identified trusted adult SG to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others SG <p>Children should:</p> <ul style="list-style-type: none"> be able to challenge the stigma around mental health and wellbeing SG <p><u>PERSONAL SAFETY</u></p> <p>■ Being Safe</p> <p>■ Internet Safety and Harms</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about situations which could cause them personal risk SG that everyone has human rights, all peoples, all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child SG BV that female genital mutilation (FGM) is against British law, what to do and 	<p><u>HEALTHY LIFESTYLES</u></p> <p>■ Mental Wellbeing</p> <p>■ Physical Health and Fitness</p> <p>■ Healthy Eating</p> <p>■ Health and Prevention</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about how their own lifestyle contributes to their health and that habits can have both a positive and negative effect on this about what constitutes a healthy diet; benefits of eating nutritionally rich food and the risks of not eating a healthy diet including obesity and tooth decay about the benefits of good quality sleep on our health including the effects of lack of sleep on the body, feelings, behavior and ability to learn <p>Children should:</p> <ul style="list-style-type: none"> be able to identify nutritional information on food and drink labels keep a weekly diary of their everyday habits relating to their health including food, exercise, sleep and screen time and develop a range of self-care techniques including relaxation 	<p><u>PUBERTY</u></p> <p>■ Changing Adolescent Body</p> <p>■ Mental Wellbeing</p> <p>Children will learn:</p> <ul style="list-style-type: none"> to identify the external genitalia and internal reproductive organs in males and females SG that for some people gender identity does not correspond with their biological sex SG (Suggested content, not statutory) about the main physical and emotional changes during puberty (including key facts about the menstrual cycle, menstrual wellbeing, erections and wet dreams) SG about the importance of good personal hygiene during puberty <p>Children should:</p> <ul style="list-style-type: none"> be able to describe what happens during menstruation and sperm production (physical and emotional changes) be able to explain how to keep clean during puberty know who to go to for help and support during puberty (<i>link with DfE's period product scheme</i>) <p><u>DRUG EDUCATION – LEGAL AND ILLEGAL DRUGS</u></p> <p>■ Drug, Alcohol and Tobacco</p>

Key Stage 2: Year 5		Curriculum links: ■ Wider PSHE ■ Health Education ■ Relationships Education ■ Sex Education ■ Science Curriculum SG = contributes to safeguarding BV = contributes to British Values	
Core Theme	Autumn Term	Spring Term	Summer Term
	<p><i>whom to tell if they think they or someone they know might be at risk</i> SG BV (Suggested content, not statutory)</p> <ul style="list-style-type: none"> about the importance of keeping personal information private; how to manage requests for personal information or images of themselves and others online SG <p>Children should:</p> <ul style="list-style-type: none"> develop strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media and the responsible use of ICT) SG know some basic facts about FGM in relation to the Rights of the Child and British law and know where to go to get help and support SG BV (Suggested content, not statutory) 		<p>■ Being Safe</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about a range of legal (including alcohol, tobacco and energy drinks) and illegal drugs, their risks and effects SG about different beliefs around drug use and drug users (using social norms e.g. very few young people smoke) SG strategies to resist drug use SG <p>Children should:</p> <ul style="list-style-type: none"> understand some basic facts around risks, effects and the law of various legal and illegal drugs SG be able to challenge myths about drug use and drug users SG be able to demonstrate assertiveness skills to help resist peer pressure around drug use SG
RELATIONSHIPS	<p><u>SLEF-RESPECT AND PERSONAL GOALS</u></p> <p>■ Respectful Relationships</p> <p>Children will learn:</p> <ul style="list-style-type: none"> to recognise the importance of self-respect and how this affects our thoughts and feelings – everyone should be expected to be treated politely, kindly and with respect by others 	<p><u>FRIENDSHIPS AND COPING WITH BULLYING</u></p> <p>■ Caring Friendships</p> <p>■ Respectful Relationships</p> <p>■ Online Relationships</p> <p>■ Being Safe</p> <p>■ Mental Wellbeing</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about what constitutes a positive healthy friendship (e.g. trust, kindness, shared interests etc.) and that the 	<p><u>REALTIONSHIPS</u></p> <p>■ Families and people who care for me</p> <p>■ Respectful Relationships</p> <p>■ Mental Wellbeing</p> <p>Children will learn:</p> <ul style="list-style-type: none"> to recognise that there are different types of relationships (friendships, family, romantic, online)

Key Stage 2: Year 5		Curriculum links: ■ Wider PSHE ■ Health Education ■ Relationships Education ■ Sex Education ■ Science Curriculum SG = contributes to safeguarding BV = contributes to British Values	
Core Theme	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> how to set goals and targets for themselves Children should: <ul style="list-style-type: none"> recognise and model respectful behaviour (including online) SG produce a personal plan with regards to their goals <p>BEING LEFT OUT</p> <ul style="list-style-type: none"> ■ Caring Friendships ■ Respectful Relationships ■ Mental Wellbeing Children will learn: <ul style="list-style-type: none"> about respecting differences and similarities between people and recognising what they have in common (e.g. physically, personality, background) BV how it feels to be excluded or discriminated against SG BV Children should: <ul style="list-style-type: none"> be able to identify similarities and differences between them and their peers BV 	same principles apply to online friendships <ul style="list-style-type: none"> know that friendships have ups and downs the difference between 'knowing someone online' and 'knowing someone face-to-face' and the associated risks SG about the impact of bullying and to recognise if/when they feel unsafe or uncomfortable within a friendship (online or offline) SG Children should: <ul style="list-style-type: none"> know what makes a good friend (on and offline) SG be able to talk about friendships with regards to ownership of feelings e.g. 'I feel / I am' rather than 'you make me feel' SG have strategies to resolve disputes in friendships know how to ask for support and from whom e.g. trusted adults who they have identified, if they have a friendship (on or offline) within which they feel unsafe or uncomfortable SG 	<ul style="list-style-type: none"> about change, including transitions loss, separation, divorce and bereavement SG to recognise shared characteristics of healthy family life – commitment, care, spending time together, support in times of difficulties Children should: <ul style="list-style-type: none"> be aware of some of the problems and challenges families/parents can face SG
LIVING IN THE WIDER WORLD	<p>STEREOTYPES AND DIVERSITY</p> <ul style="list-style-type: none"> ■ Respectful Relationships Children will learn:	<p>WORKING TOGETHER AND ASPIRATIONS</p> <ul style="list-style-type: none"> ■ Respectful Relationships ■ Careers Children will learn:	<p>WHAT MAKES A DEMOCRACY?</p> <ul style="list-style-type: none"> ■ Being a responsible citizen Children will learn: <ul style="list-style-type: none"> about how local democracy works BV

Key Stage 2: Year 5		Curriculum links: ■ Wider PSHE ■ Health Education ■ Relationships Education ■ Sex Education ■ Science Curriculum SG = contributes to safeguarding BV = contributes to British Values	
Core Theme	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) ^{BV} about stereotypes; how they can negatively influence behaviours and attitudes towards others ^{SG BV} <p>Children should:</p> <ul style="list-style-type: none"> understand the law in relation to the Equality Act (2010) ^{BV} appreciate the range of national, regional, religious and ethnic identities in the United Kingdom ^{SG BV} have strategies to challenge these stereotypes ^{SG BV} 	<ul style="list-style-type: none"> how they can work together to bring about change about some of the skills, including enterprise skills, that will help them in their future careers e.g. teamwork, communication and negotiation <p>Children should:</p> <ul style="list-style-type: none"> listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns ^{SG} work collaboratively towards shared goals to develop strategies ^{SG} to resolve disputes and conflict through negotiation <p><u>MEDIA LITERACY AND DIGITAL RESILIENCE</u></p> <p>■ Internet Safety and Harms</p> <p>Children will learn:</p> <ul style="list-style-type: none"> how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results about some of the different ways information and data is shared and used online, including for commercial purposes <p>Children should:</p> <ul style="list-style-type: none"> be able to talk about how to be a discerning user of the internet 	<p>Children should:</p> <ul style="list-style-type: none"> be able to identify the key elements of a democracy ^{BV} <p><u>MONEY</u></p> <p>■ Economic Wellbeing</p> <p>■ Being a responsible citizen</p> <p>Children will learn:</p> <ul style="list-style-type: none"> I know that some things are better value for money than others and that I can make comparisons between prices when deciding what is best value for money that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity) <p>Children should:</p> <ul style="list-style-type: none"> be able to discuss how making informed choices can help us make the most of our money run a simple marketing project in teams

Key Stage 2: Year 6		Curriculum links: <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">■ Wider PSHE <li style="display: inline-block; width: 45%;">■ Health Education <li style="display: inline-block; width: 45%;">■ Relationships Education <li style="display: inline-block; width: 45%;">■ Sex Education <li style="display: inline-block; width: 45%;">■ Science Curriculum SG = contributes to safeguarding BV = contributes to British Values	
Core Theme	Autumn Term	Spring Term	Summer Term
HEALTH AND WELLBEING	<p><u>HEALTHY LIFESTYLES</u></p> <ul style="list-style-type: none"> ■ Health and Prevention ■ Basic First Aid <p>Children will learn:</p> <ul style="list-style-type: none"> • about the benefits of sun exposure and the risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer SG • the facts and science relating to immunisation and vaccination SG • about what is meant by first aid; basic techniques for dealing with common injuries, including head injuries (recap on making a 999 call) SG <p>Children should:</p> <ul style="list-style-type: none"> • understand the benefits and risks of sun exposure and know how to keep themselves safe SG • understand some basic facts around immunisations SG • be able to demonstrate some basic first aid techniques and talk through how to make a clear 999 call SG <p><u>DRUG EDUCATION – DRUGS, RISK AND THE MEDIA</u></p> <ul style="list-style-type: none"> ■ Drug, Alcohol and Tobacco <p>Children will learn:</p>	<p><u>MOVING ON</u></p> <ul style="list-style-type: none"> ■ Mental Wellbeing <p>Children will learn:</p> <ul style="list-style-type: none"> • to recognise their individuality and personal qualities, strengths and achievements and how these contribute to a sense of self-worth and mental health and wellbeing • about taking on more personal responsibility, managing setback and reframe unhelpful thinking • about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement SG <p>Children should:</p> <ul style="list-style-type: none"> • have a range of problem-solving strategies and self-care techniques, including relaxation for dealing with emotions, challenges and change, including transition to new schools • recognise that they may experience conflicting emotions, and when they might need to listen to their emotions and find ways to overcome them SG <p><u>MENTAL HEALTH AND ONLINE SAFETY</u></p> <ul style="list-style-type: none"> ■ Internet Safety and Harms ■ Mental Wellbeing <p>Children will learn:</p>	<p><u>PUBERTY AND RELATIONSHIPS</u></p> <ul style="list-style-type: none"> ■ Online Relationships ■ Respectful Relationships ■ Being Safe ■ Mental Wellbeing <p>Children will learn:</p> <ul style="list-style-type: none"> • to explore positive and negative ways of communicating in a relationship • that there is nothing that they should be afraid to ask about SG <p>Children should:</p> <ul style="list-style-type: none"> • know that communication and permission seeking are important SG • know when it is appropriate to share personal/private information in a relationship SG <p><u>SEX EDUCATION</u></p> <ul style="list-style-type: none"> ■ Sex Education <p>Children will learn:</p> <ul style="list-style-type: none"> • about the links between puberty and reproduction SG • about the different ways people might start a family SG <p>Children should:</p> <ul style="list-style-type: none"> • know some basic facts about conception and pregnancy SG

Key Stage 2: Year 6		Curriculum links: ■ Wider PSHE ■ Health Education ■ Relationships Education ■ Sex Education ■ Science Curriculum SG = contributes to safeguarding BV = contributes to British Values	
Core Theme	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> to understand the effects, risks and laws in relation to drugs SG about the mixed messages in the media about drugs, including alcohol and smoking/vaping SG 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 SG <p>Children should:</p> <ul style="list-style-type: none"> be able to describe effects and risks, understand consequences of drug use and know where to go for help SG 	<ul style="list-style-type: none"> about the benefits of rationing time spent online and the impact of positive and negative content online on their own and others' mental and physical health and wellbeing SG why social media and some online games are age restricted SG how to be a discerning consumer of information online and that information from search engines is ranked, selected and targeted SG <p>Children should:</p> <ul style="list-style-type: none"> understand the links between time spent online and their mental and physical health and wellbeing SG understand the many benefits of the internet as well as how they may be targeted as a consumer SG 	<ul style="list-style-type: none"> Describe the decisions that have to be made before having children (including age of consent) SG
RELATIONSHIPS	<p><u>CONFLICT RESOLUTION</u></p> <ul style="list-style-type: none"> ■ Caring Friendships ■ Respectful Relationships ■ Online Relationships ■ Mental Wellbeing <p>Children will learn:</p> <ul style="list-style-type: none"> about how to deal with conflicts as they arise how to recognise pressure from others to do something that is unsafe, or that feels unsafe or uncomfortable, and strategies for managing this (including online) SG 	<p><u>FAMILY DYNAMICS</u></p> <ul style="list-style-type: none"> ■ Families and people who care for me <p>Children will learn:</p> <ul style="list-style-type: none"> about how families behave <p>Children should:</p> <ul style="list-style-type: none"> recognise that reaching positive solutions usually involves considering things from different perspectives, negotiation and compromise SG 	<p><u>RELATIONSHIPS</u></p> <ul style="list-style-type: none"> ■ Families and people who care for me ■ Respectful Relationships <p>Children will learn:</p> <ul style="list-style-type: none"> that people may be attracted to someone (of the opposite or same sex) romantically and sexually that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to

Key Stage 2: Year 6		Curriculum links: ■ Wider PSHE ■ Health Education ■ Relationships Education ■ Sex Education ■ Science Curriculum SG = contributes to safeguarding BV = contributes to British Values	
Core Theme	Autumn Term	Spring Term	Summer Term
	Children should: <ul style="list-style-type: none"> be able to suggest strategies for handling conflict SG be able to recognise and manage 'dares', including strategies for removing themselves from situations within which they feel unsafe or uncomfortable SG be able to recognise how "peer acceptance" may be influential in their actions and behaviours SG 		spend their lives together and who are of the legal age to make that commitment SG BV <ul style="list-style-type: none"> 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 SG BV Children should: <ul style="list-style-type: none"> appreciate there are different types of love e.g. parental love, partner love, friendship love etc. SG be aware that marriage and civil partnerships are a commitment freely entered into by both people and that no one should enter into if they don't absolutely want to do so SG BV
LIVING IN THE WIDER WORLD	<u>CELEBRATION – SUPPORTING EACH OTHER</u> ■ Respectful Relationships ■ Mental Wellbeing Children will learn: <ul style="list-style-type: none"> about the people who are responsible for helping them stay healthy and safe, SG ways that they can help these people, and how showing kindness to these people is a positive expression of thanks and celebration for them. the importance of empathy and compassion towards others; shared responsibilities we all have for caring for other people and living things; 	<u>DEMOCRACY AND DECISIONS</u> ■ Being a responsible citizen Children will learn: <ul style="list-style-type: none"> learn about government and parliament BV Children should: <ul style="list-style-type: none"> be able to explain how our government and parliament function BV <u>MEDIA LITERACY AND DIGITAL RESILIENCE</u> ■ Internet Safety and Harms Children will learn:	<u>MONEY AND ME</u> ■ Economic Wellbeing Children will learn: <ul style="list-style-type: none"> about the role money plays in their own and others' lives, including the impact it can have on people's feelings and emotions about risks associated with money including different ways money can won or lost through gambling-related activities (including online) and the impact this has on health, wellbeing and future aspirations SG

Key Stage 2: Year 6		Curriculum links: ■ Wider PSHE ■ Health Education ■ Relationships Education ■ Sex Education ■ Science Curriculum SG = contributes to safeguarding BV = contributes to British Values	
Core Theme	Autumn Term	Spring Term	Summer Term
	<p>how to show care and concern for others</p> <p>Children should:</p> <ul style="list-style-type: none"> be able to demonstrate how to show care and compassion to others <p>PROTECTED CHARACTERISTICS AND BULLYING</p> <ul style="list-style-type: none"> ■ Respectful Relationships ■ Online Relationships ■ Mental Wellbeing <p>Children will learn:</p> <ul style="list-style-type: none"> about the 'protected characteristics' within the Equality Act (2010) SG that our behaviour has an effect on others and ourselves SG (including online) and discriminatory behaviours are wrong about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced SG <p>Children should:</p> <ul style="list-style-type: none"> understand about bullying and discrimination and the effect of these on others and themselves SG 	<ul style="list-style-type: none"> about how information on the internet is ranked, selected and targeted at specific individuals and groups and that connected devices can share information SG recognise things appropriate to share and things that should not be shared on social media; rules around distributing images SG 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 SG <p>Children should:</p> <ul style="list-style-type: none"> understand the law around sharing images SG Look at current media campaigns including how images can be manipulated and content can be targeted SG Design a positive media campaign aimed at children 	<ul style="list-style-type: none"> about enterprise and the skills that make someone 'enterprising' <p>Children should:</p> <ul style="list-style-type: none"> develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) SG consider the links between money and wellbeing including knowledge around the risks of gambling (on and offline) SG <p>ASPIRATIONS, WORK AND CAREER</p> <ul style="list-style-type: none"> ■ Economic Wellbeing ■ Careers <p>Children will learn:</p> <ul style="list-style-type: none"> 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 to identify the kind of job they might like to do when they are older to recognise a variety of routes into careers (e.g. college, apprenticeship, university) <p>Children should:</p>

Key Stage 2: Year 6		Curriculum links: <ul style="list-style-type: none"> ■ Wider PSHE ■ Relationships Education ■ Science Curriculum SG = contributes to safeguarding <ul style="list-style-type: none"> ■ Health Education ■ Sex Education BV = contributes to British Values 	
		Core Theme	Autumn Term
			<ul style="list-style-type: none"> have an understanding about a variety of different jobs/careers and the possible routes to these have an understanding that having a job will allow me to achieve certain goals in my life including financial ones.

