

During Key Stages 1 and 2, PSHE education including Relationships and Sex Education (RSE) and Health Education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE & RSE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

The PSHE Education at Woodstock CE Primary School is planned around three core themes; **Health & Wellbeing**; **Relationships**; and **Living in the Wider World**.

ESSENTIAL SKILLS: PSHE education makes a significant contribution to the development of a wide range of essential skills		
Intrapersonal Skills Required for Self-management	Interpersonal Skills Required for Positive Relationships	Skills of Enquiry
<ul style="list-style-type: none"> Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour) Learning from experience to seek out and make use of constructive feedback Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them) Making decisions (including knowing when to be flexible) Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers) Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress) Self-regulation (including managing strong emotions e.g. negativity and impulse) Recognising and managing the need for peer approval Self-organisation (including time management) 	<ul style="list-style-type: none"> Active listening Empathy Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively) Team working (including agreeing clear and challenging outcomes, facilitation, cooperation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others experience) Negotiation (including flexibility, self-advocacy and compromise) Recognising and utilising strategies for managing pressure, persuasion and coercion Responding to the need for positive affirmation for self and others 	<ul style="list-style-type: none"> Formulating questions Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources) Analysis (including separating fact from opinion) Planning and deciding Recalling and applying knowledge creatively and in novel situations Drawing and defending conclusions using evidence and not just assertion Identification, assessment (including prediction) and management of risk Evaluating social norms Reviewing progress against objectives
Core Theme 1: Health & Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider World
<ul style="list-style-type: none"> Healthy Lifestyles (Physical Wellbeing) Mental Health Ourselves, Growing & Changing Keeping Safe Drugs, Alcohol & Tobacco 	<ul style="list-style-type: none"> Families and close positive relationships Friendships Safe Relationships Respecting Self and Others 	<ul style="list-style-type: none"> Shared responsibilities Communities Media literacy & digital resilience Economic wellbeing: Money Economic wellbeing: Aspirations, work and career

Enrichment Opportunities Across the Curriculum: PSHE and RSE

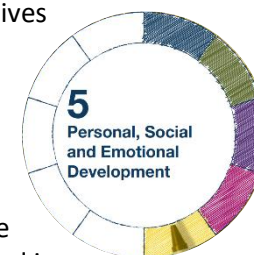


Key Concepts	Key Content	Curriculum links beyond PSHE	Enrichment and Enhancement Opportunities
Relationships	<ul style="list-style-type: none"> Features of healthy friendships, family relationships and other relationships children are likely to encounter Children know how to keep themselves safe, for example, what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Know how to recognise and to report concerns or abuse, including emotional, physical and sexual abuse Positive emotional and mental wellbeing, including how friendships can support mental wellbeing Boundaries in friendships with peers and also in families and with others (both online and offline) 	Across all subjects and the wider curriculum	Annual Anti-bullying Week (Nov) Nurture Support After-school Clubs
Equality & Diversity	<ul style="list-style-type: none"> Fostering peer-to-peer communication and behaviour between boys and girls Challenging perceived limits on children based on their gender or any other characteristics Vulnerability to exploitations, bullying and other issues LGBT 	Across all subjects and the wider curriculum	Annual Black History Month (Oct) Scientist Studies (Termly) Annual Fairtrade Fortnight (Feb)
Sex Education	<ul style="list-style-type: none"> Physical and emotional changes of boys and girls at puberty, conception to birth, Boundaries and privacy, rights over their own bodies 	Science	
Anti-bullying (links with equality)	<ul style="list-style-type: none"> Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. Discrimination, equality, stereotyping, racism, peer pressure, prejudice, forms of direct/indirect bullying, 	Citizenship	Annual Anti-bullying Week (Nov) Annual Safety Day (Nov) Annual Safer Internet Day (Feb)
Staying Safe Online	<ul style="list-style-type: none"> Providing support in distinguishing between different types of online content and making well-founded decisions Rules and principles for keeping themselves and their personal information safe online; how to recognise risks, harmful content and contact; and how to report them Cyber-bullying Principles of positive relationships apply as much online as they do offline 	Computing	Annual Anti-bullying Week (Nov) Annual Safety Day (Nov) Annual Safer Internet Day (Feb) Annual Junior Citizen Safety Programme (Y6)
Healthy Lifestyles & Mental Wellbeing	<ul style="list-style-type: none"> Healthy eating and keeping fit; mental health & wellbeing; preventing health problems. How friendships can support our mental wellbeing. 	PE & Sport Design Technology Science	Annual Sport and Health Week (Jun) Annual World Mental Health Day (Oct/Feb) Annual Mental Health Awareness Week (May)
Wider social and economic issues	<ul style="list-style-type: none"> Financial issues, citizenship, British values, radicalisation and extremism, courageous advocacy. Social action, active citizenship and voluntary service to others locally or more widely. 	Maths Citizenship	Weekly 'Our World' focus Charity Work and Fundraising (Ongoing) Playground Leaders (Ongoing) School Committees (Ongoing)

Identity (Development of personal qualities and attributes)	<ul style="list-style-type: none"> • Confidence, resilience, self-esteem, self-respect and self-control • How to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. • Helping pupils to believe they can achieve, stick at tasks, work towards long-term rewards and persevere despite knocks. • Honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice. 	<p>Across all subjects and the wider curriculum</p> <p>RE & Collective Worship</p> <p>Ethos, Values & Aims</p>	<p>Anti-bullying Week (Nov)</p> <p>Weekly Collective Worship linked to the school's Values (weekly)</p> <p>Primary Picture News (weekly)</p>
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EARLY YEARS FOUNDATION STAGE: PSHE & RSE (PSED)

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



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

The EYFS Framework

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant statements for PSHE are taken from the following areas of learning:

- ☆ Communication and Language
- ☆ Personal, Social and Emotional Development
- ☆ Physical Development
- ☆ Understanding the World

Personal, Social and Emotional Development:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

ELG: Self-Regulation	ELG: Managing Self	ELG: Building Relationships
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> ☆ Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. ☆ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ☆ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> ☆ Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. ☆ Explain the reasons for rules, know right from wrong and try to behave accordingly. ☆ Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> ☆ Work and play cooperatively and take turns with others. ☆ Form positive attachments to adults and friendships with peers. ☆ Show sensitivity to their own and to others' needs.

EYFS PSHE & RSE FRAMEWORK OVERVIEW (PSED)



AGE	AREA OF LEARNING	OUTCOMES
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> ☆ Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. ☆ Start a conversation with an adult or a friend and continue it for many turns.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> ☆ Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. ☆ Develop their sense of responsibility and membership of a community. ☆ Become more outgoing with unfamiliar people, in the safe context of their setting. ☆ Show more confidence in new social situations. ☆ Play with one or more other children, extending and elaborating play ideas. ☆ Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. ☆ Increasingly follow rules, understanding why they are important. ☆ Remember rules without needing an adult to remind them. ☆ Develop appropriate ways of being assertive. ☆ Talk with others to solve conflicts. ☆ Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. ☆ Understand gradually how others might be feeling. ☆ Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly. ☆ Make healthy choices about food, drink, activity and toothbrushing.
	Physical Development	<ul style="list-style-type: none"> ☆ Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	Understanding the World	<ul style="list-style-type: none"> ☆ Begin to make sense of their own life-story and family's history. ☆ Show interest in different occupations. ☆ Continue developing positive attitudes about the differences between people. ☆ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Communication and Language	<ul style="list-style-type: none"> ☆ Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. ☆ Develop social phrases.

	Personal, Social and Emotional Development		<ul style="list-style-type: none"> ☆ See themselves as a valuable individual. ☆ Build constructive and respectful relationships. ☆ Express their feelings and consider the feelings of others. ☆ Show resilience and perseverance in the face of challenge. ☆ Identify and moderate their own feelings socially and emotionally. ☆ Think about the perspectives of others. ☆ Manage their own needs. - personal hygiene ☆ Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
	Physical Development		<ul style="list-style-type: none"> ☆ Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes
	Understanding the World		<ul style="list-style-type: none"> ☆ Talk about members of their immediate family and community. ☆ Name and describe people who are familiar to them. ☆ Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> ☆ Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	<ul style="list-style-type: none"> ☆ Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> ☆ Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. ☆ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ☆ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
		Managing Self	<ul style="list-style-type: none"> ☆ Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. ☆ Explain the reasons for rules, know right from wrong and try to behave accordingly. ☆ Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.
		Building Relationships	<ul style="list-style-type: none"> ☆ Work and play cooperatively and take turns with others. ☆ Form positive attachments to adults and friendships with peers. ☆ Show sensitivity to their own and others' needs.
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> ☆ Negotiate space and obstacles safely, with consideration for themselves and others.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> ☆ Talk about the lives of people around them and their roles in society.

YEARS 1 & 2 PSHE & RSE OVERVIEW

Cycle A



A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	NEW BEGINNINGS	CELEBRATING DIFFERENCE	MY FAMILY	DREAMS AND GOALS	GET BETTER SOON	FRIENDSHIP
Curriculum Coverage	<ul style="list-style-type: none"> ☆ Rights and responsibilities of being a member of my class and school community ☆ Help to make my school/ classroom a safe, fair and caring community ☆ Importance of growth mindset ☆ Expect to be treated with respect by others, and show due respect to others ☆ Construct and follow class agreed expectations ☆ Roles & responsibilities of people in school ☆ How to seek help or advice from others if needed ☆ Learning to co-operate; taking turns; sharing; teamwork ☆ Conventions of courtesy and manners ☆ Respect for the environment; including the school Eco Code 	<ul style="list-style-type: none"> ☆ Recognising what is fair and unfair, kind and unkind, what is right and wrong (rights respecting) ☆ Sharing opinions and explaining views ☆ Offering constructive support and feedback to others ☆ Listening to other people, and play and work co-operatively (including strategies to resolve simple arguments through negotiation) ☆ Identify and respect the differences and similarities between people ☆ Understand that sometimes people make assumptions about boys and girls ☆ Resisting peer pressure ☆ What is bullying and what can I do about it? (Safety Week/Anti-bullying Day) 	<ul style="list-style-type: none"> ☆ Families are important for children growing up because they can give love, security and stability. ☆ Characteristics of healthy family life, including the importance of spending time together and sharing each other's lives. ☆ Others' families, either in school or in the wider world, sometimes look different from their family ☆ Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. ☆ (Online Safety Day) 	<ul style="list-style-type: none"> ☆ Thinking about what I can do well and what I would like to improve ☆ Learning from my experiences ☆ Tackling a new challenge and understand this might stretch my learning (resilience) ☆ Learning with others to solve problems ☆ Identifying obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them ☆ Persevere even when I find tasks difficult ☆ Recognising and celebrating my strengths ☆ Setting personal goals and knowing how to achieve them 	<ul style="list-style-type: none"> ☆ Why people take medicines ☆ How medicines work in my body and how important it is to use them safely ☆ Immunisations and good personal hygiene to prevent the spread of germs and diseases; responsibility for own and others' health ☆ Personal hygiene and germs; importance of handwashing ☆ Health care professionals who help us ☆ How to make a clear and efficient call to emergency services if necessary. ☆ Basic first aid ☆ Sun safety 	<ul style="list-style-type: none"> ☆ How important friendships are in making us feel happy and secure, and how people choose and make friends ☆ Healthy friendships; peer pressure ☆ Friendships can have ups and downs, and that these can often be worked through ☆ Qualities of friendship; loyalty, kindness, trust, truthfulness, generosity, mutual respect etc. ☆ Appropriate boundaries in friendships ☆ Showing appreciation for family and friends ☆ Ways to make new friends ☆ Difference and respect

YEARS 1 & 2 PSHE & RSE OVERVIEW



Cycle B						
B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	NEW BEGINNINGS	GETTING ON & FALLING OUT	STAYING SAFE	KNOWING MYSELF	HEALTHY CHOICES	GOOD TO BE ME
Curriculum Coverage	<ul style="list-style-type: none"> ☆ Rights and responsibilities of being a member of my class and school community ☆ Help to make my school/ classroom a safe, fair and caring community ☆ Importance of growth mindset ☆ Expect to be treated with respect by others, and show due respect to others ☆ Construct and follow class agreed expectations ☆ Roles & responsibilities of people in school ☆ How to seek help or advice from others if needed ☆ Learning to co-operate; taking turns; sharing; teamwork ☆ Conventions of courtesy and manners ☆ Respect for the environment; including the school Eco Code 	<ul style="list-style-type: none"> ☆ Listening & communicating well ☆ Recognising how their behaviour affects other people ☆ Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say ☆ That there are different types of teasing and bullying, that these are wrong and unacceptable - bullying is sometimes about difference ☆ How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help ☆ (Safety Week/Anti-bullying Day) 	<ul style="list-style-type: none"> ☆ Rules for, and ways of keeping physically and emotionally safe - including safety online and the responsible use of ICT; how to report concerns ☆ Privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ☆ Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ☆ Sharing feelings and worries; if we feel unsafe ☆ Recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' ☆ (Online Safety Day) 	<ul style="list-style-type: none"> ☆ The uniqueness of me ☆ Identify different family members and their relationship with each other, and the importance of sharing and cooperating ☆ Members of my family and understand that there are lots of different types of families ☆ Communicating and managing feelings – both good and bad (vocabulary to describe their feelings to others and simple strategies for managing feelings) ☆ Change and loss and associated feelings (moving home, losing toys, pets or friends) 	<ul style="list-style-type: none"> ☆ Healthy lifestyle – diet, exercise, sleep, relaxation ☆ Risks relating to inactive lifestyles (obesity) ☆ Making informed choices that improve physical & mental health, & wellbeing ☆ Dental health & personal hygiene ☆ Spread of diseases; responsibility for own and others' health ☆ Why people take medicines ☆ How medicines work in the body and the importance of using them safely ☆ Sort foods into the correct food groups and know which foods the body needs to be healthy and have energy ☆ Make healthy snacks and explain why they are good for us 	<ul style="list-style-type: none"> ☆ Growing and changing and new opportunities ☆ Responsibilities that increasing independence may bring ☆ Names for the main parts of the body ☆ Similarities and differences between boys and girls ☆ Respecting our bodies and knowing some parts are private ☆ Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ☆ It is not always right to keep secrets if they relate to being safe. ☆ Where to get advice e.g. family, school and/or other sources.

YEARS 3 & 4 PSHE & RSE OVERVIEW

Cycle A



A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	NEW BEGINNINGS	HEALTHY CHOICES	STAYING SAFE	FRIENDSHIP	CELEBRATING DIFFERENCE	DREAMS AND GOALS
Curriculum Coverage	<ul style="list-style-type: none"> ☆ Rights and responsibilities of being a member of my class and school community - Rights Respecting ☆ Importance a positive mindset ☆ Help to make my school/ classroom a safe, fair and caring community ☆ Expect to be treated with respect by others, and show due respect to others ☆ Construct and follow class agreed expectations ☆ Roles & responsibilities of people in school ☆ How to seek help or advice from others if needed ☆ Learning to co-operate; taking turns; sharing; teamwork ☆ Conventions of courtesy and manners ☆ Respect for the environment; including the school Eco Code 	<ul style="list-style-type: none"> ☆ Understanding the concept of a 'balanced healthy lifestyle' ☆ Recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet. ☆ Principles of planning and preparing a healthy meal. ☆ Characteristics of poor diet and the impact (obesity, poor dental hygiene) ☆ Importance of good oral hygiene and regular visits to the dentist ☆ Understand how exercise affects the body and know why the heart and lungs are such important organs ☆ Facts about the harms and associated risks of smoking and tobacco ☆ (Safety- Week/Anti-bullying Day) 	<ul style="list-style-type: none"> ☆ Strategies for keeping physically and emotionally safe including road safety, safety in the environment (including rail, water and fire safety), and safety online ☆ Different types of bullying including cyberbullying, the impact of bullying, responsibilities of bystanders and how to get help. ☆ Judging what kind of physical contact is acceptable or unacceptable and how to respond. ☆ The concept of privacy; including that it is not always right to keep secrets if they relate to being safe. ☆ How to ask for advice or help for themselves or others, and to keep trying until they are heard. ☆ (Online Safety Day) 	<ul style="list-style-type: none"> ☆ Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ☆ How important friendships are in making us feel happy and secure, and how people choose and make friends. ☆ Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ☆ Recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	<ul style="list-style-type: none"> ☆ Understand that, sometimes, assumptions of people are based on what they look like ☆ What a stereotype is and how stereotypes can be unfair, negative or destructive ☆ Understand what influences people to make assumptions based on how others look and the importance of accepting people for who they are ☆ Different perspectives - listening and responding respectfully to a wide range of people; caring about other people's feeling. ☆ Understanding how to express how we feel when our ideas are challenged and that its ok to change your ideas sometimes ☆ Recognise stereotypical ideas and prejudice and develop strategies to challenge these by speaking out 	<ul style="list-style-type: none"> ☆ Me as a learner: ☆ Identify a dream/ambition that is important and imagine how we will feel when we achieve it. ☆ Respect and admiration for people who overcome obstacles and achieve their dreams and goals (e.g. through disability) ☆ Understand how to face new learning challenges and work out the best ways to achieve them ☆ The importance of taking responsibility for our own learning and how we can use our strengths to achieve a challenge ☆ Know how to manage the feelings of frustration that may arise when obstacles occur

YEARS 3 & 4 PSHE & RSE OVERVIEW

Cycle B



B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	NEW BEGINNINGS	HOW I FEEL	THE ONLINE WORLD	FRIENDS & FAMILY	HEALTHY ME	LIVING TOGETHER
Curriculum Coverage	<ul style="list-style-type: none"> ☆ Rights and responsibilities of being a member of my class and school community ☆ Help to make my school/ classroom a safe, fair and caring community ☆ Importance of growth mindset ☆ Expect to be treated with respect by others, and show due respect to others ☆ Construct and follow class agreed expectations ☆ Roles & responsibilities of people in school ☆ How to seek help or advice from others if needed ☆ Learning to co-operate; taking turns; sharing; teamwork ☆ Conventions of courtesy and manners ☆ Respect for the environment; including the school Eco Code 	<ul style="list-style-type: none"> ☆ Humans can experience different feelings; how to recognise and name different feelings ☆ Feelings can change over time and range in intensity ☆ Everyday things that affect feelings and the importance of expressing feelings ☆ A varied vocabulary to use when talking about feelings; about how to express feelings in different ways; ☆ Strategies to respond to feelings, including intense or conflicting feelings; ☆ How to manage and respond to feelings appropriately and proportionately in different situations ☆ How to seek support for themselves and others (Safety Week/Anti-bullying Day) 	<ul style="list-style-type: none"> ☆ Online (including social media, the responsible use of ICT and mobile phones) ☆ The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others ☆ Identify things, people and places that you need to keep safe from, and suggest strategies for keeping themselves safe including who to go to for help ☆ People who are responsible for helping them stay healthy and safe and ways that they can help these people ☆ (Online Safety Day) 	<ul style="list-style-type: none"> ☆ Identify the roles and responsibilities of each member of my family and how taking some responsibility within the family can make you feel ☆ What constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. ☆ Ways in which a relationship can be unhealthy and who to talk to if they need support. ☆ Awareness of different types of relationship, including those between acquaintances, friends, relatives and families; that civil partnerships and marriage are examples of stable, loving relationships 	<ul style="list-style-type: none"> ☆ The characteristics and mental and physical benefits of an active lifestyle. ☆ Barriers to being active and making better choices to increase physical activity ☆ Good mental health and wellbeing – what makes us feel good about ourselves? ☆ Importance of sufficient quality sleep for good health and the implications for not getting enough and how it can affect us ☆ Barriers to getting enough quality sleep ☆ Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ☆ Basic first aid skills and how to respond in an emergency 	<ul style="list-style-type: none"> ☆ British Values – rules and laws ☆ Rights respecting and responsibilities as members of families, other groups and ultimately as citizens ☆ Different groups and communities; e.g. refugees, asylum seekers ☆ Developing communication and participation skills ☆ Team working ☆ How to negotiate in conflict situations to try to find a win-win solution ☆ Choices and consequences ☆ Respecting equality and being a productive member of a diverse community

YEARS 5 & 6 PSHE & RSE OVERVIEW

Cycle A



A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	NEW BEGINNINGS	MANAGING RISK	DRUG & ALCOHOL AWARENESS	GROWING & CHANGING	RESPECT FOR OTHERS	ENTERPRISE
Curriculum Coverage	<ul style="list-style-type: none"> ☆ Rights and responsibilities of being a member of my class and school community ☆ Help to make my school/ classroom a safe, fair and caring community ☆ Importance of growth mindset ☆ Expect to be treated with respect by others, and show due respect to others ☆ Construct and follow class agreed expectations ☆ Roles & responsibilities of people in school ☆ How to seek help or advice from others if needed ☆ Learning to co-operate; taking turns; sharing; teamwork ☆ Conventions of courtesy and manners ☆ Respect for the environment; including the school Eco Code 	<ul style="list-style-type: none"> ☆ Using power in a variety of contexts including persuasion, bullying, negotiation and 'win'- 'win' outcomes ☆ Recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly. Involvement in agreeing Risk Assessments for trips etc. ☆ Online Safety: Understand how technology can be used to try to gain power or control, and strategies to prevent this from happening ☆ Use technology positively and safely to communicate with my friends and family ☆ Use basic emergency aid procedures (e.g. the recovery position) and how to get help in emergency situations ☆ (Safety Day/Anti-bullying Week) 	<ul style="list-style-type: none"> ☆ Facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. ☆ Why do people take drugs? ☆ Know about different types of drugs (legal/illegal) and their uses and their effects on the body particularly the liver and heart ☆ Know some of the risks with misusing alcohol, including antisocial behaviour, and how it affects the liver and heart ☆ Make an informed decision about whether to choose to drink alcohol and know how to resist pressure ☆ Personal responsibilities toward alcohol use and misuse ☆ Making choices and decisions ☆ (Input from Thames Valley Police) 	<ul style="list-style-type: none"> ☆ Awareness of self-image and how body image fits into that ☆ Body and emotional changes through puberty and menstruation (girls' & boys') ☆ Importance of looking after yourself physically and emotionally ☆ Human reproduction – conception to birth (correct use of names for body parts) ☆ Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ☆ Raised awareness of dangers of abuse and sexual exploitation ☆ (Online Safety Day) 	<ul style="list-style-type: none"> ☆ Differences and similarities between people arise from several factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (people with disabilities who lead amazing lives) ☆ Respecting others, even when they are different from them (e.g. physically, in character, personality or backgrounds); or make different choices; and or have different preferences or beliefs ☆ What a stereotype is and how stereotypes can be unfair, negative or destructive – links to equality 	<ul style="list-style-type: none"> ☆ Role money plays in their own and others' lives, including how to manage their money ☆ Concepts of 'interest', 'loan', 'debt', and 'tax' for example, their contribution to society through the payment of VAT ☆ About enterprise and the skills that make someone 'enterprising' ☆ Know about a range of jobs and explore how much people earn in different jobs ☆ Identify job interests for the future and understand what they will need to do to achieve their aspirations

YEARS 5 & 6 PSHE & RSE OVERVIEW

Cycle B



B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	NEW BEGINNINGS	RESPECT FOR OTHERS	RIGHTS & RESPONSIBILITIES	RELATIONSHIPS	HEALTHY LIFESTYLE	MOVING ON
Curriculum Coverage	<ul style="list-style-type: none"> ☆ Rights and responsibilities of being a member of my class and school community ☆ Help to make my school/ classroom a safe, fair and caring community ☆ Importance of growth mindset ☆ Expect to be treated with respect by others, and show due respect to others ☆ Construct and follow class agreed expectations ☆ Roles & responsibilities of people in school ☆ How to seek help or advice from others if needed ☆ Learning to co-operate; taking turns; sharing; teamwork ☆ Conventions of courtesy and manners ☆ Respect for the environment; including the school Eco Code 	<ul style="list-style-type: none"> ☆ To recognise and challenge stereotypes ☆ Nature and consequences of discrimination, teasing, bullying (indirect and direct) and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) ☆ Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations ☆ Understand rights and responsibilities as a British citizen (British Values) ☆ Understand what racism is ☆ Raised awareness of radicalisation and extremism ☆ (Safety Day/Anti-bullying Week) 	<ul style="list-style-type: none"> ☆ Understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (Rights Respecting) ☆ Understand how our actions can affect other people locally and globally ☆ Research, discuss and debate topical issues, problems and events concerning health and wellbeing (linked to Our World) ☆ Empathise with people in this country whose lives are different to our own 	<ul style="list-style-type: none"> ☆ Body and emotional changes through puberty – including menstruation (girls' & boys') ☆ Understand how the media promotes certain body types – link to self-image and self-respect ☆ Understand how to cope with changes that growing up will bring, including friendship changes ☆ Making new friends and how to manage fallouts with friends ☆ Understand relationships are personal – responding to peer pressure ☆ Respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ☆ How to ask for advice or help for themselves or others, and to keep trying until they are heard. ☆ (Online Safety Day) 	<ul style="list-style-type: none"> ☆ Describe the different roles food can play in people's lives and explain how people can develop eating problems (disorders) relating to body image pressures ☆ What contributes to a healthy lifestyle ☆ Understand what it means to be emotionally well; explore people's attitudes towards mental health/illness ☆ Recognise the feelings of stress and the triggers that cause this (SATs) ☆ Know how to use different strategies to manage stress and pressure ☆ Basic first aid skills and how to respond in an emergency ☆ Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 	<ul style="list-style-type: none"> ☆ Recognise their increasing independence brings increased responsibility to keep themselves and others safe ☆ Identify what children are looking forward to and what worries them about the transition to Year 6/secondary school ☆ Strategies to manage and cope with change – building resilience, exploring feelings; enhancing self-esteem and confidence ☆ Supporting secondary school induction

DfE Guidance & Primary School Expectations for Relationships and Sex Education (RSE) and Health Education

Relationships Education



By the end of Primary School children should know:

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

- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

Physical Health and Mental Health Education



By the end of Primary School children should know:

Mental Wellbeing	<ul style="list-style-type: none"> • Mental wellbeing is a normal part of daily life, in the same way as physical health. • There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet Safety and Harms	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Physical Health and Fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, Alcohol and Tobacco	<ul style="list-style-type: none"> The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and Prevention	<ul style="list-style-type: none"> How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The facts and science relating to allergies, immunisation and vaccination.
Basic First Aid	<ul style="list-style-type: none"> How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing Adolescent Body	<ul style="list-style-type: none"> Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle.

Sex Education (non-statutory)

Sex education is not compulsory in primary schools. The content set out in this framework covers everything that Primary Schools should teach about relationships and health, including puberty. The National Curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Woodstock CE Primary School, in consultation with our parents, chooses to teach some aspects of sex education and will continue to do so, although it is not a requirement. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. We ensure that both boys and girls understand and are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born.

PSHE Association Programme of Study for Relationships and Sex Education (RSE) and Health Education

The learning opportunities in this Programme of Study cover all of the content outlined in the Department for Education's statutory Relationships, Sex and Health Education guidance, and go beyond this to integrate the statutory content within a complete and comprehensive PSHE education programme. This Framework informs the PSHE Education of children at Woodstock CE Primary School, as well as the DfE's statutory Relationships, Sex and Health Education guidance.

Core Theme 1: Health & Wellbeing

Key Stage 1

Learning Opportunities in Health & Wellbeing

Key Stage 2

Learning Opportunities in Health & Wellbeing

Healthy Lifestyles (Physical Wellbeing)

Pupils learn...

- H1.** about what keeping healthy means; different ways to keep healthy
- H2.** about foods that support good health and the risks of eating too much sugar
- H3.** about how physical activity helps us to stay healthy; and ways to be physically active everyday
- H4.** about why sleep is important and different ways to rest and relax
- H5.** simple hygiene routines that can stop germs from spreading
- H6.** that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- H7.** about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- H8.** how to keep safe in the sun and protect skin from sun damage
- H9.** about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
- H10.** about the people who help us to stay physically healthy

Pupils learn...

- H1.** how to make informed decisions about health
- H2.** about the elements of a balanced, healthy lifestyle
- H3.** about choices that support a healthy lifestyle, and recognise what might influence these
- H4.** how to recognise that habits can have both positive and negative effects on a healthy lifestyle
- H5.** about what good physical health means; how to recognise early signs of physical illness
- H6.** about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
- H7.** how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
- H8.** about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
- H9.** that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
- H10.** how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
- H11.** how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
- H12.** about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer
- H13.** about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
- H14.** how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

Mental Health

Pupils learn...

- H11.** about different feelings that humans can experience
- H12.** how to recognise and name different feelings
- H13.** how feelings can affect people's bodies and how they behave
- H14.** how to recognise what others might be feeling
- H15.** to recognise that not everyone feels the same at the same time, or feels the same about the same things
- H16.** about ways of sharing feelings; a range of words to describe feelings
- H17.** about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- H18.** different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
- H19.** to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H20.** about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

Pupils learn...

- H15.** that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- H16.** about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
- H17.** to recognise that feelings can change over time and range in intensity
- H18.** about everyday things that affect feelings and the importance of expressing feelings
- H19.** a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
- H20.** strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H21.** to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
- H22.** to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
- H23.** about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
- H24.** problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

Ourselves, Growing & Changing

Pupils learn...

- H21.** to recognise what makes them special
- H22.** to recognise the ways in which we are all unique
- H23.** to identify what they are good at, what they like and dislike
- H24.** how to manage when finding things difficult
- H25.** to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
- H26.** about growing and changing from young to old and how people's needs change
- H27.** about preparing to move to a new class/year group

Pupils learn...

- H25.** about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- H26.** that for some people gender identity does not correspond with their biological sex
- H27.** to recognise their individuality and personal qualities
- H28.** to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- H29.** about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
- H30.** to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- H31.** about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
- H32.** about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
- H33.** about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹

	<p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p>
Keeping Safe	
<p>Pupils learn...</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p>	<p>Pupils learn...</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p>
Drugs, Alcohol & Tobacco	
<p>Pupils learn...</p> <p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>Pupils learn...</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>

Core Theme 2: Relationships

Key Stage 1 Learning Opportunities in Relationships	Key Stage 2 Learning Opportunities in Relationships
Families & Close Positive Relationships	
<p>Pupils learn...</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>Pupils learn...</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>
Friendships	
<p>Pupils learn...</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p>	<p>Pupils learn...</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p>

	<p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>
Managing Hurtful Behaviour & Bullying	
<p>Pupils learn...</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p>Pupils learn...</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p>
Safe Relationships	
<p>Pupils learn...</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to</p>	<p>Pupils learn...</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried</p>
Respecting Self & Others	
<p>Pupils learn...</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p>Pupils learn...</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>

	<p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>
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Core Theme 3: Living in the Wider World

Key Stage 1 Learning Opportunities in Living in the Wider World	Key Stage 2 Learning Opportunities in Living in the Wider World
Shared Responsibilities	
<p>Pupils learn...</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p>	<p>Pupils learn...</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>
Communities	
<p>Pupils learn...</p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p>	<p>Pupils learn...</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>
Media Literacy & Digital Resilience	
<p>Pupils learn...</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p>	<p>Pupils learn...</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p>

	<p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>
Economic Wellbeing: Money	
<p>Pupils learn...</p> <p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p>	<p>Pupils learn...</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p>
Economic Wellbeing: Aspirations, Work & Career	
<p>Pupils learn...</p> <p>L14. that everyone has different strengths</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>	<p>Pupils learn...</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>