



**FOSSE MEAD**  
PRIMARY ACADEMY



# PSHE Policy

## Policy Monitoring, Evaluation and Review

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## Revision History:

Version	Date	Author	Summary of Changes:
1.0	25/01/23	L. Hardman and Rachel Trivett	Initial Policy
1.1.	16.01.24	L. Hardman and Rachel Trivett	Correction of year group typo error.

At Fosse Mead Primary Academy, we believe each child can develop and reach their full potential in the diverse and nurturing environment our school has to offer. The teaching and learning of PSCHÉ aims to support and uphold the school's vision of 'Together we make a positive difference'.

The aim of this curriculum is to provide children with accurate and relevant knowledge, the opportunities to create a personal understanding of the world and the chance to explore and challenge a range of values, attitudes, beliefs, rights, and responsibilities. We also aim to give our children a range of skills and strategies that allows them to live a healthy, safe, fulfilling, and responsible life. As a school, we equip pupils with the necessary skills to apply their learning within the curriculum and beyond through enrichment opportunities that naturally shape their character muscles and prepares our pupils to play active roles as citizens now and in the future.

The PSCHÉ curriculum is combined of 3 core themes, each of which is made up of sub-divisions.

- Health and Well-being (Physical health, mental health, keeping safe and ourselves, growing and changing)
- Relationships (family, positive/ safe relationships, friendships, bullying and respecting others)
- Living in the Wider World (Shared responsibilities, communities, media literacy/ resilience and economic wellbeing)

These themes reflect the rapidly changing world in which our pupils live and learn and fundamentally fulfils the schools responsibility to support pupil's social, moral, spiritual and cultural (SMSC) development. We believe that all children are individuals; therefore, we aim to encourage our pupils to act responsibly with high expectations of attitudes and behaviour where individual successes are rewarded and celebrated.

To meet the needs of our pupils and to ensure provision is up-to-date as well as the highest quality, our PSCHÉ programme is reviewed and evaluated regularly.

EYFS – Evidence is gathered from both adult led sessions as well as continuous provision. Continuous provision enables children to return to their explorations and consolidate their learning over the course of a day or a more extended period.



## **Mental wellbeing of children**

Here at Fosse Mead, the mental health and well being of our children is at the heart of everything that we do. Teachers are well equipped with a range of strategies to help those in their class that are struggling as well as knowing where to go if they need further support with this.

At Fosse, we believe that mental wellbeing is when “Children and young people feel good about themselves and the world around them which allows them to get on with their daily lives. It is about boosting-self-confidence, building a sense of purpose and helping them connect with others.”

Children at Fosse Mead are given the opportunities to engage with the following:

- Access to worry monsters
- Daily mental exercise linked with their daily physical exercise (yoga, brain breaks)
- Confidence booster groups (including year long Girls’ and Boys’ club or all year 6 children)
- Nurture group at lunchtime for specific children
- Mental health collective worships

## **Pupil voice**

At Fosse Mead pupil voice is important. We have various avenues that pupils have a voice in school. This is through the Pupil Leadership Team, Eco – committee, junior premises officers, library leaders and lunchtime monitors.

## **Curriculum objectives**

### **EYFS PSHE Statements**

#### F1 Development Matters

##### **Personal, Social and Emotional Development**

- 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.
- Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.

#### F2 Development Matters Statements

##### **Personal, Social and Emotional Development**

- 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

## Early Learning Goals

### Self-regulation

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

Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices

### Building relationships

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs.

## Curriculum

The curriculum prepares pupils for opportunities, responsibilities, and experiences of later life. PHSE is taught through the PHSE Association Programme of study. The progression of knowledge and skills of the programme of study informing planning.

The PSCH curriculum is compliant with the RSE curriculum released in 2020.

PHSE is taught at Fosse Mead as stand-alone lessons, but it is also taught through daily collective worship sessions. Collective worship topics are carefully selected to meet the needs of the children at Fosse Mead.

### Collective worship topics

- |                              |                                      |
|------------------------------|--------------------------------------|
| - New beginnings             | - Children's mental health           |
| - Democracy                  | - Who is my neighbour?               |
| - Charity                    | - What is the meaning of money?      |
| - Peace                      | - What makes you happy?              |
| - The importance of sleep    | - Equality (disability)              |
| - Rules rule                 | - Conflict (hurtful behaviour)       |
| - Mental health              | - Challenging stereotypes            |
| - Anti- bullying             | - Pants (Private parts)              |
| - Power of our words         | - National Refuge Day                |
| - Personal boundaries        | - Transitions                        |
| - Being healthy              | - Families                           |
| - Keeping safe               | - Time to reflect                    |
| - Safer internet day         | - Black History                      |
| - Not the same but different | - Celebrating difference (Tolerance) |
| - Everyone's welcome         | - E safety                           |

Collective worships change regularly depending on needs. The curriculum is adaptive and responsive.

Year 1  
Topics linked PSHE Key Area coverage  
Health and well being, Relationship and Living in the wider world

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Our diverse heritage	What's so special about Autumn?	Which material is best?	What's growing in our garden?	Are all animals and humans the same?	How do we know dinosaurs existed?
School statements	<p>Can I say where my family come from?</p> <p>Can I identify people who love and care for me and understand how they make me feel cared for?</p> <p>Can I identify how families are unique?</p> <p>Can I recognise what makes me special?</p> <p>Can I identify common family features?</p> <p>Can I identify that families are different?</p> <p>Can I learn the rules and ways to keep physically safe such as road safety?</p> <p>Can I understand the different groups that I belong to?</p> <p>Know choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p>	<p>Can I recognise what is fair and unfair?</p> <p>Can I recognise what is kind and unkind?</p> <p>Can I recognise what is right and what is wrong?</p>	<p>Can I talk about good and not so good feelings?</p> <p>Can I recognise what is fair and unfair, kind and unkind, what is right and wrong?</p> <p>Can I share opinions on things that matter to them and explain their views through discussions with one other person and the whole class?</p> <p>Can I recognise that people and other living things have rights and that everyone has responsibilities to protect those rights?</p> <p>Can I say what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)?</p>	<p>Can I describe my feelings to others and to develop simple strategies for managing feelings?</p> <p>Can I identify food that is healthy and unhealthy?</p> <p>Can I make a healthy food plate?</p> <p>Can I understand how to prepare food hygienically and safely?</p> <p>Can I say how we are the same and different?</p> <p>Can I explain simple hygiene routines that can stop germs from spreading?</p>		
PHSE Association link	<ul style="list-style-type: none"> <li>- I know about people that care for me</li> <li>- I know that people play different roles in children's lives</li> <li>- What it means to be a family and how families are different</li> </ul> <p>I know the importance of telling somebody if I am worried.</p>	<ul style="list-style-type: none"> <li>- I know how people make friends and what makes a good friendship</li> <li>- I know what kind; unkind behaviour is</li> </ul>	<ul style="list-style-type: none"> <li>- I know people and other living things have different needs; about the responsibilities of caring for them</li> </ul>	<ul style="list-style-type: none"> <li>- I know about what keeping healthy means; different ways to keep healthy/</li> <li>- I know about foods that support good</li> </ul>		

		and how this can affect others. - How to listen to other people and play and work cooperatively.	- I know what things I can do to help look after their environment	health and the risks of eating too much sugar - I know about how physical activity helps us to stay healthy; and ways to be physically active everyday. - I know simple hygiene routines that can stop germs from spreading	
Key Vocab	Family, differences, risks, safety, harm, groups, community, care, love, dislikes, likes, strengths.	Fair, unfair, kind, unkind, right and wrong	Rules, Respect, Right, Wrong, Law, Responsibility	Healthy, unhealthy, diverse, similar, different	

**year 1: Non-unit specific PSHE statements to be taught during circle time, class discussions, cross-curricular lessons etc.**

**Health and well being, Relationship and Living in the wider world**

<b>Healthy Lifestyle</b>		<b>Families and close positive relationships</b>		<b>Shared responsibilities</b>	Can I learn about things I can do to help look after the environment?
<b>Mental Health</b>	Can I understand how to recognise and name different feelings? Can I understand the difference between good and not so good feelings? Can I identify feelings linked with change and loss and know what might help me?	<b>Friendships</b>	Can I explain how to recognise when I or someone I know is feeling lonely and what I can do to help?	<b>Communities</b>	
<b>Ourselves, growing and changing</b>		<b>Managing hurtful behaviour and bullying</b>	Can I understand that people's bodies and feelings can be hurt? Can I understand that hurtful behaviour and bullying is not acceptable?	<b>Media literacy and digital resilience</b>	Can I understand how the internet and digital devices can be used safely to find things out?
<b>Keeping safe</b>		<b>Safe relationships</b>	Can I understand what to do if I feel unsafe or worried? Can I learn who to ask for help and vocabulary to use when asking for help?	<b>Economic wellbeing: Money</b>	Can I understand what money is and where it comes from? Can I understand the importance of looking after money?
		<b>Respecting self and others</b>	Can I learn how to listen to other people and play/work cooperatively?	<b>Economic wellbeing: Aspirations, work and careers</b>	Can I understand that everyone has different strengths?



Year 2  
Topics linked PSHE Key Area coverage  
Health and well being, Relationship and Living in the wider world

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	What is Africa like?	Who were the Victorians?	Why do we have castles?		Why do we have oceans?	Why is the sun important?
School statements	<p>Can I Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health?</p> <p>Can I recognise that choices can have good and not so good consequences?</p> <p>Can I say keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety?</p> <p>Can I recognise that they share a responsibility for keeping themselves and others safe?</p> <p>Can I say when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets?</p> <p>Can I recognise that their behaviour can affect other people</p> <p>Recognise what is fair and unfair, kind and unkind, what is right and wrong?</p> <p>Can I share my opinions on things that matter to them and explain their views through discussions with one other person and the whole class?</p>	<p>Can I say why personal hygiene is important?</p> <p>Can I say how I can keep my teeth clean?</p> <p>Can I say how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health?</p> <p>Can I recognise importance of, and how to, maintain personal hygiene?</p> <p>Can I say what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy?</p>			<p>Can I learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals?</p> <p>Can I say the process of growing from young to old and how people's needs change?</p> <p>Can I recognise that there are new opportunities and responsibilities that increasing independence may bring?</p> <p>Can I say the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls?</p>	<p>Can I recognise what is fair and unfair, kind and unkind, what is right and wrong?</p> <p>Can I identify and respect the differences and similarities between people?</p> <p>Can I talk about how people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)?</p> <p>Can I recognise when people are being unkind either to them or others, how to respond, who to tell and what to say?</p> <p>Can I recognise different types of teasing and bullying, to understand that these are wrong and unacceptable?</p> <p>Can I say strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help?</p>

	<p>Can I Listen to other people and play and work cooperatively?</p> <p>Can I contribute to the life of the classroom and school?</p> <p>Can I help construct, and agree to follow, group, class and school rules and to understand how these rules help them?</p> <p>Can I recognise that I belong to different groups and communities such as family and school?</p> <p>Can I recognise that I belong to different groups and communities such as family and school?</p>				
PHSE Association link	<p>I know different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</p> <p>I can recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p>	<p>I know the importance of, and routines for, brushing teeth and visiting the dentist.</p> <p>I know that food and drink that affect dental health.</p> <p>I can describe and share a range of feeling.</p> <p>I know the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help.</p> <p>I know how to resist pressure to do something that feels uncomfortable or unsafe.</p>		<p>I know the names of the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) I know about growing and changing from young to old and how people's needs.</p>	<p>I know about how people make friends and what makes a good friendship.</p> <p>I know about how people may feel if they experience hurtful behaviour or bullying.</p>
Key Vocab	<p>Rules, Respect, Right, Wrong, Law, Decision, Responsibility, Money, Jobs, Saving, Choice, Truth, Honesty, Dishonesty, Mental Health, Coping, Strategies, Wellbeing</p>	<p>Respect, Same, Different, Bully, Bullying, Proud, Teasing, Emotions, Love, Friends, Family, Private Parts, Safety, hygiene, physical health</p>		<p>Boys, Girls, Male, Female, Growing, Young, Old, Baby, Toddler, Child, Teenager, Adult, Same, Different, Private Parts, Vagina, Penis, Choices, Goals</p>	<p>Fair, Unfair, Kind, Unkind, Respect, Right, Wrong, Good, Bad, Feelings</p>

Year 2: Non-unit specific PSCHS statements to be taught during circle time, class discussions, cross-curricular lessons etc.

Health and Wellbeing		Relationships		Living in the wider world	
Healthy Lifestyle	Can I understand that medicines can help people to stay healthy? Can I recognise the importance of knowing when to take a break from time online or TV?	Families and close positive relationships	Can I learn about different types of families including those that are different to my own? Can I explain why it is important to tell someone if something is making me unhappy or worrying me?	Shared responsibilities	Can I learn about things I can do to help look after the environment?
Mental Health		Friendships	Can I find simple strategies to resolve arguments between friends positively? Can I understand how to ask for help if a friend is making me sad?	Communities	Can I learn about the different groups I belong to? Can I understand the different roles and responsibilities people have in their community?
Ourselves, growing and changing	Can I recognise the ways in which I am unique? Can I explain how to manage when I find things difficult?	Managing hurtful behaviour and bullying	Can I explain why hurtful behaviour including teasing, name-calling, bullying and deliberately excluding others is not acceptable?	Media literacy and digital resilience	
Keeping safe	Can I explain how to keep safe at home (e.g. electrical appliances) and fire safety? Can I explain how to get help in an emergency (how to dial 999 and what to say)?	Safe relationships	Can I learn how to respond safely to adults I don't know?	Economic wellbeing: Money	Can I explain why people make different choices on saving and spending money? Can I explain the difference between needs and wants?
		Respecting self and others	Can I understand the importance of being polite to other people to show respect? Can I share my opinion on things that matter to me and explain my views in class discussions?	Economic wellbeing: Aspirations, work and careers	Can I learn that jobs help people to earn money to pay for things? Can I identify the different jobs that people I know have?

# Year 3

## Topics linked PSCE Key Area coverage

Health and well being, Relationship and Living in the wider world

Term	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Unit	What makes Britain beautiful?	How did we go from the Stone Age to the Iron age?	Extreme earth	How did the Romans impact Britain?	
School statements	<p>Can I explain who I am?</p> <p>Can I say where I have come from?</p> <p>Can I say what makes me special?</p> <p>What does my family look like?</p> <p>(link to Can I recognise my own family structure and know why it is important?)</p> <p>How can I be the best person in my family?</p> <p>Can I explain what diversity is and why it is important?</p>	<p>Can I keep emotionally and physically safe?</p> <p>Can I manage emotions?</p> <p>Can I say what is right and what is wrong?</p> <p>Do I understand the schools STOP anti-bullying programme?</p> <p>Can I make my own choices about food/ a balanced diet?</p>	<p>Can I research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people?</p> <p>Consider the lives of people living in other places, and people with different values and customs?</p> <p>I know resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p> <p>Can I say strategies for keeping physically and emotionally safe including road safety and safety in the environment (including rail, water and fire safety)?</p> <p>Can I say changes, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>Differentiate between the terms, 'risk', 'danger' and 'hazard'?</p> <p>Can I recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience?</p> <p>Can I talk about the effects of world disasters and how we can deal with loss and bereavement?</p>	<p>Can I Know some of the similarities and differences between males and females?</p> <p>Can I name the body parts using agreed words?</p> <p>Can I identify type of touch that people like/dislike?</p> <p>Can I discuss the importance of personal space?</p> <p>Can I discuss how to deal with unwanted touch?</p> <p>Can I explore different types of families?</p> <p>Can I recognise opportunities to make my own choice about food/a balanced diet?</p> <p>Can I identify my own strengths and achievements?</p>	
PHSE Association link	<p>I can recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents.</p> <p>I know that being part of a family provides support, stability and love.</p> <p>I know about the positive aspects of being part of a family, such as</p>	<p>I know that bullying and hurtful behaviour is unacceptable in any situation.</p> <p>I know about the effects and consequences of bullying for the people involved.</p> <p>I know about bullying online, and the similarities and differences to face-to-face bullying.</p> <p>I Know what to do and whom to tell if they see or experience bullying or hurtful behaviour.</p>	<p>I know how to identify typical hazards at home and in school.</p> <p>I know how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen.</p> <p>I know about fire safety at home including the need for smoke alarms.</p> <p>I know the importance of following safety rules from parents and other adults.</p> <p>I know how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety.</p>	<p>The positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle.</p> <p>what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally.</p> <p>I know that everyone is an individual and has unique and valuable contributions to make</p> <p>I can recognise how strengths and interests form part of a person's identity.</p> <p>I know how to identify their own personal strengths and interests and what they're proud of (in school, out of school).</p>	

	<p>spending time together and caring for each other.</p> <p>I know about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</p> <p>I can identify if/when something in a family might make someone upset or worried.</p> <p>I know what to do and whom to tell if family relationships are making them feel unhappy or unsafe.</p>			<p>I can recognise common challenges to self-worth e.g. finding school work difficult, friendship issue.</p> <p>I know basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again.</p>
Key Vocab	Diversity, tolerance, location, family, difference, similarity, same, different	Bullying, antibullying, unacceptable, acceptable, similarities, differences, hurtful, emotions	Dangers, hazards, environment, risks, concerns, anxious, safety	Goals, aspirations, strengths, influence, inspiration, Healthy, Unhealthy, Choices, Balance, Diet

Year 3 : Non-unit specific PSCE statements to be taught during circle time, class discussions, cross-curricular lessons etc.

Healthy Lifestyle	Can I understand the importance of regular exercise? (PE) Can I learn about the importance of sleep for a healthy lifestyle and the effects of lack of sleep?	Families and close positive relationships	Can I recognise a range of family structures? Can I understand what is meant by a relationship and identify the different types? (e.g. friends, family)	Shared responsibilities	Can I understand the importance of taking responsibility for my actions? Can I explain what is meant by compassion?
Mental Health	Can I understand what is meant by mental health? Can I understand that feelings may change over time?	Friendships	Can I explain why being a good friend is important? Can I understand that a friendship must be balanced and fair? Can I understand that friendships may have ups and downs?	Communities	Can I understand what a stereotype is?
Ourselves, growing and changing		Managing hurtful behaviour and bullying	Can I explain what is meant by bullying? Can I understand the different ways in which bullying happens? Can I find strategies to deal with bullying?	Media literacy and digital resilience	Can I understand how the internet may be used positively but also negatively?
Keeping safe	Can I identify who I should go to if I injure myself?	Safe relationships	Can I understand what is meant by personal boundaries? Can I understand who to speak to in school if I am worried about someone?	Economic wellbeing: Money	Can I understand that money is needed in order to pay for things? Can I understand that money should be kept safe?
Drugs, alcohol and tobacco		Respecting self and others	Can I explain how my behaviour impacts other people?	Economic wellbeing: Aspirations, work and careers	Can I identify the broad range of careers available in the community?

Year 4

Topics linked PSCE Key Area coverage

Health and well being, Relationship and Living in the wider world

Term	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Unit	What was life like for a child through the Industrial Revolution? Everyone's welcome British Values	Why is the forest disappearing?	Chocolate	Ancient Egypt	
School statements	<p>Can I create my own family tree?</p> <p>Can I find out what faiths make up my class?</p> <p>Can I understand the different British values?</p> <p>Can I understand how British values affect my life and me?</p> <p>Can I show respect to all types of family structures?</p> <p>Can I understand how to be who I want to be?</p> <p>Can I understand difference and diversity?</p>		<p>Can I explain the term fair trade?</p> <p>Can I persuade people to buy Fairtrade chocolate?</p> <p>Can I define the term philanthropy?</p> <p>Can I understand what a balanced diet is?</p> <p>Can I understand what good physical health means and how to recognise early signs of physical illness? Including damage to eyes (online), brain, teeth, hair.</p> <p>Can I understand common illnesses can be quickly and easily treated with the right care? e.g. visiting the doctor when necessary</p> <p>Can I understand the importance of taking medicines correctly and using household products safely?</p> <p>Can I understand the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health?</p> <p>Can I understand how to maintain oral hygiene and dental health, including how to brush and floss correctly?</p> <p>Can I recognise what is meant by a 'drug'?</p> <p>Can I identify drugs in everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines)</p> <p>Can I understand the effect of drugs on our health and wellbeing?</p> <p>Can I consider who my neighbour is?</p> <p>Can I research and learn about the life of good neighbours?</p> <p>Can I be a good neighbour to others?</p>	<p>Can I understand the basic facts about puberty?</p> <p>Can I understand some of the changes that happen during puberty?</p> <p>Can I begin to understand how puberty is linked to reproduction?</p> <p>Can I understand the physical and emotional changes that may occur during puberty?</p> <p>Can I understand that children change into adults so they are able to reproduce?</p>	

PHSE Association link	<p>I know about the features of positive healthy friendships such as mutual respect, trust and sharing interests. I know strategies to build positive friendships.</p> <p>I know how to seek support with relationships if they feel lonely or excluded.</p> <p>I know how to communicate respectfully with friends when using digital devices.</p> <p>I can recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p> <p>I know about the different groups that make up their community; what living in a community means</p> <p>I value the different contributions that people and groups make to the community.</p> <p>I know about personal identity; what contributes to who we are (e.g., ethnicity, family, gender, faith, culture, hobbies, likes/dislikes.</p> <p>I recognise their individuality and personal qualities</p>		<p>I know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</p> <p>I know how to maintain good oral hygiene; why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption).</p> <p>I know about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully). I know 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>I recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</p> <p>I know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties)</p> <p>I know that the same principles apply to online friendships as to face-to-face relationships.</p>	<p><b>RSE unit</b></p> <p><b>Differences</b></p> <p>Know some of the similarities and differences between males and females</p> <p>Name the body parts using agreed words</p> <p><b>Personal Space</b></p> <p>Identify types of touch that people like/dislike</p> <p>Discuss importance of personal space</p> <p>Discuss how to deal with unwanted touch</p> <p>Understand who to go to for help</p> <p><b>Different families</b></p> <p>Explore different types of families</p>
Key Vocab	religion, culture, citizen, respect, tolerance, values, community, law, anti-social behaviour		Balanced diet, medicine, hazard, risk, self-care, hygiene, sanitation, morals, traits, friendships, justice, fair, relationships, debate	Differences, puberty, reproduction, change



Year 4 : Non-unit specific PSCE statements to be taught during circle time, class discussions, cross-curricular lessons etc.

Health and Wellbeing		Relationships		Living in the wider world	
Healthy Lifestyle	Can I learn how to recognise early signs of physical illness? Can I understand the importance of regular exercise? (PE) Can I understand the importance of balancing time online with other activities?	Families and close positive relationships	Can I recognise a range of characteristics of healthy family life such as commitment, care, spending time together and being there in times of difficulty?	Shared responsibilities	Can I understand what is meant by human rights? Can I understand the importance of having compassion for others?
Mental Health	Can I learn some strategies to help develop my mental health? Can I explain why it is important to express my feelings in a range of ways?	Friendships	Can I explain what is meant by 'know someone online'? Can I understand that friendships may change over time? Can I explain what to do if I have fallen out with a friend?	Communities	Can I explain why it is important to challenge stereotypes?
Ourselves, growing and changing	Can I learn how to manage setbacks and perceived failures?	Managing hurtful behaviour and bullying	Can I understand what is meant by discrimination? Can I explain why bullying is not acceptable and what I should do if I witness or experience it?	Media literacy and digital resilience	Can I explain the positives and negatives of social media? Can I understand that not all sources online are reliable?
Keeping safe	Can I identify a range of hazards in school and at home that may cause me harm or injury (e.g. fire risks)?	Safe relationships	Can I understand that someone may behave differently when online? Can I respond safely if I encounter an adult I do not know (online and offline)?	Economic wellbeing: Money	Can I learn that money is earned? Can I understand that people's spending decisions can affect others and the environment? (e.g. fair trade, single-use plastics)
Drugs, alcohol and tobacco		Respecting self and others	Can I understand why it is important to be respectful online?	Economic wellbeing: Aspirations, work and careers	Can I explain the importance of having goals? Can I understand that people can change career paths at any point?

Year 5  
Topics linked PSCE Key Area coverage

Health and well being, Relationship and Living in the wider world

Term	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Unit	Everyone's welcome British Values What makes Britain great?	Why did the Vikings invade Britain?	What can we learn from Space?	What was the 'Golden Age' of Islam?	What are we doing to the world?
School statements	<p>Can I understand what heritage is?</p> <p>Can I explore my heritage?</p> <p>Can I explore different types of families?</p> <p>Can I create a family tree?</p> <p>Can I create a pictogram representing my class's religious make up?</p> <p>Can I explain the religious make up of Leicester and compare it to the UK?</p> <p>Can I understand the importance of respect in a community?</p> <p><b>RSE</b></p> <p>Can I understand the main physical and emotional changes that happen during puberty?</p> <p>Can I understand how puberty affects the reproductive organs?</p> <p>Can I understand how to manage physical and emotional changes?</p> <p>Can I understand how to keep clean during puberty?</p> <p>Can I explain how to get support during emotional changes?</p>	<p>Can I explain how believers and non-believers prepare themselves for death?</p> <p>Can I learn about how experiencing loss can affect your mental health?</p>		<p>Can I Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>Know why and how rules and laws that protect them and others are made and enforced?</p> <p>Can I say why different rules are needed in different situations and how to take part in making and changing rules?</p> <p>Can I understand that there are basic human rights shared by 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?</p> <p>Can I say why universal rights are there to protect everyone and have primacy both over national law and family and community practices?</p> <p>Can I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom?</p>	<p>Can I understand the impact of plastic pollution?</p> <p>Can I research the Great Garbage Patch?</p> <p>Can I understand how sea life is impacted by the actions of humans?</p> <p>Can I give examples of how people can reduce, reuse and recycle to help the world?</p> <p>Can I recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain these?</p> <p>Can I recognise that their actions affect themselves and others?</p> <p>Can I develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves?</p> <p>Can I recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.?</p> <p>Do I realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help?</p> <p>Can I think about the lives of people living in other places, and people with different values and customs?</p>

	Can I understand pressures associated with social media and body image?				
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PHSE Association link	<p>I can recognise that everyone should be treated equally.</p> <p>I know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p> <p>I know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia.</p> <p>I know how resources are allocated and the effect this has on individuals, communities and the environment.</p> <p>I can recognise there are human rights, that are there to protect everyone.</p> <p>I know about the relationship between rights and responsibilities</p> <p>I can recognise ways in which the internet and social media can be used both positively and negatively</p> <p>I know about the different groups that make up their community; what living in a community means</p> <p>I value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p>	<p>I know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p>		<p>I know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p> <p>I know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p> <p>I know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p> <p>I know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>I know feature of positive family life is caring relationships; about the different ways in which people care for one another.</p> <p>I 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>I recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p> <p>I know about the relationship between rights and responsibilities.</p> <p>I know ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</p> <p>I know 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>
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Key Vocab	Identity, Values, Customs, Discrimination, Citizenship, Human Rights, UN	Loss, death, funeral, burial, afterlife		Impact, Change, Hero, Morals, Migration, Immigration	Impact, consequences, change, actions, period, plastic pollution,
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Year 5 : Non-unit specific PSCE statements to be taught during circle time, class discussions, cross-curricular lessons etc.

Health and Wellbeing		Relationships		Living in the wider world	
Healthy Lifestyle	Can I understand the importance of regular exercise and recognise the risks links to inactive lifestyles? (PE) Can I explain how bacteria and viruses can affect health? Can I understand the benefits and risks of sun exposure?	Families and close positive relationships	Can I understand that people in committed relationships may choose to live apart or together? Can I explain how my family is different to others?	Shared responsibilities	

Mental Health	Can I explain why it is important to monitor your own mental health?	Friendships	Can I understand the risks of communicating online with people I have not met face-to-face?	Communities	Can I explain what to do if I witness prejudice due to stereotypes?
Ourselves, growing and changing	Can I understand how to change my thinking in order to help cope with perceived failure? Can I understand the physical and emotional changes through puberty?	Managing hurtful behaviour and bullying	Can I explain what to do if someone online is making me feel unhappy or unsafe?	Media literacy and digital resilience	Can I understand that text and images online may have been manipulated or invented?
Keeping safe	Can I identify a range of hazards and know how to reduce the risks?	Safe relationships	Can I understand what is meant by confidentiality and know when it is okay to break this for the safety of somebody? Do I know where to report any concerns about my own safety?	Economic wellbeing: Money	Can I recognise that people have different attitudes towards saving and spending? Can I understand what influences people's decisions to spend or save? Can I explain why it is important to track money?
Drugs, alcohol and tobacco	Can I explain the importance of my own choices?	Respecting self and others	Can I recognise the importance of self-respect? Can I explain why everyone should be treated equally and with respect?	Economic wellbeing: Aspirations, work and careers	Can I set myself a career goal? Can I explain why stereotypes in the workplace need to be broken down?

Year 6

Topics linked PSCE Key Area coverage

Health and well being, Relationship and Living in the wider world

Term	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Unit	How does change affect us all?	Is there any justice in the world?	Should you just stand by?	What will we do when the fossil fuels run out?	What's so special about Shakespeare?
School statements	<p>Can I understand what heritage is?</p> <p>Can I understand my own heritage?</p> <p>Can I understand that there are different families with the same love?</p> <p>Can I show my own family make up with a family tree?</p> <p>Can I recognise and challenge stereotypes?</p> <p>Can I stand by my beliefs?</p> <p>Can I understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability?</p> <p>Can I recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function?</p> <p>Do I know which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage pupils immediate and future health and safety, that some are legal, some are restricted, and some are illegal to own, use and supply?</p> <p>RSE</p> <p>Can I describe how and why the body changes during puberty in preparation for reproduction?</p> <p>Can I talk about puberty and reproduction with confidence?</p> <p>Can I describe decisions that have to be made before having a baby?</p> <p>Do I know some basic facts about pregnancy and conception?</p>	<p>Can I compare and contrast the lives and treatment of different classes?</p> <p>Can I empathise with the passengers on the Titanic?</p> <p>Can I understand why different classes were treated differently?</p> <p>Can I compare my life with the lives of children around the world?</p> <p>Can I use filters to discern how children are treated around the world?</p> <p>Can I use the internet safely and responsibly?</p> <p>Can I understand why different classes were treated differently?</p> <p>Can I understand British Values?</p>	<p>Can I understand how laws protect us and our rights?</p> <p>Can I talk different groups ad communities?</p> <p>Can I respect equality?</p> <p>Can I develop and express personal views?</p> <p>Can I investigate moral values and ethical issues?</p> <p>Can I human feelings and emotions?</p> <p>Can I respect myself and others and behave responsibly?</p> <p>Can I understand rights and responsibilities within different groups and communities?</p> <p>Can I understand that actions have consequences?</p> <p>Can I recognise right and wrong and apply it?</p> <p>Can I prepare for life in modern Britain?</p>	<p>Can I collect opinions from my local community around alternative fuels?</p> <p>Can I understand my own carbon footprint?</p> <p>Can I understand the impact of fossil fuels on the world?</p> <p>Can I collect opinions from my local community around alternative fuels?</p>	<p>Can I recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing?</p> <p>Do I know how to stay safe in the wider community?</p> <p>Can I understand when I might go through transition?</p> <p>What can I learn from different religions about change and transition?</p> <p>Can I talk about what worries me when I go through transition and what I can do about these worries?</p> <p>Can I understand different relationships?</p> <p>Can I understand why people get married?</p>

PHSE Association link	<p>I know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes 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>I can 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>I know about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.</p>	<p>I have varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p> <p>I know about prejudice; how to recognise behaviours/actions which discriminate against others.</p> <p>I know ways of responding to it if witnessed or experienced.</p> <p>I know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p> <p>I know how to protect personal information online. I can identify potential risks of personal information being misused.</p> <p>I know strategies for dealing with requests for personal information or images of themselves. I can identify types of images that are appropriate to share with others and those which might not be appropriate.</p> <p>I know that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be how to report the misuse of personal information or sharing of upsetting content/ images online</p>	<p>I know strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</p> <p>I know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p>I know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties).</p> <p>I know what strategies to respond to hurtful behaviour experienced or witnessed, offline and online; how to report concerns and get support.</p> <p>I can recognise there are human rights, that are there to protect everyone</p>	<p>I know ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>	<p>I can recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</p> <p>I know that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different.</p> <p>I know 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>I can recognise that feelings can change over time and range in intensity.</p> <p>I know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p> <p>I know 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>
Key Vocab	Drugs, alcohol, consequences, conflict, resolution, negotiation, compromise, stereotypes, marriage, civil partnerships	empathy, heritage, freedom, poverty, inequality, human rights, beliefs, prejudice	discrimination, human rights, parliament, discrimination, pressure, sterilisation, homosexuality, compromise, resolution	Impact, fossil fuels, world, carbon footprint, responsibilities, community, opinion	democracy, values, morals, rule of law, justice, tolerance, individual liberty, mutual respect, equality, Marriage, wedding, commitment, relationship, love, faithfulness, blessed, ceremony, vows, promises, arranged marriage, contract

Year 6 : Non-unit specific PSCE statements to be taught during circle time, class discussions, cross-curricular lessons etc.

Health and well being, Relationship and Living in the wider world

Healthy Lifestyle	Can I understand the importance of regular exercise and recognise the risks linked to inactive lifestyles? (PE) Can I explain why personal hygiene is important for stopping the spread of bacteria and viruses?	Families and close positive relationships	Can I understand that forcing anyone to marry against their will is a crime? Do I know who to go to for support if something in my family is upsetting me?	Shared responsibilities	Can I understand how everyday choices can affect the environment? (reduce/reuse/recycle etc.)
Mental Health	Can I recognise warning signs about mental health and know where to seek support?	Friendships	Can I explain why it is important to seek support if I am feeling isolated?	Communities	
Ourselves, growing and changing	Can I understand the physical and emotional changes that happen during puberty?	Managing hurtful behaviour and bullying		Media literacy and digital resilience	Can I recognise when it is appropriate to share online and when it is not?
Keeping safe	Can I understand what first aid is and why it is important to know?	Safe relationships	Can I recognise pressure from others to do something unsafe and how to deal with this?	Economic wellbeing: Money	Can I recognise that spending decisions are based on priorities and needs over wants? Can I identify the different ways to track money?
Drugs, alcohol and tobacco	Can I begin to understand the mixed messages within the media regarding drugs, alcohol etc.?	Respecting self and others		Economic wellbeing: Aspirations, work and careers	Can I identify the skills I have that I will use in my future career? Can I identify a range of routes into careers? (e.g. university, apprenticeships)



Progression of skills and knowledge in PSHE

Key Area		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and wellbeing	Healthy lifestyles	To explain simple hygiene routines that can stop germs from spreading. To understand what a healthy lifestyle is. To learn what healthy eating is. To begin to understand where food comes from.	To understand that medicines can help people to stay healthy. To recognise the importance of knowing when to take a break from time online or TV.	Can I understand the importance of regular exercise? (PE) Can I learn about the importance of sleep for a healthy lifestyle and the effects of lack of sleep? Can I recognise opportunities to make my own choice about food/a balanced diet?	To learn how to recognise early signs of physical illness. To understand the importance of regular exercise. To understand the importance of balancing time online with other activities. To understand how to care for their hair/skin etc. To understand how medicine has evolved and why it is important.	To understand the importance of regular exercise and recognise the risks links to inactive lifestyles. (PE) To explain how bacteria and viruses can affect health. To understand the benefits and risks of sun exposure.	To understand the importance of regular exercise and recognise the risks linked to inactive lifestyles. (PE) To explain why personal hygiene is important for stopping the spread of bacteria and viruses.
	Mental Health	To understand how to recognise and name different feelings. To learn the difference between good and not so good feelings. To identify feelings linked with change and loss and know what might help them.	To recognise that not everyone feels the same at the same time, or feels the same about the same things. To learn different things they can do to manage big feelings and to help calm themselves. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	Can I understand what is meant by mental health? Can I understand that feelings may change over time? Can I talk about how best to respond to natural disasters and how we can deal with loss, change and bereavement?	To learn some strategies to help develop their mental health. To explain why it is important to express their feelings in a range of ways. To develop a range of vocabulary to use when discussing feelings.	To explain why it is important to monitor mental health. To learn about how experiencing loss can affect your mental health. To understand how people feel when they move to a new country.	To recognise warning signs about mental health and know where to seek support. To understand why relationships break down and how to cope with this. To understand their own conflicts. To empathise with others. To show what emotions live beneath the surface.
	Ourselves, changing and growing	To recognise what make them special. To identify what they are good at, what they like and what they dislike?	To recognise the ways in which they are unique. To learn how to manage when they find things difficult. To name the main parts of the body. To learn about growing and changing from young to old and how people's needs.	Can I understand why it is important to be me? Can I identify my personal strengths, skills, achievements and interests?	To learn how to manage setbacks and perceived failures. To understand how to be who they want to be.	To understand how to change their thinking in order to help cope with perceived failure. To understand the physical and emotional changes that happen during puberty.	To understand the physical and emotional changes that happen during puberty.
	Keeping safe	To recognise risks in simple everyday situations. To learn the rules and ways to keep physically safe such as road safety.	To learn how to keep safe at home (e.g. electrical appliances) and fire safety. To learn how to get help in an emergency (how to dial 999 and what to say).	Can I identify who I should go to if I injure myself? Can I identify a range of hazards in school that may cause me harm? Can I recognise how to ask for help and know how to resist pressure?	To identify a range of hazards in school and at home that may cause them harm or injury (e.g. fire risks).	To identify a range of hazards and know how to reduce the risks. To understand the laws around games, online images, social media etc. and know how to follow them to keep safe.	To understand what first aid is and why it is important to know. To understand what a password crypt is and why they're important to stay safe.
	Drugs, alcohol and tobacco				To begin to look at the effects of drugs.	To explain the importance of their own choices.	To understand the mixed messages within the media regarding drugs/alcohol. To explore the damage that drugs etc. can do.
Key Area		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	Families and close positive relationships	To identify the people who love and care for them and understand how they make them feel cared for. To identify common family features.	To learn about different types of families including those that are different to their own. To explain why it is important to tell someone if something is making them unhappy.	Can I recognise my own family structure and know why it is important? Can I recognise a range of family structures? Can I understand what is meant by a relationship and identify the	To recognise a range of characteristics of healthy family life such as commitment, care, spending time together and being there in times of difficulty. To show respect to all types of family structures.	To understand that people in committed relationships may choose to live apart or together. To explain how their family is different to others. To recognise and respect a range of family structures.	To understand that forcing anyone to marry against their will is a crime. To know who to go to for support if something in their family is upsetting them.



		To learn that it is important to tell someone (such as their teacher) if something about their makes them unhappy.		different types? (e.g. friends, family)	To understand who their neighbour is.	To understand what makes a positive family unit.	
<b>Friendships</b>		To learn what is fair and unfair, kind and unkind, right and wrong. To explain how to recognise when they or someone they know is feeling lonely and what they can do to help. To learn about how people make friends and what makes a good friendship.	To find simple strategies to resolve arguments between friends positively. To understand how to ask for help if a friend is making me sad.	Can I explain why being a good friend is important? Can I understand that a friendship must be balanced and fair? Can I understand that friendships may have ups and downs?	To explain what is meant by 'know someone online'. To understand that friendships may change over time. To explain what to do if they have fallen out with a friend. To explore what makes a good friend.	To understand the risks of communicating online with people they have not met face-to-face. To understand what consequences happen when people give in to temptation. To explore the idea of forgiveness.	To explain why it is important to seek support if they are feeling isolated. To identify what makes a good friend and how this may change over their life.
<b>Managing hurtful behaviour</b>		To understand that people's bodies and feelings can be hurt. To understand that hurtful behaviour and bullying is not acceptable.	To explain why hurtful behaviour including teasing, name-calling, bullying and deliberately excluding others is not acceptable.	Can I explain what is meant by bullying? Can I understand the different ways in which bullying happens? Can I find strategies to deal with bullying?	To explain why bullying is not acceptable and what they should do if they witness or experience it. To understand what is meant by discrimination.	To explain what to do if someone online is making them feel unhappy or unsafe. To explain ways to challenge discrimination.	To recognise the signs of bullying and use STOP. To understand the long-lasting damage bullying can do. To explain how to challenge stereotypes and discrimination.
<b>Safe relationships</b>		To understand what to do if they feel unsafe or worried. To learn who to ask for help and vocabulary to use when asking for help. To learn the difference between a secret and a surprise.	To learn how to respond safely to adults that they don't know. To understand the importance of the NSPCC PANTS campaign. To understand what private is and what it should look like. To explore what a secret is.	Can I understand what is meant by personal boundaries? Can I understand who to speak to in school if I am worried about someone?	To understand that someone may behave differently when online. To respond safely if they encounter an adult they do not know (online and offline).	To understand what is meant by confidentiality and know when it is okay to break this for the safety of somebody. To know where to report any concerns about their own safety.	To recognise pressure from others to do something unsafe and how to deal with this. To know who to ask for help from when in school or at home.
<b>Respecting self and others</b>		To learn how to listen to other people and play/work cooperatively	To understand the importance of being polite to other people to show respect. To learn to share their opinion on things that matter to them and explain views in class discussions.	Can I explain how my behaviour impacts other people?	To understand why it is important to be respectful online. To understand difference and diversity and why all people should be given the same respect.	To recognise the importance of self-respect. To explain why everyone should be treated equally and with respect. To understand why Malala is a hero to many.	To learn to be respectful and tolerant of others' faiths, cultures and beliefs. To compare their life with the lives of children around the world.



Key Area		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Living in the wider world	Shared responsibilities	To learn about things they can do to help look after the environment. To learn how people and other living things have different needs; about the responsibilities of caring for them.	To learn about things they can do to help look after the environment. To understand what is meant by sustainability.	Can I understand the importance of taking responsibility for my actions? Can I understand our community's joint responsibility for the environment? Can I identify a problem across school/ globally to invent a product?	To understand what is meant by human rights. To understand the importance of having compassion for others. To understand what is meant by British Values. To find problems in the world that need solving.	To explain how their actions can have huge impacts on the world. To understand the impact of period waste on the world. To understand why human rights are important. To explain the rights set out in the UN Declaration of the Rights of the Child.	To understand how everyday choices can affect the environment. To understand how to be a good citizen. To understand the strands of British Values and why they are important.
	Communities	To learn about the different groups that they belong to. To understand the different roles and responsibilities people have in their community. To understand what celebrations are.	To learn about the different groups that they belong to. (revision) To understand the different roles and responsibilities people have in their community. (revision) To recognise the ways they are the same as, and different to, other people	Can I understand what a stereotype is? Can I explain what diversity is and why it is important? Can I learn the differences and similarities between people that arise from a number of factors? Can I think about the lives of people living in other places?	To explain why it is important to challenge stereotypes. To understand what faiths make up their class and community. To understand the importance of respect within the community.	To explain what to do if they witness prejudice due to stereotypes. To explain the impact that Malala Yousafzai has had on our world. To understand and explain the impact Mother Teresa has had.	To understand that differences and similarities between people arise from a number of factors. To understand prejudice through the class systems. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.
	Media literacy and digital resilience	To understand how the internet and digital devices can be used safely to find things out.	To understand the role of the internet in everyday life. To understand that not all information seen online is true.	Can I understand how the internet may be used positively but also negatively?	To explain the positives and negatives of social media. To understand that not all sources online are reliable.	To understand that text and images online may have been manipulated or invented. To understand pressures associated with social media and body image.	To recognise when it is appropriate to share online and when it is not. To recognise and challenge stereotypes both online and offline.
	Economic wellbeing: Money	To understand what money is and where it comes from. To understand the importance of looking after money.	To explain why people make different choices on saving and spending money. To explain the difference between needs and wants.	Can I understand that money is needed in order to pay for things? Can I understand that money should be kept safe?	To learn that money is earned. To understand that people's spending decisions can affect others and the environment. To understand the role of money in business. To understand what profit is.	To recognise that people have different attitudes towards saving and spending. To understand what influences people's decisions to spend or save. To explain why it is important to track money. To understand why profit is important in business.	To recognise that spending decisions are based on priorities and needs over wants. To identify the different ways to track money.
	Economic wellbeing: Aspirations, work and careers	To understand that everyone has different strengths.	To learn that jobs help people to earn money to pay for things. To identify the different jobs that people they know have.	Can I identify the broad range of careers available in the community? Can I set myself a long-term goal? Can I understand what an inventor is?	To know the importance of having goals. To understand that people can change career paths at any point.	To set themselves a career goal. To explain why stereotypes in the workplace need to be broken down.	To identify the skills I have that I will use in my future career. To identify a range of routes into careers.

Key Vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
good, bad, feelings, clean, unclean, germs, healthy, unhealthy, medicine, safety, like, dislike, choices, loss, emotions, goals, change, yoga, proud, relax, water, exercise, bullying, bully, families happy, sad, angry, shy, scared, worried, excited, nervous, love, friends, family, fair, unfair, kind, unkind, right, wrong, secrets, surprises, bullying, teasing, same, different, agreement, disagreement rules, respect, right, wrong, law, responsibility, money, jobs, saving, choice, truth, honesty growing, old, young, boy, girl, baby, toddler, child, teenager, adult, elder, change, life-cycle, penis, vagina, nipples, testicles, udders, teats, same, different, private parts		healthy, unhealthy, choices, balance, diet, hygiene, bacteria, viruses, aspirations, strengths, weaknesses, feelings, emotions, transition, loss, safety, emergency, protect, physical, exercise, danger, hazard, risk, mindfulness, resisting pressure, achievements, sanitise, hydrate, stretch, muscles, bones, overweight, underweight, victim cheerful, unhappy, furious, jealous, anxious, embarrassed, lonely, loving, confident, curious, marriage, divorce, confidential, secret, private, positive, negative, culture, religion, disability, bullying, bully, victim, problem, solution, dispute, aggression citizen, difference, diversity, legal, illegal, values, respect, tolerance, identity, election, human rights, law, community, duties, environment, debate, concerns, values, loan, tax, interest, debt, consumer, anti-social behaviour, resources, enterprise growing, changing, male, female		energy, anxiety, appetite, disease, infection, dehydration, fatigue protection, safety, habits, physical, mental health, strengths, weaknesses, aspirations, substances, drugs, alcohol, tobacco, lifestyle, hygienic, nutrition, hormones, metabolism, anorexia, obese, vaccination, by-standers, bereavement ecstatic, sorrowful, destitute, timid, idolised, melancholy, depressed, inquisitive, thoughtful, outraged, irate, jubilant, petrified, confidentiality, actions, consequences, conflict, resolution, negotiation, compromise, stereotypes, marriage, civil partnerships citizenship, democracy, justice, parliament, human rights, declaration, identities, values, customs, income, interest, tax, loan, debt, discrimination, pressure, enterprising, rule of law, mutual respect, individual liberty, equality puberty, reproductive organs, hormones, physical and emotional change, pubic hair, penis, vagina, breasts, nipples, womb, ovaries, uterus, testicles, scrotum, eggs, sperm, fertilisation, sexual intercourse, menstrual cycle, period, wet dream, boyfriend, girlfriend, consensual relationship, kissing, conception, pregnancy, IVF, fostering, donors, adoption, womb, private, personal space, puberty, reproduction, voice deepens, mood swings, hormones	





	SRE scheme of work	SRE scheme of work	SRE scheme of work
Year 1	<ul style="list-style-type: none"> <li>the importance of and how to maintain personal hygiene</li> <li>about the process of growing from young to old and how people's needs change</li> <li>the names for the main parts of the body</li> <li>the similarities and differences between boys and girls</li> <li>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</li> </ul>	<p><b>Keeping Clean</b> Pupils should be taught to understand basic hygiene principles.</p> <ul style="list-style-type: none"> <li>Know to keep clean and look after yourself</li> </ul> <p><b>Growing and Changing</b> Pupils should be taught begin to understand the concept of growing and changing.</p> <ul style="list-style-type: none"> <li>simple life cycle of humans (babies-children-adults)</li> <li>the difference between boy and girl babies</li> </ul> <p><b>Families and Care</b> Pupils should explore different types of families and who to ask for help.</p> <ul style="list-style-type: none"> <li>Know that there are different types of families</li> <li>Know which people we can ask for help</li> </ul>	clean, similar, different, family, boy, girl, male, female, private parts, penis, vagina
Year 2	<ul style="list-style-type: none"> <li>about the process of growing from young to old and how people's needs change</li> <li>the names for the main parts of the body (including external genitalia)</li> <li>the similarities and differences between boys and girls</li> </ul> <p><b>Science Attainment Targets</b></p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have off spring which grow into adults</li> </ul>	<p><b>Differences</b> Pupils should be taught to know the difference between boys and girls.</p> <ul style="list-style-type: none"> <li>Identify and discuss gender stereotypes</li> <li>Identify differences between males and females</li> <li>Identify differences between male and female animals</li> <li>Introduce simple life cycle and understand new life needs a male and a female</li> </ul> <p><b>Naming Body Parts</b> Pupils should be able to describe the physical differences between male and females</p> <ul style="list-style-type: none"> <li>Name the body parts</li> </ul>	similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vagina
Year 3	<ul style="list-style-type: none"> <li>about the process of growing from young to old and how people's needs change</li> <li>the names for the main parts of the body (including external genitalia)</li> <li>to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</li> <li>to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage</li> </ul>	<p><b>Differences</b> Pupils should be recapping the differences between males and females.</p> <ul style="list-style-type: none"> <li>Know some of the similarities and differences between males and females</li> <li>Naming the body parts using agreed words</li> </ul> <p><b>Personal Space</b> Pupils should understand the importance of personal space.</p> <ul style="list-style-type: none"> <li>Identify types of touch that people like/dislike</li> <li>Discuss importance of personal space</li> <li>Discuss how to deal with unwanted touch</li> </ul> <p><b>Different Families</b> Pupils should be able to explore different types of families.</p> <ul style="list-style-type: none"> <li>Understand who to go for help</li> </ul>	stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, womb, family, fostering, adoption, relationship



	<ul style="list-style-type: none"> <li>to judge what kind of physical contact is acceptable or unacceptable and how to respond</li> </ul>		
Year 4	<ul style="list-style-type: none"> <li>how their body will, and emotions may, change as they approach and move through puberty</li> <li>to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</li> <li>about human reproduction</li> </ul> <p><b>Science Attainment Targets</b></p> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age</li> </ul>	<p><b>Growing and Changing</b> Pupils should explore the human life cycle.</p> <ul style="list-style-type: none"> <li>Describe the main stages of the human life cycle</li> <li>Describe the physical changes that happen when a child grows up</li> </ul> <p><b>What is Puberty?</b> Pupils should be taught basic facts about puberty.</p> <ul style="list-style-type: none"> <li>Know some of the changes which happen during puberty</li> </ul> <p><b>Puberty: Changes and Reproduction</b> Pupils should begin to understand how puberty is linked to reproduction.</p> <ul style="list-style-type: none"> <li>Know the physical and emotional changes that may occur during puberty</li> <li>Understand that children change into adults so they are able to reproduce</li> </ul>	puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings
Year 5	<ul style="list-style-type: none"> <li>how their body will, and emotions may, change as they approach and move through puberty</li> <li>to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</li> <li>to feel confident to raise their own concerns, to recognise and care about other people's feelings</li> </ul> <p><b>Science Attainment Targets</b></p> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age</li> </ul>	<p><b>Talking about Puberty</b> Pupils should explore the emotional and physical changes occurring in puberty.</p> <ul style="list-style-type: none"> <li>Explain the main physical and emotional changes that happen during puberty</li> <li>Ask questions about puberty with confidence</li> </ul> <p><b>Male and Female Changes</b> Pupils should understand male and female changes in more detail.</p> <ul style="list-style-type: none"> <li>Understand how puberty affects the reproductive organs</li> <li>Describe how to manage physical and emotional changes</li> </ul> <p><b>Puberty and Hygiene</b> Pupils should explore the impact of puberty on the body and the importance of hygiene.</p> <ul style="list-style-type: none"> <li>Explore how to keep clean during puberty</li> <li>To know how to get support during emotional changes</li> </ul>	Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings



Year 6	<ul style="list-style-type: none"><li>• how their body will, and emotions may, change as they approach and move through puberty</li><li>• about human reproduction</li><li>• the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</li><li>• to be aware of different types of relationships, including those between friends and families, civil partnerships and marriage</li><li>• to recognise what constitutes positive, healthy relationships and develop the skills to form them</li></ul>	<p><b>Puberty and Reproduction</b> Pupils should consider puberty and reproduction.</p> <ul style="list-style-type: none"><li>• Describe how and why the body changes during puberty in preparation for reproduction</li><li>• Talk about puberty and reproduction with confidence</li></ul> <p><b>Understanding Relationships</b> Pupils should consider emotional and physical behaviour in relationships.</p> <ul style="list-style-type: none"><li>• Discuss different types of adult relationships with confidence</li><li>• Know what form of touching is appropriate</li></ul> <p><b>Conception and Pregnancy</b> Pupils should explore the process of conception and pregnancy.</p> <ul style="list-style-type: none"><li>• Describe decisions that have to be made before having a baby</li><li>• Know some basic facts about pregnancy and conception</li></ul> <p><b>Communicating in Relationships</b> Pupils should explore positive and negative ways of communicating in a relationship.</p> <ul style="list-style-type: none"><li>• To have considered when it is appropriate to share personal/private information in a relationship</li><li>• To know how and where to get support if a relationship goes wrong.</li></ul>	womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety
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