



**St John's Priory School
Banbury**

SUBJECT POLICY – PSHEE Curriculum Guidance

Applies to whole school including EYFS

September 2023

WHAT ARE PSHEE & CITIZENSHIP EDUCATION

Personal, social, health and economic education (PSHEE) and Citizenship in the prep school are planned programmes of learning opportunities and experiences that help children grow and develop as individuals and as members of families and social and economic communities. PSHEE and Citizenship equip children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. PSHEE provides a focus on the personal dimension and Citizenship a focus on the public dimension.

PSHEE and Citizenship enables children to reflect on and clarify their own values, attitudes and feelings and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. This area of the curriculum makes a significant contribution towards supporting schools in meeting statutory responsibilities to promote well-being, achieve the curriculum aims and promote community cohesion.

EFFECTIVE TEACHING AND LEARNING IN PSHEE & CITIZENSHIP

This Scheme of Work aims to outline successful pedagogical approaches to the teaching of PSHEE and Citizenship and illustrate good practice in this field. It is essentially one area of the curriculum where active learning strategies are preferable. The lesson plans contain several suggested activities and teachers will need to decide which are the most appropriate to use for their pupils. It is also advisable to incorporate some reflection time into each lesson. There may even be a case, at times, to temporarily suspend the learning objective if other needs are pressing among pupils and using the PSHEE lesson time to address those issues. The Scheme of Work is intended to provide a structure and a context for a range of learning opportunities, but flexibility is also to be encouraged.

HOW THE SCHEME WORKS

Curriculum overview

This Scheme of Work follows the Twinkl model of a whole school progressive curriculum, which supports the objectives outlined in the PSHE Association Programme of Study. Each year group covers the same theme each half-term and the SOW is laid out over a two-year programme to allow for a wider and deeper coverage of PSHEE and Citizenship. It is divided into twelve half-termly topics, six in Year A and six in Year B. The focus in Year A is mainly on personal and interpersonal relationships and health issues. This is widened out in Year B to include social and economic relationships, including international relationships. The range of topics ensure a comprehensive coverage of most PSHE education

and Citizenship issues which would include community and participation, safety (including e-safety), health education (inc. Sex and Relationships Education and Drugs Education), difference and diversity, personal relationships, the environment, financial capability, globalisation, social injustice, growth and change. The curriculum overview shows the balance of PSHEE and Citizenship over the two years. Where possible, the topics have been linked to whole school/calendar events which might be taking place, and which provide a further opportunity to link with and reinforce the PSHEE focus of the half-term. Children are given the opportunity to reflect on what they already know about the topic at hand (either from previous lessons or their own personal knowledge) before progressing on to learning new information in a way they can relate to.

Half-termly learning opportunities and planning

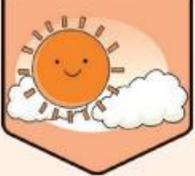
The half-termly overview of learning opportunities in Year A and Year B lays out six suggested lesson themes which correspond to the learning objectives on the individual unit plans. The Scheme has as its premise a dedicated PSHEE teaching slot of 45-60 minutes per week and an average of 6 sessions per half-term. Teachers' planning can be informed from the PSHEE scheme but needs to provide more detail, taking into account prior learning, differentiation and cross curricular links.

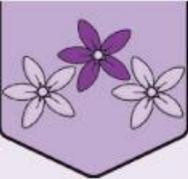
NB: Where there are mixed year group classes, it is up to the teacher's discretion to decide which unit to follow each half term. This should be informed by the children's needs.

ASSESSMENT

Integral to effective teaching and learning in this area is formatively using assessment, to identify prior knowledge and understanding and have a sense of what the pupils themselves want and need to know. Teachers are expected to make their own summative teacher assessments of their classes learning at the end of a topic. Embedded within the scheme of work, there are 'end of key stage assessment activities' containing ideas and activities for individual pupils, pairs or small group work.

OVERVIEW

| Health & Wellbeing | Years 1 & 2 | Years 3 & 4 | Years 5 & 6 |
|--|---|--|--|
|  <p>It's My Body</p> | <p>The messages of choice and consent are core to this unit. We will learn about how we can take care of our bodies and make safe choices. Lessons focus on: • sleep and exercise; • diet; • cleanliness; • substances</p> | <p>Building from the KS1 unit, in this unit, we will explore the different strategies which help us to take care of ourselves regarding • cleanliness • sleep and exercise • diet • substances. The focus on consent and respect remains central to the unit and children consider who their trusted adults are, for times when we need additional support.</p> | <p>This unit builds on the ways we can take care of our bodies and explores consent and autonomy. Children learn about body image, stereotypes and substances which can be harmful to our bodies. They discuss pressures they may face, where these pressures may come from and ways they can resist them.</p> |
|  <p>Safety First</p> | <p>Children learn about dangers and how to keep ourselves safe by making informed decisions. Lessons focus on staying safe • outside • in the home • online • around strangers. Children learn about The Underwear Rule, which includes information about inappropriate touching and knowing that what is covered by underwear is private. Children will also learn about who can help us as and when we need it.</p> | <p>Children will explore ways they can take more responsibility for their own safety as they grow up. They will discuss decisions they can make to help protect themselves and strategies for dealing with hazards, risks and dangers and how to manage these, inc. rail • water • road • substances. Children will also discuss basic first aid and how to respond in an emergency situation.</p> | <p>Children continue to look at various risks, hazards and dangers both inside and outside the home and will develop children's understanding by considering how we can take responsibility for our own safety and how to make informed, responsible decisions which keep us safe around • rail • road • water • fireworks • dangerous substances • medicines.</p> |
|  <p>Growing Up</p> | <p>Children learn about how we change physically and emotionally as we grow. They explore how we show respect to our own and others' bodies and what consent means. We learn about stereotypes and different types of families as well as how changes around us affect our emotions.</p> | <p>Building on this topic, children learn about different parts of the male and female bodies and the part they play in the reproductive process. We will explore how we change physically and emotionally as we grow and consider relationships and families.</p> | <p>Discusses how we grow and change, both physically and emotionally. It explores the different types of relationships that people have, discusses sexual relationships and sexually transmitted diseases, as well as the journey from conception to birth in human reproduction. It also explores what it means to have a positive body image.</p> |
|  <p>Think Positive</p> | <p>This unit supports children to adopt a positive outlook and explores the benefits of this. They develop their understanding of • thoughts and feelings • ways to express emotions and cope with uncomfortable feelings • gratitude • mindfulness.</p> | <p>This unit builds on the foundations of positive thinking and further develops children's strategies to • understand our feelings • cope with and manage difficult emotions • learn how to support feelings of calm • develop a growth mindset • practise mindfulness • take responsibility for decisions.</p> | <p>Further develops confidence in discussing thoughts, feelings and behaviours. Using distancing techniques, they discuss scenarios and consider how people's thoughts may affect how they feel and behave. They explore strategies to help manage uncomfortable feelings and help to build positive thinking and resilience.</p> |

| Relationships | Years 1 & 2 | Years 3 & 4 | Years 5 & 6 |
|---|--|---|---|
|  <p>TEAM (Together Everyone Achieves More)</p>  <p>Be Yourself</p>  <p>VIPs</p>  <p>Digital Wellbeing</p> | <p>The core value of this unit is belonging. It focuses on the rules of our class, school and community and how a positive learning environment creates success for all. Lesson coverage includes</p> <ul style="list-style-type: none"> • behaviour • kindness • good choices • bullying and teasing. <p>This unit is inspired by the idea that being comfortable and confident with yourself can support positive mental health and wellbeing. We explore our positive qualities and our individuality. We discuss the different feelings people experience and consider strategies for managing uncomfortable emotions.</p> <p>This unit focuses on how we can nurture and develop positive and healthy relationships with the very important people in our lives. We will explore who these special people may be and how they can be different for everyone. We will develop strategies for resolving issues as they arise and getting help when we need it.</p> <p>In this unit, we will explore how to use the Internet safely and responsibly. We consider the many ways the Internet helps us and the importance of balancing our online and offline activities in a healthy way. We will consider risks that we may face on the Internet and how to manage these as well as the fact that not everything we see on the Internet is true.</p> | <p>This unit explores challenges that come with a new class, new school or new year group and ways we can manage these. It introduces ways we can work through conflict within our teams and promotes discussion of feelings and emotions.</p> <p>This unit continues to promote a positive sense of self. It explores strategies for managing uncomfortable situations and being assertive when needed while maintaining respectful relationships. It considers the role of the media in promoting a particular image and supports children to view these more analytically.</p> <p>This unit focuses on the special people in our lives whom we call friends. It explores how friendships are formed and maintained and what qualities are important in a friend. We will also discuss disputes, bullying and strategies to manage each of these.</p> <p>In this unit, we will continue to explore safe, responsible Internet use. We will look at online relationships including cyberbullying, online stranger danger and social media interactions that may create peer pressure. We will consider privacy issues such as passwords, personal information and sharing or forwarding videos or content and how we can manage these responsibly.</p> | <p>Builds on the importance of belonging and feeling secure in teams and communities by considering the positive qualities of a team. Explores how to disagree respectfully, communicate effectively and collaborate and compromise. Reflects on managing and dealing with bullying/unkindness.</p> <p>This unit continues to celebrate children’s individuality and promotes the idea that we are all unique. We will look at how making positive choices can help us to do the right thing and how we can manage uncomfortable feelings and peer pressure.</p> <p>Continues to build on and help children to understand the close relationships which we are a part of, particularly focusing on family and friends. In this unit, we will explore</p> <ul style="list-style-type: none"> • conflicts and resolutions • secrets and dares • healthy and unhealthy relationships. <p>In this unit, we will consider how to look after our wellbeing when using technologies. We will consider risks and look at strategies for using the Internet safely and responsibly. This includes understanding what healthy and positive online communication looks like. We will explore ways we can get help if needed and the importance of doing this if something makes us uncomfortable. We will also explore cyberbullying, social media and fake news.</p> |

| Living in the Wider World | Years 1 & 2 | Years 3 & 4 | Years 5 & 6 |
|---|---|---|---|
|  <p>Aiming High</p> | <p>In this unit, we discuss having high aspirations, celebrating our strengths and how having a positive attitude to learning can help us achieve. Children will have the chance to share their aspirations for the future if they would like to, discuss the importance of equal opportunities and consider difficulties caused by stereotyping.</p> | <p>In this unit, we will look at the attitudes that help us to succeed and explore how a growth mindset can improve our learning outcomes. We will think a little bit about resilience and how we can break down aims to set ourselves short, medium and long-term targets and achieve our goals.</p> | <p>This unit is inspired by and celebrates the fact that we live in a multicultural, diverse and democratic society. This promotes respect for differences between people and explores British values, such as • rules • the law • liberty • democracy</p> |
|  <p>One World</p> | <p>This unit is inspired by the fact we can learn from people and their ways of life in different places around the world. Children will explore similarities and differences between their ways of life and that of others, considering • families • school • homes. We will also think about how people around the world use their environment and how we can look after our wonderful world.</p> | <p>Focuses on the fact that people’s opportunities and life experiences differ throughout the world and encourages children to consider how we can have a positive effect on others by being an active global citizen. We will discuss issues such as stereotypes, inequality, climate change and fair trade. The unit centres around a fictional character called Chiwa from Malawi.</p> | <p>Inspired by the concept of global citizenship - supports children to grow as active, responsible citizens, considering our wonderful world and how we can positively affect it by the choices we make. We will learn about • sustainability • biodiversity • global warming • natural resources. All this learning will hold central the consideration of what we can do to make the world a better place.</p> |
|  <p>Money Matters</p> | <p>In this unit, we will explore what money is and what forms it comes in. Children will discuss • coins and notes • debit cards • smart technology payments • contactless payments • online money transfers. We will discuss what people choose to buy and discuss what is meant by wants and needs. All discussions promote kindness and respect towards the spending decisions of others.</p> | <p>This unit builds on learning from KS1 about different types of money and reasons we need to spend. It delves deeper, by exploring how we can plan our spending with budgets and keep track of what we spend, and what happens if people cannot afford what they need. This touches on the idea of borrowing money and debt, considering the emotional impact of this.</p> | <p>Explores money in the wider world and the consequences of spending and saving - why people might decide to borrow money and the impact of this; financial risks and ways these can be avoided; ethical spending and ways spending can positively affect the people and environment around us / wider world. Viewing other people’s spending decisions with kindness and respect</p> |
|  <p>Diverse Britain</p> | <p>This unit is inspired by the positive effect we can each have on the groups and communities to which we belong. We will discuss • communities • being good neighbours • looking after the local environment. The theme of respect and kindness is central to all learning in this unit as we explore diversity across our society.</p> | <p>This unit is inspired by and celebrates the fact that we live in a multicultural, diverse and democratic society. This promotes respect for differences between people and explores British values, such as • rules • the law • liberty • democracy</p> | <p>This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. We will explore how local and national governments work and how we can make a positive contribution to our communities and to wider society</p> |

Curriculum Planning

EARLY YEARS FOUNDATION STAGE

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food.

| | Personal, Social and Emotional Development (40-60+ Months) | Physical Development (40-60+ Months) |
|--------------------------|---|--|
| EFYFS Framework Coverage | <p>Self-confidence and self-awareness: children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. <p>Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. They work as part of a group of class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.</p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them • Aware of the boundaries set and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy <p>Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organize their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p> <ul style="list-style-type: none"> • Initiates conversation, attends to and takes account of what others say • Explains own knowledge and understanding and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g., finding a compromise. | <p>Health and self-care: children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p> <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food. • Usually dry and clean during the day • Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision |

| | Aspect | Early Learning Goals | Exceeding Statements |
|---|---|---|--|
| Personal, Social and Emotional Development (PSED) | Making Relationships | Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organize their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children. | Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour. |
| | Self-Confidence and Self-Awareness | Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help. | Children are confident speaking to a class group. They can talk about the things they enjoy and are good at and about the things they do not find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them. |
| | Managing Feelings and Behaviour | Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride. | Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want. |
| Physical Development (PD) | Health and Self-Care | Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. | Children know about and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces. |

HALF-TERMLY OVERVIEW OF LEARNING OPPORTUNITIES AND THEMES: YEARS 1 & 2

| | TEAM | THINK POSITIVE | DIVERSE BRITAIN | BE YOURSELF | IT'S MY BODY | AIMING HIGH |
|------------|--|---|--|--|--|--|
| YR1 | <ol style="list-style-type: none"> 1. Together Everyone Achieves More: talking about teams they belong to (R1, R2, R23, L4) 2. Listening: I can be a good listener (R22, R24) 3. Being Kind: explaining how to be kind and why it is important (R7, R21, R22) 4. Bullying and Teasing: talking about unkind behaviour like teasing and bullying (R9, R10, R11, R12) 5. Brilliant Brains: explaining how to be a positive learner (H23, L14) 6. Making Good Choices: identifying good and not-so-good choices (H23, R21, R22, R24) | <ol style="list-style-type: none"> 1. Think Happy, Feel Happy: understanding how happy thoughts can make me feel good (H12, H13, H17, H18, H19) 2. It's Your Choice: making good choices and considering the impact of my decisions (H1, H13, G18, R21, H23) 3. Go- Getters: setting myself goals and how to achieve them (H11, H13, H18) 4. Let It Out: discussing my feelings and opinions with others and coping with difficult emotions (H11, H13, H18, H19, H24, R7, R25) 5. Be Thankful: discussing things that I am thankful for and focusing on what I do have, rather than what I don't have (H11, R25) 6. Be Mindful: focusing on what is happening now and how I am feeling (H13, H18) | <ol style="list-style-type: none"> 1. My School: describing ways to help my school community (L1, L4) 2. My Community: describing ways of being a good neighbour (R21, L4, L5) 3. My Neighbourhood: identifying things that help and harm my local area (L2, L3) 4. My Country: describing what it is like to live in the British Isles (R23, L6) 5. British People: exploring how people living in the British Isles can be different and similar (L23, L2, L6) 6. What Makes Me Proud of Britain: talking about being British and living in the British Isles (R25, L4) | <ol style="list-style-type: none"> 1. Marvellous Me: talking about what makes me special (H21, H22) 2. Feelings: naming some of the different feelings I have and how they make me feel (H12, H13, H19) 3. Things I Like: talking about things that make me happy (H15, H22, H23) 4. Uncomfortable Feelings: talking about things that make me feel unhappy or cross and having ideas of what to do when I have these feelings (H14, H15, H16, H18) 5. Changes: discussing how change and loss make me feel (H12, H18, H20) 6. Speak Up!: sharing what I think and feel with confidence (H23, R25) | <ol style="list-style-type: none"> 1. My Body, My Business: knowing I can choose what happens to my body (R13, R16, R17, R18, R20, H10) 2. Active and Asleep: making healthy choices about sleep and exercise (H3, H4, H9) 3. Happy, Healthy Food: making healthy choices about food and drink (H2, H7, H10) 4. Clean as a Whistle: knowing how to keep my body clean (H5, H6, H7, H10) 5. Can I Eat It: knowing what is safe to eat and drink (H29, H31, H37) 6. I Can Choose: choosing to keep my mind and body healthy and safe (H1, H9, R17) | <ol style="list-style-type: none"> 1. Star Qualities: thinking of star qualities I already have and those I would like to develop (H21, H24) 2. Positive Learners: explaining how a positive learning attitude can help me (H21, H23, H24) 3. Bright Futures: talking about jobs that people can do and telling my friends what I want to be when they grow up (H21, H24, L17) 4. Jobs For All: understanding that a person's strengths and interests make them suited for a job (L23, L25, L16, L17) 5. Going for Goals: thinking about what I want to achieve in the future (H21, H24, L17) 6. Looking Forward: thinking about changes which might happen to me and how I feel about them (H20, H21) |
| | VIPS | SAFETY FIRST | ONE WORLD | DIGITAL WELLBEING | MONEY MATTERS | GROWING UP |
| YR2 | <ol style="list-style-type: none"> 1. Who Are Your VIPs; talking about the very important people in my life and explain what makes them special (H33, R1, R2) 2. Families: describing why families are important (H33, R1, R2, R3, R5) 3. Friends: describing what makes someone a good friend? (H14, H16, R6) 4. Falling out: describing ways to help resolve arguments and disagreements without being unkind (H23, R8, R9, R10, R11, R12, R16, R24, R25) 5. Working Together: cooperating with others to achieve a task (R21, R24) 6. Showing You Care: describing how to show special people that I care about them and why it is important (H14, H16, R7) | <ol style="list-style-type: none"> 1. Keeping Safe: knowing how to stay safe and who can help if I feel unsafe (H28, H29, H33, R19) 2. Staying Safe at Home: knowing how to stay safe at home (H28, H29, H30, H31) 3. Staying Safe Outside: knowing how to stay safe when out and about (H8, H28, H29, H32, H33, H35) 5. Staying Safe Around Strangers: keeping myself safe in different situations with people I don't know (H29, H32, H33, R14, R15) 6. Safe Secrets and Surprises: knowing what I can share and what I should keep private to keep myself and others safe (R13, R16, R18, R19, R20) 7. People Who Can Help: knowing who to go to for help (H33, H35, H36) | <ol style="list-style-type: none"> 1. Families: exploring and comparing family life in different countries (R2, R3, R4, L6) 2. Homes: comparing homes and home life around the world (R3, R4, L2, L6) 3. Schools: comparing schools in other countries with own school (L1, L2, L6) 4. Environments: exploring places which are different to where I live (L2, L6) 5. Resources: how people use things from the Earth and what problems this can cause (L2, L3) 6. Planet Protectors: saying why it is important to care for the Earth and identify ways I can help to protect it (L2, L3) | <ol style="list-style-type: none"> 1. The Internet and Me: talking about ways in which the internet is useful (L7, L8) 2. Online and Offline: knowing how to balance screen time with other activities and understanding why this is important (L7, L8) 3. Staying Safe Online: knowing how to stay safe online (H28, H34, R14, R15) 4. Personal Information: explaining why we keep personal information private (H28, H34, L9) 5. Communicating Online: knowing how to communicate online in ways that show kindness and respect (R10, R11, R12, R14, R15, L7, L8) 6. True or False: understanding that not everything online is true (L9) | <ol style="list-style-type: none"> 1. Money: exploring the different forms money comes in (L10) 2. Where Money Comes From: explaining where money comes from (L15, L16) 3. Look After It: explaining how to keep money safe and why it is important (L13) 4. Save or Spend: explaining choices I have about spending money and why it is important to keep track or what I spend (L11) 5. Want or Need: explaining the difference between things we want and things we need (L12) 6. Going Shopping: explaining what happens when we go shopping (L11) | <ol style="list-style-type: none"> 1. Our Bodies: naming the main parts of boys' and girls' bodies (H25, H26, R13) 2. Is It OK?: understanding how to respect my own and other people's bodies (R16, R19, R20) 3. Pink and Blue: understanding that we are all different and that different people like different things (H22, R23) 4. Your Family, My Family: talking about my families and others' families (R3, R4, R5) 5. Getting Older: describing how I will change as I get older (H26, H27) 7. Changes: describing thing that might change in a person's life and how it might make them feel (H20, H27) |

HALF-TERMLY OVERVIEW OF LEARNING OPPORTUNITIES AND THEMES: YEARS 3 & 4

| | TEAM | THINK POSITIVE | DIVERSE BRITAIN | BE YOURSELF | IT'S MY BODY | AIMING HIGH |
|----|---|---|--|---|--|--|
| Y3 | <ol style="list-style-type: none"> Together Everyone Achieves More: talking about the attributes of a good team (R30, R32 L30) Communicate: accepting that people have different opinions and know how to politely disagree with others, whilst offering my own opinion (R11, R30, R31, R33, R34, L30) Compromise and Collaborate: to compromise and collaborate to ensure a task is completed (R17, R30, L30) Care: reflecting on the need to care for individuals within a team (H23, R10, R13, R14, L4) Unkind Behaviour: identifying hurtful behaviour and suggest ways to help (R19, R20, R21, R31) Shared Responsibilities: understanding the importance of shared responsibilities in helping a team to function successfully (L1, L4, L5) | <ol style="list-style-type: none"> Happy Minds, Happy People: understanding that having a positive attitude is good for our mental health (H3, H4, H15, H16, H19, H22) Thoughts and Feelings: recognising and managing positive and negative thoughts effectively (H3, H4, H15, H16, H18) Changes: understanding that some changes can be difficult but there are things we can do to cope (H17, H18, H23, H24, H36, R13) Keep Calm and Relax: using mindfulness techniques to keep calm (H15, H20) You're the Boss: identifying uncomfortable emotions and managing them effectively (H3, H15, H16, H20, H21) Always Learning: applying a positive attitude towards learning and taking on new challenges (H4, H28, H29) | <ol style="list-style-type: none"> My School: describing ways to help my school community (L1, L4) My Community: describe ways to be a good neighbour (R21, L4, L5) My Neighbourhood: identify things that help and harm my neighbourhood (L2, L3 4) My Country: describe what it is like to live in the British Isles (R25, L6) British People: explore how people living in the British Isles can be different and similar (R23, L2, L6) What Makes Me Proud of Britain: talking about being British and living in the British Isles (R25, L4) | <ol style="list-style-type: none"> Pride: saying things about myself that I am proud of (H18, H25, H26, H27, H28, R31) Feelings: identifying the feelings I have and describing how different emotions feel (H17, H18, H19, H23, R13) Express Yourself: describing different ways to cope with any uncomfortable feelings and understanding why this is important (H18, H19, H20) Know Your Mind: knowing how to be assertive (R15, R28, R29) Media-Wise: exploring messages given by the media and decide if they are helpful or harmful (L4, L11, L16) Making it Right: identifying different strategies to use if I make a mistake (H24, H28, H29, R30) | <ol style="list-style-type: none"> My Body, My Choice: I can choose what happens to my body and I can get help with any concerns (H45, R18, R25, R26, R27) Fit as a Fiddle: knowing how to keep my body healthy (H2, H3, H4, H6, H7, H11) Good Night, Good Day: knowing why it is important to get enough sleep (H1, H2, H3, H4, H8) Cough, Splutter, Sneeze: understanding the importance of hygiene and what to do if I feel unwell (H4, H5, H9, H10, H14) Drugs: Healing or Harmful: knowing how to take medicine safely and keep safe around drugs (H38, H46, H48) Choices Everywhere: knowing how to make better choices and choose healthy habits (H1, H2, H3, H4, H11, H12) | <ol style="list-style-type: none"> Star Qualities: those that I have and those I would like to develop (H21, H24) Positive Learners: how a positive learning attitude can help me (H21, H23, H24) Bright Futures: thinking about jobs that people can do and what they would like to be when they grow up (H21, H24, L17) Jobs For All: understanding that a person's strengths and interests make them suited for a job (L23, L25, L16, L17) Going for Goals: thinking about what I want to achieve in the future (H21, H24, L17) Looking Forward: thinking about changes which might happen to me and how I feel about them (H20, H21) |
| | VIPS | SAFETY FIRST | ONE WORLD | DIGITAL WELLBEING | MONEY MATTERS | IT'S MY BODY |
| Y4 | <ol style="list-style-type: none"> Who Are Your VIPS: talk about the very important people in my life and explain why they are special (H33, R1, R2) Families: describing why families are important (H33, R1, R2, R3, R5) Friends: describing what makes someone a good friend (H14, H16, R6) Falling Out: describing ways to help resolve arguments and disagreements without being unkind (H23, R8, R9, R10, R11, R12, R16, R24, R25) Working Together: cooperating with others to achieve a task (R21, R24) Showing You Care: describing how I can show my special people that I care about them and I understand why this is important (H14, H16, R7) | <ol style="list-style-type: none"> New Responsibilities: being responsible for making good choices to stay safe and healthy (H35, H37, H38) Risks, Hazards and Danger: Identifying a risky situation and act responsibly (H38, H39, R24) Under Pressure: understanding that I can choose not to do something that makes me feel uncomfortable (R9, R18, R28, R29) Safety When Out and About: knowing how to stay safe when out and about (H35, H41) Dangerous Substances: knowing about dangerous substances and how they affect the human body (H40, H46, H47, H48, H49, H50) Injuries and Emergencies: knowing how to respond in emergency situations (H43, H44) | <ol style="list-style-type: none"> Families: exploring family life in different countries and comparing it with life here (R2, R3, R4, L6) Homes: comparing homes and home life around the world with my own (R3, R4, L6) Schools: explaining what it is like to go to school in other countries and compare it with my school (L1, L2, L6) Environments: exploring places that are different to the place I live (L2, L6) Resources: how people use things from the Earth and the problems this causes (L2, L3) Planet Protectors: why it is important to care for the Earth and ways to help protect it (L2, L3) | <ol style="list-style-type: none"> The Digital World: identifying the positive and negatives of being online (H13, L11) Digital Kindness: to know how to be kind online and to help make the internet a safer place (R19, R20, R21) Do I Know You: knowing how to stay safe when communicating online and what to do if I don't feel safe (R12, R23, R24) Online Information: deciding how reliable online information is and knowing how to share information responsibly online (L12, L14, L16) Keep It Private: identifying things that shouldn't be shared online and give reason why we shouldn't share them (H42, R22, R28, L13) My Digital Wellness: understanding how technology can affect our wellbeing in different ways (H37, R15, L15) | <ol style="list-style-type: none"> Money: explaining the different forms money comes in (L10) Where Money Comes From: explaining where money comes from (L15, L16) Look After It: explaining how to keep money safe and why this is important (L13) Save or Spend: explain choices I have about spending money and the importance of keeping track of what I spend (L11) Want or Need: explain the difference between what we want and what we need (L1) Going Shopping: explain what happens when we go shopping (L11) | <ol style="list-style-type: none"> Your Body is Your Own: knowing that my body belongs to me and that I have control over what happens to it (H45, R18, R25, R26, R27) Exercise Right, Sleep Tight: understanding why getting enough exercise and enough sleep is important (H2, H3, H4, H7, H8) Taking Care of Our Bodies: understanding how to take care of my body (H4, H6, H9, H10, H11, H12) Harmful Substances: understanding the harmful effects of using drugs, including alcohol and tobacco (H46, H47, H48, H49, H50, R28) How We Think and Feel About Our Bodies: understanding what a positive body image is (H3, H26, H27, L9, L16) Healthy Choices: making informed choices in order to look after my physical and mental health (H1, H3, H5, H6, H14) |

HALF-TERMLY OVERVIEW OF LEARNING OPPORTUNITIES AND THEMES: YEARS 5 & 6

| | TEAM | THINK POSITIVE | DIVERSE BRITAIN | BE YOURSELF | AIMING HIGH | GROWING UP |
|----|---|---|---|--|--|--|
| Y5 | <ol style="list-style-type: none"> Together Everyone Achieves More: talking about the attributes of a good team (R30, R32, L30) Communicate: accepting that people have different opinion and knowing how to politely disagree with others and offer my own opinion (R11, R30, R31, R33, R34, L30) Compromise and Collaborate: being able to compromise and collaborate to ensure a task is completed (R17, R30, L30) Care: reflecting on the need to care for individuals within a team (H23, R10, R13, R14, L4) Unkind Behaviour: identifying hurtful behaviour and suggest ways I can help (R19, R20, R21, R31) Shared Responsibilities: understanding the importance of shared responsibilities in helping a team to function successfully (L1, L4, L5) | <ol style="list-style-type: none"> Cognitive Triangle: understanding the link between thoughts, feelings and behaviour (H15, H16, H18, H19) Thoughts Are Not Facts: understanding the concept an impact of positive thinking (H2, H15, H16, H18, H19) Face Your Feelings: recognising and managing uncomfortable feelings (H15, H20, H21, H22, H24, R13) Choices and Consequences: understanding the importance of making good choices (H3, H20, R30) Being Present: using mindfulness techniques in my everyday life (H3, H15, H16) Yes, I Can: applying a growth mindset in my everyday life (H4, H15, H29) | <ol style="list-style-type: none"> Identities : talking about the range of faiths and ethnicities in our nation and identifying ways of showing respect to all people (H25, R33, L3, L6, L8) Communities: explaining what a community is and what it means to belong to one (L3, L4, L5, L6, L8) Respecting the Law: explaining why and how laws are made and identify what might happen if laws are broken (L1, L10, Cg) Local Government: discussing the terms democracy and human rights in relation to local government (R21, L2, L9, L10, Cg 5) National Government: discussing the terms democracy and human rights in relation to national government (R21, L2, L9, L10, Cg 6) Making a Difference: investigating what charities and voluntary groups do and how they support the community (L4, L6, L7, L8) | <ol style="list-style-type: none"> You are Unique: explaining why everyone is unique and understanding why this should be celebrated and respected (H20, H28, R15, R31) Let it Out: explaining why I should share my thoughts and feeling and knowing how to do this (H18, H19, H23, R6, R11) Uncomfortable Feelings: exploring uncomfortable feelings and understanding how to manage them (H18, H19, R17) The Confidence Trick: understanding why we sometimes feel shy or nervous and knowing how to manage these feelings (H17, H18, H19, H29) Do the Right Thing: identifying when I might have to make different choices from those around me (H3, R15, R28, R29) Making Amends: exploring how it feels to make a mistake and describing how to make amends (H28, H29) | <ol style="list-style-type: none"> Understanding how people learn new things and achieve certain goals (H28, L25) Breaking Down Barriers: understanding that a helpful attitude towards learning can help us succeed in life (H28, L25) Future Focus: identifying opportunities that may become available to me in future and being aware of how to make the most of them (L25, L26, L28, L30) Equal Opportunities: understanding that gender, race and social class do not determine what jobs people can do (L26, L27, L29) The World of Work: understanding there are a variety of routes into different jobs which may match my skills and interests (L25, L31, L3) Onwards and Upwards: discussing goals for the future and the steps I need to take to achieve them (H28, L25) | <ol style="list-style-type: none"> Human Reproduction: describing male and female body parts and explaining what these are for (H33) Changes in Boys: describing how boys' bodies will change as they go through puberty (H30, H31, H32, H34) Changes In Girls: describing how girls' bodies will change as they go through puberty (H30, H31, H32, H34) Changing Emotions: describing the feelings that some people experience as they grow up (H17, H18, H19, H20, H31, H34) Relationships and Families: understanding that there are many different types of relationships and families (H26, R1, R2, R3, R4, R5, R7, R8) Where Do I Come From: describing how babies are made and how they are born (H33) |
| | VIPS | SAFETY FIRST | ONE WORLD | DIGITAL WELLBEING | MONEY MATTERS | GROWING UP |
| Y6 | <ol style="list-style-type: none"> People We Love: explain how VIPs who love and care for each other should treat each other(R5, R6, R7, R8, R9) Think Before You Act: identifying different ways to calm down when feeling angry or upset (R11, R30) It's Ok to Disagree: understanding that people have different opinions and that should be respected (R17, R33) You Decide: identifying negative influences on behaviour and suggest ways to resist these influences (R15, R28, R29) Secrets: explaining when it is right to keep a secret, when it is not and who to talk to about this (R9, R27) False Friends: recognising healthy and unhealthy relationships (R1, R9, R18, R22, R26) | <ol style="list-style-type: none"> You Are Responsible: taking responsibility for my own safety (H35, H37, H38) What are the Risks: assessing and managing risks in different situations (H38, H39) Making Your Mind Up: confidently identifying and managing pressure to get involved in risky situations (H38, R28) In an Emergency: acting sensibly and responsibly in an emergency (H14, H43, H44) Home – Safe and Sound: identifying hazards and reducing risks to keep myself and others safe at home (H11, H39, H40) Outdoors – Playing it Safe: knowing how to stay safe in different outdoor environments (H38, H41) | <ol style="list-style-type: none"> Global Citizens: talking about and understanding how we can be responsible global citizens (L2, L3, L4, L5) Global Warming: describing what global warming is and what can be done to prevent it getting worse (L3, L4, L5, L19) Energy: explaining how our energy use can harm the environment and describe what we can do to help (L3, L4, L5, L19) Water: describing how we can use water responsibly and understanding the importance of doing this (L3, L4, L5, L19) Biodiversity: understanding what biodiversity is and explain the importance of doing al we can to encourage it (L3, L4, L5, L19) In Our Hands: making choices which can make the world a better place and help people across the world (L3, L4, L5, L19) | <ol style="list-style-type: none"> My Digital Life: identifying the benefits of the internet and know how to look after my digital wellbeing (H13, L11) Staying Safe, Healthy and Happy Online: knowing how to stay safe, healthy and happy online and when using digital technology (H37, H42, L12, L13) Online Relationships: knowing how to develop safe, respectful and healthy online relationships and recognising the signs of inappropriate and harmful online relationships (H42, R22, R23, R24, R28, L11) Social Media: knowing how to use social media responsibly to protect the health, wellbeing and rights of all (L11, L13, L14, L15) Saying No to Online Bullying: knowing what online bullying is and what to do if I see it or experience it to help make it stop (R19, R20, R21) Fake News: understanding not all information online is true and know how to assess the reliability of both text and images (L12, L16) | <ol style="list-style-type: none"> Look After It: explaining some financial risks and discussing how to avoid them (L18, L22) Critical Consumers: understanding how retailers try to influence our spending (L17, L18) Value for Money and Ethical Spending: discussing the spending decisions people have to make(L18, L19) Budgeting: explaining why budgeting can be helpful and how a budget can be made (L20, L21) Money and Emotional Wellbeing: discussing the impact money can have on people's emotional wellbeing (L20, L23, L24) Money in the Wider World: explaining the impact spending has on our environment (L19) | <ol style="list-style-type: none"> Changing Bodies: describing the changes that people's bodies go through during puberty and how to look after our changing bodies (H30, H31, H32, H34, R25) Changing Emotions: describing how thoughts and feelings may change during puberty and suggesting how to deal with those feelings (H17, H18, H19, H20, H31) Just the Way You Are: recognising that many things affect the way we feel and understanding that there is no such thing as an ideal kind of body (H25, H27, H28, L9, L11, L16) Relationships: understanding what a loving relationship is and that there are many types of relationships (R1, R2, R3, R4, R5, R7) Let's Talk About Sex: understanding what a sexual relationship is and who can have a sexual relationship (H9, H30, H33, R25) Human Reproduction: describing the process of human reproduction, from conception to birth (H33) |

NB: Where there are mixed year group classes, it is up to the teacher's discretion to decide which unit to follow each half term. This should be informed by the children's need

DfE Guidance & Primary School Expectations for Relationships Education, 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, protections 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 characterized 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 recognized commitment of two people to each other which is intended to be lifelong • How to recognize 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 recognize who to trust and who not to trust, how to judge when a friendship is making the free 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 recognize 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 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 recognize 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 recognize 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 interest • 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 recognizing 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 recognize 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 for search engines, is ranked, selected and targeted • Where and how to report concerns and get support with issues online |
| Physical Safety 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 principle of planning and preparing a range of healthy meals • The characteristics of a poor diet and risk 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 recognize 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 and 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

St John's Priory 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 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 Education, 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 St John’s Priory School, as well as the DFE’S statutory Relationships, Sex and Health Education guidance.

Core Theme 1: Health and Wellbeing

| | Key Stage 1 Learning Opportunities | Key Stage 2 Learning Opportunities |
|--|--|---|
| Healthy Lifestyles (Physical Wellbeing) | <p>Pupils learn...</p> <p>H1. about what keeping healthy means and different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy and ways to be physically active every day</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines, (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist, how to brush teeth correctly; food and drink that support dental health</p> <p>H8. about how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time</p> <p>H10. about people who help us to stay physically healthy</p> | <p>Pupils learn...</p> <p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise the early signs of physical illness</p> <p>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</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health and to recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>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</p> <p>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</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> |

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| Mental Health | <p>Pupils learn...</p> <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people’s bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, getting enough sleep)</p> <p>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</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it about change and loss (including death); to identify feelings associates with this; to recognise what helps people feel better</p> | <p>Pupils learn...</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health - including good quality sleep, physical exercise /time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H20. strategies to respond to feelings; including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise the warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including transition to new schools</p> |
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| Ourselves, Growing and Changing | <p>Pupils learn...</p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people’s needs change</p> <p>H27. about preparing to move to a new class/year group</p> | <p>Pupils learn...</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. 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)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>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 for</p> <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> |
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| Keeping Safe | <p>Pupils learn... H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly 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 H33. about the people whose job it is to help keep us safe 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 H35. about what to do if there is an accident and someone is hurt how to get help in an emergency (how to dial 999 and what to say)</p> | <p>Pupils learn... 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 H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe H40. about the importance of taking medicines correctly and using household product safely (e.g. following instructions carefully) 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 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 H43. about what is meant by first aid; basic techniques for dealing with common injuries 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 H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they H46. think they or someone they know might be at risk</p> |
| Drugs, Alcohol & Tobacco | <p>Pupils learn... 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... 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 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 H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines) H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco, nicotine, or other drug use; people they can talk to if they have concerns</p> |

| Core Theme 2: Relationships | | |
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| | Key Stage 1 Learning Opportunities | Key Stage 2 Learning Opportunities |
| Families and 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 and 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> |

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| 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 wit 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); and how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> |

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| 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 adult's 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 be able to express it</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 and 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 recognizes 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> |

| Core Theme 3: Living in the Wider World | | |
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| | Key Stage 1 Learning Opportunities | Key Stage 2 Learning Opportunities |
| Shared Responsibilities | <p>Pupils learn...</p> <ul style="list-style-type: none"> L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment | <p>Pupils learn...</p> <ul style="list-style-type: none"> L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities 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 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) |
| Communities | <p>Pupils learn...</p> <ul style="list-style-type: none"> L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people | <p>Pupils learn...</p> <ul style="list-style-type: none"> L6. about the different groups that make up their community; what living in a community means L7. to 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 L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced |
| Media Literacy and Digital Resilience | <p>Pupils learn...</p> <ul style="list-style-type: none"> L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true | <p>Pupils learn...</p> <ul style="list-style-type: none"> L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images 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 |

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| <p>Economic Wellbeing: Money</p> | <p>Pupils learn... L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; the different ways of doing this</p> | <p>Pupils learn... L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’ L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe 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 L24. to identify the ways that money can impact on people’s feelings and emotions</p> |
| <p>Economic Wellbeing: Aspirations, Work and Career</p> | <p>Pupils learn... L14. that everyone has different strengths L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs</p> | <p>Pupils learn... L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes 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 L27. about stereotypes in the workplace and that person’s career aspirations should not be limited by them L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connection to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> |