



All Hallows C of E Primary School

RSHE (Personal development) Curriculum Map

The learning opportunities in the curriculum map 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.

The content of the learning opportunities is taught explicitly through RSHE lessons, stand alone lessons/ assemblies/ theme days or curriculum areas e.g science. Many learning opportunities are revisited throughout the school career or ongoing as part of the schools ethos.

There are a number of published resources used across school for example- Go Givers (PSHE and Citizenship) and Zumos (used to support our work with pupils mental health) Kapow(Wellbeing and RSE)

RSHE

Health and Wellbeing

STATUTORY GUIDANCE

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.

4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who 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).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting 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.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.

3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

		PSED	PD	KUW	RE
Foundation	<p>Start to know what keeping healthy means; different ways to keep healthy. Know that some foods that support good health and the risks of eating too much sugar Start to understand that physical activity helps us to stay healthy; and ways to be physically active every day. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Start to develop understanding of dental health and how to brush your teeth and visiting the dentist. People who help us stay healthy. Understanding the importance of hand hygiene.</p> <p>I know that I can feel lonely sometimes and that I can talk to a trusted adult if I do I can talk about how I feel using simple words and ask for help when I need it</p>	x	x	x	
		PSHE	Science	RE	SRE
Year 1	<p>Know simple hygiene routines that can stop germs from spreading-Understanding the importance of hand hygiene. Know about what keeping healthy means; different ways to keep healthy. Develop an understanding of allergies. Know about why sleep is important and two different ways to rest and relax. Know how to keep safe in the sun and protect skin from sun damage. How to ask for help</p> <p>I know that my feelings can be big or small and may change I know that spending too much time on screens can affect my sleep and mood I can choose activities (e.g. playing, rest) that help my body and mind feel good</p>	X	x		
	Year 2	<p>Know about what keeping healthy means About foods that support good health and the risks of eating too much sugar. About how physical activity helps us to stay healthy; and ways to be physically active everyday. About why sleep is important and different ways to rest and relax Simple hygiene routines that can stop germs from spreading That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. Dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. Know about people who can help us to stay physically healthy. How to keep safe in the sun and protect skin from sun damage.</p>		x	

	<p>I know that medicines can help when used correctly but can be harmful if used wrongly I know that everyone can feel lonely sometimes and that I should tell a trusted adult I can say when something online makes me feel worried or upset</p>	X			
Year 3	<p>Know about choices that support a healthy lifestyle and recognise what might influence these. Know about what good physical health means; how to recognise early signs of physical illness. Know 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. Know how regular (daily/weekly) exercise benefits mental and physical health. Know about how sleep contributes to a healthy lifestyle. Know how everyday hygiene routines can limit the spread of infection. Know 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. Know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>I know how to balance time online with other activities for my wellbeing I know what a healthy, balanced diet includes and why different foods help my body I can recognise early signs that I might be unwell and tell a trusted adult I can explain why too much screen time or inactivity can affect my health</p>		X		
Year 4	<p>Know how to make informed decisions about health Know 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. Know about choices that support a healthy lifestyle and recognise what might influence these. Recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>I know how my feelings and behaviour can be appropriate or not in different situations I know that people can experience mental health problems and that support can help I can explain how online content can affect how people feel about themselves and others I can describe the risks of inactivity and how to stay active regularly</p>	X	X		
Year 5	<p>Know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed. Know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</p>	X			

	<p>I know the risks of substances including smoking, vaping and alcohol I know that online content can be targeted and may not always be true or helpful I can describe what makes a balanced diet and how to plan simple healthy choices I can recognise when I or others may need support for mental wellbeing</p>				
Year 6	<p>Know 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. Understand the benefits of immunisation.</p> <p>Identify and use a range of relaxation strategies and situations they would find them useful. I know that mental health problems are common and early help is important I know how to critically evaluate information I see online and how it can influence wellbeing I can explain the long-term impact of healthy and unhealthy lifestyle choices I can make informed choices about food, activity, sleep and screen time to support my wellbeing I can explain the risks of substances (including vaping and nicotine addiction) and how to seek help</p>		X		

STATUTORY GUIDANCE

Mental Health-Mental wellbeing is a normal part of daily life, in the same way as physical health.

- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

	PSED	PD	KUW	RE
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Foundation	<p>To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. To be confident to try new activities and show independence, resilience and perseverance in the face of challenge Know about different feelings that humans can experience. Know how to recognise and name different feelings. To know how to ask for help from trusted adults</p>	x			
		PSHE	Science	RE	RE
Year 1	<p><i>Know about different feelings that humans can experience. Know how to recognise and name different feelings. Start to know how feelings can affect people's bodies and how they behave Start to know how to recognise what others might be feeling Know how to recognise that not everyone feels the same at the same time, or feels the same about the same things. Know about ways of sharing feelings; a range of words to describe feelings Know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) Know about 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 Know how to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. Understand my strengths and qualities. Understanding and describing my feelings and emotions To know how to ask for help clearly and appropriately</i></p>				
Year 2	<p><i>(ZUMOS) Know about different feelings that humans can experience. Know how to recognise and name different feelings. Start to Know how feelings can affect people's bodies and how they behave Start to Know how to recognise what others might be feeling Know how to recognise that not everyone feels the same at the same time, or feels the same about the same things. Know about ways of sharing feelings; a range of words to describe feelings Know about things that help people feel good (e.g. playing outside, doing things</i></p>				

	<p><i>they enjoy, spending time with family, getting enough sleep)</i> <i>Know about 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</i> <i>Know how to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</i> <i>Understand my strengths and qualities</i> <i>Understanding and describing my feelings and emotions</i> <i>Recognising an increasing range of feelings and some strategies for managing different emotions.</i> <i>Identifying personal goal and how to work towards them.</i> <i>Exploring the need for perseverance and developing a growth mindset.</i> <i>Start to develop empathy.</i> To know the correct names for body parts and use them confidently</p>				
<p>Year 3</p>	<p>(ZUMOS) <i>Know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</i> <i>Start to know about strategies and behaviours that support mental health.</i> <i>Start to know how to recognise that feelings can change over time and range in intensity.</i> <i>Start to recognise everyday things that affect feelings and the importance of expressing feelings.</i> <i>Start to develop a varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</i> <i>Know strategies to respond to feelings, including intense or conflicting feelings;</i> <i>Start to know how to manage and respond to feelings appropriately and proportionately in different situations.</i> Explore identity through groups they belong to. Identify their strengths and explore how these can be used to help others. Understand how to solve problems by breaking them down into smaller steps. To understand how choices can affect both physical and mental wellbeing</p>	<p>x</p>			
<p>Year 4</p>	<p>(ZUMOS) <i>Know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</i> <i>Know about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</i> <i>Know to recognise that feelings can change over time and range in intensity</i> <i>Know about everyday things that affect feelings and the importance of expressing feelings</i></p>				

	<p>Know a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; Know strategies to respond to feelings, including intense or conflicting feelings; Develop the ability to appreciate the emotions of others in different situations. Understand how to solve problems by breaking them into smaller steps.</p> <p>Develop an understanding of mental health problems. Develop growth mindset, mistakes are opportunities to learn. To understand the emotional changes linked to growing and changing</p>	x			
Year 5	<p>(Zumos) Know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health. Know to recognise that feelings can change over time and range in intensity Know about everyday things that affect feelings and the importance of expressing feelings. Know a varied vocabulary to use when talking about feelings; about how to express feelings in different ways. Know strategies to respond to feelings, including intense or conflicting feelings. Know how 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>Know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. Understand what causes stress and how to deal with it. Identify how failure can make me feel and learn to manage those feelings that failure is an important part of success. Have problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools. To understand the link between mental and physical health To recognise how emotions and changes can affect wellbeing</p>	x			

Year 6

(ZUMOS)

Know that mental health, just like physical health, is part of daily life and I have a responsibility for looking after my mental health.

Know about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.

Know to recognise that feelings can change over time and range in intensity.

Know about everyday things that affect feelings and the importance of expressing Feelings.

Know a varied vocabulary to use when talking about feelings; about how to express feelings in different ways.

Know strategies to respond to feelings, including intense or conflicting feelings.

Know how to manage and respond to feelings appropriately and proportionately in different situations

Know how to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.

Know how 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.

Have problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.

To understand that mental health can vary and is part of everyday life

To recognise when to seek help and understand clear reasons for doing so

To understand the link between physical health and mental wellbeing

X

STATUTORY GUIDANCE

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.

2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

		PSED	PD	KUW	RE
FS1/2	To name external body parts. Talk about their family immediate and extended and who they are- brother sister/son daughter/Aunt uncle etc. To know some similarities and differences between different religions and cultures I know that my body belongs to me I can say no if something makes me feel uncomfortable			x	
		PSHE	Science	RE	SRE
Year 1	To recognise the ways in which we are all unique/ special To identify what they are good at, what they like and dislike Preparing to move to a new class/year group. I know that some parts of my body are private I can talk to a trusted adult if something worries me about my body				X
Year 2	To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) Know about growing and changing from young to old and how people's needs change. About preparing to move to a new class/year group. I know the correct names for all parts of my body, including private parts I know that my body belongs to me and I can ask for help if I feel unsafe				x
Year 3	To know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) To be able to recognise their individuality and personal qualities strengths, skills, achievements and interests and how these contribute to a sense of self-worth. To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) To develop strategies to manage transitions between classes and key stages. I know that people grow and change throughout their life I can describe how my body and feelings may change over time I know that I can ask questions about my body and get help from trusted adults				x
Year 4	To know about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.				x

	<p>To identify the external genitalia and internal reproductive organs in male and females and how the process of puberty relates to human reproduction.</p> <p>To know that for some people gender identity does not correspond with their biological sex.</p> <p>To develop strategies to manage transitions between classes and key stages.</p> <p>I know about the physical and emotional changes that begin during puberty- menstruation</p> <p>I know that I have personal boundaries and can express them clearly</p> <p>I can seek advice or support if I feel unsure or worried about changes</p>				
Year 5	<p>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>To know that for some people gender identity does not correspond with their biological sex.</p> <p>To know 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>I know that puberty brings physical and emotional changes for everyone</p> <p>I know how to manage personal hygiene during puberty</p> <p>I know about menstruation and how it can be managed practically and respectfully</p> <p>I can talk about changes confidently and seek help when needed</p> <p>To know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p> <p>To have strategies to manage transitions between classes and key stages</p>				x
Year 6	<p>Know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>Know that for some people gender identity does not correspond with their biological sex.</p> <p>Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>Know 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>I know about the physical and emotional changes of puberty and how they affect wellbeing</p> <p>I know how to manage changes to my body with confidence and respect</p> <p>I can ask questions and seek support about growing and changing</p> <p>I know that everyone develops at different rates and this is normal</p> <p>I can respect differences in identity and development in others</p> <p>Know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p> <p>Know 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>				x

	Know about where to get more information, help and advice about growing and changing, especially about puberty.				
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STATUTORY GUIDANCE

Keeping Safe.

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources

		PSED	PD	KUW	RE
Foundation	<p>To understand the need to work and play cooperatively and take turns with others. To give focused attention to what the teacher says and show the ability to follow instructions. To talk about the lives of people in society and the roles they play in keeping them safe To be able to control their immediate impulses when appropriate. Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. To develop some awareness of road safety To develop an awareness of the importance of staying with trusted adults within a safe space. To give reasons for rules, know right from wrong and try to behave accordingly. To develop a simple understanding of online safety</p> <p>Keeping Safe To understand the difference between private and public behaviours To recognise simple unsafe situations To know who keeps them safe and how to seek help</p> <p>Online Safety I know that the internet is something people use to learn, play and communicate I can tell an adult if something I see online makes me feel worried or upset I know that some information about me should be kept private</p>	x		X x	
			PSHE	Science	RE
Year 1	<p>Safety in and around the home. Know what to do if they got lost. Explore potential hazards in the home and how to avoid these. Know about how to keep safe at home Know about the people whose job it is to help keep us safe Know about what to do if there is an accident and someone is hurt.</p> <p>Personal safety Know how to respond safely to adults they don't know. Know about how to respond if physical contact makes them feel uncomfortable or unsafe.</p>	x			

	<p>Know about the importance of taking medicines correctly and using household products safely. Understand ways to keep safe when crossing a road.</p> <p>Personal safety. Recognise different types of physical contact; what is acceptable and unacceptable; Develop strategies to respond to unwanted physical contact. Basic first aid- Know how to respond to a graze, bite or sting or bump (including head bump) To recognise unsafe behaviours (not just obvious dangers) To learn how to make simple decisions about safety</p> <p>Online safety <i>Start to develop strategies for keeping safe online.</i> <i>Recognise and respond to cyber bullying.</i> <i>Begin to recognise unsafe digital content.</i> <i>Know that age restrictions are there to protect them.</i> <i>Know who to ask for help if they are someone else is unsafe.</i></p> <p>I know that online relationships are different from face-to-face relationships I know how too much screen time can affect my sleep, mood and health I can recognise when online content may not be true or safe I know how to report concerns and ask for help</p>				
Year 4	<p>Safety in and around the home Know strategies for keeping safe around water in the local environment. Know about fire hazards in the home and what they can do reduce risks and keep safe.</p> <p>Personal safety. Recognise different types of physical contact; what is acceptable and unacceptable; Develop strategies to respond to unwanted physical contact. Know how to help someone with Asthma. Know how to administer basic first aid for cuts.</p> <p>To understand that everyone has basic rights and should be treated fairly-protected characteristics To recognise manipulation and understand the importance of trust To recognise pressure in different situations and begin to respond appropriately</p> <p>Online safety <i>Know how to keep themselves safe online.</i> <i>Know the difference between private and public</i> <i>Understand age restrictions are there to protect them</i> <i>Know the benefits and risks of sharing online.</i> <i>Know who to ask for help if they are someone else is unsafe.</i></p> <p>I know that the way I behave online affects others I know that apps, games and social media have age restrictions to protect users I can explain how personal data should be protected I can recognise bullying or unsafe behaviour online and take action</p>	X	X		

Year 5	<p>Safety in and around the home Personal safety Understand the influence others can have on them. To understand the meaning of coercion and control (age appropriate) To recognise grooming behaviours and how to respond safely To understand how choices and decisions can be influenced, including financially Learn strategies to overcome pressure from others. Know how to help someone who is bleeding. Have an understanding that some relationships can be unhealthy and cause harm. Know who to ask for help if they are or someone else is in danger physically or through an unhealthy relationship. Know about the dangers of electricity outside the home(powercables) Online safety Develop an understanding of how to ensure relationships online are safe. Recognise an increasing number of online risks and ways to stay safe online. Know who to ask for help if they are someone else is unsafe. I know the risks of online gaming, including addiction, spending and scams I know how online relationships can impact real-life relationships I can explain how information online may be targeted or misleading I know my rights around privacy and personal data I can report concerns and seek help appropriately</p>	x			
Year 6	<p>Safety in and around the home Know about the dangers of railway lines. Know about what is meant by first aid; basic techniques for dealing with common Injuries. (First aid training- St Johns) Personal safety Know the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships Know what to do and whom to tell if they think they or someone they know might be at risk. (SRE) To understand equality within a legal framework, including protected characteristics To recognise discrimination and understand how to respond To understand financial risks, including online spending and gambling influences To understand laws that protect people from harm and exploitation To recognise abuse, exploitation and unsafe situations and know how to respond 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>	X			X

	<p>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>Know about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>Know about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>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. (DART)</p> <p>Online safety</p> <p>Develop an understanding about the reliability of online information.</p> <p>Explore online relationships including dealing with problems.</p> <p>Understanding that online relationships should be dealt with in the same way as face to face relationships.</p> <p>Know where to get help with online problems.</p> <p>About some of the different ways information and data is shared and used online, including for commercial purposes.</p> <p>About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</p> <p>To understand that information online can be manipulated or misleading (including AI/deepfakes)</p> <p>To understand how online content is targeted (e.g. advertising, algorithms)</p> <p>To recognise online scams and financial risks</p> <p>To understand how personal data is collected, shared and used</p> <p>I know how online behaviour can impact my wellbeing and the wellbeing of others</p> <p>I can critically evaluate the reliability of information online</p> <p>I know how my personal data is collected, shared and used</p> <p>I can take responsibility for keeping myself and others safe online and seek help when needed</p> <p><i>Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</i></p> <p><i>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.</i></p> <p><i>About the different ways to pay for things and the choices people have about this.</i></p>				
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Relationships

STATUTORY GUIDANCE
Families and people who care for me
Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.

2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

		PSED	PD	KUW	RE
Foundation	<p>To show the ability to form positive attachments to adults and develop friendships with peers. To show sensitivity to their own and others needs</p> <p>To understand that people have feelings and needs To learn to take turns and share (early permission and consent foundations) I know that sometimes I might feel left out or lonely and that this is okay I can tell a trusted adult if something makes me feel unhappy or worried</p> <p>To describe the people in their family and discuss the relationship between them. To show an awareness that not all families are the same. To describe simple cultural beliefs and rituals</p>	x		x	x
		PSHE	Science	RE	SRE
Year 1	<p>Family. Families either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>Understanding that families can include a range of people and how different members of a family are related to each other. To begin to understand the characteristics of positive friendships. Learning that friendships can have problems but that these can be overcome. Exploring friendly behaviour</p> <p>Friendships To begin to understand the characteristics of positive friendships. Learning that friendships can have problems but that these can be overcome. Exploring friendly behaviour.</p> <p>Respectful relationships. Children are taught the conventions of courtesy and manners and the importance of self-respect. Learning to recognise how other people show their feelings and how to care for others. Exploring the ability to successfully work with different people. Understanding ways to help others.</p> <p>To learn to ask for permission before touching or using others' belongings To understand that their body belongs to them To recognise simple similarities and differences between people I know that friendships can sometimes make people feel lonely and this happens to everyone at times I can say when something feels uncomfortable and ask for help I know that being kind includes thinking about how others feel</p>	X			
		X			
		X			
		x			

Year 2	<p>Family Families either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. Learning that families can be made up of different people. Understanding that families offer care, love and support. Understanding difficulties in friendships and action that can be taken. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. Explore change and Loss.</p> <p>Friendships Understanding difficulties in friendships and action that can be taken.</p> <p>Respectful relationships. Children are taught the conventions of courtesy and manners and the importance of self-respect. Learning how other people show their feelings and how to respond to them. Exploring the conventions of manners in different situations. Exploring and understanding permission. Developing an understanding of self respect.</p> <p>To understand that everyone has the right to feel safe To recognise when a situation or relationship feels uncomfortable I know that families can include people who are married or in long-term partnerships I know that if something in my family or friendships makes me feel unhappy, I should tell a trusted adult I can begin to solve simple disagreements using kind words and listening</p>	X			
Year 3	<p>Family. Families either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. Learning that problems can occur in families and that there is help available if needed. Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occur.</p> <p>Friendships Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.</p> <p>Respectful relationships Children are taught the conventions of courtesy and manners and the importance of self-respect. Understanding what trust is and identifying who I can trust. Learning about the effects of non-verbal communication. Exploring giving and receiving permission. Developing listening skills.</p>	X			

	<p>Exploring stereotyping.</p> <p>To understand the difference between healthy and unhealthy relationships</p> <p>To recognise early signs of peer influence and pressure</p> <p>I know that friendships can have ups and downs and problems can be resolved</p> <p>I can use simple strategies to resolve conflict without hurting others</p> <p>I know that most people feel lonely at times and it is important to talk about it</p> <p>I can recognise when I need help in a friendship and ask for it</p>				
Year 4	<p>Family</p> <p><i>Families either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</i></p> <p>Understanding that families are varied, in the UK and across the world and having respect for these differences.</p> <p>Learning what bereavement is and how to help someone who has experienced bereavement.</p> <p>Friendships</p> <p>Exploring physical and emotional boundaries in friendships</p> <p>Exploring different roles related to bullying.</p> <p>Respectful relationships</p> <p><i>Children are taught the conventions of courtesy and manners and the importance of self-respect.</i></p> <p>Understanding expected courtesy and manners in a range of scenarios</p> <p>Understanding how my actions and behaviour affects others.</p> <p>Understanding stereotyping.</p> <p>Exploring giving and receiving permission.</p> <p>To understand how fairness and respect support positive relationships</p> <p>To recognise how others can influence thoughts, feelings and behaviour</p> <p>I know that being assertive means expressing my thoughts and feelings respectfully, not controlling others</p> <p>I know how to balance my own needs with the needs of others in friendships</p> <p>I can recognise when a relationship is making me feel uncomfortable or unhappy and seek support</p> <p>I know that bystanders have a responsibility to report bullying or unkind behaviour</p>	X			
Year 5	<p>Family</p> <p><i>Families either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</i></p> <p>Understanding that we all have different positive attributes and we should be proud of these.</p> <p>Learning what marriage is and that it is a choice that people make.</p> <p>Learning that sometimes families can make children feel unhappy or unsafe and that there is help available.</p>	X			

	<p>Understanding that friendships will encounter issues but that this may strengthen them.</p> <p>Friendships Understanding that friendships will encounter issues but that this may strengthen them Understanding the impact of bullying and what might influence the behaviour of a bully.</p> <p>Respectful relationships Children are taught the conventions of courtesy and manners and the importance of self-respect. Learning how stereotypes can be unfair, negative and destructive. Exploring giving and receiving permission.</p> <p>To understand what makes a relationship healthy or unhealthy To recognise peer pressure and develop strategies to respond I know that marriage and civil partnerships are formal, legal commitments between two people I know that healthy relationships are based on respect, trust, honesty and equality I can use a range of strategies to manage conflict positively I can recognise when peer pressure is affecting relationships and respond appropriately I know that if I do not feel heard, I should keep asking for help</p>	X			
Year 6	<p>Family Families either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. Understanding grief and associated emotions To explore the process and emotions relating to grief.</p> <p>Friendships Learning that friendships can experience conflict, and ways in which to resolve conflict, through negotiation and compromise.</p> <p>Respectful Relationships Children are taught the conventions of courtesy and manners and the importance of self-respect. Learning what respect is and that it is part of a relationship. Understanding that everyone deserves to be respected but that respect can be lost. Understanding stereotyping and bullying linked to it. Exploring giving and receiving permission.</p> <p>To understand consent clearly and how it applies in different contexts To recognise power, influence and coercion in relationships To understand respect, equality and protected characteristics I know that marriage and civil partnerships are intended to be lifelong commitments and are recognised in law I know that loneliness is a normal feeling but should be shared so support can be found I can confidently use assertiveness to express my needs and respect the needs of others I can evaluate whether a relationship is healthy, unhealthy or unsafe I know the responsibilities of a bystander and how to take safe action</p>	X	X	X	

I can seek help for myself or others and persist until support is given

Living in the Wider World

STATUTORY GUIDANCE

All have a duty to 'actively promote' the fundamental **British values** of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

Pupils should develop a shared understanding of what it means to live in a community and their impact on the wider world. They should develop an understanding of themselves as citizens and the economic and environmental implications of their choices and behaviours. All pupils will show an understanding of others as individuals with specific characteristics, values and beliefs.

PSED

PD

KUW

RE

Foundation

Responsibility

Know about what rules are, why they are needed in school. and why different rules are needed.

Community

Know how people and other living things have different needs; about the responsibilities of caring for them.

Start to have an understanding about things they can do to help look after their environment.

I can make simple choices that help care for my environment

Know how to recognise the ways they are the same as, and different to, other people.

Democracy

Start to understand the importance of democracy.

I know that rules help keep us safe and are important in different places

Economic wellbeing

Know what money is.

PSHE

Science

R.E

SRE

	<p>I know that rights come with responsibilities and that laws help protect people I can explain how my actions can have an impact on others and my community I know that information (e.g. adverts or media) can influence people's choices I can begin to question whether information is fair or accurate</p> <p>Community Ways of carrying out shared responsibilities for protecting the environment in school and at home. About the different groups that make up their community; what living in a community means To value the different contributions that people and groups make to the community To know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p> <p>Democracy To develop an understanding of local democracy</p> <p>Economic wellbeing To know about the different ways to pay for things and the choices people have. To recognise that people have different attitudes towards saving and spending money. To recognise that people make spending decisions based on priorities, needs and wants.</p> <p>To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. That there is a broad range of different jobs/careers that people can have. Know about stereotypes in the workplace and that a person's career aspirations should not be limited by them. Be able to identify the kind of job that they might like to do when they are older.</p>	X	X		
Year 4	<p>Responsibility To recognise reasons for rules and laws; consequences of not adhering to rules and laws. To recognise there are human rights, that are there to protect everyone. About the relationship between rights and responsibilities</p> <p>Community To know 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. To know that there are 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>Democracy To understand the role of local councillors I know how democracy works at a local level and how people can have a voice I know that people's choices can affect the environment and others</p> <p>Economic Wellbeing.</p>	X	x		

	<p>To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. 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 Know about stereotypes in the workplace and that a person's career aspirations should not be limited by them. Be able to identify the kind of job that they might like to do when they are older I can make informed choices about spending and saving money I know that media and advertising can influence decisions and opinions</p>				
Year 5	<p>Responsibility Be able to recognise reasons for rules and laws; consequences of not adhering to rules and laws-breaking the law. I know that laws exist to protect people and maintain fairness in society Know about the relationship between rights and responsibilities.</p> <p>Community Know about ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment. To value the different contributions that people and groups make to the community. To understand their role in contributing to the community- I know that my actions can contribute positively to my community</p> <p>Democracy To understand the role of parliament.</p> <p>Economic Wellbeing I know how to manage money responsibly, including saving, spending and making choices I can explain how different influences (media, peers, society) can affect decisions I can identify the skills and qualities needed for different jobs and careers About the different ways to pay for things and the choices people have about This- borrowing money. Different ways to keep track of money. About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. Know about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p>	X			

	<p>Know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid. Know about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation Be able to identify the kind of job that they might like to do when they are older.</p>				
Year 6	<p>Responsibility To have an understanding of human rights. To understand how they can care for others and their role in doing this within the community. I know how rights, responsibilities and laws work together to protect individuals and society I can evaluate how fair or unfair a situation is and explain my reasoning</p> <p>Community Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment food choices. To know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. To know about about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p> <p>Democracy To have an understanding of national democracy. I can make informed choices that consider environmental and social impact</p> <p>Economic Wellbeing I know how financial decisions (including risk and spending) can impact future wellbeing I can critically evaluate information, including media, advertising and online content I know different pathways into careers and what influences my future choices Know about the different ways to pay for things and the choices people have about this</p> <p>To know that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' To know about the different ways to keep track of money. To know 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. To identify the ways that money can impact on people's feelings and emotions. To know 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. To know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid. To know about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation. To be able to identify the kind of job that they might like to do when they are older. To be able to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	X			

