



# PSHE including HRE & SE

## Progression of Knowledge & Skills

### Curriculum Intent

At John Ruskin Primary School, our PSHE education curriculum including Health Education and Relationships Education aims to equip the children with essential skills for life. It intends to develop the whole child through lessons that embed the knowledge and skills children need to protect and enhance their mental and physical wellbeing.

Through these lessons, children will learn how to develop healthy, safer lifestyles, build and maintain successful relationships and become active citizens. Successful PSHE education curriculum coverage is a vital tool in developing pupils' confidence and preparing children for life in society now and in the future. We cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident members of their community. Our PSHE education curriculum including Health Education and Relationships Education, reflects the moral framework of the school. Our 8 Core Values 'hope, honesty, wisdom, kindness, courage, responsibility, respect, fairness' and School Code 'Be responsible, be fair, stay positive and care' are not only evident throughout the teaching of PSHE education, but also integrated within all aspects of school life.

	Health and wellbeing	Relationships	Living in the wider world	Extra activities Safety assemblies/workshops
	<b>N.C. Objectives</b>			
<b>Early Learning Goal</b> Communication and Language Listening, Attention and Understanding <ul style="list-style-type: none"> <li>• Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> </ul> Speaking • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.           Personal, Social and Emotional Development Self-Regulation <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> Managing Self <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>				

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

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and others' needs. Physical Development Gross Motor Skills
- Negotiate space and obstacles safely, with consideration for themselves and others. Understanding the World Past and Present
- Talk about the lives of people around them and their roles in society

<p>Nursery</p>	<p><b>PSED</b></p> <ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Understand gradually how others might be feeling.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and tooth brushing.</li> </ul> <p><b>PD</b></p> <ul style="list-style-type: none"> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul>	<p><b>CLL</b></p> <ul style="list-style-type: none"> <li>• Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting</li> <li>• Show more confidence in new social situations</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> </ul>	<p><b>PSED</b></p> <ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Increasingly follow rules, understanding why they are important</li> <li>• Remember rules without needing an adult to remind them.</li> </ul> <p><b>UW</b></p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	
<p>Reception</p>	<p><b>PSED</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Manage their own needs. - personal hygiene</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity, healthy eating,</li> </ul>	<p><b>CLL</b></p> <ul style="list-style-type: none"> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> </ul> <p>Develop social phrases</p> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>• Build constructive and respectful relationships</li> <li>• Think about the perspectives of others.</li> </ul> <p><b>UW</b></p> <ul style="list-style-type: none"> <li>• Name and describe people who are familiar to them.</li> </ul>	<p><b>PSED</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community</li> </ul> <p><b>UW</b></p> <ul style="list-style-type: none"> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	

	tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian <b>PD</b> • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes			
<b>Health and wellbeing</b>		<b>Relationships</b>	<b>Living in the wider world</b>	<b>Extra activities</b> <b>Safety assemblies/workshops</b>
Year 1	<b>Healthy lifestyles (physical well-being)</b> Know what keeping healthy means. Recognise there are different ways to keep healthy. Know simple hygiene routines that can stop germs from spreading. Know about dental care. Recognise the importance of visiting the dentist; how to brush teeth correctly; food and drink that support dental health.	<b>Families and close positive relationships</b> Identify the people who love and care for them and what they do to help them feel cared for	<b>Shared responsibility</b> Understand what rules are, why they are needed, and why different rules are needed for different situations	
	<b>Mental Health</b> Understand about different feelings that humans can experience Recognise and name different feelings Recognise what others might be feeling Recognise that not everyone feels the same at the same time, or feels the same about the same things	<b>Friendships</b> Understand how people make friends and what makes a good friendship Know how to recognise when they or someone else feels lonely and what to do	<b>Communities</b> Understand about the different groups they belong to Know the different roles and responsibilities people have in their community	
	<b>Ourselves, growing &amp; changing</b> Recognise what makes them special Identify what they are good at, what they like and dislike Know about growing and changing from young to old and how people's needs change Know about preparing to move to a new class/year group	<b>Managing hurtful behaviour and bullying</b> Understand that bodies and feelings can be hurt by words and actions; that people can say hurtful things online	<b>Media and digital literacy</b>	
	<b>Keeping safe</b> Know about rules and age restrictions that keep us safe Recognise risk in simple everyday situations and what action to take to minimise harm	<b>Safe relationships</b> Know how to respond safely to adults they don't know Understand how to respond if physical contact makes them feel uncomfortable or unsafe	<b>Economic wellbeing: money</b> Know what money is. Recognise the forms that money comes in and know that money comes from different sources	

	<p>Know that household products (including medicines) can be harmful if not used correctly Identify the people whose job it is to help keep us safe</p>	<p>Understand about the importance of not keeping adults' secrets Know what to do if they feel unsafe or worried for themselves or others; Identify who to ask for help and know the vocabulary to use when asking for help. Understand the importance of keeping trying until they are heard</p>		
	<p><b>Drug alcohol &amp; tobacco</b> Know about things that people can put into their body or on their skin. Understand how these can affect how people feel</p>	<p><b>Respecting self and others</b> Recognise what is kind and unkind behaviour, and how this can affect others Understand how to listen to other people and play and work cooperatively</p>	<p><b>Economic wellbeing: aspirations, work and career</b> Know that everyone has different strengths Recognise different jobs that people who work in the community do Identify some of the strengths and interests someone might need to do different jobs</p>	
Year 2	<p><b>Healthy lifestyles (physical well-being)</b> Know about foods that support good health Identify the risks of eating too much sugar. Understand how physical activity helps us to stay healthy Recognise why sleep is important and know different ways to rest and relax Understand that medicines can help people to stay healthy. Recognise there are different ways to learn and play Recognise the importance of knowing when to take a break from time online or TV Identify the people who help us to stay physically healthy</p>	<p><b>Families and close positive relationships</b> Understand the roles different people play in our lives Understand different types of families including those that may be different to their own Identify common features of family life Know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p><b>Shared responsibility</b> Know how people and other living things have different needs Recognise the responsibilities of caring for them Identify things they can do to help look after their environment</p>	
	<p><b>Mental Health</b> Understand how feelings can affect people's bodies and how they behave Identify things that help people feel good Identify 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 Recognise when they need help with feelings Know about ways of sharing feelings; a range of words to describe feelings</p>	<p><b>Friendships</b> Identify simple strategies to resolve arguments between friends positively Know how to ask for help if a friendship is making them feel unhappy</p>	<p><b>Communities</b> Recognise the ways they are the same as, and different to, other people</p>	

<p>Understand about change and loss (including death); to identify feelings associated with this and to recognise what helps people to feel better Understand that it is important to ask for help with feelings; and how to ask for it</p>			
<p><b>Ourselves, growing &amp; changing</b> Recognise the ways in which we are all unique Know how to manage when finding things difficult Identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) Know about preparing to move to a new class/year group</p>	<p><b>Managing hurtful behaviour and bullying</b> Understand how people may feel if they experience hurtful behaviour or bullying Know that hurtful behaviour is not acceptable and how to report bullying Understand the importance of telling a trusted adult</p>	<p><b>Media and digital literacy</b> Know how the internet and digital devices can be used safely to find things out and to communicate with others Understand the role of the internet in everyday life Know that not all information seen online is true</p>	
<p><b>Keeping safe</b> Know 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 Understand 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 Know what to do if there is an accident and someone is hurt Know how to get help in an emergency</p>	<p><b>Safe relationships</b> Recognise that some things are private and the importance of respecting privacy. Understand that parts of their body covered by underwear are private Know that sometimes people may behave differently online, including by pretending to be someone they are not Recognise there are situations when they should ask for permission and also when their permission should be sought Know basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe Know what to do if they feel unsafe or worried for themselves or others. Recognise who to ask for help and understand the vocabulary to use when asking for help. Recognise importance of keeping trying until they are heard</p>	<p><b>Economic wellbeing: money</b> Know that people make different choices about how to save and spend money Understand the difference between needs and wants; that sometimes people may not always be able to have the things they want Understand that money needs to be looked after and know there are different ways of doing this</p>	<p><b>Keeping Safe Fire Safety workshop</b> Identify how to keep safe at home Know about fire safety</p>
<p><b>Drug alcohol &amp; tobacco</b> Know about things that people can put into their body or on their skin. Understand how these can affect how people feel</p>	<p><b>Respecting self and others</b> Recognise how to treat themselves and others with respect Recognise the ways in which they are the same and different to others</p>	<p><b>Economic wellbeing: aspirations, work and career</b> Understand jobs help people to earn money to pay for things</p>	

		Know how to talk about and share their opinions on things that matter to them		
	<p><b>Sex Education – permission needed</b> Describe the difference between male and female babies, animals and girls and boys Describe the differences between males and females Name the male and female body parts Understand that making a new life needs a male and a female</p>			
Year 3	<p><b>Healthy lifestyles (physical well-being)</b> Describe what good physical health means; how to recognise early signs of physical illness Describe the benefits of mental and physical health and recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle Understand that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection Know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p>	<p><b>Families and close positive relationships</b> Recognise * there are different types of relationships * people who love and care for each other can be in a committed relationship, living together, but may also live apart *other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p>	<p><b>Shared responsibility</b> Recognise reasons for rules and laws; consequences of not adhering to rules and laws</p>	
	<p><b>Mental Health</b> Recognise that feelings can change over time and range in intensity Know that everyday things can affect feelings and the importance of expressing feelings</p>	<p><b>Friendship</b> Understand the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing Understand that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p>	<p><b>Communities</b> Know the different groups that make up their community; what living in a community means Recognise stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (covered in RE)</p>	
	<p><b>Ourselves, growing &amp; changing</b> Discuss personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p>	<p><b>Managing hurtful behaviour and bullying</b> Understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p>	<p><b>Media and digital literacy</b> Recognise ways in which the internet and social media can be used both positively and negatively</p>	

<p>Develop strategies to manage transitions between classes and key stages</p>			
<p><b>Keeping Safe</b>          Know about the importance of taking medicines correctly and using household products safely,</p> <p>Understand about what is meant by first aid; basic techniques for dealing with common injuries – <i>an introduction to first aid and getting help &amp; bites, stings and asthma</i></p> <p>Know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p><b>Safe relationships</b>          Respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>Understand 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>Know where to get advice and report concerns if worried about their own or someone else's personal safety (including online) (repeated)</p>	<p><b>Economic wellbeing: money</b>          Know about the different ways to pay for things and the choices people have about this</p> <p>Recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p>	<p><b>Keeping safe – safety assemblies</b>          Know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>Understand what is meant by first aid; basic techniques for dealing with common injuries</p> <p>Respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p><b>Internet safety week/Computing</b>          Understand the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p>
<p><b>Drug Education – medicines focus</b>          Know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p>	<p><b>Respecting self and others</b>          Understand that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p><b>Economic wellbeing: aspirations, work and career</b>          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</p>	<p><b>P4C</b>  <b>Respecting self and others</b>          Discuss topical issues and respect other people's point of view.</p>
<p><b>Sex Education – permission needed</b>          Identify the differences between males and females          Name male and female body parts using agreed words</p>			

Year 4	<p><b>Healthy lifestyles (physical well-being)</b>          Know how to make informed decisions about health</p> <p>Know about the elements of a balanced, healthy lifestyle</p> <p>Know about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>Describe 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><b>Families and close positive relationships</b>          Know about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong (cross – curriculum link RE)</p> <p>Know that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>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>Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<p><b>Shared responsibility</b>          Understand the relationship between rights and responsibilities</p> <p>Know ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>	
	<p><b>Mental Health</b>          Know 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</p> <p>Use varied vocabulary to use when talking about feelings; about how to express feelings in different ways about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p>	<p><b>Friendships</b>          Know the importance of seeking support if feeling lonely or excluded</p> <p>Know 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><b>Communities</b>          Value the different contributions that people and groups make to the community</p>	
	<p><b>Ourselves, growing &amp; changing</b>          Recognise their individuality and personal qualities</p>	<p><b>Managing hurtful behaviour and bullying</b></p>	<p><b>Media and digital literacy</b>          Recognise things appropriate to share and things that should not be shared</p>	



<p>Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction Know where to get more information, help and advice about growing and changing, especially about puberty Develop strategies to manage transitions between classes and key stages</p>	<p>Know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour Know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>	<p>on social media; rules surrounding distribution of images</p>	
<p><b>Keeping Safe</b></p> <p>Know what is meant by first aid; basic techniques for dealing with common injuries – Emergencies &amp; calling for help and bleeding including head injuries Know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p><b>Safe relationships</b> Know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact Know where to get advice and report concerns if worried about their own or someone else's personal safety (including online) (repeated)</p>	<p><b>Economic wellbeing: money</b> Know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	<p><b>Keeping safe – safety assemblies</b></p> <p>Know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>Understand what is meant by first aid; basic techniques for dealing with common injuries</p> <p>Respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p><b>Internet safety week/Computing</b> Understand the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p>
<p><b>Drug Education</b> – alcohol &amp; smoking focus Know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p>	<p><b>Respecting self and others</b> Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve</p>	<p><b>Economic wellbeing: aspirations, work and career</b> Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>	<p><b>P4C</b> <b>Respecting self and others</b> Discuss topical issues and respect other people's point of view.</p>

		or support courteous, respectful relationships		
	<p><b>Sex Education – permission needed</b>  Understand why the body changes in puberty  Identify some basic facts about pregnancy</p>			
Year 5	<p><b>Healthy lifestyles (physical well-being)</b></p> <p>Recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>Understand how sleep contributes to a healthy lifestyle and routines that support good quality sleep</p> <p>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</p>	<p><b>Families and close positive relationships</b></p> <p>Recognise what constitutes a positive healthy relationship and that the same principles apply to online friendships as to face-to-face relationships</p>	<p><b>Shared responsibility</b></p> <p>Recognise there are human rights, that are there to protect everyone</p>	
	<p><b>Mental Health</b></p> <p>Understand that mental health, just like physical health, is part of daily life and the importance of taking care of mental health</p> <p>Understand that anyone can experience mental ill health and that most difficulties can be resolved with help and support. To understand it is important to discuss feelings with a trusted adult</p>	<p><b>Friendships</b></p> <p>Recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face. To be able to identify risks of communicating online with others not known face-to-face  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>	<p><b>Communities</b></p> <p>Know about diversity: what it means and the benefits of living in a diverse community</p> <p>Understand stereotypes and how they can negatively influence behaviours and attitudes towards others</p> <p>Understand prejudice: how to recognise behaviours/actions which discriminate against others and ways of responding to it if witnessed or experienced</p>	
	<p><b>Ourselves, growing &amp; changing</b></p> <p>Recognise personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>Know how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking  Recognise the physical and emotional changes that happen when approaching and during puberty</p>	<p><b>Managing hurtful behaviour and bullying</b></p> <p>Identify strategies to respond to hurtful behaviour experienced or witnessed, offline and online. To be aware how to report concerns and get support</p>	<p><b>Media and digital literacy</b></p> <p>Identify the different ways information and data is shared and used online, including for commercial purposes</p> <p>Understand how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>Understand how text and images in the media and on social media can</p>	

<p>Understand how hygiene routines change during the time of puberty and the importance of keeping clean maintaining personal hygiene Identify strategies to manage transitions between classes and key stages</p>		<p>be manipulated or invented and identify strategies to evaluate the reliability of sources and identify misinformation</p>	
<p><b>Keeping Safe</b> Understand the reasons for following and complying with regulations and restrictions (including age restrictions). Know how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p> <p>Describe how to predict, assess and manage risk in different situations</p> <p>Describe 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</p> <p>Understand what is meant by first aid; basic techniques for dealing with common injuries – Burns and scalds</p> <p>Know how to respond and react in an emergency situation and how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p><b>Safe relationships</b> Recognise discrimination: what it means and how to challenge it Understand why someone may behave differently online, including pretending to be someone they are not and identifying strategies for recognising risks, harmful content and contact. To know how to report concerns</p> <p>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online) (repeated)</p>	<p><b>Economic wellbeing: money</b> Recognise that people make spending decisions based on priorities, needs and wants</p>	<p><b>Keeping safe – safety assemblies</b> Identify strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>Understand basic first aid techniques for dealing with common injuries</p> <p>Respond and react in an emergency situation and how to identify situations that may require the emergency services. know how to contact them and what to say</p> <p><b>Internet safety week/Computing</b> Understand the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p>
<p><b>Drug Education</b> Understand the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>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><b>Respecting self and others</b> 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>listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p><b>Economic wellbeing: aspirations, work and career</b> Understand stereotypes can occur in the workplace and that a person's career aspirations should not be limited by them Know 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</p>	<p><b>P4C</b></p> <p><b>Respecting self and others</b></p> <p>Debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>

			assumptions can deter people from aspiring to certain jobs)	
	<p><b>Sex Education – permission needed</b>  <b>Don't really need to ask permission for this part now need to change on medium plan</b>  Explain and ask questions about menstruation and wet dreams  Describe how to manage periods and wet dreams</p>			
Year 6	<p><b>Healthy lifestyles (physical well-being)</b>  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 about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online  understand 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><b>Families and close positive relationships</b>  Understand 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  Understand 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><b>Shared responsibility</b>  Understand the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p>	
	<p><b>Mental Health</b>  Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others  Develop strategies to respond to feelings, including intense or conflicting feelings; know how to manage and respond to feelings appropriately and proportionately in different situations  Develop problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>	<p><b>Friendships</b>  Understand that friendships can change over time, about making new friends and the benefits of having different types of friends  Understand that friendships have ups and downs; be able to use strategies to resolve disputes and reconcile differences positively and safely</p>	<p><b>Communities</b></p>	
	<p><b>Ourselves, growing &amp; changing</b>  understand that for some people gender identity does not correspond with their biological sex</p>	<p><b>Managing hurtful behaviour and bullying</b>  Be able to use strategies to respond to hurtful behaviour experienced or</p>	<p><b>Media and digital literacy</b>  know how information on the internet is ranked, selected and targeted at specific individuals and groups; that</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> <p>understand about the new opportunities and responsibilities that increasing independence may bring</p> <p>be able to use strategies to manage transitions between classes and key stages</p>	<p>witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); know how to report concerns and get support (repeated)</p>	<p>connected devices can share information</p>	
<p><b>Keeping Safe</b></p> <p>know what is meant by first aid; basic techniques for dealing with common injuries – The Primary Survey - Basic life support and choking</p> <p>know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>know that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p>	<p><b>Safe relationships</b></p> <p>understand about seeking and giving permission (consent) in different situations</p> <p>know where to get advice and report concerns if worried about their own or someone else's personal safety (including online) (repeated)</p> <p><b>Conflict resolution &amp; Gang and knife crime awareness</b></p> <p><b>Knife Free Lesson Plan (adapted)</b></p> <p><b>Know about the potential consequences of carrying a knife</b></p> <p><b>Suggest strategies for handling conflict</b></p> <p><b>recognise and manage 'dares'</b></p> <p><b>recognise how "peer acceptance" may be influential in their actions and behaviour</b></p>	<p><b>Economic wellbeing: money</b></p> <p>know about risks associated with money and ways of keeping money safe; understand about the risks involved in gambling and the different ways money can be won or lost through gambling-related activities; understand their impact on health, wellbeing and future aspirations</p> <p>Be able to identify the ways that money can impact on people's feelings and emotions</p> <p>Know that there are different ways to keep track of money</p>	<p><b>Keeping safe – safety assemblies</b></p> <p>Identify strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>Understand basic first aid techniques for dealing with common injuries</p> <p>Respond and react in an emergency situation and how to identify situations that may require the emergency services. know how to contact them and what to say</p> <p><b>Internet safety week/Computing</b></p> <p>Understand the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p>

<p><b>Drug Education</b>  understand why people choose to use or not use drugs  understand that there are mixed messages in the media about drugs, including alcohol and smoking/vaping  know about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; know that there are people they can talk to if they have concerns</p>	<p><b>Respecting self and others</b>  recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves;  understand 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;  be able to use strategies to improve or support courteous, respectful relationships (repeated)</p>	<p><b>Economic wellbeing: aspirations, work and career</b>  Understand 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  identify the kind of job that they might like to do when they are older  recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<p><b>P4C</b>  <b>Respecting self and others</b>  Debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>
<p><b>Sex Education – permission needed</b>  Talk about reproduction with confidence  Explain how babies are made  Describe the decisions that have to be made before having a baby  Know some basic facts about pregnancy and conception</p>			

<p><b>N.C. Objectives</b>  <b>By the end of primary school</b></p>
<p><b>Relationship Education</b></p> <p><b>Families and people who care for me</b>  Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul> <p><b>Respectful relationships</b></p>

Pupils should know

- 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.

### **Being safe**

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

### **Caring friendships**

Pupils should know

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### **Online relationships**

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

## **Physical Health & Mental Well-being**

### **Mental wellbeing**

Pupils should know

- that 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.

### **Internet safety and harms**

Pupils should know

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

### **Physical health and fitness**

Pupils should know

- 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**

Pupils should know

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

### **Drugs, alcohol and tobacco**

Pupils should know



- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Health and prevention**

Pupils should know

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

### **Basic first aid**

Pupils should know:

- 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**

Pupils should know:

- 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.