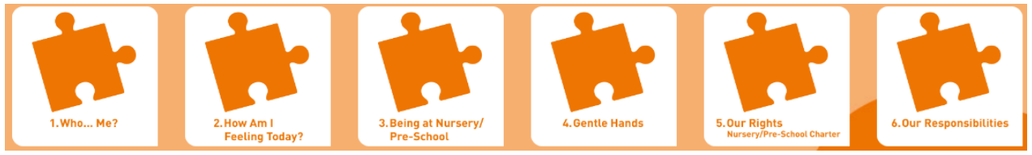
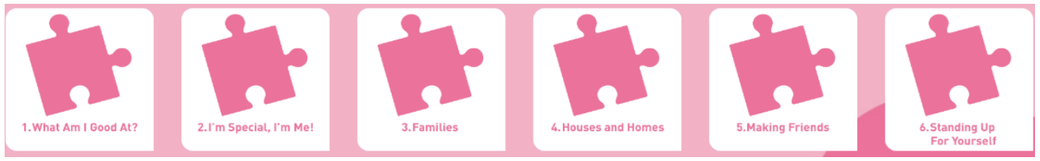
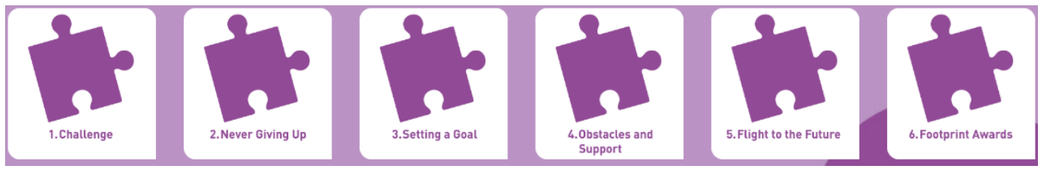
PSHCE & RSE Long Term Plan (Topic Coverage)

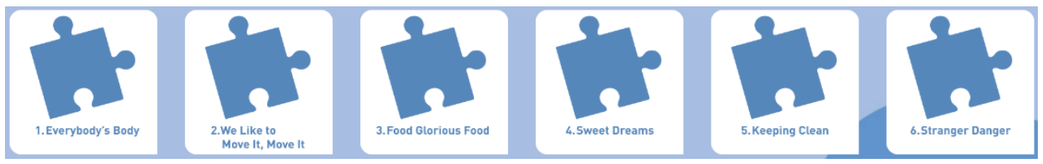
EYFS (Jigsaw Scheme)

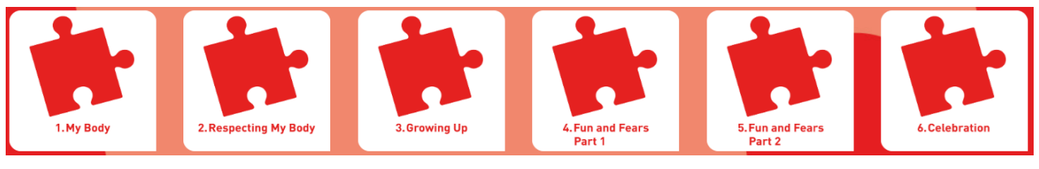
1. **BM** (Being Me in My World)
   'Who am I and how do I fit?'
2. **CD** (Celebrating Difference)
   Respect for similarity and difference. Anti-bullying and being unique
3. **DG** (Dreams and Goals)
   Aspirations, how to achieve goals and understanding the emotions that go with this
4. **HM** (Healthy Me)
   Being and keeping safe and healthy
5. **RL** (Relationships)
   Building positive, healthy relationships
6. **CM** (Changing Me)
   Coping positively with change











Y1-6 (PSHE Association Scheme)

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Class 2	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Class 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Class 4	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

RSE Coverage Key			
Sexual harassment	Online abuse	Safeguarding risks (online, consent)	Healthy relationships (including online)

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

EYFS	**PSHCE INTENT: To give children the information, skills and positive values to have safe, fulfilling relationships and help them take responsibility for their own well-being.**					
**The ELG is an assessment checkpoint and should not be used as a curriculum. The curriculum should be broad and balanced with a range of experiences and opportunities not limited to teaching to the ELG.*	**INTENT: *Inspire*** **Pupils will learn the following knowledge and skills**					
	Self-Regulation: ✔ Express feelings Communication Respond ✔ Understand feelings Manage feelings and behaviour ✔ Understand how others feel ✔ Active learning		**Managing Self:** ✔ Self-awareness ✔ Work together ✔ Independence Confidence Responsibility Communication ✔ Self-care ✔ Safety ✔ Keeping Healthy Vocabulary Communication		**Building Relationships:** ✔ Build friendships ✔ Work together ✔ Use language Social skills ✔ Recognise the needs of others ✔ Communication	
	IMPLEMENTATION: *Care* **Core activities to deliver learning**: https://jigsawpshe.online/materials/pshe-primary/ages-4-5/					
	Being Me in My World Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself	Dreams and Goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
	Who Me?! - understand how it feels to belong and that we are similar and different How am I feeling today? - start to recognise and manage my feelings Being at School – learn to with others to make school a good place to be Gentle hands - understand why it is good to be kind and use gentle hands Our Rights - start to understand children's rights Our responsibilities – learn what being responsible means	What am I good at? - identify something I am good at and understand everyone is good at different things I'm Special, I'm Me! - understand that being different makes us all special Families - know we are all different but the same in some ways Houses and Homes – talk about why I think my home is special to me Making Friends – understand how to be a kind friend Standing Up for Yourself - know which words to use to stand up for myself when someone says or does something unkind	Challenge - understand that if I persevere I can tackle challenges Never Giving Up – talk about a time I didn't give up until I achieved my goal Setting a goal - set a goal and work towards it Obstacles and Support - use kind words to encourage people Flight to the Future - understand the link between what I learn now and the job I might like to do when I'm older Footprint Awards – talk about how I feel when I achieve a goal and know what it means to feel proud	Everybody's Body - understand that I need to exercise to keep my body healthy We like to move it, move it! - understand how moving and resting are good for my body Food Glorious Food - know which foods are healthy and not so healthy and can make healthy eating choices Sweet Dreams - know how to help myself go to sleep and understand why sleep is good for me Keeping Clean – understand why I wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet Stranger Danger - know what a stranger is and how to stay safe if a stranger approaches me	My Family and Me! - identify some of the jobs I do in my family and how I feel like I belong Make friends, make friends, never ever break friends Part 1 - know how to make friends to stop myself from feeling lonely Make friends, make friends, never ever break friends Part 2 - think of ways to solve problems and stay friends Falling Out and Bullying Part 1 - start to understand the impact of unkind words Falling Out and Bullying Part 2 - use Calm Me time to manage my feelings Being the best friends we can be - know how to be a good friend	My Body - name parts of the body Respecting My Body – understand some things I can do and foods I can eat to be healthy Growing Up - understand that we all grow from babies to adults Fun and Fears Part 1 - express how I feel about moving to Year 1 Fun and Fears Part 2 - talk about my worries and/or the things I am looking forward to about being in Year 1 Celebration - share my memories of the best bits of this year in Reception

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	IMPACT: *Grow* **When assessed, children will demonstrate the following knowledge:** **ELG: Self-Regulation** ✔ Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; ✔ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; ✔ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **ELG: Managing Self** ✔ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; ✔ Explain the reasons for rules, know right from wrong and try to behave accordingly; ✔ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **ELG: Building Relationships** ✔ Work and play cooperatively and take turns with others; ✔ Form positive attachments to adults and friendships with peers; ✔ Show sensitivity to their own and to others' needs.

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

YEAR 1 & 2	PSHCE INTENT: To give children the information, skills and positive values to have safe, fulfilling relationships and help them take responsibility for their own well-being.		
PSHE & RSE Themes **Year A: Y1 content** **Year B: Y2 content**	**INTENT** ***Inspire*** **Pupils will learn the following knowledge and skills:**	**IMPLEMENTATION** ***Care*** **Core activities to deliver learning**: ***Planning is supported by (but not limited to) PSHE Association resources***	**IMPACT** ***Grow*** **When assessed, children will demonstrate the following knowledge:**
Year A Autumn ***Y1 Relationships***	Families and friendships ✔ people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers ✔ the role these different people play in children's lives and how they care for them ✔ what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. ✔ the importance of telling someone — and how to tell them — if they are worried about something in their family Safe relationships ✔ situations when someone's body or feelings might be hurt and whom to go to for help ✔ what it means to keep something private, including parts of the body that are private ✔ to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) ✔ how to respond if being touched makes them feel uncomfortable or unsafe ✔ when it is important to ask for permission to touch others ✔ how to ask for and give/not give permission ✔ What rules are; caring for others' needs; looking after the environment ✔ Strengths and interests; jobs in the community Respecting ourselves and others ✔ what kind and unkind behaviour mean in and out school ✔ how kind and unkind behaviour can make people feel ✔ what respect means ✔ class rules, being polite to others, sharing and taking turns **RSE focus:** ✔ Roles of different people; families; feeling cared for ✔ Recognising privacy; staying safe; seeking permission ✔ How behaviour affects others; being polite and respectful	✔ Pair, group and whole class discussions ✔ Card games – prioritisation tasks, diamond tasks ✔ Similarities and difference activities ✔ Drawing and discussing own family ✔ Reviewing school behaviour policy and school rules ✔ Creating class charter ✔ Puppet based activities / role play ✔ Making something/ thank you for people who care for them ✔ Circle time ✔ **NSPCC PANTS song** ✔ **My Underpants Rule book** **Enrichment opportunities:** ✔ Visitors – people who keep us safe (including emergency services) ✔ Anti-Bullying Week ✔ Children in Need activities ✔ Young Minds – Hello Yellow day **Cross curricular links:** ✔ Modern British Values ✔ RE	✔ Different people in our lives care for us in different way – children can name those who care for them and give examples of how their roles are different. ✔ Families are different – children can explain that some families are made up of stepfamilies, same-sex parents, single parents and not always looked after by mum and dad. ✔ Know who in their life cares for them ✔ Recognise privacy ✔ Know that to stay safe involves seeking permission ✔ How behaviour affects others – positively and negatively ✔ The importance of being polite and respectful **Sequential learning:** EYFS Jigsaw units: Being Me in my World & Celebrating Difference The spiral curriculum from PSHE Association means that learning is revisited and built upon in subsequent years.

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Year A Spring ***Y1 Living in the Wider World***	Belonging to a community ✔ know of rules in different situations, e.g. class rules, rules at home, rules outside ✔ that different people have different needs ✔ how we care for people, animals and other living things in different ways ✔ how they can look after the environment, e.g. recycling Media literacy and digital resilience ✔ how and why people use the internet ✔ the benefits of using the internet and digital devices ✔ how people find things out and communicate safely with others online Money and work ✔ that everyone has different strengths, in and out of school ✔ how different strengths and interests are needed to do different jobs ✔ people whose job it is to help us in the community ✔ different jobs and the work people do **RSE focus:** ✔ Using the internet and digital devices; communicating online	✔ Pair, group and whole class discussions ✔ Card games – prioritisation tasks, diamond tasks ✔ Similarities and difference activities ✔ Drawing and discussing own family & needs of different family members ✔ Reviewing school behaviour policy and school rules ✔ Hot seating, interviewing visitors ✔ Puppet based activities / role play ✔ Making something/ thank you for people who care for them ✔ Recycling audit around school ✔ E safety posters/ record video/ rap ✔ Circle time ✔ **NSPCC PANTS song** ✔ **My Underpants Rule book** **Enrichment opportunities:** ✔ Recycling workshop ✔ PCSO visit ✔ Interview school crossing patrol ✔ Raise money for a chosen charity e.g. dementia ✔ Visit care home for games/ singing **Cross curricular links:** ✔ Modern British Values – rule of law, tolerance of others ✔ Maths – money ✔ Computing – e safety	✔ Explain the importance of rules ✔ How to care for different needs and the needs of others ✔ Ways we can all look after the environment - with a particular focus on recycling ✔ Ways in which the internet can help us learn and be fun ✔ Reasons why we need to keep safe online ✔ Ways to keep safe online (school rules) ✔ Explain some of the skills needed for jobs in the community, including at least one of the emergency services **Sequential learning:** EYFS Jigsaw units: Celebrating Difference & Dreams & Goals The spiral curriculum from PSHE Association means that learning is revisited and built upon in subsequent years.
Year A Summer term ***Y1 Health & Wellbeing***	Physical health and Mental wellbeing ✔ what it means to be healthy and why it is important ✔ ways to take care of themselves on a daily basis ✔ basic hygiene routines, e.g. hand washing ✔ healthy and unhealthy foods, including sugar intake ✔ physical activity and how it keeps people healthy ✔ different types of play, including balancing indoor, outdoor and screen-based play ✔ people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors ✔ how to keep safe in the sun Growing and changing ✔ to recognise what makes them special and unique including their likes, dislikes and what they are good at ✔ how to manage and whom to tell when finding things difficult, or when things go wrong ✔ how they are the same and different to others ✔ about different kinds of feelings ✔ how to recognise feelings in themselves and others ✔ how feelings can affect how people behave Keeping safe ✔ how rules can help to keep us safe	✔ Pair, group and whole class discussions ✔ Card games – prioritisation tasks, diamond tasks ✔ Similarities and difference activities ✔ Circle time ✔ Wellbeing/ mindfulness activities ✔ Yoga and meditation activities ✔ Hot seating, interviewing visitors ✔ Puppet based activities / role play ✔ Sun safety leaflet/ practical session on applying cream and keeping safe ✔ Transition into next year – managing change activities, reflecting on changes ✔ Creating class and school booklet explaining rules for next year group/ younger children ✔ **NSPCC PANTS song** ✔ **My Underpants Rule book** **Enrichment opportunities:** ✔ Phunky foods visit ✔ Wellbeing visitor ✔ Visit to the beach – how to keep safe in the sun and on a day trip ✔ Dentist/ school nurse visit – oral hygiene workshop	✔ Know how choices around food and exercise keep us healthy ✔ Can give examples of positive food and exercise choices ✔ Know (and can carry out independently) personal hygiene routines ✔ Explain why personal hygiene is important ✔ Explain why it is important to stay safe in the sun and list at least 3 ways to do this ✔ Recognise special and unique qualities within themselves. ✔ Have at least two strategies for responding to things going wrong ✔ Explain the importance of rules and age restrictions ✔ Reasons why we need to keep safe online ✔ Ways to keep safe online (school rules) **Sequential learning:** EYFS Jigsaw units: Being Me in my World & Keeping Healthy The spiral curriculum from PSHE Association means that learning is revisited and built upon in subsequent years.

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	✔ why some things have age restrictions, e.g. TV and film, games, toys or play areas ✔ basic rules for keeping safe online ✔ whom to tell if they see something online that makes them feel unhappy, worried, or scared **RSE focus:** ✔ Keeping healthy; food and exercise, hygiene routines; sun safety ✔ Recognising what makes them unique and special; feelings; managing when things go wrong ✔ How rules and age restrictions help us; keeping safe online	**Cross curricular links:** ✔ Modern British Values – individual liberty ✔ Science – keeping healthy ✔ PE	
Year B Autumn term ***Y2 Relationships***	Families and friendships ✔ how to be a good friend, e.g. kindness, listening, honesty ✔ different ways that people meet and make friends ✔ strategies for positive play with friends, e.g. joining in, including others, etc. ✔ what causes arguments between friends ✔ how to positively resolve arguments between friends ✔ how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else Safe relationships ✔ how to recognise hurtful behaviour, including online ✔ what to do and whom to tell if they see or experience hurtful behaviour, including online ✔ what bullying is and different types of bullying ✔ how someone may feel if they are being bullied ✔ the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help ✔ how to resist pressure to do something that feels uncomfortable or unsafe ✔ how to ask for help if they feel unsafe or worried and what vocabulary to use Respecting ourselves and others ✔ the things they have in common with their friends, classmates, and other people ✔ how friends can have both similarities and differences ✔ how to play and work cooperatively in different groups and situations ✔ how to share their ideas and listen to others, take part in discussions, and give reasons for their views ✔ **RSE focus:** ✔ Making friends; feeling lonely and getting help ✔ Managing secrets; resisting pressure and getting help; recognising hurtful behaviour ✔ Recognising things in common and differences; playing and working cooperatively; sharing opinions	✔ Pair, group and whole class discussions ✔ Card games – prioritisation tasks, diamond tasks ✔ Similarities and difference activities ✔ Drawing and discussing own family ✔ Reviewing school behaviour policy and school rules ✔ Creating class charter ✔ Puppet based activities / role play ✔ Making something/ thank you for people who care for them ✔ Circle time ✔ **NSPCC PANTS song** ✔ **My Underpants Rule book** **Enrichment opportunities:** ✔ Visitors – people who keep us safe (including emergency services) ✔ Anti-Bullying Week ✔ Children in Need activities ✔ Young Minds – Hello Yellow day **Cross curricular links:** ✔ Modern British Values RE	✔ Know the qualities of a good friend ✔ Have strategies for when they are feeling lonely ✔ Understand what a secret is and how to manage this - resisting pressure and getting help; recognising hurtful behaviour ✔ Recognise things in common and differences ✔ Know what it means to play and work cooperatively; ✔ Demonstrate their can share opinions and disagree without conflict **Sequential learning:** EYFS Jigsaw units: Celebrating Difference The spiral curriculum from PSHE Association means that learning is revisited and built upon in subsequent years.
Year B Spring term ***Y2 Living in the Wider World***	Belonging to a community ✔ being a part of different groups, and the role they play in these groups e.g.class, teams, faith groups	✔ Pair, group and whole class discussions ✔ Card games – prioritisation tasks, diamond tasks ✔ Similarities and difference activities	✔ Know what it means to be part of a community ✔ Explain some rules and responsibilities that come with being part of a community ✔ Recognise being the same and different in the community

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	✔ different rights and responsibilities that they have in school and the wider community ✔ how a community can help people from different groups to feel included ✔ recognise that they are all equal, and ways in which they are the same and different to others in their community Media literacy and digital resilience ✔ the ways in which people can access the internet e.g. phones, tablets, computers ✔ recognise the purpose and value of the internet in everyday life ✔ recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos ✔ that information online might not always be true Money and work ✔ that everyone has different strengths, in and out of school ✔ what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments ✔ how money can be kept and looked after ✔ getting, keeping and spending money ✔ that people are paid money for the job they do ✔ how to recognise the difference between needs and wants ✔ how people make choices about spending money, including thinking about needs and wants **RSE focus:** ✔ The internet in everyday life; online content and information	✔ Drawing and discussing own family & needs of different family members ✔ Reviewing school behaviour policy and school rules ✔ Hot seating, interviewing visitors ✔ Puppet based activities / role play ✔ Making something/ thank you for people who care for them ✔ Recycling audit around school ✔ E safety posters/ record video/ rap ✔ Circle time ✔ KS1 Money Matters resource (Twinkl & Santander) – what to buy, how to pay, money diary, save or spend ✔ **NSPCC PANTS song** ✔ **My Underpants Rule book** **Enrichment opportunities:** ✔ Recycling workshop ✔ PCSO visit ✔ Interview school crossing patrol ✔ Raise money for a chosen charity e.g. dementia ✔ Visit care home for games/ singing ✔ Visit post office/bank **Cross curricular links:** ✔ Modern British Values – rule of law, tolerance of others ✔ Maths – money ✔ Computing – e safety	✔ Understand how the internet impacts everyday life ✔ Know how to access and use online content and information safely ✔ What money is and why it is important to look after it ✔ Know the difference between need and want ✔ Give explains of need and want in their own life **Sequential learning:** EYFS Jigsaw units: Dreams & Goals and Relationships The spiral curriculum from PSHE Association means that learning is revisited and built upon in subsequent years.
Year B Summer term ***Y2 Health & Wellbeing***	Physical health and Mental wellbeing ✔ routines and habits for maintaining good physical and mental health ✔ why sleep and rest are important for growing and keeping healthy ✔ that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies ✔ the importance of, and routines for, brushing teeth and visiting the dentist ✔ food and drink that affect dental health ✔ how to describe and share a range of feelings ✔ ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others ✔ how to manage big feelings including those associated with change, loss and bereavement ✔ when and how to ask for help, and how to help others, with their feelings Growing and changing ✔ the human life cycle and how people grow from young to old ✔ how our needs and bodies change as we grow up ✔ to identify and name the main parts of the body including external genitalia (e.g.vulva, vagina, penis, testicles) ✔ change as people grow up, including new opportunities and responsibilities ✔ preparing to move to a new class and setting goals for next year Keeping safe ✔ how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines	✔ Pair, group and whole class discussions ✔ Card games – prioritisation tasks, diamond tasks ✔ Similarities and difference activities ✔ Circle time ✔ Wellbeing/ mindfulness activities ✔ Yoga and meditation activities ✔ Hot seating, interviewing visitors ✔ Puppet based activities / role play ✔ Sun safety leaflet/ practical session on applying cream and keeping safe ✔ Transition into next year – managing change activities, reflecting on changes ✔ Creating class and school booklet explaining rules for next year group/ younger children ✔ **NSPCC PANTS song** ✔ **My Underpants Rule book** **Enrichment opportunities:** ✔ Phunky foods visit ✔ Wellbeing visitor ✔ Visit to the beach – how to keep safe in the sun and on a day trip ✔ Dentist/ school nurse visit – oral hygiene workshop **Cross curricular links:**	✔ Explain why sleep is important ✔ Give examples of how medicines help keep us healthy and well ✔ Explain how to keep teeth healthy ✔ Have strategies for managing feelings and asking for help ✔ Name body parts ✔ Give examples of how they will change as they get older – taller, stronger, hair grey, change year groups, new friends ✔ Recognise that moving class or year is a change ✔ Know how to keep safe in different environments – road, school, home, park ✔ List risks at home and know how to keep safe ✔ Know to ring 999 in an emergency ✔ Know how to seek help at home and at school **Sequential learning:** EYFS Jigsaw units: Healthy Me & Changing Me The spiral curriculum from PSHE Association means that learning is revisited and built upon in subsequent years.

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	✔ how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' ✔ to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger ✔ how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products ✔ things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel ✔ how to respond if there is an accident and someone is hurt ✔ whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say **RSE focus:** ✔ Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help ✔ Growing older; naming body parts	✔ Modern British Values – individual liberty ✔ Science – keeping healthy ✔ PE	

YEAR 3 & 4	**PSHCE INTENT: To give children the information, skills and positive values to have safe, fulfilling relationships and help them take responsibility for their own well-being.**		
PSHE & RSE Themes **Year A: Y3 content** **Year B: Y4 content**	**INTENT** ***Inspire*** **Pupils will learn the following knowledge and skills:**	**IMPLEMENTATION** ***Care*** **Core activities to deliver learning:** ***Planning is supported by (but not limited to) PSHE Association resources***	**IMPACT** ***Grow*** **When assessed, children will demonstrate the following knowledge:**
Year A Autumn ***Y3 Relationships***	Families and friendships ✔ to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents ✔ that being part of a family provides support, stability and love ✔ the positive aspects of being part of a family, such as spending time together and caring for each other ✔ about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty ✔ to identify if/when something in a family might make someone upset or worried ✔ what to do and whom to tell if family relationships are making them feel unhappy or unsafe Safe relationships ✔ What is appropriate to share with friends, classmates, family and wider social groups including online ✔ What privacy and personal boundaries are, including online ✔ basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision ✔ that bullying and hurtful behaviour is unacceptable in any situation ✔ the effects and consequences of bullying for the people involved about bullying online, and the similarities and differences to face-to-face bullying ✔ what to do and whom to tell if they see or experience bullying or hurtful behaviour Respecting ourselves and others	✔ Pair, group and whole class discussions ✔ Card games – prioritisation tasks, diamond tasks ✔ Similarities and difference activities ✔ Drawing and discussing own family ✔ Reviewing school behaviour policy and school rules ✔ Creating class charter ✔ Circle time ✔ E-safety sessions ✔ Stories – inclusive of a range of family representations ✔ Role play/ hot seating ✔ **NSPCC PANTS song** ✔ **My Underpants Rule book** **Enrichment opportunities:** ✔ Anti-Bullying Week ✔ Children in Need activities ✔ Young Minds – Hello Yellow day **Cross curricular links:** ✔ Modern British Values ✔ RE ✔ Computing	✔ Know that families are different ✔ Know what a family is ✔ Know the features of family life and describe their own ✔ Understand that there are personal boundaries ✔ Demonstrate how to safely respond to other safely responding to others ✔ Know the impact of hurtful behaviour ✔ Recognise and demonstrate respectful behaviour ✔ Understand the importance of self-respect, courtesy and being polite **Sequential learning:** EYFS Jigsaw units: Being Me in my World & Celebrating Difference The spiral curriculum from PSHE Association means that learning is revisited and built upon in subsequent years.

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	✔ to recognise respectful behaviours e.g. helping or including others, being responsible ✔ how to model respectful behaviour in different situations e.g. at home, at school, online ✔ the importance of self-respect and their right to be treated respectfully by others ✔ what it means to treat others, and be treated, politely ✔ the ways in which people show respect and courtesy in different cultures and in wider society **RSE focus:** ✔ What makes a family; features of family life ✔ Personal boundaries; safely responding to others; the impact of hurtful behaviour ✔ Recognising respectful behaviour; the importance of self-respect; courtesy and being polite		
Year A Spring ***Y3 Living in the Wider World***	Belonging to a community ✔ the reasons for rules and laws in wider society ✔ the importance of abiding by the law and what might happen if rules and laws are broken ✔ what human rights are and how they protect people ✔ identify basic examples of human rights including the rights of children ✔ how they have rights and also responsibilities ✔ that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn Media literacy and digital resilience ✔ how the internet can be used positively for leisure, for school and for work ✔ recognise that images and information online can be altered or adapted and the reasons for why this happens ✔ strategies to recognise whether something they see online is true or accurate ✔ evaluate whether a game is suitable to play or a website is appropriate for their age-group ✔ to make safe, reliable choices from search results ✔ how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication Money and work ✔ about jobs that people may have from different sectors e.g. teachers, business people, charity work ✔ that people can have more than one job at once or over their lifetime ✔ common myths and gender stereotypes related to work ✔ to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM ✔ some of the skills needed to do a job, such as teamwork and decision-making	✔ Pair, group and whole class discussions ✔ Card games – prioritisation tasks, diamond tasks ✔ Similarities and difference activities ✔ Reviewing school behaviour policy and school rules ✔ Hot seating, interviewing visitors ✔ Making something/ thank you for people who care for them ✔ Recycling audit around school ✔ E safety posters/ record video/ rap ✔ Circle time ✔ Esafety – Trust Pledge ✔ Create guide to keeping safe online ✔ Goal setting activity ✔ **NSPCC PANTS song** ✔ **My Underpants Rule book** **Enrichment opportunities:** ✔ Recycling workshop ✔ PCSO visit ✔ Interview school crossing patrol ✔ Raise money for a chosen charity e.g. dementia ✔ Visit care home for games/ singing ✔ Pedestrian training **Cross curricular links:** ✔ Modern British Values – rule of law, tolerance of others ✔ Maths – money ✔ Computing – e safety ✔ Science week – STEM visitors	✔ Know the school's TRUST Pledge (safety rules) ✔ Demonstrate understanding of school pledge ✔ Know how the internet is used and how it impact daily life ✔ Know that not all information online is reliable ✔ Ability to assess information online **Sequential learning:** EYFS Jigsaw units: Dreams & Goals and Relationships The spiral curriculum from PSHE Association means that learning is revisited and built upon in subsequent years.

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	✔ recognise their interests, skills and achievements and how these might link to future jobs ✔ how to set goals that they would like to achieve this year e.g. learn a new hobby **RSE focus:** ✔ How the internet is used; assessing information online and trusting sources		
Year A Summer term ***Y3 Health & Wellbeing***	Physical health and Mental wellbeing ✔ Know the choices that people make in daily life that could affect their health ✔ to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) ✔ what can help people to make healthy choices and what might negatively influence them about habits and that sometimes they can be maintained, changed or stopped ✔ the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle ✔ what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally ✔ that regular exercise such as walking or cycling has positive benefits for their mental and physical health ✔ things that affect feelings both positively and negatively ✔ strategies to identify and talk about their feelings ✔ know some of the different ways people express feelings e.g. words, actions, body language ✔ to recognise how feelings can change overtime and become more or less powerful Growing and changing ✔ that everyone is an individual and has unique and valuable contributions to make ✔ to recognise how strengths and interests form part of a person's identity ✔ how to identify their own personal strengths and interests and what they're proud of (in school, out of school) ✔ to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues ✔ basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again Keeping safe ✔ how to identify typical hazards at home and in school ✔ how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen ✔ fire safety at home including the need for smoke alarms ✔ the importance of following safety rules from parents and other adults ✔ how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety **RSE focus:**	✔ Pair, group and whole class discussions ✔ Card games – prioritisation tasks, diamond tasks ✔ Similarities and difference activities ✔ Circle time ✔ Wellbeing/ mindfulness activities ✔ Yoga and meditation activities ✔ Hot seating, interviewing visitors ✔ Transition into next year – managing change activities, reflecting on changes ✔ Zones of regulation – strategies for coping with emotions ✔ Create safety guides – home and/ school ✔ **NSPCC PANTS song** ✔ **My Underpants Rule book** **Enrichment opportunities:** ✔ Phunky foods visit ✔ Wellbeing visitor ✔ Visit to the beach – how to keep safe on a day trip ✔ Dentist/ school nurse visit – oral hygiene workshop ✔ Road safety assembly **Cross curricular links:** ✔ Modern British Values – individual liberty ✔ Science – keeping healthy ✔ PE	✔ Give examples of healthy choices and habits ✔ Know how feelings can be affected by behaviours and choices ✔ Can express own feelings ✔ Recognise personal strengths and achievements ✔ Know and use strategies for managing and reframing setbacks ✔ Know the risks in different environments i.e park, home, school ✔ Explain ways to keep safe when out and about or at home **Sequential learning:** EYFS Jigsaw units: Healthy Me & Changing Me The spiral curriculum from PSHE Association means that learning is revisited and built upon in subsequent years.

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	✔ Health choices and habits; what affects feelings; expressing feelings ✔ Personal strengths and achievements; managing and reframing setbacks		
Year B Autumn ***Y4 Relationships***	Families and friendships ✔ the features of positive healthy friendships such as mutual respect, trust and sharing interests ✔ strategies to build positive friendships ✔ how to seek support with relationships if they feel lonely or excluded ✔ how to communicate respectfully with friends when using digital devices ✔ how knowing someone online differs from knowing someone face to face and that ✔ there are risks in communicating with someone they don't know ✔ what to do or whom to tell if they are worried about any contact online Safe relationships ✔ to differentiate between playful teasing, hurtful behaviour and bullying, including online ✔ how to respond if they witness or experience hurtful behaviour or bullying, including online ✔ recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable how to manage pressures associated with dares ✔ when it is right to keep or break a confidence or share a secret ✔ how to recognise risks online such as harmful content or contact ✔ how people may behave differently online including pretending to be someone they are not ✔ how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online Respecting ourselves and others ✔ to recognise differences between people such as gender, race, faith ✔ to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations ✔ the importance of respecting the differences and similarities between people ✔ a vocabulary to sensitively discuss difference and include everyone **RSE focus:** ✔ Positive friendships, including online ✔ Responding to hurtful behaviour; managing confidentiality; recognising risks online ✔ Respecting differences and similarities; discussing difference sensitively	✔ Pair, group and whole class discussions ✔ Card games – prioritisation tasks, diamond tasks ✔ Similarities and difference activities ✔ Drawing and discussing own family ✔ Reviewing school behaviour policy and school rules ✔ Creating class charter ✔ Circle time ✔ E-safety sessions ✔ Cyber detectives tasks ✔ Role play/ scenarios around consent ✔ Friendship 'case studies' ✔ Stories – inclusive of a range of family representations ✔ Role play/ hot seating ✔ **NSPCC PANTS song** ✔ **My Underpants Rule book** **Enrichment opportunities:** ✔ Anti-Bullying Week ✔ Children in Need activities ✔ Young Minds – Hello Yellow day **Cross curricular links:** ✔ Modern British Values ✔ RE ✔ Computing	✔ Explain what makes a friendship positive, including online ✔ Explain how some behaviours can hurt others ✔ Recognise what behaviours hurt them ✔ Know strategies for responding to hurtful behaviour ✔ Managing confidentiality ✔ Explain and recognise risks online ✔ Respect differences and similarities by using appropriate vocabulary to discuss difference sensitively **Sequential learning:** EYFS Jigsaw units: Celebrating Difference & Relationships The spiral curriculum from PSHE Association means that learning is revisited and built upon in subsequent years.
Year B Spring	Belonging to a community ✔ the meaning and benefits of living in a community	✔ Pair, group and whole class discussions ✔ Card games – prioritisation tasks, diamond tasks	✔ Know the school's TRUST Pledge (safety rules) ✔ Demonstrate understanding of school pledge

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Y4 Living in the Wider World	✔ to recognise that they belong to different communities as well as the school community ✔ the different groups that make up and contribute to a community ✔ the individuals and groups that help the local community, including through volunteering and work ✔ how to show compassion towards others in need and the shared responsibilities of caring for them Media literacy and digital resilience ✔ that everything shared online has a digital footprint ✔ that organisations can use personal information to encourage people to buy things ✔ to recognise what online adverts look like ✔ to compare content shared for factual purposes and for advertising ✔ why people might choose to buy or not buy something online e.g. from seeing an advert ✔ that search results are ordered based on the popularity of the website and that this can affect what information people access Money and work ✔ how people make different spending decisions based on their budget, values and needs ✔ how to keep track of money and why it is important to know how much is being spent ✔ about different ways to pay for things such as cash, cards, e-payment and the reasons for using them ✔ that how people spend money can have positive or negative effects on others e.g. charities, single use plastics **RSE focus:** ✔ How personal data is shared and used – the importance of trust and keeping information safe.	✔ Similarities and difference activities ✔ Reviewing school behaviour policy and school rules ✔ Hot seating, interviewing visitors ✔ Making something/ thank you for people who care for them ✔ E safety posters/ record video/ rap ✔ Circle time ✔ Esafety – Trust Pledge ✔ Create guide to keeping safe online ✔ Goal setting activity ✔ Addressing extremism activities ✔ Y3/4 Money Matters resources (Twinkl & Santander) – money scenarios, why people borrow money, keeping track ✔ Money Matters – advertising resources ✔ **NSPCC PANTS song** ✔ **My Underpants Rule book** **Enrichment opportunities:** ✔ Recycling workshop ✔ PCSO visit ✔ Interview school crossing patrol ✔ Raise money for a chosen charity e.g. dementia ✔ Visit care home for games/ singing ✔ Pedestrian training ✔ Visit post office/ bank clerk visit **Cross curricular links:** ✔ Modern British Values – rule of law, tolerance of others ✔ Maths – money ✔ Computing – e safety, Google sheets for managing a budget ✔ Science week – STEM visitors	✔ Explain how companies (especially online) entice children into spending money ✔ Name local volunteer groups and explain ways they can help their local community ✔ Understand what a budget is and the importance of living within means ✔ Name different payment methods and the advantages and disadvantages of using each method. ✔ Know what information is safe to share online and why. **Sequential learning:** EYFS Jigsaw units: Dreams & Goals and Relationships The spiral curriculum from PSHE Association means that learning is revisited and built upon in subsequent years.
Year B Summer term ***Y4 Health & Wellbeing***	Physical health and Mental wellbeing ✔ to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally ✔ what good physical health means and how to recognise early signs of physical illness ✔ that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary ✔ how to maintain oral hygiene and dental health, including how to brush and floss correctly ✔ the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health Growing and changing ✔ how to identify external genitalia and reproductive organs ✔ there are physical and emotional changes during puberty ✔ strategies to manage the changes during puberty ✔ the importance of personal hygiene routines during puberty including washing regularly and using deodorant ✔ how to discuss the challenges of puberty with a trusted adult	✔ Pair, group and whole class discussions ✔ Card games – prioritisation tasks, diamond tasks ✔ Similarities and difference activities ✔ Circle time ✔ Wellbeing/ mindfulness activities ✔ Yoga and meditation activities ✔ Hot seating, interviewing visitors ✔ Transition into next year – managing change activities, reflecting on changes ✔ Zones of regulation – strategies for coping with emotions ✔ Mapping of life stages ✔ Emotional rollercoaster activity ✔ Labelling body parts and main changes during puberty (Y4 ONLY) ✔ Guide/ shopping list for maintaining personal hygiene – puberty changes, oral health, dental hygiene ✔ Quizzes – puberty, hygiene ✔ Sorting activities – what drugs are good for us? ✔ Anti-drug posters/ keeping safe ✔ Science practical – lungs – why smoking is bad for us.	✔ List ways in which they can maintain a healthy lifestyle – explain which factors they include in their own life and why. ✔ Demonstrate how to brush and floss teeth correctly ✔ Label external genitalia and reproductive organs ✔ Know that bodies change as they grow ✔ Name some physical and emotional changes during puberty ✔ Explain why personal hygiene is important ✔ Describe some ways of maintaining personal hygiene ✔ Name people they can trust who they can talk to about any worries ✔ Know that drugs affect how our body works ✔ Name at least two drugs that are bad for our health and two that are good. ✔ Describe some of the effects of good and bad drugs ✔ Know how to store medicines safely and why this is important **Sequential learning:**

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	✔ how to get information, help and advice about puberty Keeping safe ✔ the importance of taking medicines correctly and using household products safely ✔ to recognise what is meant by a 'drug' ✔ that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing ✔ to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects ✔ to identify some of the risks associated with drugs common to everyday life that for some people using drugs can become a habit which is difficult to break how to ask for help or advice **RSE focus:** ✔ Maintaining a balanced lifestyle ✔ Oral hygiene and dental care ✔ External genitalia; personal hygiene routines **NB Focus on personal hygiene and that changes will occur during puberty. Details of the physical changes and menstruation is taught in Y5.**	✔ **NSPCC PANTS song** ✔ **My Underpants Rule book** **Enrichment opportunities:** ✔ Nurse/ pharmacist visit ✔ Wellbeing visitor ✔ Dentist/ school nurse visit – oral hygiene workshop **Cross curricular links:** ✔ Modern British Values – individual liberty ✔ Science – keeping healthy, anti-smoking lesson/ practical ✔ PE	EYFS Jigsaw units: Healthy Me & Changing Me The spiral curriculum from PSHE Association means that learning is revisited and built upon in subsequent years.

YEAR 5 & 6	PSHCE INTENT: To give children the information, skills and positive values to have safe, fulfilling relationships and help them take responsibility for their own well-being.		
PSHE & RSE Themes **Year A: Y5 content** **Year B: Y6 content**	**INTENT** ***Inspire*** **Pupils will learn the following knowledge and skills:**	**IMPLEMENTATION** ***Care*** **Core activities to deliver learning:** ***Planning is supported by (but not limited to) PSHE Association resources***	**IMPACT** ***Grow*** **When assessed, children will demonstrate the following knowledge:**
Year A Autumn ***Y5 Relationships***	Families and friendships ✔ what makes a healthy friendship and how they make people feel included ✔ strategies to help someone feel included ✔ peer influence and how it can make people feel or behave ✔ the impact of the need for peer approval in different situations, including online ✔ strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication ✔ that it is common for friendships to experience challenges ✔ strategies to positively resolve disputes and reconcile differences in friendships ✔ that friendships can change over time and the benefits of having new and different types of friends ✔ how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable	✔ Pair, group and whole class discussions ✔ Card games – prioritisation tasks, diamond tasks ✔ Similarities and difference activities ✔ Circle of friends/ influence ✔ Circle time ✔ E-safety sessions – 'how to' guides for identifying and reporting discrimination ✔ Cyber detectives tasks ✔ Role play/ scenarios around consent – cup of tea analogy ✔ Friendship 'case studies' ✔ Activities around keeping secrets – what is safe? ✔ Role play/ hot seating ✔ Premier League resources- inclusion, behaviour, respecting diversity ✔ 'This is everyone's game' resources (racism)	✔ Know that relationships can change over time and face challenges ✔ Give examples of challenges within a relationship/ friendship with examples of how to resolve or cope with these challenges. ✔ Understand the meaning of consent and the right to change your mind. ✔ Know that acceptable physical touch is different for an individual and within different situations. ✔ Explain how unacceptable touch can make someone feel ✔ Have strategies for responding to unacceptable physical touching, including whom to speak to. ✔ Understand what a secret is and what to do if they are worried about something they have been told, seen or experienced. ✔ Respond respectfully to a wide range of people ✔ Recognise prejudice and discrimination ✔ Know how to respond to incidents of prejudice and discrimination.

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	✔ when and how to seek support in relation to friendships Safe relationships ✔ to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations ✔ how to ask for, give and not give permission for physical contact ✔ how it feels in a person's mind and body when they are uncomfortable ✔ that it is never someone's fault if they have experienced unacceptable contact ✔ how to respond to unwanted or unacceptable physical contact ✔ that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about ✔ whom to tell if they are concerned about unwanted physical contact Respecting ourselves and others ✔ to recognise that everyone should be treated equally ✔ why it is important to listen and respond respectfully to a wide range of people, ✔ including those whose traditions, beliefs and lifestyle are different to their own ✔ what discrimination means and different types of discrimination e.g. racism, sexism, homophobia ✔ to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment ✔ the impact of discrimination on individuals, groups and wider society ✔ ways to safely challenge discrimination ✔ how to report discrimination online **RSE focus:** ✔ Managing friendships and peer influence ✔ Physical contact and feeling safe ✔ Responding respectfully to a wide range of people ✔ Recognising prejudice and discrimination	✔ Use/ create diversity dictionary ✔ **NSPCC PANTS song** ✔ **My Underpants Rule book** **Enrichment opportunities:** ✔ Anti-Bullying Week ✔ Children in Need activities ✔ Young Minds – Hello Yellow day ✔ 'Kick it Out' visitor/ resources ✔ Black History Month **Cross curricular links:** ✔ Modern British Values ✔ RE ✔ Computing	**Sequential learning:** EYFS Jigsaw units: Celebrating Difference & Relationships The spiral curriculum from PSHE Association means that learning is revisited and built upon in subsequent years. KS3 curriculum, dependent on setting.
Year A Spring ***Y5 Living in the Wider World***	Belonging to a community ✔ how resources are allocated and the effect this has on individuals, communities and the environment ✔ the importance of protecting the environment and how everyday actions can either support or damage it ✔ how to show compassion for the environment, animals and other living things ✔ the way that money is spent and how it affects the environment ✔ to express their own opinions about their responsibility towards the environment Media literacy and digital resilience ✔ to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise	✔ Pair, group and whole class discussions ✔ Card games – prioritisation tasks, diamond tasks ✔ Similarities and difference activities ✔ Hot seating, interviewing visitors ✔ Goal setting activity ✔ Job/ career 'case studies' – including pay, working conditions, personal interests, strengths and qualities, family, values ✔ Recognising stereotyping in the workplace ✔ Premier League resources – tackling pollution activity ✔ Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation) ✔ Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 5 Spotting fake news, Lesson 6 Understanding news is targeted ✔ Google resources and Parent zone Be Internet Legends	✔ Give examples of how everyday activities can harm or help the environment ✔ Understand the role individuals play in looking after the environment and that resources/ money can influence this. ✔ Give their own opinion about their responsibility towards the environment ✔ Explain why it is important to question online content ✔ Know how to recognise unsafe online content and what to do if they see anything suspicious. ✔ Identify jobs they may like to do in the future and explain why these are of interest ✔ Explain some of the routes into jobs they are interested in – knowing there are various ways. ✔ Give examples of stereotyping in the workplace and explain how to challenge and overcome this.

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	✔ basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased ✔ that some media and online content promote stereotypes ✔ how to assess which search results are more reliable than others ✔ to recognise unsafe or suspicious content online ✔ how devices store and share information Money and work ✔ to identify jobs that they might like to do in the future ✔ the role ambition can play in achieving a future career ✔ how or why someone might choose a certain career ✔ what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values ✔ the importance of diversity and inclusion to promote people's career opportunities ✔ stereotyping in the workplace, its impact and how to challenge it ✔ that there is a variety of routes into work e.g. college, apprenticeships, university, training **RSE focus:** ✔ Recognising stereotyping in the workplace/ within career aspirations and how to avoid it	✔ Cyber detective activities – reliability of sources, identifying suspicious or fake content ✔ **NSPCC PANTS song** ✔ **My Underpants Rule book** **Enrichment opportunities:** ✔ Litter picking around village/ local area ✔ Enrichment pledge activity –charities ✔ Residential trip ✔ Visit university/ career workshop ✔ Invite parents/ governors/ visitors to talk about their jobs **Cross curricular links:** ✔ Modern British Values – rule of law, tolerance of others ✔ Maths – money ✔ Computing – e safety ✔ Science week – STEM visitors ✔ History – reliability of sources	**Sequential learning:** EYFS Jigsaw units: Dreams & Goals and Relationships The spiral curriculum from PSHE Association means that learning is revisited and built upon in subsequent years. KS3 curriculum, dependent on setting.
Year A Summer term ***Y5 Health & Wellbeing***	Physical health and Mental wellbeing ✔ how sleep contributes to a healthy lifestyle ✔ healthy sleep strategies and how to maintain them ✔ the benefits of being outdoors and in the sun for physical and mental health ✔ how to manage risk in relation to sun exposure, including skin damage and heat stroke ✔ how medicines can contribute to health and how allergies can be managed ✔ that some diseases can be prevented by vaccinations and immunisations ✔ that bacteria and viruses can affect health ✔ how they can prevent the spread of bacteria and viruses with everyday hygiene routines to recognise the shared responsibility of keeping a clean environment Growing and changing ✔ about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes ✔ that for some people their gender identity does not correspond with their biological sex ✔ how to recognise, respect and express their individuality and personal qualities ✔ ways to boost their mood and improve emotional wellbeing ✔ about the link between participating in interests, hobbies and community groups and mental wellbeing Y5:	✔ Pair, group and whole class discussions ✔ Card games – prioritisation tasks, diamond tasks ✔ Similarities and difference activities ✔ Circle time ✔ Wellbeing/ mindfulness activities ✔ Yoga and meditation activities ✔ 'Sleep Factor' resources ✔ Drug and alcohol resources (PHSCE Association) ✔ Hot seating, interviewing visitors ✔ Transition into next year – managing change activities, reflecting on changes ✔ Zones of regulation – strategies for coping with emotions ✔ Mapping of life stages ✔ Emotional rollercoaster activity ✔ Sorting activities ✔ School nurse – delivery of RSE/ puberty and birth session ✔ Resources from Metro charity – embracing difference ✔ Stonewall – Diversity Champions programme ✔ UV light activity to show spread of bacteria ✔ **NSPCC PANTS song** ✔ **My Underpants Rule book** **Enrichment opportunities:** ✔ Nurse visit ✔ Wellbeing visitor ✔ First aid (Y3/4 enrichment task) – revisit techniques **Cross curricular links:**	✔ Strategies for getting to sleep and having healthy sleeping pattern ✔ Explain how to keep safe in the sun and the impact of not doing so. ✔ List vaccinations/ immunisations that have helped to prevent some diseases ✔ Know why everyday hygiene routines are important ✔ List the factors that contribute to personal identity and what makes them unique ✔ Engage in (or know about) activities that can boost their mental and physical wellbeing ✔ Understand that they menstrual cycle takes place and the strategies to manage changes during puberty ✔ **Y6 –**know how a pregnancy occurs ✔ Explain how to respond in different emergency situations ✔ Know when to use basic first aid ✔ Know when to call emergency services – how to call and which service to request ✔ Understand that keeping safe also relates to privacy and consent **Sequential learning:** EYFS Jigsaw units: Healthy Me & Changing Me The spiral curriculum from PSHE Association means that learning is revisited and built upon in subsequent years. KS3 curriculum, dependent on setting.

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	✔ the physical and emotional changes during puberty ✔ key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams ✔ strategies to manage the changes during puberty including menstruation Y6 ✔ identify the links between love, committed relationships and conception ✔ what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults ✔ how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb ✔ that pregnancy can be prevented with contraception* (*a basic understanding that contraception prevents pregnancy) Keeping safe ✔ to identify when situations are becoming risky, unsafe or an emergency ✔ to identify occasions where they can help take responsibility for their own safety ✔ to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour ✔ how to deal with common injuries using basic first aid techniques ✔ how to respond in an emergency, including when and how to contact different emergency services ✔ what to do and whom to tell if they think they or someone they know might be at risk of FGM** (** FGM is not taught explicitly – included only in reference to acceptable/ unacceptable physical touch, keeping safe, privacy, body parts (including external genitalia)) **RSE focus:** ✔ Personal identity; recognising individuality and different qualities ✔ Mental wellbeing ✔ Keeping safe in different situations, including responding in emergencies ✔ Physical and emotional changes in puberty (Y5) ✔ Human reproduction and birth (Y6)	✔ Modern British Values – individual liberty ✔ Science – keeping healthy, physical changes ✔ PE	
Year B Autumn ***Y6 Relationships***	Families and friendships ✔ what it means to be attracted to someone and different kinds of loving relationships ✔ that people who love each other can be of any gender, ethnicity or faith ✔ the difference between gender identity and sexual orientation and everyone's right to be loved ✔ about the qualities of healthy relationships that help individuals flourish	✔ Pair, group and whole class discussions ✔ Card games – prioritisation tasks, diamond tasks ✔ Similarities and difference activities ✔ Circle of friends/ influence ✔ Circle time ✔ Role play/ scenarios around consent – cup of tea analogy ✔ Consent – what makes a relationship safe/unsafe ✔ Friendship/ relationship 'case studies' ✔ Stonewall resources – different family, same love resources	✔ Know that love and relationships are shown in different ways ('different family, same love) ✔ Explain qualities of a positive friendship and relationship ✔ Recognise unsafe relationships and know what to do to get help ✔ Know what consent means ✔ Demonstrate they can challenge and disagree respectfully ✔ Demonstrate they can give their own opinions respectfully

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	✔ ways in which couples show their love and commitment to one another, including those who are not married or who live apart ✔ what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults ✔ that people have the right to choose whom they marry or whether to get married ✔ that to force anyone into marriage is illegal ✔ how and where to report forced marriage or ask for help if they are worried Safe relationships ✔ to compare the features of a healthy and unhealthy friendship ✔ the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong ✔ strategies to respond to pressure from friends including online ✔ how to assess the risk of different online 'challenges' and 'dares' ✔ how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable ✔ how to get advice and report concerns about personal safety, including online ✔ what consent means and how to seek and give/not give permission in different situations Respecting ourselves and others ✔ the link between values and behaviour and how to be a positive role model ✔ how to discuss issues respectfully ✔ how to listen to and respect other points of view ✔ how to constructively challenge points of view they disagree with ✔ ways to participate effectively in discussions online and manage conflict or disagreements **RSE focus:** ✔ Attraction to others; romantic relationships; civil partnership and marriage ✔ Recognising and managing pressure ✔ Consent in different situations ✔ Expressing opinions and respecting other points of view, including discussing topical issues	✔ Activities around 'dares' – what is safe? ✔ Role play/ hot seating ✔ NSPCC 'Share Aware' resource ✔ ThinkUKnow e-safety resources ✔ Premier league – Do the Right Thing resource ✔ Use/ create diversity dictionary ✔ **NSPCC PANTS song** ✔ **My Underpants Rule book** **Enrichment opportunities:** ✔ Anti-Bullying Week ✔ Children in Need activities ✔ Young Minds – Hello Yellow day ✔ Black History Month ✔ Visit to Houses of Parliament **Cross curricular links:** ✔ Modern British Values ✔ RE ✔ Computing	**Sequential learning:** EYFS Jigsaw units: Celebrating Difference & Relationships The spiral curriculum from PSHE Association means that learning is revisited and built upon in subsequent years. KS3 curriculum, dependent on setting.
Year B Spring ***Y6 Living in the Wider World***	Belonging to a community ✔ what prejudice means ✔ to differentiate between prejudice and discrimination ✔ how to recognise acts of discrimination ✔ strategies to safely respond to and challenge discrimination ✔ how to recognise stereotypes in different contexts and the influence they have on ✔ attitudes and understanding of different groups ✔ how stereotypes are perpetuated and how to challenge this	✔ Pair, group and whole class discussions ✔ Card games – prioritisation tasks, diamond tasks ✔ Similarities and difference activities ✔ Hot seating, interviewing visitors ✔ Google resources and Parent zone Be Internet Legends ✔ Cyber detective activities – reliability of sources, identifying suspicious or fake content ✔ Premier League – Inclusion & Diversity resources ✔ Belonging and addressing extremism resources (PSHCE Assoc.) ✔ Childnet Trust – activities on online content ✔ NSPCC Share Aware resource	✔ Explain the difference between prejudice and discrimination ✔ Know how to recognise and respond appropriately to acts of discrimination ✔ Challenge stereotypes ✔ Explain how to stay safe when using social media ✔ Give examples of the benefits and the dangers of social media and communicating onlie ✔ Know what sites they can and cannot access and why rules are in place to restrict access ✔ List what information to share online ✔ Explain why some information should not be shared online

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	Media literacy and digital resilience ✔ the benefits of safe internet use e.g. learning, connecting and communicating ✔ how and why images online might be manipulated, altered, or faked ✔ how to recognise when images might have been altered ✔ why people choose to communicate through social media and some of the risks and challenges of doing so ✔ that social media sites have age restrictions and regulations for use ✔ the reasons why some media and online content is not appropriate for children ✔ how online content can be designed to manipulate people's emotions and encourage them to read or share things ✔ about sharing things online, including rules and laws relating to this ✔ how to recognise what is appropriate to share online ✔ how to report inappropriate online content or contact Money and work ✔ about the role that money plays in people's lives, attitudes towards it and what influences decisions about money ✔ about value for money and how to judge if something is value for money ✔ how companies encourage customers to buy things and why it is important to be a critical consumer ✔ how having or not having money can impact on a person's emotions, health and wellbeing ✔ about common risks associated with money, including debt, fraud and gambling ✔ how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk ✔ how to get help if they are concerned about gambling or other financial risks **RSE focus:** ✔ Valuing diversity; challenging discrimination and stereotypes ✔ Evaluating media sources; sharing things online	✔ Gamble Aware resources – exploring risk ✔ HSBC & Barclays resources ✔ UKS2 Money Matters ✔ **NSPCC PANTS song** ✔ **My Underpants Rule book** **Enrichment opportunities:** ✔ PCSO visit – keeping safe online/ social media ✔ Residential trip **Cross curricular links:** ✔ Modern British Values – rule of law, tolerance of others ✔ Maths – money ✔ Computing – e safety ✔ Science week – STEM visitors	✔ Know what a budget is ✔ Know how having and not having money impacts people's lives ✔ Give examples of how gambling can affect people ✔ Know ways to keep money safe **Sequential learning:** EYFS Jigsaw units: Dreams & Goals and Relationships The spiral curriculum from PSHE Association means that learning is revisited and built upon in subsequent years. KS3 curriculum, dependent on setting.
Year B Summer term ***Y6 Health & Wellbeing***	Physical health and Mental wellbeing ✔ that mental health is just as important as physical health and that both need looking after ✔ to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support ✔ how negative experiences such as being bullied or feeling lonely can affect mental wellbeing ✔ positive strategies for managing feelings ✔ that there are situations when someone may experience mixed or conflicting feelings ✔ how feelings can often be helpful, whilst recognising that they sometimes need to be overcome ✔ to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available ✔ identify where they and others can ask for help and support with mental wellbeing in and outside school ✔ the importance of asking for support from a trusted adult	✔ Pair, group and whole class discussions ✔ Card games – prioritisation tasks, diamond tasks ✔ Similarities and difference activities ✔ Circle time ✔ Wellbeing/ mindfulness activities ✔ Yoga and meditation activities ✔ Personal wellbeing charter ✔ Drug and alcohol resources (PHSCE Association) ✔ Hot seating, interviewing visitors ✔ Transition into next year – managing change activities, reflecting on changes ✔ Zones of regulation – strategies for coping with emotions ✔ Sorting activities ✔ School nurse – delivery of RSE/ puberty and birth session ✔ Film classification – making choices about what to watch 'BBFC – Let's Watch a Film' ✔ E-safety activities	✔ List ways they can look after their own physical and mental health ✔ List ways to seek support if they need help or are worried ✔ Know what grief is and how people respond differently when grieving ✔ Understand that they menstrual cycle takes place and the strategies to manage changes during puberty ✔ **Y6 –**know how a pregnancy occurs ✔ Know that all drugs affect how our body works – give examples of the benefits and dangers ✔ Name at least one organisation or person who can help if they are worried about misuse of drugs ✔ Explain how to keep personal information safe online **Sequential learning:** EYFS Jigsaw units: Healthy Me & Changing Me

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	✔ about the changes that may occur in life including death, and how these can cause conflicting feelings ✔ that changes can mean people experience feelings of loss or grief about the process of grieving and how grief can be expressed ✔ about strategies that can help someone cope with the feelings associated with change or loss ✔ to identify how to ask for help and support with loss, grief or other aspects of change ✔ how balancing time online with other activities helps to maintain their health and wellbeing ✔ strategies to manage time spent online and foster positive habits e.g. switching phone off at night Growing and changing ✔ to recognise some of the changes as they grow up e.g. increasing independence ✔ what being more independent might be like, including how it may feel ✔ the transition to secondary school and how this may affect their feelings ✔ how relationships may change as they grow up or move to secondary school Y5: ✔ the physical and emotional changes during puberty ✔ key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams ✔ strategies to manage the changes during puberty including menstruation Y6 ✔ identify the links between love, committed relationships and conception ✔ what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults ✔ how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb ✔ that pregnancy can be prevented with contraception* (*a basic understanding that contraception prevents pregnancy) Keeping safe ✔ how to protect personal information online ✔ to identify potential risks of personal information being misused ✔ strategies for dealing with requests for personal information or images of themselves ✔ to identify types of images that are appropriate to share with others and those which might not be appropriate ✔ that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be ✔ what to do if they take, share or come across an image which may upset, hurt or embarrass them or others ✔ how to report the misuse of personal information or sharing of upsetting content/ images online	✔ **NSPCC PANTS song** ✔ **My Underpants Rule book** **Enrichment opportunities:** ✔ Nurse visit ✔ Wellbeing visitor **Cross curricular links:** ✔ Modern British Values – individual liberty ✔ Science – keeping healthy, physical changes ✔ PE ✔ Computing	The spiral curriculum from PSHE Association means that learning is revisited and built upon in subsequent years. KS3 curriculum, dependent on setting.

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	✔ about the different age rating systems for social media, T.V, films, games and online gaming ✔ why age restrictions are important and how they help people make safe decisions about what to watch, use or play ✔ the risks and effects of different drugs ✔ the laws relating to drugs common to everyday life and illegal drugs ✔ to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs ✔ the organisations where people can get help and support concerning drug use ✔ how to ask for help if they have concerns about drug use ✔ about mixed messages in the media relating to drug use and how they might influence opinions and decisions **RSE focus:** ✔ What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online ✔ Physical and emotional changes in puberty (Y5) ✔ Human reproduction and birth (Y6) ✔ increasing independence; managing transitions ✔ Keeping personal information safe; regulations and choices		

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

RSE Coverage Key				
In addition to curriculum content:	**Sexual harassment**	**Online abuse**	**Safeguarding risks (online, consent)**	**Healthy relationships (including online)**
School nurse visit			✔	✔
NSPCC Pantosaurus assembly			✔	✔
NSPCC Speak Out. Stay Safe assembly & workshop	✔	✔	✔	✔
'My Underpants Rule' book	✔		✔	
PCSO visit		✔	✔	✔
Anti-Bullying Week & Friendship Ambassadors		✔		✔