



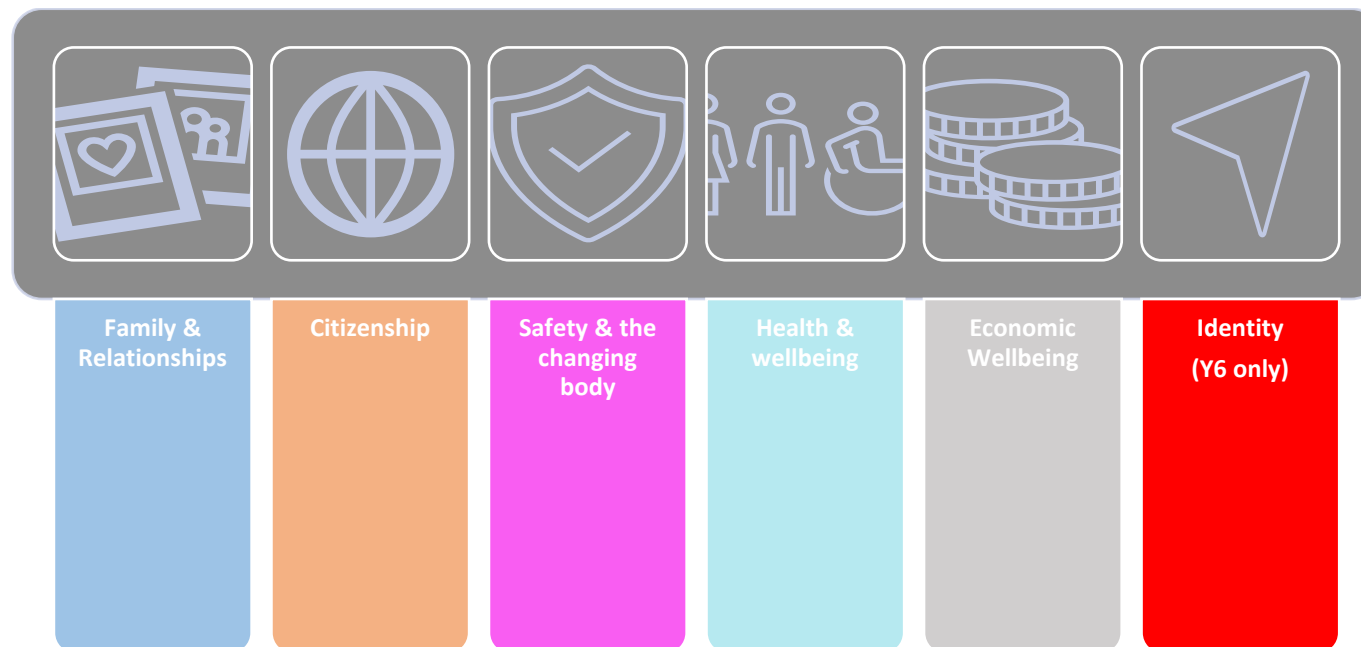
PSHE/RSE Curriculum Overview



“Unique and precious in God’s eyes, be the best that you can be.”

Our Curriculum Design

We have used the **Kapow** scheme as the back bone of our PSHE curriculum and make explicit links to **British Values**, which in our school are democracy, Rule of Law, Belonging, Liberty and Mutual Respect. Our **cyclical** curriculum is built on the EYFS, National Curriculum, Equality Act, Statutory RSE and Health Education Guidance from the DFE and also references to the PSHE Association Programmes of Study. From Y1 onwards, it is delivered as one weekly lesson up to 40 minutes in duration. In EYFS, it is delivered as part of the learning our children access through the **Personal, Social and Emotional Development (PSED) strand** of the EYFS framework. It is broken down into the 6 aspects below and our pupils revisit these aspects each year. Each time they revisit an aspect; it is with **increasing complexity** to build on their **prior knowledge** in that aspect from the year before. **Floor books** are used from Y1-Y6 to document pupils' learning in this area, and in EYFS, each child's learning journey evidences aspects of PSED. We have identified age appropriate texts for each half term across school to develop further our pupils ability to reflect, and in EYFS, there is a map of the additional coverage of PSED across the themed units that make up the EYFS curriculum offer. Across the academic year, there are a variety of National focus days/weeks that all classes participate in, including **anti-bullying**, **online safety**, **black history month** and **charity events**, such as Children in Need, Red Nose Day.





Our Big Ideas

Through our scheme of work, our pupils will know and understand the big Ideas in PSHE/RSE that we have identified for our pupils to have embedded by the end of KS2 across 3 core strands:

- **Health & Wellbeing**
- **Relationships**
- **Living in the Wider World**

1. Respect is about understanding the value of ourselves, others and the world around us, which enables us to become responsible members of a community.
2. Mental health includes our emotional, psychological and social well-being, affecting how we think, feel and act.
3. Emotions can have both a positive or negative affect on us as individuals or the people around us.
4. Self-regulation is the ability to respond appropriately to situations involving one's own or other people's emotions, which is often a key part of managing conflict.
5. Self-esteem is how we value and perceive ourselves, which is shaped by our beliefs about ourselves.
6. Physical health involves an understanding of healthy eating and exercise, the importance of sleep, personal hygiene and an awareness of personal safety when in different environments.
7. Healthy relationships involve honesty, trust, respect, and open communication, which require effort and compromise to maintain.
8. Families come in many different forms, but should provide safety, stability and support.
9. Stress and anxiety impact the brain's ability to process and retain information effectively, whilst also sometimes manifesting physically as headaches or stomach aches.
10. Rules, rights and responsibilities are key parts of how a community operates as a democracy and how the rule of law is maintained.
11. Positive money habits come from understanding how to make informed decisions about earning, spending, saving and budgeting.

Our Learning Cycles

Below is an overview of the different strands, values and statutory coverage learnt through our cyclical curriculum:

	AUTUMN		SPRING		SUMMER	
EYFS	Building relationships: Special relationships 	Self regulation: my feelings 	Building relationships: My family & friends 	Managing self: Taking on challenges 	Self regulation: listening and following instructions 	Managing self: My wellbeing
Y1	Family & Relationships 	Health & Wellbeing 	Family & Relationships 	Safety & the Changing Body 	Citizenship 	Economic wellbeing
Y2	Family & Relationships 	Health & Wellbeing 	Family & Relationships 	Safety & the Changing Body 	Citizenship 	Economic wellbeing
Y3	Family & Relationships 	Health & Wellbeing 	Family & Relationships 	Safety & the Changing Body 	Citizenship 	Economic wellbeing
Y4	Family & Relationships 	Health & Wellbeing 	Family & Relationships 	Safety & the Changing Body 	Citizenship 	Economic wellbeing
Y5	Family & Relationships 	Health & Wellbeing 	Family & Relationships 	Safety & the Changing Body 	Citizenship 	Economic wellbeing
Y6	Family & Relationships 	Health & Wellbeing 	Economic wellbeing 	Safety & the Changing Body 	Citizenship 	Identify & KS3 transition

British Values

Democracy 	The Rule of Law 	Individual Liberty 	Mutual Respect 	Belonging
----------------------	----------------------------	-------------------------------	---------------------------	----------------------



YR	Autumn		Spring		Summer	
Knowledge & Skills	Building relationships: Special relationships - Talk about own family. - Know that all families are valuable and special. - Talk about people who hold a special place in their lives. - Describe what it means to be a valued person. - Understand why it is important to share and cooperate with others. - Develop strategies to help when trying to share with others. - Understand that it is ok to like different things. - To see themselves as valuable individuals. - To share their interests with the group. - Explore diversity through thinking about similarities and differences.	Self-regulation: my feelings - Identify different feelings and emotions. - Learn to express own feelings. - Explore different coping strategies to help regulate emotions. - Consider the reasons behind our emotions. - Explore the different adjectives that can be used to describe feelings. - Explore different facial expressions and what they mean. - Learn how to moderate behaviour socially and emotionally.	Building relationships: My family & friends - Understand that everyone has different beliefs and celebrate special times in different ways. - Think about the perspectives of others in the class. - Understand why sharing is important. - Know the characteristics that make a good friend. - Describe why it might be difficult for others to be a good friend all of the time. - Know why it is important to support each other by being kind. - Understand how to help, listen and support others when working in teams.	Managing self: Taking on challenges - Understand why we have rules. - Understand the importance of persistence in the face of challenge. - Develop confidence in own ability to solve problems. - Know how to work together as a group to overcome challenges. - Learn and practice grounding coping strategies. - Learn new skills, showing resilience and perseverance in the face of challenge.	Self-regulation: listening and following instructions - Understand why it is important to listen carefully. - Practice listening attentively to a story. - Talk about and retell parts of a story that is familiar. - Know why it is important to tell the truth and think about the feelings of others. - Follow instructions with more than one step. - Give simple instructions. - Persevere when things are difficult.	Managing self: My wellbeing - Learn about the importance of exercise. - Explore how exercise affects different parts of the body. - Explain how yoga can help our bodies to stretch, relax and stay healthy. - Explore guided meditation and relaxation. - Understand why it is important to be able to take care of ourselves by completing independent tasks related to health, well-being and hygiene. - Understand what it means to eat healthily. - Understand what it means to be a safe pedestrian.
Vocab	Family, love, valuable, special, unique, different, mummy, daddy, sister, brother, grandpa, grandma, uncle, auntie	Feelings, emotions, happy, sad, angry, calm, scared, loved	Festival, special event, religion, culture, beliefs, tradition, share, sharing, friend, take turns, friendly, kind, polite, feelings, emotions, compliment, support, appreciated, loved, happy, team, collaborate, listen, support	Rules, reason, right, wrong, safe, confident, comfortable, fair, equal, enjoyable, calm, orderly, challenge, difficulty, persistence, perseverance, trial and error, worried, anxious, frustrated, calm, relaxed, happy	Listen, listening, understanding, friends, truth, feelings, honest, instructions, challenge, persist, team, persevere, explain, obstacle, blind fold, odd, clue, hunt, different	Exercise, movement, healthy, heart rate, breathing, heart, lungs, brain, bones, muscles, yoga, pose, meditate, breathe, independent, routine, well-being, walk, hazard, safe, careful, listen, alert, crossing, sensible, pedestrian, diet, vitamins, bones, heart, muscles, energy, healthy
Texts	Families, Families, Families! - Suzanne Lang The Great Big Book of Families- Mary Hoffman	Mixed-Arree Chung Rajiv's Starry Feelings- Niall Moorjani	Our Class is a Family- Sara O'Leary Love Makes a Family- Sophie Beer	Mabel and the Mountain- Kim Hillyard Gretel the Wonder Mammoth- Kim Hillyard	Zog-Julia Donaldson Duck in a Truck- Jez Alborough The Three Little Pigs Goldilocks & the Three Bears	I can Do it myself- Stephen Krensky Simon Sock-Sue Hendra

Continuous Provision

- Throughout each day, pupils will develop independence in self-care through getting ready for outdoor play and learning different routines.
- Activities will regularly provide children with choices and develop positive attitudes towards diet and physical activity.
- A range of books will allow pupils to discuss different families, feelings, friendship and emotions.
- Role play, small world, and construction will provide opportunities for children to explore everyday scenarios and assume different roles and responsibilities.
-

Y1	Autumn		Spring		Summer	
Knowledge & Skills	Family & Relationships - To understand that families look after us. - To know that some information about me and my family is personal. - To know some words to describe how people are related (e.g. aunty, cousin, etc.) - Exploring how families are different to each other. - To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only. - Recognising how other people show their feelings. - Identifying ways, we can care for others when they are sad.	Health & Wellbeing - To understand, we can limit the spread of germs by having good hand hygiene. - Understand how to wash hands properly and deal with an allergic reaction. - To know that certain foods and other things can cause allergic reactions in some people. - To know that sleep helps the body to repair itself, to grow and restore energy. - Explore positive sleep habits and methods for relaxation. - To know the qualities that describe what a person is like. - To know that strengths are things someone is good at. - Identify personal strengths and qualities. - Identify different ways to manage feelings. - Name some health-related jobs. - They know the five S's for sun safety- slip, slop, slap, shade and sunglasses.	Family & Relationships - To understand some characteristics of a positive friendship. - To understand that friendships can have problems, but that these can be overcome. - Exploring how friendship problems can be overcome. - Exploring friendly behaviours. - Exploring the ability to work with different people successfully. - Introduce the term "bully" to pupils.	Safety & the Changing Body - Identify hazards that may be in the home. - To understand that a hazard can cause an accident or injury. - To know that some things are unsafe to put onto or into the body and to ask an adult if unsure. - To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. - Understand people's roles within the community to keep people safe. - To know that emergency services are the Police, Fire service and Ambulance service. - Practice making an emergency phone call. - To know that some types of physical contact are never appropriate. - To know what to do if they get lost, practising scenarios.	Citizenship - To know the rules in school and recognise why rules are necessary. - To know that voting is a fair way to make a decision. - Recognise the different groups they belong to. - Understand that all people are different. - To understand the needs of younger children and that these change over time. - Explore the differences between people. - To know that different pets have needs. - Discuss how to meet the needs of different pets.	Economic Wellbeing - Understand why people use money and its role in everyday life. - Know that coins/notes have different values. - Know that money is valuable and needs to be taken care of to avoid losing or damaging it. - Know that money should be stored in a safe place, such as a piggy bank, bank or wallet, to keep it secure. - Find out some ways how children may receive money and understand that it is wrong to steal money. - Understand not to show or take money from strangers. - Explain what to do if they find money, how to keep it safe and what it is used for. - Develop an understanding of how a bank works. - Explore choices people make about money. - Understand different jobs people do.
	Behaviour, care, emotions, family, feelings, problem, stereotype	Allergy, emotions, feelings, germs, ill, qualities, relax	Behaviour, care, emotions, family, feelings, friend, friendly, problem, stereotype	Accident, drug, emergency, hazards, medicine, physical contact, polite, respect, role, trust	Care, democracy, different, fair, pet, responsibility, rule, similar, unique, vote	Bank, cash, earn, job, money, notes, pocket money, safe, save, skill, spend, value
	The Colour Monster- Anna Llenas Leon and Bob- Simon James	Elmer- David McKee Dogs don't do ballet- Anna Kemp You can't take an elephant on the bus- Patricia Cleveland-Peck	Families, families, families- Suzanne Lang Worm loves worm- Mike Carato Smed and Smoodes- Julia Donaldson	The Thing Lou couldn't do (YET!)- Ashley Spires The Suitcase- Chris Naylor-Ballesteros	Beegu- Alexis Deacon Roxy the Raccoon- Alice Reeves	Almost Anything- Sophie Henn The Koala Who Could- Rachel Bright



Y2	Autumn		Spring		Summer	
Knowledge & Skills	Family & Relationships - To know that families can be made up of different people. - To know that families may be different from your own family. - Understand ways to show respect for different families. - Know that families offer love, care and support. - Understand how loss and change can affect a person. - To know that there are ways we can remember people or events. - To understand what good manners are. - Explore the conventions of manners in different situations. - To understand some stereotypes related to jobs.	Health & Wellbeing - To know that food and drinks with lots of sugar are bad for our teeth. - Explore the affect that food and drink can have on teeth. - To understand the importance of exercise in staying healthy. - To understand the balance of foods we need to keep healthy. - Explore the benefits of exercise and a healthy/balanced diet. - Suggest how to improve an unbalanced meal. - To know that breathing techniques can be a useful strategy to relax. - To know that we can feel more than one emotion at a time. - Explore strategies to manage different emotions. - Develop empathy. - To know that a growth mindset means being positive about challenges and finding ways to overcome them.	Family & Relationships - To understand some ways people show their feelings. - To know some problems which might happen in friendships. - To understand that some friendship problems might be more serious and need addressing. - Understand difficulties in friendships and discuss actions that can be taken. - Learn how other people show their feelings and how to respond to them.	Safety & the Changing Body - To introduce pupils to Childline. - To know the PANTS rule. - To understand the difference between secrets and surprises. - To know the names of parts of the body, including private parts. - Discuss the concept of privacy. - To know that medicine can help us when we are ill. - To understand that we should only take medicines when a trusted adult says we can. - Know how to be safe around medicines and explore what people can do to feel better when ill. - Explore ways to stay safe online. - To know that they should tell an adult if they see something that makes them uncomfortable online. - To know the rules for crossing roads safely. - Learn how to behave safely near the road, and when crossing the road.	Citizenship - Understand that everyone has similarities and differences. - To know some of the different places where rules apply and explain why these are in place. - Know that some rules are made to be followed by everyone and are known as laws. - Understand how democracy works in school through the School Council. - Learn how to discuss issues of concern to them as an individual. - Recognise the importance of looking after the school environment and identify ways to do this. - Identify the positives and negatives about the school environment. - Know some jobs people do to look after the community and the environment. - Recognise the contribution people make to the local community.	Economic Wellbeing - Know what a skill or talent is. - Understand that different jobs require different skills. - Know that some adults earn money by having a job and explain these sources. - Understand that humans need some essential things to survive and to recognise that these things cost money. - Understand what a bank account is and what a bank card is used for. - Understand the concept of saving money and its benefits for future goals or things they want to buy. - Know the difference between a want and a need, comparing/contrasting. - Understand why diversity and inclusion are important in the workplace. - Identify ways to make an environment inclusive and fair.
	Love, manners, feelings, emotions, family, stereotype, respect	Diest, exercise, goal, growth mindset, healthy, physical activity, relaxation, skills, strengths, empathy.	Friendship, emotions, respect. Problem, solution	Medicine, pedestrian, private, secret, surprise, penis, testicles, vulva, vagina	Election, environment, identity, job, opinion, rule, school council, volunteer, vote	Bank account, debit card, diversity, electronic, equality, prioritise, skill, survive, transaction, wages, want, withdraw.
	And Tango Makes Three -Parnell and Richardson	Giraffes Can't Dance – Guy Parker-Rees 10,000 Dresses -Marcus Ewert	Ruby's Worry -Tom Percival A Huge Bag of Worries -V Ironside	The most Magnificent Thing -Ashley Squires After the Fall -Dan Santat The Rainbow Fish to the Rescue -Marcus Pfister	The Rainbow Fish -Marcus Pfister Perfectly Norman -Tom Percival	The Bear and the Piano – David Litchfield My Beautiful Voice -Joseph Coelho
	Texts					

Y3	Autumn		Spring		Summer	
Knowledge & Skills	Family & Relationships - Learn that problems occur in families and that there is help if needed. - Understand that trust is being able to rely on someone, and it is an important part of relationships. - Identify who they can trust. - To know that they can talk to trusted adults or services such as Childline if they experience family problems. - Know some stereotypes related to age or gender. - Explore the negative impact of stereotyping in reference to age or gender. - Learn about the effects of non-verbal communication.	Health & Wellbeing - Know the different food groups and how much of each of them they should have to have a balanced diet. - Understand ways to prevent tooth decay and discuss why it is important to look after teeth. - Understand the importance of belonging. - Explore their own identity through the groups they belong to. - Understand what being lonely means and that it is not the same as being alone. - Understand what a problem or barrier is and that these can be overcome. - Break down a problem into smaller parts to overcome it. - Understand the positive impact relaxation can have on the body. - Learn stretches that can be used for relaxation.	Family & Relationships - Understand that there are similarities and differences between people. - Know that bullying can be physical or verbal. - Know that bullying is repeated and not a one-off event. - Develop an understanding of the impact of bullying and what to do if bullying occurs. - Explore ways to resolve friendship issues/problems. - Know that violence is never the right way to solve a friendship problem. - Know the signs of a good listener.	Safety & the Changing Body - To recall the names of parts of the body, including private parts. - Safe touch-to respect other peoples bodies and understand that they have rights over their own body. - To understand that cyberbullying is bullying which takes place online. - Begin to recognise unsafe digital content. - To know the signs that an email might be fake. - Explore ways to respond to cyberbullying or unkind online behaviour. - Develop skills as a responsible digital citizen. - To know the rules for being safe near roads - Identify unsafe things people might do near roads.	Citizenship - To understand the UN Convention on the Rights of the Child. - Explore how children’s rights help them and other children. - Consider the responsibilities that adults and children have to maintain children’s rights. - Know that the local council is responsible for looking after the local area. - Know that elections are held where adults can vote for local councillors. - Understand how recycling can have a positive impact on the environment. - Discuss ways we can make a difference to recycling rates at home/school. - Understand some of the consequences of breaking rules. - Understand the role of charities in the community. - Identify local community groups and discuss how these support the community.	Economic Wellbeing - Know the reasons for spending money and the benefits of budgeting. - Plan and calculate within a budget. - Know the pros and cons of different payment methods. - Discuss the emotional impact of money, including attitudes and feelings. - Understand the societal and environmental impact of spending choices. - Understand the range of jobs and opportunities available. - Explain what job stereotypes are. - Know that anyone can aspire to any career and that individual talents should guide career choices.
	Vocab	Communicate, empathy, open questions, similar, solve, stereotype, sympathy, trust	Alone, balance, barriers, belonging, identity, lonely, resilience.	Bullying, communicate, empathy, open questions, solve, trust, bystander	Allergic, anaphylaxis, bullying, casualty, choice, cyberbullying, decision, distraction, fake, influence, injuries	Charity, community, consequence, council, councillor, law, recycling, rights, United Nations (UN)
Texts	The Princess and the Fog- Lloyd Jones Michael Rosen’s Sad Book	Red, a Crayon’s Story – Michael Hall	Ellie and the Cat- Mallorie Blackman And Tango Makes Three!- Parnell and Richardson	Salt in his shoes – The Michael Jordan story Thanks for the Feedback, I Think- J Cook	The Day the Crayons Quit!- Oliver Jeffers The Selfish Giant – Oscar Wilde	The Wonder - Faye Hanson



Y4	Autumn		Spring		Summer	
Knowledge & Skills	Family & Relationships - To know that families are varied in the UK and across the world. - Know how to use respectful language to discuss different families. - To understand the courtesy and manners which are expected in different scenarios. - To understand some stereotypes related to disability. - To understand that everyone has the right to decide what happens to their body. - To know that bereavement describes the feeling someone might have after someone dies or following another big change in their lives. - Discuss how to help someone who has experienced bereavement.	Health & Wellbeing - To know key facts about dental health. - Develop independence in looking after own teeth. - Know that it is normal to experience a range of emotions. - Know that mental health refers to our emotional wellbeing, rather than physical. - Know who can help if we are worried about own or others mental health. - Learn to take responsibility for own emotions by knowing that they can control some things, but not others. - Identify what makes me feel calm/relaxed and explain visualisation techniques. - Know that visualisation means creating an image in our heads. - Know that different job roles need different skills, so some roles may suit me more than others. - Explore own skill set for particular jobs. - Understand that mistakes can help us learn.	Family & Relationships - To understand the different roles related to bullying, including the victim, bully and bystander. - Explore how own actions and behaviour can affect other people. - Explore physical and emotional boundaries in friendships	Safety & the Changing Body - Know the difference between private and public online networks. - Learn about the benefits and risks of sharing information online. - To understand that there are risks to sharing things online. - Understand the physical changes to both male and female bodies as people grow from children to adults. - Discuss some physical and emotional changes in puberty. - Explore what to do if an adult or peer makes them feel uncomfortable. - Understand the risks associated with smoking tobacco, including vapes - Discuss the benefits of being a non-smoker/vaper. - Know that asthma is a condition that causes the airways to narrow. - Learn how to help someone having an asthma attack. - Discuss how to seek help if needed.	Citizenship - Know that human rights are specific rights that apply to all people. - Discuss how human rights can be protected. - Know some of the people who protect our human rights, such as police, judges and politicians. - Understand that councillors have to balance looking after local residents and the needs of the council. - Know that there are a number of groups that make up the local community. - Identify the benefits different groups bring to the local community. - Discuss the positives diversity brings to a community. - Know that reusing items is of benefit to the environment. - Identify ways items can be reused and explain why this benefits the environment.	Economic Wellbeing - Understand factors influencing buying decisions. - Recognise value for money and differing opinions on spending. - Understand how to determine value for money. - Know the importance of monitoring and tracking money. - Recognise how to track money spent and saved - Understand reasons for using a bank. - Understand the role and features of bank accounts. - Learn about methods for safeguarding money. - Know about the likelihood of job or career changes. - Know how to challenge workplace stereotypes.
	Act of kindness, authority, bereavement, boundaries, bystander, permission	Emotions, fluoride, healthy, intense emotions, mental health, relaxation, resilience, skill, visualise	Bullying, victim, boundaries, bystander, permission	Age restriction, asthma, breasts, genitals, law, penis, private, protect, puberty, public, testicles/testes, tobacco, vape, vaping	Authority, cabinet, community, council, council officer, diversity, environment, human rights, local government, protect, reuse, United Nations (UN), volunteer	Bank account, bank statement, career, career satisfaction, influence, password, perspective, satisfaction, security, value for money
	What to do with a problem- Kobi Yamada	The Barnabus Project- The Fan Brothers	James and the Giant Peach/Matilda- Roald Dahl Alien Nation- Matty Donaldson	The Boy, the Mole, the Fox and the Horse- Charlene Mackesy	The Tear Thief- Caron Ann Duffy All I said was- Michael Morpurgo	A Splash of Red- Jen Bryant
	Texts					



Y5	Autumn		Spring		Summer	
Knowledge & Skills	Family & Relationships - Know that marriage is a legal commitment and a choice people can make. - Identify ways families might make children feel unhappy or unsafe. - Know that if they have a problem, they can call Childline on 0800 1111. - To understand that positive attributes are the good qualities that someone has. - Explore positive attributes and being proud of these (self-respect). - Explore and question the assumptions we make about people based on their looks.	Health & Wellbeing - Know that calories are the unit that we use to measure the amount of energy certain foods give us. - Consider calories and food groups to plan healthy meals. - Understand and explain what can cause stress. - Understand that failure is an important part of success. - Understand the relationship between stress and relaxation. - Know that relaxation stretches can help us relax and de-stress. - Know that what we do before bed can affect our sleep quality. - Develop greater responsibility for ensuring good quality sleep. - Take responsibility for own feelings. - To understand the risks of sun exposure. - Develop independence for protecting themselves from the sun.	Family & Relationships - To know what attributes make a good friend. - Explore issues that might be encountered in friendships and how these might impact the friendship. - To understand what might lead someone to bully others. - Explore the impact that bullying might have. - Know what action a bystander can take when they see bullying.	Safety & the Changing Body - Know some of the possible risks online. - Know the steps to take before sending a message online (using the THINK mnemonic). - Develop an understanding of how to ensure relationships are safe online. - Know some strategies that can be used to overcome pressure from others and make own decisions. - Learn to make for and against arguments to help with decision making. - Know the names of the external sexual parts of the body and the internal reproductive organs. - Know that puberty happens at different ages for different people. - Understand the process of the menstrual cycle. - Learn about the emotional changes in puberty. - Identify reliable sources to help with puberty. - Learn how to help someone who is bleeding, in terms of needing first aid.	Citizenship - Know what happens when someone breaks the law. - Understand the waste hierarchy. - Explain why reducing the use of materials is positive for the environment. - Know that Parliament comprises the House of Commons, the House of Lords and the Monarch. - Know that Parliament is where MPs debate issues, propose laws, amend existing laws and challenge the Government's work. - Develop an understanding of how Parliament and Government work. - Know that a pressure group is a group of people who feel very strongly about an issue and want to see something change. - Discuss how rights and responsibilities are linked. - Explore the right to freedom of expression. - Identify ways people can bring about change in society.	Economic Wellbeing - Learn about the concept of income, expenditure, and informed spending. - Understand the principles of budgeting and its consequences. - Learn about the risks and strategies for safeguarding money. - Know that there are emotional responses to various money situations and learn how to navigate these. - Discuss money risks and management, whilst learning to make/prioritise a budget. - Learn about assessing loan and borrowing responsibilities. - Understand where to go for help for financial dilemmas. - Learn about factors influencing career decisions. - Understand the impact of education and interests on career paths. - Know about the effects and challenges of workplace stereotypes.
	Attributes, marriage, secret, wedding, assumption, self respect	Fail, goal, protect, relaxation, responsibility, steps	Friendship, friend, attributes, bullying, bystander, cyberbullying,	Acquaintance, breasts, cervix, consent, egg/ovum, erection, friend, head injury, labia, nipples, peer pressure, puberty, uterus/womb, vulva, vagina, testicles, penis, ovary/ovaries, menstruation/period, influence, genitals, fallopian tube, ejaculation, decision, choice, bleeding, bladder	Defendant, environment, freedom of expression, government, House of Commons, human rights, judge, jury, Member of Parliament (MP), pressure group, Prime Minister, trial	Allocate, borrow, commitment, expenditure, impact, income, loan, prioritise, repayment, risk
	The Day I Swapped my Dad for two Goldfish -Neil Gaiman FARThER -Graham Baker Smith	The man who planted a forest -Jadav Payang Only one of me – James Berry	The Mozart Question -Morpurgo	Scribbleboy – Philip Ridley How to Live Forever -Colin Thompson	The Amazing Story of Owen and Mzee - Craig Hatkoff	The Dot – Peter Reynolds



Y6	Autumn		Spring		Summer	
Knowledge & Skills	Family & Relationships - Understand what respect is. - Understand that everyone deserves respect, but respect can be lost. - Discuss how and why respect is an important part of relationships. - Know that a conflict is a disagreement or argument and can occur in friendships. - Understand the concepts of negotiation and compromise. - Identify ways to resolve conflict through negotiation and compromise. - Understand that stereotypes can lead to bullying and discrimination. - Identify ways to challenge stereotypes. - Explore the process of grief and understanding that it is different for different people. - Understand that loss can change can cause a range of emotions.	Health & Wellbeing - Understand that a number of factors contribute to physical health (diet, exercise, rest, relaxation & dental health). - Know that changes in the body could be possible signs of illness. - Consider ways to prevent illness - Understand that vaccinations can give protection against disease. - Understand that a number of factors contribute to mental health. - Know that a habit is a behaviour we often do without thinking and that we can have good/bad habits. - Explore ways to maintain good habits. - Know the effect technology can have on mental health. - Set achievable goals for a healthy lifestyle. - Identify some actions that can be taken if they were worried about their own or a friend's mental health. - Identify a range of relaxation strategies and situations where they would be useful. - Explore own personal qualities and how to build on them. - Develop strategies for resilience in challenging situations.	Economic Wellbeing - Identify risks to money safety in both physical and digital environments. - Understand methods to safeguard money physically and digitally. - Apply understanding to real-world scenarios to take appropriate safeguarding action. - Understand what gambling is and identify its different forms. - Recognise the risks and consequences associated with gambling. - Develop a responsible attitude towards gambling. - Identify emotions linked to money and how it effects feelings/behaviour. - Learn healthy ways to cope with feelings about money. - Understand various career routes in multiple sectors. - Relate career interest to personal interest and strengths. - Learn budgeting and career planning. - Recognise the importance of teamwork, communication and career roles within a workplace. - Understand the changes in responsibility when transitioning to high school.	Safety & the Changing Body - Develop an understanding of the reliability of online information. - Explore online relationships, including dealing with problems. - To understand that online relationships should be treated in the same way as face-to-face relationships. - Know where to get help with online problems. - Discuss the reasons why adults may or may not drink alcohol. - Understand the risks associated with drinking alcohol. - Understand how a baby is conceived and develops. - Discuss problems which might be encountered during puberty and use knowledge to help pupils understand where to access safe support and guidance. - Know how to conduct a primary survey using Danger, Response, Send for help, Airway, Breathing, and Circulation (DRSABC). - Learn how to help someone who is choking. - Place an unresponsive patient into the recovery position.	Citizenship - Know that education is an important human right. - Discuss how education and other human rights protect us. - Know that the Prime Minister appoints ministers who have responsibility for different areas, such as healthcare and education. - Know that discrimination is treating someone differently because of certain factors. - Know that prejudice is making assumptions about someone based on certain information. - Discuss ways to challenge prejudice and discrimination. - Discuss how people can influence what happens in Parliament. - Learn about environmental issues related to food. - Know that our food choices can affect the environment. - Identify causes that are important to them. - Identify ways to share views and ideas with others.	Identity & KS3 Transition - Know that identity is the way we see ourselves and also how other people see us. - Discuss the factors that make our identity. - Recognise the difference between how we see ourselves and how others see us. - Know that people may see us differently as to how we see ourselves. - Know that images can be manipulated and are not realistic. - Explore how the media might influence our identity. - Understand that a big change can bring both opportunities and worries. - Explain ways to deal with change. - Explain some strategies they use if we feel stressed or anxious.
Vocab	Authority, conflict, earn, expectation, grief, grieving, resolve, respect, stereotype	Antibodies, growth mindset, habit, qualities, responsibility, skill, vaccination	Earnings, educational requirements, expenses, gambling, responsibilities, risks, safeguard, university, valuables, workplace	Alcohol, cyberbullying, scrotum, sperm, testicles/testes, uterus, vaginal opening, vulva, womb, wet dreams, voice breaking, urethra, sperm duct, sexual intercourse, pubic hair, pregnant, internet trolling, fertilisation, erection, conception, cervi	Authority, conflict, earn, expectation, grief, grieving, protected characteristics, resolve, respect, stereotype	Change, identity, images, manipulation, media, change, worry, stress, anxious, opportunity
Texts	The Great Kapok Tree-Lynne Cherry	Harriet versus the Galaxy-S Baines	Cloudbursting-Malorie Blackman	How to Change the World-Rashmi Sireshpande	After the Fall - Dan Santat The Little Book of Resilience-M Johnstone	I had a Black Dog- M Johnstone Jelly-Jo Cotterill Boy at the Back of the Class-Onjali Q Rauf



Our Disciplinary Skill Progression

Key Area	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Think Critically and make decisions	Understands simple choices relating to routines such as tidying up or sharing, whilst starting to identify safe and unsafe situations.	Begins to recognise simple choices and their consequences, such as choosing healthy food or being kind.	Identifies safe and unsafe situations, such as road safety or talking to strangers.	Starts to weigh up risks in different contexts, such as online safety or peer pressure.	Evaluates the reliability of information, including advertising and online content.	Considers different perspectives before making decisions, such as moral dilemmas or media influence.	Makes independent, informed decisions and understands wider societal consequences, such as financial choices or legal responsibilities.
Apply knowledge to real life	Knows about hygiene (washing hands), can identify who helps them and understands simple safety rules.	Knows simple rules for keeping safe at home and school.	Identifies people who can help in different situations, such as managing emotions or handling friendships.	Understands the importance of laws and rules in keeping people safe, such as road safety or school rules.	Applies knowledge to personal well-being, such as managing emotions or handling friendships.	Uses knowledge to assess risks and make choices about things such as drugs or financial decisions.	Independently, learning to real life challenges such as secondary school transition or managing money.
Communication and debate	Expresses own wants, needs and feelings, which includes starting to negotiate.	Expresses feelings and opinions using simple words.	Listens to others and takes turns in conversation.	Begins to give reasons for their opinions and considers different viewpoints.	Discusses issues respectfully, considering how others may feel.	Engages in structured debate, using evidence to support views.	Can present balanced arguments on social and ethical topics, such as fairness, rights and environmental responsibility.
Evaluating and reflecting	Recognises when they have done something well and starts to understand cause and affect in behaviour.	Recognises when they have done something well and when they need help.	Reflects on personal choices, such as how behaviour affects others.	Considers how actions have consequences and learns from mistakes.	Evaluates personal strengths and areas for improvement, such as personal goals.	Reflects on experiences to improve decision making, such as managing friendships and dealing with peer pressure.	Thinks critically about personal values and how they influence behaviour, such as developing a sense of responsibility.
Adapting to changing situations	Starts to build resilience, for example, having another go after failing a task.	Understands that change happens, such as growing up or new experiences.	Recognises feelings linked to change and who can help.	Learns basic coping strategies for small changes, such as starting a new club or making new friends.	Begins to manage emotions around more significant changes, such as moving house or family changes.	Develops resilience and problem-solving skills for unexpected changes such as a friendship ending or changes in routine.	Prepares for major life transitions, such as moving to secondary school or increasing independence.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Impact of PHSE/RSE (End Points)	Children will show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. They will set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Children will give focused attention to what the teacher says, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas or actions. (ELG Self-Regulation) Children are confident to try new activities, and show independence, resilience and perseverance in the face of challenge. They will 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 Managing Self) Children work and play cooperatively and take turns with others. They form positive attachments to adults and friendships with peers. Children show sensitivity to their own and others' needs. (ELG Building Relationships)	A Y1 pupil at the expected standard will explain why their class is a happy and safe place to learn, whilst giving examples of how they or others make it happy and safe. Pupils will name some similarities and differences they have to other people. They will explain what bullying is and how it might make someone feel. Pupils will be able to explain how it feels when they are successful, ways to celebrate and will understand the difference between positive and negative feelings. Pupils will explain why their body is amazing and identify ways to keep it healthy and safe by giving examples. They will explain what special relationships they have and why these relationships help them feel safe and good. They will start to identify the qualities of a good friend and give examples of behaviour in other people they appreciate. Pupils will be able to explain why it is important to keep money safe and give examples of different ways children might receive money.	A Y2 pupil at the expected standard will explain why their behaviour can impact on other people. They will compare their own choices to others and express why some are better choices. Pupils will explain that people might get bullied because they are seen to be different and do not conform to gender stereotypes. They will talk about how it feels to have a friend and be a friend, whilst also explaining why it is ok to be different from their friends. Pupils will be able to explain what it means to be part of a community and identify a range of feelings. Pupils will describe why foods and medicines can be good for the body, comparing this to less healthy choices. They will identify why some things might make them feel uncomfortable in a relationship and say what they might do in certain situations. Pupils will distinguish between a want and a need and will start to understand why it is important to respect the diverse world that surrounds them.	A Y3 pupil at the expected standard will explain how their behaviour can affect how others feel and behave. They will describe why it is important to have rules and how it is important to be valued. They will describe different conflicts that might happen in a family or friendship and how words can be used in hurtful or kind ways during conflict. Pupils will describe how being in a conflict might make someone feel and will suggest strategies to help resolve it. They will identify things, people and places that they need to keep safe from and suggest strategies to stay safe, including who to go to for help. They can explain that they have rights as a child and link this to the idea of liberty as an individual. Pupils will explain how their life is influenced positively by people and how their choices might affect family, friendships and other people. They will be able to describe how people track money and think about how it is spent purposefully.	A Y4 pupil at the expected standard will be able to explain why being listened to and listening to others is important in a community. They will be able to describe why being democratic is important and helps others feel valued. Pupils will explain why bullying might be difficult to spot and what to do about it if they are unsure. They will be able to explain why it is good to accept themselves and others as individuals. Pupils will recognise when people are putting them under pressure and explain ways to resist this. They will start to describe what peer pressure is. Pupils will explain the physical changes that happen to male and female bodies as they grow. Pupils will be able to talk about some people who protect human rights such as the police and they will also continue to develop their understanding of the different ways people earn, spend and save money. They can explain the difference between public and private, describing different ways to stay safe online.	A Y5 pupil at the expected standard will be able to compare their own life to other people and explain why there are rules, rights and responsibilities to make the school and wider community a fair place. They will explain how the actions of one person can affect another and give examples. Pupils will be able to explain the differences between direct and indirect types of bullying, offering a range of strategies to help themselves or others if they become involved in a bullying situation. Pupils will explain why racism and other forms of discrimination are unacceptable. They will explain the different roles that food and substances play in people's lives, whilst summarising different ways they can respect/value their body. Pupils will compare different types of friendships, and the feelings associated with this. They will be able to articulate how they can manage their feelings both in person and online. Pupils will explain how boys and girls change during puberty and why looking after themselves physically and emotionally is important. They will be able to express how they feel about the changes that will happen during puberty.	A Y6 pupil at the expected standard will be able to explain how their choices can impact the immediate and global community. They will empathise and respect other people's personal choices. Pupils will explain ways in which difference can be a source of conflict or a cause for celebration. They will explain different ways to work with others to help make the world a better place. Pupils will explain what motivates them to make the world a better place. They will explain when substances, including alcohol, are being misused and what impact this can have. They will identify and apply skills to keep themselves emotionally healthy to manage stress and pressure. Pupils will identify when people might be experiencing feelings of loss and recognise when people are trying to gain power or control. Describe identity as how we see ourselves and discuss the factors that make up a person's identity. Pupils will be able to describe the change in responsibilities for them as they transition to high school.

