



PSHE & RSE

Fulfen Primary School adopts best practice from a range of research, resources and educational thinking to improve outcomes for all our children.

Today's children and young people are growing and developing in an increasingly complex world and they are exposed to many positive and exciting possibilities. Our aim is to help them to know how to keep safe and healthy, and how to manage their academic, personal and social lives effectively. We aim to give them the knowledge, skills and experiences they need to have a successful future. Although our PSHE/RSE curriculum is modelled on statutory requirements, it is supported by the voices of the children at Fulfen and their needs, along with information from our local area. As a result, they will become healthy, independent and responsible members of society who understand how they are developing personally and socially, whilst giving them confidence to tackle many of the social, moral and cultural issues that are part of growing up.

Throughout our PSHE/RSE teaching we aim to:

- Provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community;
- Encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and community;
- Allow pupils to learn to recognise their own worth, work well with others and become increasingly responsible for their own learning;
- Give children the opportunity to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up;
- Allow children to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships;
- Provide a framework in which sensitive discussions can take place;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies.

We cover all aspects of statutory and non-statutory PSHE, including RE, SMSC and British Values and the effects it can have on life in and out of school. We firmly believe that a meaningful PSHE curriculum is the key to children becoming confident, tolerant and well-rounded adults. Through our consistent, engaging and pupil focused approach, children can approach a range of real-life situations and apply their skills and attributes to help navigate themselves successfully through modern life after they leave Fulfen.

Our kind and confident citizens will develop:

- respect- for themselves, their families, friends and peers, and all adults and children they may encounter as part of the school and wider community;
- resilience both academically and socially, so that they become happy, successful, productive members of society;
- self-belief and self-worth that they can achieve goals- both academic and personal;
- skills and awareness to keep safe- within the 'real' and 'cyber' world;
- kindness, integrity and generosity,
- tolerance of and empathy for our diverse world.

The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

Pupils demonstrate their progress by completing tasks or answering questions of increasing depth, paired, group and class discussions, role play in discrete lessons and throughout their daily lives and experiences. Tasks will be evidenced through a variety of mediums including written work sampled in floor books and multimedia presentations.

CURRICULUM MAP

NB: strands overlap and are revisited throughout the topics	Autumn	Spring	Summer
Year 1 Topics & strands	<p style="text-align: center;"><u>Me and my Relationships</u></p> <ul style="list-style-type: none"> recognising different feelings, how they influence behaviour and how to deal with negative feelings how to help others with positive and negative emotions recognising signs for needing help, who to ask for help and how to get help from trusted adults the significance of rules linked to the classroom <p style="text-align: center;"><u>Rights and Responsibilities</u></p> <ul style="list-style-type: none"> looking after themselves and their environment - at school or at home identifying ways that they look after money giving examples of something they have helped to look after at school or at home and how they have felt about this 	<p style="text-align: center;"><u>Being my Best</u></p> <ul style="list-style-type: none"> developing a growth mindset, finding different ways to overcome difficulties explaining all food groups and why they need to eat from them, including the importance of 5 portions of fruit/vegetables a day <p style="text-align: center;"><u>Keeping Myself Safe</u></p> <ul style="list-style-type: none"> how feelings can keep us safe recognise feelings and suggest ways that might benefit themselves and others identify how and why different things are important to keeping healthy identify how medicines can be good and harmful to people and why they need to be kept out of reach and sight of children 	<p style="text-align: center;"><u>Valuing Difference</u></p> <ul style="list-style-type: none"> recognising, valuing and celebrating difference developing tolerance and fairness <p style="text-align: center;"><u>Growing and changing</u></p> <ul style="list-style-type: none"> recognising trusted adults and how to seek help when required becoming more independent, identifying things they have learnt to do through different stages of their lives and things that are still learning to do naming external and internal body parts and what they do identifying which body parts girls and boys have that are the same and which are different
Year 2 Topics & strands	<p style="text-align: center;"><u>Me and my Relationships</u></p> <ul style="list-style-type: none"> recognising the difference between bullying and teasing; how to help themselves and others identifying happy and safe rules within school to understand that most people do not bully to recognise the qualities of a good friend and how to help others be a good friend how to express their feelings in a safe, controlled way and help others to do the same <p style="text-align: center;"><u>Rights and Responsibilities</u></p> <ul style="list-style-type: none"> understanding co-operation and self-regulation by demonstrating behaviours to help them and others be settled and calm in the classroom 	<p style="text-align: center;"><u>Being my Best</u></p> <ul style="list-style-type: none"> understanding how to keep healthy understanding how we turn food to energy giving examples of how to keep healthy develop growth mind sets by setting goals, reflect on past goals, and how it may help in the future <p style="text-align: center;"><u>Keeping Myself Safe</u></p> <ul style="list-style-type: none"> recognising, how to recognise safe and unsafe secrets and when to seek a trusted adult recognising the difference between appropriate and inappropriate touch understanding medicines and their appropriate uses 	<p style="text-align: center;"><u>Valuing Difference</u></p> <ul style="list-style-type: none"> recognising, valuing and celebrating difference developing tolerance and fairness being kind and helping others solving disagreements, recognising other points of view, suggesting other ideas or compromise <p style="text-align: center;"><u>Growing and changing</u></p> <ul style="list-style-type: none"> Giving positive feedback and constructive support identifying what helps them grow, how they have improved and future aspirations identifying the main stages of human lifecycles how to deal with loss: including objects, moving away and bereavement

<p>Year 3 Topics & strands</p>	<p><u>Me and my Relationships</u></p> <ul style="list-style-type: none"> understanding the importance of co-operation to accept other viewpoints and ways to resolve arguments and disputes developing qualities of a good friend and how to demonstrate those qualities with each other <p><u>Rights and Responsibilities</u></p> <ul style="list-style-type: none"> skills that we need to develop as we grow up; such as fact and opinions, identifying 'false facts' for on line safety take responsibility for keeping safe and recognise when to ask others or adult for help 	<p><u>Being my Best</u></p> <ul style="list-style-type: none"> recognising ways to take responsibility for keeping healthy celebrating and developing their skills and aspirations <p><u>Keeping Myself Safe</u></p> <ul style="list-style-type: none"> managing risks and making sensible choices assess the risks of medicines, drugs, cigarettes and alcohol explain what can be helpful and harmful to a person's health, and why they take risks ways to keep safe online 	<p><u>Valuing Difference</u></p> <ul style="list-style-type: none"> recognising, valuing and celebrating difference recognising different types of families developing ways to safely challenge prejudice being respectful and tolerant setting good examples to friends and peers <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> recognise positive and negative relationships recognising appropriate 'secrets' and who to turn to if necessary assertive methods of respecting their own and other's body space
<p>Year 4 Topics & strands</p>	<p><u>Me and my Relationships</u></p> <ul style="list-style-type: none"> ways to interpret body language and feelings recognising the differences between teasing and bullying assertive skills and strategies to deal with upsetting situations and safely helping others <p><u>Rights and Responsibilities</u></p> <ul style="list-style-type: none"> helping others or the environment how to be an active bystander explain how reports (TV/newspapers/websites) influence people and why it might be a problem Make informed decisions about spending money & how they affect schools/wider community 	<p><u>Being my Best</u></p> <ul style="list-style-type: none"> making informed decisions about keeping healthy, both now and in the future explaining the benefits of looking after the environment both now and in the future, and for future generations <p><u>Keeping Myself Safe</u></p> <ul style="list-style-type: none"> ways to manage, reduce and remove risks understanding why smoking and drinking is particularly harmful for a younger body give examples of consequences of decisions and explain how these can be either positive or negative 	<p><u>Valuing Difference</u></p> <ul style="list-style-type: none"> recognising, valuing and celebrating difference- including religious and cultural difference developing tolerance and fairness understanding and challenging stereotypes <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> body changes during puberty managing difficult feelings and dealing with conflict learning about relationships including marriage, civil ceremonies and choosing to live together
<p>Year 5 Topics & strands</p>	<p><u>Me and my Relationships</u></p> <ul style="list-style-type: none"> identify and understand their emotional needs friendship skills, including compromise assertiveness skills as an effective method of reacting to pressure or influence <p><u>Rights and Responsibilities</u></p> <ul style="list-style-type: none"> explain the rights and responsibilities they have as they grow older, at home and school 	<p><u>Being my Best</u></p> <ul style="list-style-type: none"> understanding that increasing independence brings with it increasing responsibility media awareness and safety valuing personal qualities beyond physical appearance <p><u>Keeping Myself Safe</u></p> <ul style="list-style-type: none"> managing risk including keeping safe online 	<p><u>Valuing Difference</u></p> <ul style="list-style-type: none"> recognising, valuing and celebrating difference developing tolerance and fairness understand the influence of social media <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> developing confidence and resilience when managing difficult emotions and change

	<ul style="list-style-type: none"> • explain their wider rights and responsibilities, e.g. the community or the environment • have a good understanding about lending, borrowing and spending, including local councils 	<ul style="list-style-type: none"> • recognising risky or tricky situations • understand why people choose not to smoke • understand why people avoid alcohol and legal highs 	<ul style="list-style-type: none"> • identifying when and where to get help, and when others require help • menstruation and the correct names for human male and female reproductive parts
<p>Year 6 Topics & strands</p>	<p style="text-align: center;"><u>Me and my Relationships</u></p> <ul style="list-style-type: none"> • recognise the difference between active and passive bystanders, understanding how they can impact where someone is being bullied • negotiation and compromise skills • inappropriate touch and the types of touch that are against the law <p style="text-align: center;"><u>Rights and Responsibilities</u></p> <ul style="list-style-type: none"> • healthy uses of social media • caring for the environment and sustainability • advantages and disadvantages of saving money • explain the term 'interest' means in relation to money and give examples of advantages and disadvantages of long-term saving (e.g. an ISA) 	<p style="text-align: center;"><u>Being my Best</u></p> <ul style="list-style-type: none"> • aspirations and goal setting • overcome barriers and challenged to achieve goals • identifying physical and emotional risks • reducing and removing risks in different situations <p style="text-align: center;"><u>Keeping Myself Safe</u></p> <ul style="list-style-type: none"> • meeting their emotional needs • staying safe on line, including sharing information and photos • recognising that fewer people drink alcohol than they actually do and the norms associated with risky behaviour 	<p style="text-align: center;"><u>Valuing Difference</u></p> <ul style="list-style-type: none"> • recognising, valuing and celebrating difference • developing tolerance and fairness • recognising prejudice and its link to bullying • recognising when it is safe or unsafe to be an active bystander <p style="text-align: center;"><u>Growing and changing</u></p> <ul style="list-style-type: none"> • emotional and physical changes associated with puberty • ways to feel better about their body changing • the importance of self-esteem and how to feel good about themselves • how a new human being is made, what is needed (egg and sperm) and who produces these

Progression Map

	<u>Me and my Relationships</u>	<u>Rights and Responsibilities</u>	<u>Being my Best</u>	<u>Keeping Myself Safe</u>	<u>Valuing Difference</u>	<u>Growing and changing</u>
Year 1	<ul style="list-style-type: none"> • Understand classroom rules help everyone to learn safely • Recognise how others might be feeling by reading body language/facial expressions • Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) • Identify a range of feelings and how they might make us behave • Recognise that people's bodies and feelings can be hurt and how to deal with this • Recognise the different groups and communities such as their family • Explain who helps us and how we help them. • Identify simple qualities of friendship • Demonstrate attentive listening skills • Suggest simple strategies for resolving conflict situations • Give and receive positive feedback, and experience how this makes them feel 	<ul style="list-style-type: none"> • Recognise the importance of regular hygiene routines • Sequence personal hygiene routines into a logical order • Identify what they like about the school environment • Recognise who cares for and looks after the school environment • Demonstrate responsibility in looking after something (e.g. a class pet or plant) • Explain the importance of looking after things that belong to themselves or to others • Explain where people get money from • List some of the things that money may be spent on in a family home • Recognise that different notes and coins have different monetary value • Explain the importance of keeping money safe • Understand the concept of 'saving money' (i.e. keeping it in a safe placed and adding to it). 	<ul style="list-style-type: none"> • Recognise the importance of fruit and vegetables in their diet including eating at least five portions daily • Recognise that they may have different tastes in food to others • Select foods from the Eatwell Guide to make a healthy lunch • Recognise which foods we need to eat more of and which to eat less of to be healthy. • Understand how diseases can spread and how to prevent this • Recognise that learning a new skill requires practice and the opportunity to fail, safely • Demonstrate attentive listening skills • Suggest simple strategies for resolving conflict situations • Give and receive positive feedback, and experience how this makes them feel • Recognise how a person's behaviour (including their own) can affect other people. 	<ul style="list-style-type: none"> • Understand the body gets energy from food, water and air (oxygen) • Recognise exercise and sleep are important parts of healthy lifestyle • Identify simple bedtime routines that promote healthy sleep • Recognise emotions and feelings associated with feeling unsafe • Identify people who can help them when they feel unsafe • Recognise feelings that associated with loss • Understand that medicines can sometimes make people feel better when they're ill • Explain simple issues of safety and responsibility about medicines and their use • Understand and learn the PANTS rule • Name and know which parts should be private • Explain the difference between appropriate and inappropriate touch • Understand that they have the right to say "no" to unwanted touch • Start thinking about who they trust and who they can ask for help. 	<ul style="list-style-type: none"> • Identify differences and similarities between people • Empathise with those who are different from them • Begin to appreciate the positive aspects of these differences • Explain the difference between unkindness, teasing and bullying • Understand that bullying is usually quite rare • Explain the school rules and how those rules help to keep everybody safe • Identify some of the people who are special to them • Recognise and name some of the qualities that make a person special to them • Recognise and explain what is fair and unfair, kind and unkind • Suggest ways they can show kindness to others 	<ul style="list-style-type: none"> • Name major internal body parts (heart, lungs, blood, stomach, intestines, brain) and explain simple bodily processes • Explain how to meet the basic needs of a baby e.g. eye contact, cuddling, washing, • Identify things they could do as a baby/toddler/now and who help/helped them at those different stages • Explain the difference between teasing and bullying • Give examples of what they can do if they experience or witness bullying and who can help them • Explain the difference between a secret and a nice surprise • Identify situations as being secrets or surprises • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep • Identify parts of the body that are private • Describe ways in which private parts can be kept private

						<ul style="list-style-type: none"> • Identify people they can talk to about their private parts.
Year 2	<ul style="list-style-type: none"> • Contribute positively to their classroom • Use various words to describe feelings and how to respond to them • Recognise ways of expressing feelings • Define what is meant by the terms 'bullying', 'teasing' and isolated unkind behaviour, understanding the difference between them • Understand and describe strategies for dealing with bullying • Rehearse and demonstrate some of these strategies • Recognise that there are different types of bullying and unkind behaviour • Understand that bullying and unkind behaviour are both unacceptable ways of behaving • Recognise that friendship is a special kind of relationship • Identify some of the ways that good friends care for each other • Recognise, name and understand how to deal with feelings (e.g. anger, loneliness) • Explain where someone could get help if they were being upset by 	<ul style="list-style-type: none"> • Strategies for getting on with others • Strategies for dealing with impulsive behaviour • Identify special people in the school and community • who can help to keep them safe and how to ask for help • Identify what they like about the school environment and any improvements that can be made • Recognise that they all have a responsibility for helping to look after the school environment • Understand that people have choices about what they do with their money • Know that money can be saved for a use at a future time • Explain how they might feel when they spend money on different things • Recognise that money can be spent on items which are essential or non-essential • Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. 	<ul style="list-style-type: none"> • how to encourage someone who is learning something new; • Apply positive mindset strategies to their own learning • Understand and give examples of things they can choose themselves and things others choose for them • Explain their likes and dislikes, understanding they have choices about these things • Understand and explain healthy or unhealthy choices and how they can affect their health • Explain how germs spread and use simple hygiene routines such as hand washing • Understand that vaccinations can help to prevent certain illnesses • Explain the importance of good dental hygiene • Describe simple dental hygiene routines • Understand that the body gets energy from food, water and oxygen • Recognise that exercise and sleep are important to health • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); 	<ul style="list-style-type: none"> • Understand medicines can sometimes make people feel better when they're ill • Recognise what to do to feel better without use of medicines • How to be safe and responsible with medicines • Identify situations in which they would feel safe or unsafe and how to deal with them, including who they could ask for help • Identify situations in which they need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe • Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels • Identify the types of touch they like and do not like • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable or behaves in a way that makes them feel uncomfortable • Recognise that some touches are not fun and can hurt or be upsetting 	<ul style="list-style-type: none"> • Identify differences and similarities between people • Know and use words and phrases that show respect for others • Identify and explain why some people are special to them • Recognise and explain how their behaviour can affect other people • Explain how it feels to be part of or left out of a group and how to include everyone • Identify groups they are part of • Recognise and describe acts of kindness and unkindness and how these impact on others • Suggest kind words and actions they can show to others • Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted) • Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. 	<ul style="list-style-type: none"> • Demonstrate simple ways of giving positive feedback to others • Recognise the feelings associated with losing (and being reunited) with a person they are close to • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult) • Understand and describe some of the things that people are capable of at these different stages • Identify which parts of the human body are private • Explain that a person's genitals help them to make babies when they are grown up- introduced as terminology and understanding of body parts. The function of genitals will be discussed in years 4 and 5. • Understand that humans mostly have the same body parts but can look different from person to person • Explain what privacy means • Know you are not allowed to touch private belongings without permission

	someone else's behaviour.			and how to ask someone to stop <ul style="list-style-type: none"> Identify safe secrets (including surprises) and unsafe secrets 		<ul style="list-style-type: none"> Give examples of different types of private information
Year 3	<ul style="list-style-type: none"> Explain why we have different rules for different age groups and settings, particularly internet-based activities Consider consequences of breaking the rules. Explain the feelings someone might have after losing something important to them Understand that these feelings are normal to deal with the situation Define & demonstrate cooperation and collaboration Identify different skills that people can bring to a group task Demonstrate how collaboration can help everyone achieve Identify who they have a special relationship with and how to maintain positive relationships with them Rehearse and demonstrate simple strategies for resolving given conflict situations Explain what a dare is and that no-one can force them to do a dare Suggest strategies to use if they are ever made to feel uncomfortable or unsafe due to 'dares'. 	<ul style="list-style-type: none"> Define volunteering Identify people who volunteer in school and recognise some of the reasons why they do it, including mental health and wellbeing benefits Identify who keeps them safe and healthy Suggest ways they can help these people Understand the difference between 'fact' and 'opinion' and how events can be perceived from different viewpoints Define what is meant by the environment and explain how to look after the school environment Understand the terms income/saving/spending Recognise that there are times we can buy items we want and times when we need to save for items Suggest items/services around the home that need bought (e.g. food, furniture, electricity) Explain that people earn their income through their jobs Understand that the amount people get paid is due to a range of factors (skill, experience, 	<ul style="list-style-type: none"> Explain how each of the food groups on the Eatwell Guide benefits the body and understand a balanced diet Explain how some infectious illnesses are spread Explain how simple hygiene routines can help to reduce the spread of infectious illnesses Suggest medical and non-medical ways of treating an illness Develop discussion and debating skills Understand health and wellbeing issues that are relevant to them Empathise with different view points Identify achievements and development areas Recognise that people may say kind things to help us feel good Explain why some groups are less represented on television/in the media Demonstrate how collaboration can help everyone to achieve Understand and explain how the brain sends and receives messages through the nerves Name major internal body parts (heart, blood, 	<ul style="list-style-type: none"> Identify safe or unsafe situations and who can help if a situation is unsafe Suggest strategies for keeping safe Define the words danger and risk and explain the difference between them Demonstrate strategies for dealing with a risks Identify some key risks from and effects of cigarettes and alcohol Know most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' understanding nicotine & alcohol are both drugs. Identify risk factors in a situation; suggest ways of reducing/managing them Evaluate the validity of online safety statements Recognise potential risks and give helpful strategies when browsing online Know that our body gives us signs when something doesn't feel right; to trust these signs and talk to a trusted adult about this Recognise and describe appropriate behaviour online as well as offline 	<ul style="list-style-type: none"> Recognise different types of family and understand 'adoption' 'fostering' and 'same-sex relationships.' Define 'community' and the different communities that they belong to Recognise the benefits to belonging to a community, particularly the benefit to mental health/wellbeing Reflect on listening skills and give examples of respectful language Rehearse challenging another's viewpoint, respectfully Explain people living in the UK have different origins Identify similarities and differences between people from varying national, regional, ethnic and religious backgrounds Identify qualities people from a diverse range of backgrounds need in order to get on together Recognise the factors that make people similar to and different Recognise repeated name calling is a form of bullying 	<ul style="list-style-type: none"> Identify different types of relationships Recognise who they have positive healthy relationships with Understand what is meant by the term body space (or personal space) Identify when it is appropriate or inappropriate to allow someone into their body space Rehearse strategies for when someone is inappropriately in their body space Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret Recognise how different surprises and secrets might make them feel Know who they could ask for help if a secret made them feel uncomfortable or unsafe From Year 5 Recognise how our body feels when we're relaxed List some of the ways our body feels when it is nervous or sad

	<ul style="list-style-type: none"> • Express opinions and listen to those of others • Identify qualities of friendship • Suggest reasons why friends sometimes fall out • Rehearse and use, now or in the future, skills for making up again 	<p>training, responsibility etc.)</p>	<p>lungs, stomach, small and large intestines, liver, brain);</p> <ul style="list-style-type: none"> • Describe how food, water and air get into the body and blood • Explain the talents/skills that people developed • Recognise their own skills and those of others 	<ul style="list-style-type: none"> • Identify what constitutes personal information and when it's safe to share this • How to deal with requests for images/information about themselves or others • Understand and explain decision-making skills and <ul style="list-style-type: none"> • where to get help • Understand that medicines are drugs and suggest ways they can be helpful or harmful 	<p>and suggest strategies for dealing with it</p> <ul style="list-style-type: none"> • Understand and explain some of the reasons why different people are bullied • Explore why people have prejudiced views and understand what this is 	
<p>Year 4 Topics & strands</p>	<ul style="list-style-type: none"> • Describe different feelings and how they affect our physical state • Explain how different words can express the intensity of feelings • Explain a 'positive, healthy relationship' and describe the qualities they admire in others • Recognise times and assertive strategies to say 'no' to a friend • Strategies for collaborative working • Identify a wide range of feelings and that people can have different feelings in the same situation • Explain how feelings can link to physical states • Demonstrate feelings via facial expression and body language • Recognise their feelings may change towards 	<ul style="list-style-type: none"> • Explain people in the school/community who keep them healthy & safe • Suggest ways they can help those people • Understand human rights & responsibilities • Understand ways to contribute to school decision process -pupil voice/school council • Recognise everyone can make a difference within a democratic process • Define 'influence' and how media reports can influence them • Form their own respectful and courteous opinions based on facts • Explain how a bystander can influence bullying or other anti-social behaviour • Understand how national and international organisations help care for the environment 	<ul style="list-style-type: none"> • Identify and appreciate ways in which everyone is unique • Recognise times when they will make the same and different choices as their friends • recognise choices they make for themselves and choices others make for them • Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health • Plan a healthy balanced menu using the Eatwell Guide • Understand how they can care for the environment • Define 'community' • Suggest ways in which different people support the school community 	<ul style="list-style-type: none"> • Define 'danger', 'risk' & 'hazard' identifying situations for these • Suggest strategies for managing risk • Identify images that are safe/unsafe to share online • Strategies for safe online sharing and the implications of sharing images without consent • Define the word 'dare' • Identify scenarios and suggest strategies for managing dares • Understand that medicines are drugs • Explain safe medicine use and suggest alternatives to taking a medicine when unwell • Suggest strategies for limiting the spread of infectious diseases • Understand some of the key risks & effects of smoking and alcohol 	<ul style="list-style-type: none"> • Define 'negotiation' and 'compromise' • Managing conflict or differences • Understand the right to protect their personal body space • Recognise how to use non-verbal signals • Suggest who they can talk to if they feel uncomfortable • Recognise they have different types of relationships (e.g. close family, wider family, friends, acquaintances) • Give features of different types of relationships, including how they influence what is shared • Identify ways people are different to each other • Recognise consequences of aggressive behaviour • Strategies for dealing with aggression 	<ul style="list-style-type: none"> • Describe changes that happen during their lives • Positive/negative feelings • Understand emotional & physical impact of puberty • Suggest reasons why young people fall out with their parents • Role play practising how to compromise • Building resilience • Identify trusted people • Understand acceptable or unacceptable touch • Strategies to deal with uncomfortable situations particularly in relation to inappropriate touch • Identify similar and different body parts that males and females have • Know terminology for their genitalia • Define 'secret' and 'surprise'; know safe and unsafe secrets and who to ask for help

	<p>someone/something if they have more detail</p> <ul style="list-style-type: none"> • Strategies to respond to being bullied, including what to do and say • Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from 	<ul style="list-style-type: none"> • Define 'income' & 'expenditure', recognising items and services of expenditure at school/home • Prioritise home/public service expenditure from most to least essential • Define 'income tax'/'National Insurance'/'VAT' • Understand how a payslip is laid out showing both pay and deductions 	<ul style="list-style-type: none"> • Identify qualities and attributes of people who support the school community 	<ul style="list-style-type: none"> • Understand increasing numbers of young people are choosing not to smoke and not all people drink alcohol • Identifying & managing risks, suggesting people who can help • Understand positive and negative influences • Examples of unacceptable, unhealthy or risky behaviours 	<ul style="list-style-type: none"> • List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs) • Define the word respect and demonstrate ways of showing respect to others' differences • Understand and identify stereotypes, including those promoted in the media 	<ul style="list-style-type: none"> • Recognise how different surprises and secrets might make them feel • Understand marriage is a commitment entered into freely, not against someone's will and includes same sex and opposite sex partners • The legal age for marriage in England or Scotland • Discuss reasons people marry, live together, or have a civil ceremony
<p>Year 5 Topics & strands</p>	<ul style="list-style-type: none"> • Explain collaboration & discuss where they have worked collaboratively • Explain negotiation and compromise • Strategies to resolve difficult issues/situations • how to respond to the feelings of others • Recognise key qualities of friendship and reflect on their own friendship qualities • Identify what makes a relationship unhealthy • Identify who to talk to if they needed help • Identify characteristics of passive, aggressive and assertive behaviours • Rehearse assertiveness skills • Recognise emotions and how they change with different circumstances • Identify risk factors in different scenarios and consider outcomes 	<ul style="list-style-type: none"> • Identify, discuss and express opinions on current issues concerning health and wellbeing • Understand the difference between fact and opinion • Understand what biased reporting is and the need to reflect • Define responsibilities, rights and duties and what can make them difficult to follow • Identify the impact if responsibilities are not carried out • Explain the terms voluntary, community and pressure /action group • Recognise the work of voluntary groups • know costs involved in producing and selling • Suggest questions a consumer should ask before buying a product 	<ul style="list-style-type: none"> • Know harmful effects of smoking/ alcohol • Explain the importance of food, water, oxygen, sleep and exercise for the human body • Understand norms of smoking and common misconceptions of these • Explain the function of internal organs • Identify their own strengths and talents • Identify areas for improvement and strategies to achieve those improvements • State what is meant by community and know what being part of a school community is • Suggest ways of improving the school community • Identify who help them stay healthy and safe and identify ways that they can help them 	<ul style="list-style-type: none"> • Define a habit & how it can be hard to change • Recognise there are positive & negative risks • Explain weighing up risk factors in decision making and describe possible outcomes • Ways to deal with real-life and online bullying • Strategies supporting others who are bullied • Define the word 'dare' • Explain why a dare might be given and ways of refusing them • Reflect on information they share offline/online • Recognise people can be different online • How to protect personal information online • Understand complexities of categorising drugs • Know that all medicines are drugs but not all drugs are medicines 	<ul style="list-style-type: none"> • Define friendship qualities • Explain why friendships sometimes end and ways to make them last • Rehearse active listening skills, demonstrating respectfulness to others • Understand discrimination and its injustice • Empathise with those subjected to injustice, including racism • Know how to challenge discriminatory behaviour • Identify the different groups that make up their school/wider community/other parts of the UK • Describe the benefits of living in a diverse society • Explain the importance of mutual respect for different faiths/beliefs 	<ul style="list-style-type: none"> • Describe the intensity of different positive and negative feelings • Explain how it might feel to be separated from someone or something they like • Suggest ways to help someone • Know correct words for external sexual organs • Discuss myths associated with puberty • Identify products they needed during puberty • Know key facts about menstruation • Recognise that babies come from the joining of an egg and sperm • Understand and explain why puberty happens • Demonstrate resilience when finding someone to listen to them • Know consequences of positive/negative actions

	<ul style="list-style-type: none"> • Understand that online communication can be misinterpreted • Accept that responsible, respectful behaviour is necessary both online as well as face-to-face. 	<ul style="list-style-type: none"> • Define the terms loan, credit, debt and interest • Suggest advice for a range of situations involving personal finance • know areas that local councils are responsible for and that local councillors are elected 	<ul style="list-style-type: none"> • Describe 'star' qualities of celebrities portrayed by the media and how it isn't always accurate in real life • Describe 'star' qualities that everyone has 	<ul style="list-style-type: none"> • Understand medicines can be helpful /harmful and used safely/unsafely • Know misconceptions around smoking 	<ul style="list-style-type: none"> • Understand that text & images we see online is not always accurate • Know people can post untrue things online • Know the difference between sex, gender identity, gender expression and sexual orientation • Identify consequences of positive/negative behaviour and know individual/group actions can impact in positive or negative ways 	<ul style="list-style-type: none"> • Explain differences between safe/unsafe secrets • Identify when to break a confidence in order to keep someone safe • Recognise people can get bullied because of the way they express their gender • Give examples of how bullying behaviours can be stopped
<p style="text-align: center;">Year 6 Topics & strands</p>	<ul style="list-style-type: none"> • Demonstrate collaborative approaches • Explain 'negotiation' and 'compromise' • Recognise challenges that arise from friendships & suggest strategies for dealing with these • demonstrate respectful and assertive approaches • Recognise peer influence and pressure • Demonstrate strategies to resist peer pressure • Recognise behaviours in peer-group dynamics • Recognise emotional needs and understand circumstances can change them • Describe consequences of reacting to others in a positive/negative ways • Suggest ways to respond positively • Know ways people commit to each other 	<ul style="list-style-type: none"> • Define 'fact'/'opinion'/'biased' 'unbiased', • Recognise a biased report • Know the legal age (and reason behind these) for social media accounts • Understand people might post good bits about themselves online • Recognise people's lives are more balanced with positives and negatives • Explain some benefits of saving money and the pros and cons of different saving methods • Suggest sale prices for various items, taking into account a range of factors • Explain what is meant by the term interest • Know different jobs have different levels of pay and factors that influence this 	<ul style="list-style-type: none"> • Explain the five ways to wellbeing and how they contribute to a healthy lifestyle • Identify aspirational goals and the actions needed to achieve them • Present information they researched on a health and wellbeing issues, outlining the key issues and making suggestions for any improvements • Identify risk factors in a given situation (involving alcohol) • Understand and explain the outcomes of risk-taking • Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these • Recognise what risk is and how a risk can be reduced 	<ul style="list-style-type: none"> • Know responsible, respectful behaviours to interact with others online and face-to-face • Understand the ease something posted online can spread • Keeping personal information and behaving safely online • Know it is illegal to create and share sexual images of children under 18 years old • Explore the risks of sharing photos/ films of themselves with other people directly or online • Define what is meant by addictive behaviour • Understand human emotional needs and explain the ways these needs can be met • Explain how drugs are categorised into groups depending on their medical/legal context 	<ul style="list-style-type: none"> • Recognise bullying and discriminatory behaviour can result from disrespecting differences • Describe positive attributes of their peers • Know that all people are unique but that we have lots in common • Strategies for bystanders to respond to someone being rude, offensive or bullying someone else • Demonstrate ways of supporting someone who has been bullied • Ways of showing respect using verbal and non-verbal communication • Understand and explain the term prejudice • Identify different groups within the school/wider community/other parts of the UK • Describe the benefits of living in a diverse society 	<ul style="list-style-type: none"> • Recognise the changes they have experienced and their emotional responses to them • Suggest positive ways to deal with change and people who can support them • Understand that fame can be short-lived • Recognise photos can be changed to match society's view of perfect; • Identify qualities people have, besides their looks • Define what is meant by the term stereotype and how the media can sometimes reinforce gender stereotypes • Know the effects of peer pressure on behaviour • Define 'puberty' giving examples of physical and emotional changes associated with it

	<ul style="list-style-type: none"> • Know the ages they can marry if parents agree • Understand everyone's right to freely choose who/whether to marry • Recognise some types of physical contact can produce strong negative feelings and illegal inappropriate touch • Online safety linked to personal information • Safe and respectful behaviours online 	<ul style="list-style-type: none"> • Explain how income tax /VAT fund public services • Evaluate public services, comparing their value • Define voluntary, community and pressure (action) groups • Know mission statement, aims, and beneficiaries of a chosen group • Know environmentally sustainable lifestyles and suggest actions that they could make 	<ul style="list-style-type: none"> • Understand risks related to growing up and explain the need to be aware of these • Assess a risk to help keep themselves safe 	<ul style="list-style-type: none"> • Demonstrate an understanding that drugs can have both medical and non-medical uses • Explain some laws to control drugs in the UK • Know misconceptions around drinking alcohol • Describe some of the effects and risks of drinking alcohol. • Suggest positive ways people can get their emotional needs met • Understand and give examples of conflicting emotions • Understand and reflect on how independence and responsibility go together 	<ul style="list-style-type: none"> • Explain the importance respect for different faiths and beliefs • Explain the difference between a friend and an acquaintance • Describe qualities of a strong, positive friendship • Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative) • Define what is meant by the term stereotype • Recognise how the media reinforces gender stereotypes • Recognise that people fall into a wide range of what is seen as normal • Challenge stereotypical gender portrayals of people. 	<ul style="list-style-type: none"> • Suggest strategies to help someone struggling during puberty • Understand what FGM is and that it is an illegal practice in this country • Know where to get support with concerns about their own or another person's safety • Explain safe/unsafe secrets • Identify when someone might break a confidence to keep someone safe • Identify the changes to allow sexual reproduction to occur • Know ways in which the sperm can fertilise the egg to create a baby • Know the legal age of consent and what it means • Explain how HIV/viruses affect the body's immune system • Understand that HIV is difficult to transmit
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Key Questions and Vocabulary Progression

	<u>PSHE</u> Key Questions	<u>PSHE</u> Vocabulary		<u>RSE</u> Key questions	<u>RSE</u> Vocabulary
Year 1	<ul style="list-style-type: none"> • How are families different to each other? • Which people care us? • How can we care for the environment? • What does privacy mean? • What might I need permission for? • How can my behaviour affect others? • How can I be polite and respectful? • What are the school and class rules? • Why do we have them? • How can we keep healthy with our bodies and minds? • What are simple hygiene routines? • How do we keep safe online? • What rights and responsibilities do I have? • What basic first aid do I know? • How can I look after my money? • What is the difference between a surprise and a secret? 	Rules Feelings Feel better Friends Listening Families Unkind Bully Fair Same or different Touches Good or bad Healthy Medicine Safe Hygiene Environment Caring First aid	Money Germs Support Feedback Helpful/ Unhelpful Kind/Unkind Special Behaviour heart lungs blood stomach intestines brain ribs oxygen digested	<ul style="list-style-type: none"> • What are the main body parts? • How so family and friends show they care for each other? • Can they identify and respect the differences and similarities between people? • How do you keep clean and look after yourself? • What are the differences between girls and boys? • How have I changed since I was a baby? • Which parts of my body are private? 	Clean similar different family boy, girl male, female body part baby eye contact cuddling washing changing feeding changes growing help surprises secrets penis vagina private parts
Year 2	<ul style="list-style-type: none"> • How do family and friends should care for each other? • How can I respect the differences and similarities between people? • When is it necessary to share a secret? • What is co-operation is and what does it look like? • What is belonging? • What is the difference between a want and a need? • What are the life stages and explain the changes that take place? • Can I name the body parts using the correct names? • Can I describe how to stay safe in different environments? • What is the difference between bullying and teasing? • How can I be a good friend? 	Classroom Rules Bullying Teasing Feelings Good friend Problems Act of kindness Left out Special Feel good Behaviour Inside and outside Similar and different In common Physical and non-physical Safe No Secrets Unsafe	Control Responsibility Encouragement Achieve Choices Hygiene Health Exercise Energy first aid Support / feedback heart, blood, lungs, stomach, small and large intestines, brain, Ribs, digested,	<ul style="list-style-type: none"> • Are all families the same? • How am I special? • How do I know I belong? • What are the differences between boys and girls? • How do people change over time? • Describe some differences between male and female animals. • What does hygiene mean to me? • How do I look after myself? • Which parts of me are private? • How can I get along with others? • How do I manage my temper? 	Clean Similar Different Sex gender roles stereotypes boy, girl, male, female body part good or bad privacy touch penis vagina Consent Head, eyes, ears, nose nipples, belly button (navel) testicles,

		Uncomfortable Environment Erupt			fingers knee, toes arms. Unique My body Personality Grow Lost/loose Found
Year 3	<ul style="list-style-type: none"> • How are families different? • What do I do if someone is making me or someone else upset or worried? • What information is appropriate to share with different people? • How do I keep myself safe online? • How can I be respectful towards others? • Why are rules and laws important in wider society? • Can I recognise and challenge gender stereotypes? • Can I identify how my achievements and skills can be linked to future jobs? • Can I explain what good choices can be made about my health and habits? • Can I explain how to be safe in my local environment? • How do I identify risks in unfamiliar areas? • What is a dare? • What is a volunteer? • How do I manage my changing feelings? 	Rule Team Special Problem Friends Opinion Dare Uncomfortable Unsafe Died Loss Family Community Neighbours Celebrate Differences Prejudice Bully Name calling Same/different Respect Challenge Listening Age / unsafe Risk/ danger Alcohol Cigarettes Smoking Drinking Browsing	Online Decisions Medicine Drugs Volunteers Safe Fact or Opinion Viewpoint Money Healthy Skills Emergency services heart blood lungs stomach small and large intestines liver brain veins arteries Exercise For and against Achieved Improve Relationship Trust	<ul style="list-style-type: none"> • How do families have different family members? • Who do I go to for help and support? • How do I overcome peer pressure? • What are different kinds of touch and personal space? How can I overcome problems? • What are gender stereotypes? • What are the differences between males and females? • How does my body change throughout my life? • What is personal space? 	Stereotypes gender roles similar different male female body part penis vagina Personal Touches Assertive Secret / surprise Changing Egg Sperm Babies Puberty Periods Ovaries fallopian tubes womb lining of uterus vagina
Year 4	<ul style="list-style-type: none"> • What is a positive friendship; including online relationships? • What is confidentiality and when could this be required? • Can I discuss matters sensitively? 	Email Positive and Healthy relationships Friends No	Danger risk Hazard Medicines Images Dares	<ul style="list-style-type: none"> • Can I recognise and challenge stereotypes? • Can I understand how the body changes throughout life? • Can I recognise the emotional and physical changes of puberty? 	Stereotypes gender roles similar different male

	<ul style="list-style-type: none"> • Can I describe how data might be used and/or shared? • How can I make good choices about money in a scenario given? • Can I describe and maintain a balanced lifestyle? • What are my hygiene routines? • What is puberty? • What are the emotional and physical changes of puberty? • Do I understand how the body changes throughout life? • Can I describe and explain how to keep safe around medicines and everyday common drugs? • What is the difference between dangers, risks and hazards? • What is basic first aid? 	<p>Assertive Teamwork Collaboration Feelings Bullying Pressure Negotiate Compromise Relationships Close family Wider family Acquaintances Race Gender Religion Differences Similarities Aggressive Consequences Customs Festivals Ethnicity World Stereotypes Influence Rights</p>	<p>Disease Hygiene Drugs Smoking Alcohol Managing risk Healthy Responsibilities Bullying Bystanders Anti-social Environment Organisations Taxes Payslip Community First aid Unique Choices energy food, water oxygen exercise sleep Balanced Recycling Change</p>	<ul style="list-style-type: none"> • Do all families have the same family members? • Who do I go to for help and support? • What are the physical and emotional changes of puberty? 	<p>female penis vagina puberty period pregnancy Emotional testicles sperm pubic hair vulva vagina ovaries eggs womb clitoris labia breasts two sets of labia - the inner and the outer Menstrual cycle Period Secret Surprise Marriage Underwear Personal Body space</p>
<p>Year 5</p>	<ul style="list-style-type: none"> • Can I identify strategies to manage peer influence and the need for peer approval? • Can I recognise when a friendship makes me feel uncomfortable, worried or safe and when to seek support? • Can I identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations? • Do I understand that it is never my fault if I have experienced unacceptable touch? • Can I ask for, give and not give permission for physical contact? • Can I recognise and safely challenge discrimination? 	<p>Collaboration Negotiation Friendship Help Unhealthy Passive Aggressive Assertive Smoking Communication Responsible respectful Qualities Conversations Discrimination</p>	<p>Finance Council Alcohol food water oxygen sleep exercise Internal organs Strengths Talents Consumer Buying Selling Loan</p>	<ul style="list-style-type: none"> • Can I recognise and challenge stereotypes? • Can I understand how the body changes throughout life? • Can I recognise the emotional and physical changes of puberty? • Can I use strategies to cope with changes? • Who do I go to for help and support? • How do I keep clean? • What different coping strategies can I use? • What are hormones? • What are the differences between secrets and surprises? • What is smoking? • What are drugs? 	<p>Stereotypes gender roles similar different male female penis vagina puberty period hormones Puberty Pubic Hair Outer Lips Vaginal Opening</p>

	<ul style="list-style-type: none"> • Can I show compassion for others, the environment and animals living there? • Can I describe how the media can influence our job choices? • Can I explain that someone’s gender identity does not always correspond with their biological sex? • Can I explain that FGM is against the British Law and know what to do if I think someone is at risk of FGM? • What do local councils do? • How can I spend my money wisely? • What is sepsis? 	<p>Injustice Racism Diverse society Faiths/beliefs Consequences Habit Risk Bullying Dare Safe Health Wellbeing Media Fact or opinion Rights Duties Community Voluntary Pressure group</p>	<p>Credit Debt Interest Improvement Independence Qualities First aid Feelings Resilience Separated Negative Positive Behaviour Affects Bullying Gender identity Sexual orientation Gender expression Biological sex</p>		<p>Vulva Clitoris Urinary opening Anus Inner Lips Foreskin Penis Testicle Scrotum Menstruation Growing Changing Changing emotions Safe/ unsafe secret</p>
<p>Year 6</p>	<ul style="list-style-type: none"> • Can I explain what it means to be attracted to someone and know the different kinds of loving relationships including a variety of couples? • Can I explain the qualities of a healthy relationship including knowing ways that couples show their love and commitment to each other? • Can I explain shared responsibility where pressure is put on someone to do something? • Can I explain how to respond to pressure from others and how to manage it? Can I explain where to get support? • Can I explain how to constructively challenge points of view I disagree with? • Can I identify prejudice and discrimination and explain how to challenge this in a safe way? • Can I explain the benefits of social media and also the risks and challenges of using social media? • Can I explain how having or not having money can impact on someone’s emotions? Can I also explain how money can be gained and lost? 	<p>Together Team Negotiate Friendship Problem Respect Assertive Marriage Commitment Positively Negatively Physical contact Personal information Disrespect Differences Bystander Bullying Attributes Unique Similar Respect Prejudice Faiths beliefs</p>	<p>Taxes Pay Voluntary Community Pressure group Aim Mission statement Activity Beneficiaries Environmentally sustainable Private Addiction Drugs Medical / non=medical Laws Alcohol Conflicting Fact Opinion Biased Unbiased Saving Money</p>	<ul style="list-style-type: none"> • Can I recognise and challenge stereotypes? • Can I understand how the body changes throughout life? • Can I recognise the emotional and physical changes of puberty? • Are I aware of risks and how to deal with them? • What strategies can I use to deal with changes? • What are the physical changes in males and females (periods, puberty)? • What influences my decisions? • How does self-confidence, communication skills and assertiveness help to keep you safe? • How are babies made? 	<p>Stereotypes gender roles similar, different male, female penis vagina puberty period risk challenge decision Change Qualities Looks Puberty FGM Secret Sexual reproduction Babies Egg Sperm Fertilise Baby Consent</p>

	<ul style="list-style-type: none"> • Can I identify what might have a negative impact on their mental health and how I might deal with that; also know what can be positive for their mental health? • Can I understand what sexual intercourse is and consent? Can I explain how pregnancy occurs and how it can be prevented? Can I describe the responsibilities of parents and carers including how having a baby can change someone's life? • Can I explain and understand why people choose to use drugs, the law surrounding this and the impact it may have on someone's life? • Can I explain how the media might impact or influence someone to make good or bad choices? • What is sepsis? 	<p>Mutual respect Diverse Friends Acutance Relationships Stereotype Gender Personal information Illegal Risk</p>	<p>Cost Interest Job Democracy Elections Parliament Wellbeing Goals Aspirations Risk First aid Pressure</p>		<p>Age Erections Periods Ovary Vagina Fallopian tube Uterus/ womb Cervix Vaginal opening Urethra Penis foreskin Testicle scrotum Bladder Prostate gland Intercourse Pregnancy IVF Surrogacy Adoption HIV</p>
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