

# A PSHE and Wellbeing Framework for Primary Schools

Meets the requirements of the DfE Guidance on statutory Relationships and Health Education (2019)

April 2020

Produced by



## A PSHE and Wellbeing Framework for Primary Schools

The resource was originally developed by Health Education Partnership Limited for the Healthy Schools Partnership, comprising London Borough of Hammersmith and Fulham, Royal Borough of Kensington and Chelsea, and Westminster City Council.

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### Acknowledgement and Use

This framework is based upon [PSHE Association's Programme of Study](#) (January 2020).

The Healthy Schools Partnership and Health Education Partnership (HEP) are happy for colleagues to use the resource. If you wish to replicate the content we request you acknowledge the original source.

### Development

Schools, partner agencies and young people have informed the development of this resource via:

- Consultation with school staff at local PSHE Coordinators' Network Meetings and engagement with the local Healthy Schools Programme.
- Healthy Schools Partnership Network meetings and annual summer event.
- The outcomes of consultations with children and young people

### Further free resources from Health Education Partnership

- Resource bank with links to free resources
- Template RSE and PSHE Policies
- Getting ready for statutory RSHE Audit Tool
- Guide to Engaging Parents
- Slides to support a Parent Meeting

### Further information

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## Introduction

Personal, Social, Health and Economic (PSHE) education is a school subject which helps pupils develop the knowledge, skills and attributes to stay healthy and safe now and prepare for their futures. Good PSHE education also helps pupils to achieve their [academic potential](#).

Most of PSHE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases.

The Department for Education published [Statutory Guidance for Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) in June 2019.

This sets out what schools *must* cover from September 2020.

At Primary level parents can withdraw their child/children from any Sex Education that is not part of the statutory science curriculum. Parents *cannot* withdraw their child/children from Relationships or Health education. This should be outlined in the RSE policy.

The HEP PSHE and Wellbeing Framework covers the statutory content from the above guidance and the non-statutory elements for primary schools such as sex education, economic wellbeing, careers and being a responsible citizen. Schools are encouraged by the DfE to continue teaching PSHE Education.

This framework is based on the PSHE Association's three core themes:

- **CORE THEME 1:** HEALTH AND WELLBEING
- **CORE THEME 2:** RELATIONSHIPS
- **CORE THEME 3:** LIVING IN THE WIDER WORLD

## Special Schools

This framework has been developed for mainstream primary schools. Special schools across the Bi-Borough will receive additional support to enable them to adapt the framework to meet the needs of their pupils.

## Supporting Legislation and Guidance<sup>1</sup>

- [Keeping Children Safe in Education](#) (statutory guidance) (2019)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline) (2018)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils) (2016)
- [Equality Act 2010 and schools](#) (2010)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance) (2015)
- [Alternative Provision](#) (statutory guidance) (updated 2016)
- [Mental Health and Behaviour in Schools](#) (advice for schools) (2018)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying) (2017)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools) (2018)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) (2014)

## Ofsted

The latest [Ofsted Framework](#) places a greater emphasis on **Personal Development** and the provision of a broad and balanced curriculum. A well planned, confidently delivered PSHE programme can contribute to all four judgement areas and is key to effective **Safeguarding**.

*"In the new inspection model, we are particularly interested in how schools contribute to the personal development of children... This makes more space in inspection for discussing things like the PSHE lessons in which wider life issues can be explored."*

Ofsted Chief Inspector Amanda Spielman, July 2019

The development of attributes and skills are key to **Personal Development** rather than just a focus on facts. These essential skills and attributes are outlined on p.11 of this framework. Preventative PSHE education helps children and young people to know how they can support each other, manage their own behaviour and get help for themselves or their friends when they need it, therefore supporting the judgement on **Behaviour and Attitudes**. It's clear that PSHE education will play a key role in providing evidence under the new framework. Under the **Quality of Education** judgement be prepared for a '**Deep Dive**' into PSHE, considering these questions:

- **Intent** – curriculum meeting the needs of the pupils?
- **Implementation** – timetabled lessons & confident staff?
- **Impact** – measures to show the positive impact?

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<sup>1</sup> Correct at time of writing (April 2020)

## How to use this framework

This is a comprehensive framework which covers both the statutory elements of the DfE Guidance and the non-statutory elements of an effective PSHE Curriculum. It is a suggestion as to how you can organise the learning objectives as a spiral curriculum, building on learning year on year, but it is intended to be used flexibly to meet the needs of your pupils.

### Key for the curriculum map

**Relationships Education** – Statutory content including the following topics:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

**Health Education** – Statutory content including the following topics:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

**Sex Education** – Non-Statutory but recommended by DfE to include

**Science Curriculum** (national curriculum expectations)

**PSHE** – Non-Statutory but recommended by DfE to include. This includes the following topics:

- Economic Wellbeing
- Being a Responsible Citizen
- Careers

**SG** = contributes to safeguarding

**BV** = contributes to British Values

The DfE have identified key topic areas under each of the above headings and these have been mapped e.g. Under **Health Education** you will find **Mental Wellbeing** and **Health and Prevention** etc. The objectives are based on the DfE Guidance and the PSHE Association's Programme of Study.

### Cross Curricular Links

This framework includes references to the **Science Curriculum** (see above key) where relevant as there is some crossover with the DfE guidance and the existing national curriculum expectations – see below;

### Science Curriculum

#### Key Stage 1 (age 5-7 years)

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults

- *Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene*

### **Key Stage 2 (age 7-11 years)**

- *Describe the life process of reproduction in some plants and animals*
- *Describe the changes as humans develop to old age*
- *Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents*

There is a lot of content in this suggested curriculum but you don't need to fit it all in to your PSHE lessons, many of the learning objectives can be covered by other curriculum subjects e.g. **Health and Fitness** could be addressed through PE, **Healthy Eating** could be addressed through D&T and Science and **Internet Safety and Harms** will be partly covered in ICT. Conversely, the framework includes objectives from the **Science Curriculum**, for example naming body parts, which may benefit from being delivered as part of a PSHE or safeguarding session. Map your curriculum to identify these links and take the opportunity to review the learning across these other subjects e.g. do pupils learn about the importance of physical activity for our mental health during PE? Consistency of messages is key for learning so take this opportunity to review how the knowledge, skills and attributes are being reinforced through other curriculum subjects. This will also help you to avoid repetition.

There are two appendices at the back of the framework to support your PSHE provision focusing on active teaching and learning and assessment ideas.

### **Meeting the Needs of Your Pupils**

This framework is a starting point for you. The children and young people in your school and the families in your community are unique. A well planned PSHE curriculum takes into account the needs of your school community and is regularly reviewed. Here are some suggestions that can help you to create your bespoke PSHE curriculum with this framework as a starting point:

- Use pupil voice whether through surveys, focus group discussions, pupil teaching and learning consultations, pupil feedback in policy reviews, assessment of learning (see appendix 2 – p.39) etc to identify key areas
- Look at the Public Health England [Child Health Profiles](#) for your region to identify the current health and wellbeing needs for your local population and search for your local authority's Joint Strategic Needs Assessment (JSNA). This will outline the key areas of need in your area
- Staff and parent observations - either informal feedback or formal responses from surveys. The DfE have produced a guide to '[Parental Engagement on Relationships Education](#)'

### **SEND**

Lessons and resources need to be relevant and accessible to all pupils, including those with SEND.

These pupils may be more vulnerable to exploitation and bullying, therefore sensitive and age-appropriate Relationships and Health Education is an essential part of their learning

### **Partners**

Partners may support your delivery of PSHE Education but this should be used to enhance your provision and not replace planned timetabled lessons taught by confident staff. Your approach to PSHE as outlined in your policy should be shared with partners delivering sessions in your school

### **Period Product Scheme**

The DfE have introduced a [period product scheme](#) to allow schools to order free period products for those in the school who need them. This is to help tackle period poverty. Consider how this complements your lessons on menstrual wellbeing

### **Staff**

There are some sensitive topics to teach within PSHE and some topics that require specific knowledge that staff may not have. It is helpful to find out how staff are feeling, where the gaps are in terms of their knowledge, confidence and skills and access to CPD for staff to fill these gaps

## **PSHE Education Considerations**

### **Parents / Statutory Duties**

Parents can withdraw their child/children from sex education if the school teaches it. Schools must have an RSE policy ratified by Governors and this along with the PSHE curriculum must be published on the school website

### **Whole School Approach**

Essential for enriching wellbeing in school e.g. promoting staff health and wellbeing; nurturing relationships across the whole school community; staff modelling positive, respectful behaviours; creating a culture within which all can feel safe; establishing a sense of belonging, and regularly celebrating successes. A PSHE curriculum supports SMSC development

### **Equality and Diversity**

Schools have statutory duties under the Equality Act (2010) and the promotion of British Values. There are 9 protected characteristics within the Equality Act and an inclusive curriculum/ethos includes all of these groups, helping to prevent bullying across the school community. Teaching should reflect British Law and distinguish between opinions and facts

### **Questions from Children and Young People**

Some children and young people don't want to ask questions in front of peers, others may have questions following lessons. Teaching skills for discussion/questioning, providing opportunities to do so in various ways e.g. question boxes, and identifying their own trusted adults at school and at home, is key for them to be able to ask questions and have discussions, as and when they need to



## A Positive Approach

In delivering a comprehensive life skills programme, a range of themes are covered to support the personal, social, emotional and health development of all pupils, some of which are related to dangers, risks and negative behaviours. Rather than creating an atmosphere of fear or anxiety, these are best taught through a positive approach, acknowledging that when we are faced with various risks and negative events, we can learn to make informed decisions and responses based on knowledge, attitudes, skills and strategies to recognise and manage these situations as effectively as possible. Resources should be chosen carefully to avoid retraumatizing or victim blaming.

### PSHE

#### Examples of a positive approach

- Many schools have changed the name of 'Anti-Bullying Week' to 'Friendship week' therefore focusing on the benefits of being a good friend, having good friends and how great friendships can make you feel. By focusing on a positive angle in these lessons, the negative behaviour is acknowledged and explored, but the promotion of positive behaviour will be the focus.
- When teaching about smoking, lessons will inevitably cover the dangers of smoking and many children and young people may worry about people they know. Whilst we need to educate our children and young people about the risks associated with smoking, lessons should also emphasise the benefits of giving up smoking and how quickly this reduces the likelihood of long-term health issues, offering reassurance.

## Social Norms

Social norms is an evidence based approach to promoting positive behaviour change in young people. Although it is best known for successfully reducing drug use, it has much wider applicability in promoting positive behaviour change. It usually involves a local campaign that educates students about actual norms, highlighting the discrepancy between these and perceived norms.

NCB (National Children's Bureau) highlights the social norms or normative approach as an honest, positive and effective way of improving the health of young people in comparison to ineffective approaches such as "health terrorism", in which extreme negative scenarios are presented to young people that are irrelevant to their experience. An example of a social norm could be:

***"85% of secondary school children in our borough rarely or never drink alcohol".***

Children and young people often overestimate how many of their peers smoke or drink alcohol for example. Consider how a social norms campaign, promoting positive behaviour change could support the PSHE curriculum in your school.

## Overarching concepts developed through the Programme of Study<sup>2</sup>

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the **Equality Act 2010**)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

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<sup>2</sup> PSHE Association, PSHE Education Programme of Study Key stages 1-5 (2017 version)

### Essential Skills and Attributes developed through the Programme of Study<sup>3</sup>

Personal effectiveness	Interpersonal and social effectiveness
<ol style="list-style-type: none"> <li>1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)</li> <li>2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)</li> <li>3. Resilience (including self-motivation, perseverance and adaptability)</li> <li>4. Self-regulation (including promotion of a positive, growth mind-set<sup>4</sup> and managing strong emotions and impulses)</li> <li>5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms</li> <li>6. Self-organisation (including time management)</li> <li>7. Strategies for identifying and accessing appropriate help and support</li> <li>8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence</li> <li>9. Recalling and applying knowledge creatively and in new situations</li> <li>10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</li> </ol>	<ol style="list-style-type: none"> <li>1. Empathy and compassion (including impact on decision-making and behaviour)</li> <li>2. Respect for others' right to their own beliefs, values and opinions</li> <li>3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think')</li> <li>4. Skills for employability, including <ul style="list-style-type: none"> <li>• Active listening and communication (including assertiveness skills)</li> <li>• Team working</li> <li>• Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)</li> <li>• Leadership skills</li> <li>• Presentation skills</li> </ul> </li> <li>5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)</li> <li>6. Recognising, evaluating and utilising strategies for managing influence</li> <li>7. Valuing and respecting diversity</li> <li>8. Using these skills and attributes to build and maintain healthy relationships of all kinds</li> </ol>
Managing risk and decision-making (integral to all of the above)	
<ol style="list-style-type: none"> <li>1. Identification, assessment (including prediction) and management of positive and negative risk to self and others</li> <li>2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)</li> <li>3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)</li> <li>4. Assessing the validity and reliability of information</li> <li>5. Identify links between values and beliefs, decisions and actions</li> <li>6. Making decisions</li> </ol>	

<sup>3</sup> PSHE Association, PSHE Education Programme of Study Key stages 1-5 (2017 version)

<sup>4</sup> A growth mind-set refers to the work of Carol Dweck. In a growth mind-set, people believe that their most basic abilities can be developed through dedication and hard work — brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.

## Long Term Overview: A Suggested Framework

Year Group	Autumn Term	Spring Term	Summer Term
<b>Year 1</b>	Awareness of feelings All about me Being different Money	Keeping well and clean My friendships The Environment	Keeping Safe My family Losing and finding Looking after myself
<b>Year 2</b>	Healthy people All about my feelings Money, shopping and saving	Keeping safe Making and breaking friendships Coping with conflict Special days	About my body Exploring our families Global food
<b>Year 3</b>	Emotions and feelings Peer influence/pressure Me and my community	Healthy Lifestyles Safe Relationships Where do things come from?	Drug Education - Smoking & Basic First Aid Keeping safe Different Families Aspirations Managing money
<b>Year 4</b>	Mental Health and Wellbeing Rights and Responsibilities Persuasion and pressure Media and Me	Healthy Lifestyles Friendships / Inclusion Local Community – shared responsibilities	Growing and Changing Drug Education - Alcohol and Decision making Types of relationships Aspirations Managing Money
<b>Year 5</b>	Mental Health and Wellbeing Personal Safety Self-Respect and Personal Goals Being Left Out Stereotypes and Diversity	Healthy lifestyles Friendships and Coping with Bullying Working together and aspirations Media literacy and digital resilience	Puberty Drug Education – Legal and Illegal Drugs Relationships What makes a Democracy? Money
<b>Year 6</b>	Healthy Lifestyles Drug Education – Drugs, risks and the Media Conflict resolution Celebration – supporting each other Protected Characteristics and Bullying	Moving on Mental Health and Online Safety Family Dynamics Democracy and decisions Media literacy and digital resilience	Puberty and Relationships Sex Education Relationships Money and Me Aspirations, work and career

Key Stage 1: Year 1		Curriculum links:	
		<div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> <div>SG = contributes to safeguarding</div>	<div>Health Education</div> <div>Sex Education</div> <div>BV = contributes to British Values</div>
Core Theme	Autumn Term	Spring Term	Summer Term
HEALTH AND WELLBEING	<b>AWARENESS OF FEELINGS</b> <div>Mental Wellbeing</div> Children will learn: <ul style="list-style-type: none"> <li>How to recognise and name different feelings</li> <li>A range of words to describe feelings</li> <li>How to tell how people are feeling</li> </ul> Children should: <ul style="list-style-type: none"> <li>Begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings SG</li> </ul>	<b>KEEPING WELL AND CLEAN</b> <div>Physical Health and Fitness</div> <div>Healthy Eating</div> <div>Health and Prevention</div> Children will learn: <ul style="list-style-type: none"> <li>that things people put into their bodies can affect how they feel</li> <li>why hygiene is important and how simple hygiene routines can stop germs from being passed on</li> <li>how physical activity and healthy eating helps them to stay healthy</li> <li>what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</li> <li>who helps help them to stay healthy (e.g. parent, dentist, doctor)</li> </ul> Children should: <ul style="list-style-type: none"> <li>know how to keep themselves clean and how to brush their teeth effectively</li> <li>be able to describe different ways to stay healthy</li> </ul>	<b>KEEPING SAFE</b> <div>Being Safe</div> <div>Drug, Alcohol and Tobacco</div> <div>Internet Safety and Harms</div> <div>Mental Wellbeing</div> Children will learn: <ul style="list-style-type: none"> <li>that household products, including medicines, can be harmful if not used properly SG</li> <li>how medicines can help people stay healthy and that some people need to take medicines every day to stay healthy SG</li> <li>some basic rules to keep safe online SG</li> </ul> Children should: <ul style="list-style-type: none"> <li>know how to keep themselves safe at home and online SG</li> </ul>
	<b>RELATIONSHIPS</b> <b>ALL ABOUT ME</b> <div>Respectful Relationships</div> <div>Mental Wellbeing</div> Children will learn: <ul style="list-style-type: none"> <li>what they like/dislike and are good at</li> </ul>	<b>MY FRIENDSHIPS</b> <div>Caring Friendships</div> <div>Respectful Relationships</div> <div>Online Relationships</div> <div>Being Safe</div> <div>Mental Wellbeing</div>	<b>MY FAMILY</b> <div>Families and people who care for me</div> <div>Mental Wellbeing</div> Children will learn: <ul style="list-style-type: none"> <li>To explore different kinds of families</li> </ul>

Key Stage 1: Year 1		Curriculum links:	
		<div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div>	<div> <div>Health Education</div> <div>Sex Education</div> </div>
		<div> <div>SG = contributes to safeguarding</div> <div>BV = contributes to British Values</div> </div>	
Core Theme	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> <li>what makes them special and that everyone has different strengths</li> <li>how their personal features or qualities are unique to them</li> <li>how they are similar or different to others, and what they have in common</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to describe their unique qualities and strengths, and the qualities and strengths of others</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>about what makes a good friend</li> <li>about different types of friends, including grown-ups <sup>SG</sup></li> <li>simple strategies to resolve conflict between friends</li> <li>that hurtful behaviour is not acceptable and how to report bullying (including cyberbullying) <sup>SG</sup></li> <li>the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises <sup>SG</sup></li> <li>What 'privacy' means and the importance of respecting others' privacy</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to talk about what makes a good friendship</li> <li>be able to talk about good and not so good feelings <sup>SG</sup></li> <li>be able to talk about how they would resolve conflicts with their friends <sup>SG</sup></li> </ul>	<ul style="list-style-type: none"> <li>To identify who can help when families make us feel unhappy or unsafe <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Know there are different types of families</li> <li>Know which people we can ask for help <sup>SG</sup></li> </ul> <p><b>LOSING AND FINDING</b></p> <p><b>Mental Wellbeing</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about what happens when things get lost or change</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to express how they feel when they lose something or if things change (including moving home, losing toys, pets or friends)</li> </ul>
<b>LIVING IN THE WIDER WORLD</b>	<p><b>BEING DIFFERENT</b></p> <p><b>Respectful Relationships</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>more about other people's opinions and views <sup>BV</sup></li> <li>about the different groups they belong to (clubs, faith, cultural heritage etc) <sup>BV</sup></li> </ul>	<p><b>THE ENVIRONMENT</b></p> <p><b>Being a responsible citizen</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>what can harm the local and global environment; how they and others can help care for it</li> </ul> <p>Children should:</p>	<p><b>LOOKING AFTER MYSELF</b></p> <p><b>Being Safe</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>more about road safety and who helps us keep safe <sup>SG</sup></li> </ul> <p>Children should:</p>

Key Stage 1: Year 1		Curriculum links:	
		<div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div> <div> <div>Health Education</div> <div>Sex Education</div> </div>	
		SG = contributes to safeguarding	BV = contributes to British Values
Core Theme	Autumn Term	Spring Term	Summer Term
	<p>Children should:</p> <ul style="list-style-type: none"> <li>be able to talk about the fact that everyone has different opinions and views <sup>BV</sup></li> </ul> <p><b><u>MONEY</u></b></p> <p>■ Economic Wellbeing</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about what money is and where it comes from</li> <li>about the cost of everyday items</li> <li>that I can keep money in different places, and that some places are safer than others, e.g. a money box or a bank</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to identify and recognise the value of coins and notes</li> <li>be able to talk about where money can come from</li> <li>be able to explain the difference between needs and wants</li> <li>be able to explain a suitable place to keep money safe, and explain why</li> </ul>	<ul style="list-style-type: none"> <li>know some of the things they can do at home and at school to help the environment</li> </ul>	<ul style="list-style-type: none"> <li>understand the role of the emergency services <sup>SG</sup></li> </ul>

Key Stage 1: Year 2		Curriculum links:	
		<div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> <div>SG = contributes to safeguarding</div> </div> <div> <div>Health Education</div> <div>Sex Education</div> <div>BV = contributes to British Values</div> </div>	
Core Theme	Autumn Term	Spring Term	Summer Term
HEALTH AND WELLBEING	<b>HEALTHY PEOPLE</b> <ul style="list-style-type: none"> <li>Mental Wellbeing</li> <li>Physical Health and Fitness</li> <li>Healthy Eating</li> <li>Health and Prevention</li> <li>Science Curriculum</li> </ul> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest (Science curriculum)</li> <li>to recognise the importance of knowing when to take a break from time online or TV</li> <li>that a healthy person has good physical and mental health and wellbeing</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to describe the components of a healthy day</li> </ul>	<b>KEEPING SAFE</b> <ul style="list-style-type: none"> <li>Being Safe</li> <li>Online Relationships</li> <li>Mental Wellbeing</li> <li>Internet Safety and Harms</li> <li>Health and Prevention</li> <li>Drug, Alcohol and Tobacco</li> <li>Basic First Aid</li> </ul> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>how rules and restrictions help them to keep safe (e.g. age, basic road, fire, cycle, water safety; in relation to medicines/ household products and online) SG</li> <li>how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and learn what steps they can take to avoid or remove themselves from them SG</li> <li>that not everything they see online is true or trustworthy and that people can pretend to be someone they are not SG</li> <li>how to tell a trusted adult if/when they are worried for themselves or others, worried that something is, or feels, unsafe, or if they come across something that scares or concerns them, including how to get help in an</li> </ul>	<b>ABOUT MY BODY</b> <ul style="list-style-type: none"> <li>Being Safe</li> <li>Respectful Relationships</li> <li>Science Curriculum</li> </ul> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about their bodies and how they work</li> <li>about the similarities and differences between males and females</li> <li>about gender stereotypes</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to name the main parts of the body (including external genitalia) (Science curriculum) SG</li> <li>understand that some people have fixed ideas about what boys and girls can do</li> </ul>



Key Stage 1: Year 2		Curriculum links:	
		<div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> <div>SG = contributes to safeguarding</div>	<div>Health Education</div> <div>Sex Education</div> <div>BV = contributes to British Values</div>
Core Theme	Autumn Term	Spring Term	Summer Term
		<p>emergency; how to dial 999 and what to say <sup>SG</sup></p> <ul style="list-style-type: none"> <li>How to keep safe in the sun and protect from sun damage <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' <sup>SG</sup></li> <li>know what 'privacy' means <sup>SG</sup></li> </ul>	
<b>RELATIONSHIPS</b>	<p><b><u>ALL ABOUT MY FEELINGS</u></b></p> <div>Caring Friendships</div> <div>Respectful Relationships</div> <div>Mental Wellbeing</div> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>to recognise that not everyone feels the same at the same time or feels the same about the same things: for example, that someone's big* feelings are not always the same as someone else's big feelings <sup>SG</sup></li> <li>about different things they can do to manage their own big feelings, to learn ways they can help calm themselves down and help change their mood when they don't feel good <sup>SG</sup></li> </ul>	<p><b><u>MAKING AND BREAKING FRIENDSHIPS</u></b></p> <div>Caring Friendships</div> <div>Mental Wellbeing</div> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about when friendships break up, or people move away</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>understand about the feelings associated with this <sup>SG</sup></li> </ul> <p><b><u>COPING WITH CONFLICT</u></b></p> <div>Caring Friendships</div> <div>Respectful Relationships</div> <div>Mental Wellbeing</div> <div>Internet Safety and Harms</div>	<p><b><u>EXPLORING OUR FAMILIES</u></b></p> <div>Families and people who care for me</div> <div>Being Safe</div> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about people who look after them, their family networks, who to go to if they are worried and how to attract their attention <sup>SG</sup>, ways that pupils can help these people to look after them</li> <li>to identify their special people (family, friends, carers) and what makes them special and how special people should care for one another <sup>SG</sup></li> <li>that babies need care and attention (love) in order to calm them if they are upset</li> </ul>

Key Stage 1: Year 2		Curriculum links:	
		<div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div>	<div> <div>Health Education</div> <div>Sex Education</div> </div>
		SG = contributes to safeguarding	BV = contributes to British Values
Core Theme	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> <li>to recognise when they need help with feelings, that it is important to ask for help with feelings when they need to do so, and know how to ask for it <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to describe the difference between feelings that feel *‘small’ and *‘big’ to them, and know some strategies for managing these <sup>SG</sup></li> </ul> <p>(*there is no such thing as a feeling too small that a child can’t talk about it, so there’s no right or wrong about what is considered to be a small or big feeling) <sup>SG</sup></p>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>more about teasing and bullying (including online) <sup>SG</sup></li> <li>that there are different types of teasing and bullying, that these are wrong and unacceptable <sup>SG</sup></li> <li>the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>know why bullying is wrong and how to get help. <sup>SG</sup></li> <li>recognise when people are being unkind either to them or others, how to respond, who to tell and what to say <sup>SG</sup></li> </ul>	<p>Children should:</p> <ul style="list-style-type: none"> <li>know that families are important for children growing up because they can give love, security and stability <sup>SG</sup></li> <li>know how to recognise and report feelings of being unsafe or feeling bad about any adult <sup>SG</sup></li> </ul>
LIVING IN THE WIDER WORLD	<p><b><u>MONEY, SHOPPING AND SAVING</u></b></p> <p>■ Economic Wellbeing</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about spending money and understanding the importance of waiting for and checking change</li> </ul>	<p><b><u>SPECIAL DAYS</u></b></p> <p>■ Being a responsible citizen</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about a range of festivals <sup>BV</sup></li> </ul> <p>Children should:</p>	<p><b><u>GLOBAL FOOD</u></b></p> <p>■ Being a responsible citizen</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about where food comes from</li> </ul> <p>Children should:</p>

Key Stage 1: Year 2		Curriculum links:	
		<div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div> <div> <div>Health Education</div> <div>Sex Education</div> </div>	<div>SG = contributes to safeguarding</div> <div>BV = contributes to British Values</div>
Core Theme	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> <li>that I have choices about spending and saving money, and that people may make different choices about how to save and spend money</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to role-play simple financial transactions</li> <li>to be able to choose the correct value of coins and notes to use and calculate change</li> <li>to be able to make a simple plan for my spending and saving choices and stick to it</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate this learning through an assembly or display <sup>BV</sup></li> </ul>	<ul style="list-style-type: none"> <li>be able to talk about where food comes from and some of the ethical questions around food supply</li> </ul>

Key Stage 2: Year 3		Curriculum links:	
		<div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div>	<div> <div>Health Education</div> <div>Sex Education</div> </div>
		<div>SG = contributes to safeguarding</div> <div>BV = contributes to British Values</div>	
Core Theme	Autumn Term	Spring Term	Summer Term
HEALTH AND WELLBEING	<b><u>EMOTIONS AND FEELINGS</u></b> <div> <div>Being Safe</div> <div>Mental Wellbeing</div> </div> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>that mental health and wellbeing is a normal part of daily life, in the same way as physical health, and therefore we must take care of our mental health and wellbeing <sup>SG</sup></li> <li>that people's feelings change over time, their feelings may range in intensity and that different people may experience the same feelings with different levels of intensity <sup>SG</sup></li> <li>how to talk about their emotions and how to respond appropriately in different situations <sup>SG</sup></li> <li>strategies to manage transitions between classes and key stages</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to name different strategies and behaviours to support their mental health and wellbeing (e.g. good quality sleep, exercise, time outdoors, spending time with family and friends, talking about feelings and emotions etc.)</li> <li>be able to talk about how they respond to different feelings e.g. having strategies to calm themselves down</li> </ul>	<b><u>HEALTHY LIFESTYLES</u></b> <div> <div>Healthy Eating</div> <div>Physical Health and Fitness</div> <div>Health and Prevention</div> <div>Mental Wellbeing</div> </div> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about what constitutes a healthy diet and the risks of eating too much sugar</li> <li>about how to maintain good oral hygiene (including correct brushing and flossing), the importance of regular visits to the dentist and healthy eating</li> <li>about the benefits of regular exercise in daily and weekly routines on physical and mental health and wellbeing</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>use their learning to plan a healthy lunchbox</li> <li>be able to name at least 3 things they can do to look after their teeth</li> <li>Should be able to describe the (physical and mental) benefits of physical activity</li> </ul>	<b><u>DRUGN EDUCATION – SMOKING AND BASIC FIRST AID</u></b> <div> <div>Mental Wellbeing</div> <div>Drug, Alcohol and Tobacco</div> <div>Basic First Aid</div> </div> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>to understand the impact of smoking and passive smoking</li> <li>school rules about health and safety, basic emergency aid procedures, where and how to get help (how to make a clear and efficient call to 999 if necessary) <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>know some of the effects of smoking on the body</li> <li>be able to consider why some people smoke</li> <li>know the rules and laws to prevent smoking</li> </ul> <b><u>KEEPING SAFE</u></b> <div> <div>Being Safe</div> <div>Mental Wellbeing</div> <div>Health and Prevention</div> </div> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about risks they may face and how to predict, assess and manage these risks <sup>SG</sup></li> </ul>

Key Stage 2: Year 3		Curriculum links:	
		<div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div> <div> <div>Health Education</div> <div>Sex Education</div> </div>	
		SG = contributes to safeguarding	BV = contributes to British Values
Core Theme	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> <li>be able to describe the difference between feelings that feel *‘small’ and *‘big’ to them, and know some strategies for managing these SG</li> </ul> <p>(*there is no such thing as a feeling too small that a child can’t talk about it, so there’s no right or wrong about what is considered to be a small or big feeling) SG</p>		<ul style="list-style-type: none"> <li>that bacteria and viruses can affect health and that following simple routines can reduce their spread SG</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to describe what risk is and how this may affect decisions SG</li> </ul>
<b>RELATIONSHIPS</b>	<p><b><u>PEER INFLUENCE/PRESSURE</u></b></p> <ul style="list-style-type: none"> <li>Caring Friendships</li> <li>Respectful Relationships</li> <li>Being Safe</li> <li>Mental Wellbeing</li> </ul> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>to recognise the importance of self-respect</li> <li>that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media SG</li> <li>about critical thinking and decision making SG</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>have strategies to deal with peer pressure SG</li> </ul>	<p><b><u>SAFE RELATIONSHIPS</u></b></p> <ul style="list-style-type: none"> <li>Respectful Relationships</li> <li>Being Safe</li> <li>Online Relationships</li> <li>Internet Safety and Harms</li> <li>Mental Wellbeing</li> </ul> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships SG</li> <li>to recognise appropriate and inappropriate physical contact and understand the need to seek and give permission (consent) in different situations SG</li> <li>what it means to feel safe, and explore and recognise different early warning signs we have that tell us we might not</li> </ul>	<p><b><u>DIFFERENT FAMILIES</u></b></p> <ul style="list-style-type: none"> <li>Families and people who care for me</li> </ul> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about different types of family structures (e.g. single parent, same-sex, foster parents)</li> <li>that positive family life is about caring relationships and giving love, security and stability</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>understand that all families are different and have different family members</li> <li>understand that family life can include conflict or feel unsafe and that there are people outside of families who can offer support.</li> </ul>

Key Stage 2: Year 3		Curriculum links:	
		<div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div> <div> <div>Health Education</div> <div>Sex Education</div> </div>	
		SG = contributes to safeguarding	BV = contributes to British Values
Core Theme	Autumn Term	Spring Term	Summer Term
		<p>be feeling safe e.g. stress signals such as increased heart rate, sweating, feeling flushed, muscle tension etc. <sup>SG</sup></p> <ul style="list-style-type: none"> <li>about why someone may behave differently online, including pretending to be someone they are not <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>recognise ways in which a relationship can be unhealthy (including online) and if they feel uncomfortable or have their early warning signs telling them they may not be feeling safe, who to talk to for support <sup>SG</sup></li> <li>understand personal space and unwanted touch and be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) <sup>SG</sup></li> <li>know about their right to keep certain things 'private' <sup>SG</sup></li> </ul>	
<b>LIVING IN THE WIDER WORLD</b>	<p><b><u>ME AND MY COMMUNITY</u></b></p> <p>■ Being a responsible citizen</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>why and how rules and laws that protect themselves and others are made and enforced, <sup>SG</sup> why different rules are needed in different situations and how</li> </ul>	<p><b><u>WHERE DO THINGS COME FROM?</u></b></p> <p>■ Being a responsible citizen</p> <p>■ Economic Wellbeing</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about sources of products and Fairtrade</li> <li>that people's decisions can affect others and the environment e.g. Fairtrade,</li> </ul>	<p><b><u>ASPIRATIONS</u></b></p> <p>■ Economic Wellbeing</p> <p>■ Careers</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</li> </ul>

Key Stage 2: Year 3		Curriculum links:	
		<div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div> <div> <div>Health Education</div> <div>Sex Education</div> </div>	
		SG = contributes to safeguarding	BV = contributes to British Values
Core Theme	Autumn Term	Spring Term	Summer Term
	<p>to take part in making and changing rules <sup>BV</sup></p> <ul style="list-style-type: none"> <li>that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment <sup>BV</sup></li> <li>about school and local democracy <sup>BV</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>show an understanding of the role of a school councillor <sup>BV</sup></li> <li>resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices <sup>BV</sup></li> </ul>	<p>buying single-use plastics, giving to charity</p> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to explain the ethical considerations and environmental impact of buying/products</li> </ul>	<ul style="list-style-type: none"> <li>That there are a broad range of different jobs/careers and that people can have more than one career/job during their life</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Be able to consider their unique skills and attributes</li> <li>Be able to talk about the jobs/careers they are familiar with</li> </ul> <p><b><u>MANAGING MONEY</u></b></p> <p><b>Economic Wellbeing</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about the different ways to keep track of spending and saving by keeping simple records e.g. spending diary, listing/counting, keeping receipts etc., and why this is important</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to talk about different ways we can pay for things other than cash e.g. debit cards, credit cards, online payments</li> <li>begin to understand that different people have different attitudes to, and feelings about, saving and spending money</li> </ul>

Key Stage 2: Year 4		Curriculum links:	
		<div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div> <div> <div>Health Education</div> <div>Sex Education</div> </div>	
		SG = contributes to safeguarding	BV = contributes to British Values
Core Theme	Autumn Term	Spring Term	Summer Term
HEALTH AND WELLBEING	<b><u>MENTAL HEALTH</u></b> <div>Mental Wellbeing</div> Children will learn: <ul style="list-style-type: none"> <li>that mental health and wellbeing is a normal part of daily life, in the same way as physical health</li> <li>about change and loss; including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</li> </ul> Children should: <ul style="list-style-type: none"> <li>be able to describe what is meant by mental health and wellbeing understand that events in our lives (such as change and loss) can have an impact on this</li> <li>be able to identify a number of people, including adults from home and adults from outside the home, and friends, who they might choose to talk to when they have difficult or uncomfortable feelings SG</li> </ul>	<b><u>HEALTHY LIFESTYLES</u></b> <div>Healthy Eating</div> <div>Health and Prevention</div> <div>Physical Health and Fitness</div> Children will learn: <ul style="list-style-type: none"> <li>about what food is healthy and to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</li> <li>about what good physical health means and how to recognise early signs of physical illness</li> <li>how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed SG</li> </ul> Children should: <ul style="list-style-type: none"> <li>be able to design a series of healthy menus and compare these with each other and the food offered in school</li> <li>be able to name some of the early signs of physical illness SG</li> <li>have some basic knowledge about immunisations and allergies SG</li> <li>know how and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health SG</li> </ul>	<b><u>GROWING AND CHANGING</u></b> <div>Mental Wellbeing</div> <div>Changing Adolescent Body</div> Children will learn: <ul style="list-style-type: none"> <li>some basic facts about puberty SG</li> <li>about strong feelings and mood swings SG</li> </ul> Children should: <ul style="list-style-type: none"> <li>know about some emotional and physical changes that happen during puberty SG</li> </ul>
	<b><u>RIGHTS AND RESPONSIBILITIES</u></b> <div>Internet Safety and Harms</div> <div>Being Safe</div> Children will learn: <ul style="list-style-type: none"> <li>that the internet is an integral part of many people's lives and that it has many benefits</li> </ul>		<b><u>DRUG EDUCATION – ALCOHOL AND DECISION MAKING</u></b> <div>Mental Wellbeing</div> <div>Drug, Alcohol and Tobacco</div> Children will learn: <ul style="list-style-type: none"> <li>to understand the effect alcohol has on the body SG</li> <li>to understand the law and risks relating to alcohol SG</li> <li>to understand why people choose to use or not use legal drugs such as alcohol SG</li> </ul> Children should: <ul style="list-style-type: none"> <li>know what alcohol is and understand the risks and effects to the body SG</li> <li>understand that drug use can become a habit which can be difficult to break SG</li> </ul>



Key Stage 2: Year 4		Curriculum links:	
		<div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div> <div> <div>Health Education</div> <div>Sex Education</div> </div>	
		SG = contributes to safeguarding	BV = contributes to British Values
Core Theme	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> <li>about reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to identify the many benefits of the internet</li> <li>recognise that their increasing independence brings increased responsibility to keep themselves and others safe <sup>SG</sup></li> </ul>		
<b>RELATIONSHIPS</b>	<p><b><u>PERSUASION AND PRESSURE</u></b></p> <ul style="list-style-type: none"> <li>Respectful Relationships</li> <li>Being Safe</li> <li>Online Relationships</li> <li>Mental Wellbeing</li> </ul> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) <sup>SG</sup></li> <li>that their actions affect themselves and others <sup>SG</sup></li> <li>about the concept of ‘keeping something confidential or secret’ <sup>SG</sup>, when we should or should not agree to</li> </ul>	<p><b><u>FRIENDSHIPS/INCLUSION</u></b></p> <ul style="list-style-type: none"> <li>Respectful Relationships</li> <li>Mental Wellbeing</li> </ul> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about discrimination and how to challenge it <sup>SG</sup></li> <li>that friendships change over time, including making new friends and having different types of friends</li> <li>respecting the similarities and differences between people</li> <li>that people feel included within healthy friendships; recognise when others may feel lonely or excluded <sup>SG</sup></li> </ul>	<p><b><u>TYPES OF RELATIONSHIPS</u></b></p> <ul style="list-style-type: none"> <li>Families and people who care for me</li> <li>Caring Friendships</li> <li>Respectful Relationships</li> </ul> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about different types of relationships including friends and families, civil partnerships and marriage</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>understand that there are a variety of relationships</li> </ul>

Key Stage 2: Year 4		Curriculum links:	
		<div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div>	<div> <div>Health Education</div> <div>Sex Education</div> </div>
		SG = contributes to safeguarding	BV = contributes to British Values
Core Theme	Autumn Term	Spring Term	Summer Term
	<p>this and when it is right to 'break a confidence' or 'share a secret' <sup>SG</sup></p> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to demonstrate some basic techniques for resisting pressure <sup>SG</sup></li> <li>know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they know and also whom they do not know <sup>SG</sup></li> </ul>	<p>Children should:</p> <ul style="list-style-type: none"> <li>be able to talk about and celebrate differences</li> <li>be able to talk about friendships with regards to ownership of feelings e.g. 'I feel / I am' rather than 'you make me feel' <sup>SG</sup></li> <li>have strategies to include children who are feeling lonely or excluded <sup>SG</sup></li> </ul>	
LIVING IN THE WIDER WORLD	<p><b>MEDIA AND ME</b></p> <p>Internet Safety and Harms</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about how the media influences decisions <sup>SG</sup></li> <li>about sources of persuasion including the media <sup>SG</sup></li> <li>the importance of protecting personal information, including passwords, addresses and images <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to hold a debate on a topical issue</li> <li>be able to recognise some persuasive media tactics e.g. on television adverts <sup>SG</sup></li> <li>deepen their understanding of risk by recognising, predicting and assessing</li> </ul>	<p><b>LOCAL COMMUNITY-SHARED RESPONSIBILITIES</b></p> <p>Being a responsible citizen</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>to value the different contributions that people and groups make to the community</li> <li>ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling, food choices)</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>consider the school's contribution to protecting the environment</li> </ul>	<p><b>ASPIRATIONS</b></p> <p>Mental Wellbeing</p> <p>Careers</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about career/gender stereotypes in the workplace and that a person's career aspirations should not be limited by them</li> <li>about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades, strengths and qualities, ways in which stereotypical assumptions can deter people from certain jobs)</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to challenge stereotypes in the workplace</li> </ul>

Key Stage 2: Year 4		Curriculum links:	
		<div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div> <div> <div>Health Education</div> <div>Sex Education</div> </div>	
		SG = contributes to safeguarding	BV = contributes to British Values
Core Theme	Autumn Term	Spring Term	Summer Term
	risks in different situations <sup>SG</sup> and deciding how to manage them responsibly		<b>MANAGING MONEY</b> <div>Economic Wellbeing</div> Children will learn: <ul style="list-style-type: none"> <li>to recognise that people make spending decisions based on priorities, needs and wants</li> <li>that I can keep my money in a standard bank account and the benefits this might have</li> <li>that if I don't have enough money I may have to borrow but that if I do I will have to pay it back</li> </ul> Children should: <ul style="list-style-type: none"> <li>be able to consider the influences behind a person's decision to save or spend money</li> <li>explain why they might use an account e.g. bank, building society, credit union</li> <li>be able to explain why I might want to borrow money and how this might make me feel</li> </ul>

Key Stage 2: Year 5		Curriculum links:	
		<div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div>	<div> <div>Health Education</div> <div>Sex Education</div> </div>
		<div>SG = contributes to safeguarding</div> <div>BV = contributes to British Values</div>	
Core Theme	Autumn Term	Spring Term	Summer Term
HEALTH AND WELLBEING	<p><b><u>MENTAL HEALTH AND WELLBEING</u></b></p> <p>■ Mental Wellbeing</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>to recognise that anyone can experience mental health difficulties or mental ill-health and that it is important to discuss feelings with one of your identified trusted adult <sup>SG</sup></li> <li>to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to challenge the stigma around mental health and wellbeing <sup>SG</sup></li> </ul> <p><b><u>PERSONAL SAFETY</u></b></p> <p>■ Being Safe</p> <p>■ Internet Safety and Harms</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about situations which could cause them personal risk <sup>SG</sup></li> <li>that everyone has human rights, all peoples, all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child <sup>SG BV</sup></li> </ul>	<p><b><u>HEALTHY LIFESTYLES</u></b></p> <p>■ Mental Wellbeing</p> <p>■ Physical Health and Fitness</p> <p>■ Healthy Eating</p> <p>■ Health and Prevention</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about how their own lifestyle contributes to their health and that habits can have both a positive and negative effect on this</li> <li>about what constitutes a healthy diet; benefits of eating nutritionally rich food and the risks of not eating a healthy diet including obesity and tooth decay</li> <li>about the benefits of good quality sleep on our health including the effects of lack of sleep on the body, feelings, behavior and ability to learn</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to identify nutritional information on food and drink labels</li> <li>keep a weekly diary of their everyday habits relating to their health including food, exercise, sleep and screen time and develop a range of self-care techniques including relaxation</li> </ul>	<p><b><u>PUBERTY</u></b></p> <p>■ Changing Adolescent Body</p> <p>■ Mental Wellbeing</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>to identify the external genitalia and internal reproductive organs in males and females <sup>SG</sup></li> <li>that for some people gender identity does not correspond with their biological sex <sup>SG</sup> (<b><i>Suggested content, not statutory</i></b>)</li> <li>about the main physical and emotional changes during puberty (including key facts about the menstrual cycle, menstrual wellbeing, erections and wet dreams) <sup>SG</sup></li> <li>about the importance of good personal hygiene during puberty</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to describe what happens during menstruation and sperm production (physical and emotional changes)</li> <li>be able to explain how to keep clean during puberty</li> <li>know who to go to for help and support during puberty (<i>link with DfE's <a href="#">period product scheme</a></i>)</li> </ul> <p><b><u>DRUG EDUCATION – LEGAL AND ILLEGAL DRUGS</u></b></p> <p>■ Drug, Alcohol and Tobacco</p> <p>■ Being Safe</p>

Key Stage 2: Year 5		Curriculum links:	
		<div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div>	<div> <div>Health Education</div> <div>Sex Education</div> </div>
		SG = contributes to safeguarding	BV = contributes to British Values
Core Theme	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> <li>that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk<sup>SG BV</sup> <b>(Suggested content, not statutory)</b></li> <li>about the importance of keeping personal information private; how to manage requests for personal information or images of themselves and others online<sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>develop strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media and the responsible use of ICT)<sup>SG</sup></li> <li>know some basic facts about FGM in relation to the Rights of the Child and British law and know where to go to get help and support<sup>SG BV</sup> <b>(Suggested content, not statutory)</b></li> </ul>		<p>Children will learn:</p> <ul style="list-style-type: none"> <li>about a range of legal (including alcohol, tobacco and energy drinks) and illegal drugs, their risks and effects<sup>SG</sup></li> <li>about different beliefs around drug use and drug users (using social norms e.g. very few young people smoke)<sup>SG</sup></li> <li>strategies to resist drug use<sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>understand some basic facts around risks, effects and the law of various legal and illegal drugs<sup>SG</sup></li> <li>be able to challenge myths about drug use and drug users<sup>SG</sup></li> <li>be able to demonstrate assertiveness skills to help resist peer pressure around drug use<sup>SG</sup></li> </ul>
RELATIONSHIPS	<p><b><u>SLEF-RESPECT AND PERSONAL GOALS</u></b></p> <p><span>■</span> Respectful Relationships</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>to recognise the importance of self-respect and how this affects our thoughts and feelings – everyone should be expected to be treated politely, kindly and with respect by others</li> </ul>	<p><b><u>FRIENDSHIPS AND COPING WITH BULLYING</u></b></p> <p><span>■</span> Caring Friendships</p> <p><span>■</span> Respectful Relationships</p> <p><span>■</span> Online Relationships</p> <p><span>■</span> Being Safe</p> <p><span>■</span> Mental Wellbeing</p> <p>Children will learn:</p>	<p><b><u>REALTIONSHIPS</u></b></p> <p><span>■</span> Families and people who care for me</p> <p><span>■</span> Respectful Relationships</p> <p><span>■</span> Mental Wellbeing</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>to recognise that there are different types of relationships (friendships, family, romantic, online)</li> </ul>

Key Stage 2: Year 5		Curriculum links:	
		<div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div> <div> <div>Health Education</div> <div>Sex Education</div> </div>	
		SG = contributes to safeguarding	BV = contributes to British Values
Core Theme	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> <li>how to set goals and targets for themselves</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>recognise and model respectful behaviour (including online) <sup>SG</sup></li> <li>produce a personal plan with regards to their goals</li> </ul> <p><b>BEING LEFT OUT</b></p> <p>■ Caring Friendships</p> <p>■ Respectful Relationships</p> <p>■ Mental Wellbeing</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about respecting differences and similarities between people and recognising what they have in common (e.g. physically, personality, background) <sup>BV</sup></li> <li>how it feels to be excluded or discriminated against <sup>SG BV</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to identify similarities and differences between them and their peers <sup>BV</sup></li> </ul>	<ul style="list-style-type: none"> <li>about what constitutes a positive healthy friendship (e.g. trust, kindness, shared interests etc.) and that the same principles apply to online friendships</li> <li>know that friendships have ups and downs</li> <li>the difference between ‘knowing someone online’ and ‘knowing someone face-to-face’ and the associated risks <sup>SG</sup></li> <li>about the impact of bullying and to recognise if/when they feel unsafe or uncomfortable within a friendship (online or offline) <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>know what makes a good friend (on and offline) <sup>SG</sup></li> <li>be able to talk about friendships with regards to ownership of feelings e.g. ‘I feel / I am’ rather than ‘you make me feel’ <sup>SG</sup></li> <li>have strategies to resolve disputes in friendships</li> <li>know how to ask for support and from whom e.g. trusted adults who they have identified, if they have a friendship (on or offline) within which they feel unsafe or uncomfortable <sup>SG</sup></li> </ul>	<ul style="list-style-type: none"> <li>about change, including transitions loss, separation, divorce and bereavement <sup>SG</sup></li> <li>to recognise shared characteristics of healthy family life – commitment, care, spending time together, support in times of difficulties</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be aware of some of the problems and challenges families/parents can face <sup>SG</sup></li> </ul>

Key Stage 2: Year 5		Curriculum links:	
		<div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div> <div> <div>Health Education</div> <div>Sex Education</div> </div>	
		SG = contributes to safeguarding	BV = contributes to British Values
Core Theme	Autumn Term	Spring Term	Summer Term
LIVING IN THE WIDER WORLD	<b><u>STEREOTYPES AND DIVERSITY</u></b> <div> <div>Respectful Relationships</div> </div> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) <sup>BV</sup></li> <li>about stereotypes; how they can negatively influence behaviours and attitudes towards others <sup>SG BV</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>understand the law in relation to the Equality Act (2010) <sup>BV</sup></li> <li>appreciate the range of national, regional, religious and ethnic identities in the United Kingdom <sup>SG BV</sup></li> <li>have strategies to challenge these stereotypes <sup>SG BV</sup></li> </ul>	<b><u>WORKING TOGETHER AND ASPIRATIONS</u></b> <div> <div>Respectful Relationships</div> <div>Careers</div> </div> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>how they can work together to bring about change</li> <li>about some of the skills, including enterprise skills, that will help them in their future careers e.g. teamwork, communication and negotiation</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns <sup>SG</sup></li> <li>work collaboratively towards shared goals to develop strategies <sup>SG</sup> to resolve disputes and conflict through negotiation</li> </ul> <b><u>MEDIA LITERACY AND DIGITAL RESILIENCE</u></b> <div> <div>Internet Safety and Harms</div> </div> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</li> <li>about some of the different ways information and data is shared and used</li> </ul>	<b><u>WHAT MAKES A DEMOCRACY?</u></b> <div> <div>Being a responsible citizen</div> </div> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about how local democracy works <sup>BV</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to identify the key elements of a democracy <sup>BV</sup></li> </ul> <b><u>MONEY</u></b> <div> <div>Economic Wellbeing</div> <div>Being a responsible citizen</div> </div> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>I know that some things are better value for money than others and that I can make comparisons between prices when deciding what is best value for money</li> <li>that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity)</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to discuss how making informed choices can help us make the most of our money</li> <li>run a simple marketing project in teams</li> </ul>

Key Stage 2: Year 5		Curriculum links:	
		<div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div>	<div> <div>Health Education</div> <div>Sex Education</div> </div>
		SG = contributes to safeguarding	BV = contributes to British Values
Core Theme	Autumn Term	Spring Term	Summer Term
		<p>online, including for commercial purposes</p> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to talk about how to be a discerning user of the internet</li> </ul>	



Key Stage 2: Year 6		Curriculum links:	
		<div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div> <div> <div>Health Education</div> <div>Sex Education</div> </div>	
		SG = contributes to safeguarding	BV = contributes to British Values
Core Theme	Autumn Term	Spring Term	Summer Term
HEALTH AND WELLBEING	<b><u>HEALTHY LIFESTYLES</u></b> <div> <div>Health and Prevention</div> <div>Basic First Aid</div> </div> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about the benefits of sun exposure and the risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer <sup>SG</sup></li> <li>the facts and science relating to immunisation and vaccination <sup>SG</sup></li> <li>about what is meant by first aid; basic techniques for dealing with common injuries, including head injuries (recap on making a 999 call) <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>understand the benefits and risks of sun exposure and know how to keep themselves safe <sup>SG</sup></li> <li>understand some basic facts around immunisations <sup>SG</sup></li> <li>be able to demonstrate some basic first aid techniques and talk through how to make a clear 999 call <sup>SG</sup></li> </ul>	<b><u>MOVING ON</u></b> <div> <div>Mental Wellbeing</div> </div> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>to recognise their individuality and personal qualities, strengths and achievements and how these contribute to a sense of self-worth and mental health and wellbeing</li> <li>about taking on more personal responsibility, managing setback and reframe unhelpful thinking</li> <li>about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>have a range of problem-solving strategies and self-care techniques, including relaxation for dealing with emotions, challenges and change, including transition to new schools</li> <li>recognise that they may experience conflicting emotions, and when they might need to listen to their emotions and find ways to overcome them <sup>SG</sup></li> </ul>	<b><u>PUBERTY AND RELATIONSHIPS</u></b> <div> <div>Online Relationships</div> <div>Respectful Relationships</div> <div>Being Safe</div> <div>Mental Wellbeing</div> </div> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>to explore positive and negative ways of communicating in a relationship</li> <li>that there is nothing that they should be afraid to ask about <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>know that communication and permission seeking are important <sup>SG</sup></li> <li>know when it is appropriate to share personal/private information in a relationship <sup>SG</sup></li> </ul>
	<b><u>DRUG EDUCATION – DRUGS, RISK AND THE MEDIA</u></b> <div> <div>Drug, Alcohol and Tobacco</div> </div>	<b><u>MENTAL HEALTH AND ONLINE SAFETY</u></b> <div> <div>Internet Safety and Harms</div> <div>Mental Wellbeing</div> </div>	<b><u>SEX EDUCATION</u></b> <div> <div>Sex Education</div> </div> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about the links between puberty and reproduction <sup>SG</sup></li> <li>about the different ways people might start a family <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>know some basic facts about conception and pregnancy <sup>SG</sup></li> </ul>

Key Stage 2: Year 6		Curriculum links:	
		<div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div> <div> <div>Health Education</div> <div>Sex Education</div> </div>	
		SG = contributes to safeguarding	BV = contributes to British Values
Core Theme	Autumn Term	Spring Term	Summer Term
	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>to understand the effects, risks and laws in relation to drugs SG</li> <li>about the mixed messages in the media about drugs, including alcohol and smoking/vaping SG</li> <li>about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns SG</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to describe effects and risks, understand consequences of drug use and know where to go for help SG</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>about the benefits of rationing time spent online and the impact of positive and negative content online on their own and others' mental and physical health and wellbeing SG</li> <li>why social media and some online games are age restricted SG</li> <li>how to be a discerning consumer of information online and that information from search engines is ranked, selected and targeted SG</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>understand the links between time spent online and their mental and physical health and wellbeing SG</li> <li>understand the many benefits of the internet as well as how they may be targeted as a consumer SG</li> </ul>	<ul style="list-style-type: none"> <li>Describe the decisions that have to be made before having children (including age of consent) SG</li> </ul>
RELATIONSHIPS	<p><b>CONFLICT RESOLUTION</b></p> <ul style="list-style-type: none"> <li>Caring Friendships</li> <li>Respectful Relationships</li> <li>Online Relationships</li> <li>Mental Wellbeing</li> </ul> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about how to deal with conflicts as they arise</li> <li>how to recognise pressure from others to do something that is unsafe, or that feels unsafe or uncomfortable, and</li> </ul>	<p><b>FAMILY DYNAMICS</b></p> <ul style="list-style-type: none"> <li>Families and people who care for me</li> </ul> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about how families behave</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>recognise that reaching positive solutions usually involves considering things from different perspectives, negotiation and compromise SG</li> </ul>	<p><b>RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>Families and people who care for me</li> <li>Respectful Relationships</li> </ul> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>that people may be attracted to someone (of the opposite or same sex) romantically and sexually</li> <li>that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people</li> </ul>

Key Stage 2: Year 6		Curriculum links:	
		<div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div>	<div> <div>Health Education</div> <div>Sex Education</div> </div>
		SG = contributes to safeguarding	BV = contributes to British Values
Core Theme	Autumn Term	Spring Term	Summer Term
	<p>strategies for managing this (including online) <sup>SG</sup></p> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to suggest strategies for handling conflict <sup>SG</sup></li> <li>be able to recognise and manage 'dares', including strategies for removing themselves from situations within which they feel unsafe or uncomfortable <sup>SG</sup></li> <li>be able to recognise how "peer acceptance" may be influential in their actions and behaviours <sup>SG</sup></li> </ul>		<p>who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment <sup>SG BV</sup></p> <ul style="list-style-type: none"> <li>that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others <sup>SG BV</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>appreciate there are different types of love e.g. parental love, partner love, friendship love etc. <sup>SG</sup></li> <li>be aware that marriage and civil partnerships are a commitment freely entered into by both people and that no one should enter into if they don't absolutely want to do so <sup>SG BV</sup></li> </ul>
<b>LIVING IN THE WIDER WORLD</b>	<p><b><u>CELEBRATION – SUPPORTING EACH OTHER</u></b></p> <p><span>Respectful Relationships</span></p> <p><span>Mental Wellbeing</span></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about the people who are responsible for helping them stay healthy and safe, <sup>SG</sup> ways that they can help these people, and how showing kindness to these people is a positive expression of thanks and celebration for them.</li> </ul>	<p><b><u>DEMOCRACY AND DECISIONS</u></b></p> <p><span>Being a responsible citizen</span></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>learn about government and parliament <sup>BV</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to explain how our government and parliament function <sup>BV</sup></li> </ul> <p><b><u>MEDIA LITERACY AND DIGITAL RESILIENCE</u></b></p>	<p><b><u>MONEY AND ME</u></b></p> <p><span>Economic Wellbeing</span></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about the role money plays in their own and others' lives, including the impact it can have on people's feelings and emotions</li> <li>about risks associated with money including different ways money can won or lost through gambling-related activities (including online) and the</li> </ul>

Key Stage 2: Year 6		Curriculum links:	
		<div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div> <div> <div>Health Education</div> <div>Sex Education</div> </div>	
		<div>SG = contributes to safeguarding</div> <div>BV = contributes to British Values</div>	
Core Theme	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> <li>the importance of empathy and compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to demonstrate how to show care and compassion to others</li> </ul> <p><b>PROTECTED CHARACTERISTICS AND BULLYING</b></p> <div> <div>Respectful Relationships</div> <div>Online Relationships</div> <div>Mental Wellbeing</div> </div> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about the ‘protected characteristics’ within the Equality Act (2010) <sup>SG</sup></li> <li>that our behaviour has an effect on others and ourselves <sup>SG</sup> (including online) and discriminatory behaviours are wrong</li> <li>about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>understand about bullying and discrimination and the effect of these on others and themselves <sup>SG</sup></li> </ul>	<p><b>Internet Safety and Harms</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about how information on the internet is ranked, selected and targeted at specific individuals and groups and that connected devices can share information <sup>SG</sup></li> <li>recognise things appropriate to share and things that should not be shared on social media; rules around distributing images <sup>SG</sup></li> <li>about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>understand the law around sharing images <sup>SG</sup></li> <li>Look at current media campaigns including how images can be manipulated and content can be targeted <sup>SG</sup></li> <li>Design a positive media campaign aimed at children</li> </ul>	<p>impact this has on health, wellbeing and future aspirations <sup>SG</sup></p> <ul style="list-style-type: none"> <li>about enterprise and the skills that make someone ‘enterprising’</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT) <sup>SG</sup></li> <li>consider the links between money and wellbeing including knowledge around the risks of gambling (on and offline) <sup>SG</sup></li> </ul> <p><b>ASPIRATIONS, WORK AND CAREER</b></p> <div> <div>Economic Wellbeing</div> <div>Careers</div> </div> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid</li> <li>to identify the kind of job they might like to do when they are older</li> <li>to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</li> </ul> <p>Children should:</p>

Key Stage 2: Year 6		Curriculum links:	
		<div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div>	<div> <div>Health Education</div> <div>Sex Education</div> </div>
		SG = contributes to safeguarding	BV = contributes to British Values
Core Theme	Autumn Term	Spring Term	Summer Term
			<ul style="list-style-type: none"> <li>have an understanding about a variety of different jobs/careers and the possible routes to these</li> <li>have an understanding that having a job will allow me to achieve certain goals in my life including financial ones.</li> </ul>

## Appendix 1: Ideas and examples of Active Learning Techniques

	Description and purpose	KS1 example	KS 2 example
<b>Warm-up Activities</b>	Good approach for ice-breaker, getting pupils used to talking in large group and also mixing with pupils outside their immediate friendship group	<ul style="list-style-type: none"> <li>Naming games</li> <li>Introduce a friend</li> <li>Alliteration activities</li> </ul>	<ul style="list-style-type: none"> <li>Find someone who....</li> <li>Three things that....</li> <li>Guess the code.</li> </ul>
<b>Group Agreement</b>	<p>Important to clarify the group agreement to ensure all pupils are aware of confidentiality and the teacher is secure in disclosure procedures. Suggestions for content:</p> <ul style="list-style-type: none"> <li>Show respect to one another</li> <li>Try and avoid personal comments/questions</li> <li>Use scientific language</li> <li>We can't promise confidentiality if someone shares something that is concerning in relation to their own or someone else's wellbeing/safety</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorming with few prompts</li> <li>Agree a charter</li> <li>Paired work – four-word build (see below)</li> </ul>	<ul style="list-style-type: none"> <li>As KS 1 examples</li> </ul>
<b>Four word build</b> (This can also be used as an assessment and/or evidence of progress activity- before and after completion of a piece of curriculum)	Pupils given a subject and asked to think of four words/phrases that are important to the subject. Then join with another pupil and agree on four words from the eight. Once four words are agreed upon, then join two pairs together and repeat. Continue until a class consensus of four words is agreed upon.	<p>There may be some issues for KS1 children, but the option of drawing can be added to extend inclusivity.</p> <ul style="list-style-type: none"> <li>Things that make me happy</li> <li>Best thing about this class/school</li> <li>What I would like to eat at lunch time</li> </ul>	<ul style="list-style-type: none"> <li>Key issues at puberty</li> <li>Class rules</li> <li>Dangers of drug use</li> <li>Key components of friendship</li> </ul>
<b>Puppets</b>	Another effective distancing technique for sensitive issues. Can be used with individuals as well as groups.	Animal finger puppets based on "A kiss like this" by Lawrence and Catherine Anhoult, dealing with good and bad touches.	Cut out heads from magazines, develop a play for tackling specific issues relating to friendships or relationships.
<b>Story Books</b>	They are a great source of ideas and offer anonymity to discuss key issues, such as loss and separation that could be difficult to approach.	See separate list.	See separate list.
<b>Use of pictures and drawings as an impetus for discussion</b>	A collection of pictures/photographs is a good resource to use for a range of topics that provide distancing and anonymity when dealing with sensitive and/or controversial	<ul style="list-style-type: none"> <li>Putting pictures of young and old into age order</li> <li>Food groups</li> </ul>	<ul style="list-style-type: none"> <li>What can a photo tell us?</li> <li>Addressing stereotypes</li> </ul>

	issues. Can also be used to introduce subjects, getting pupils into group and organise pictures. The SEAL resource disc has some excellent images for the white board.	<ul style="list-style-type: none"> <li>• Are they happy or sad?</li> <li>• Story starter</li> </ul>	<ul style="list-style-type: none"> <li>• Advertising –what are they using to sell things to us?</li> </ul>
<b>Case Studies</b>	Another useful distancing techniques. Pupils have the opportunity to consider consequences of the action of the characters, how things could have been done differently and how it relates to their own experience	<ul style="list-style-type: none"> <li>• Amazing Grace – discussions prompt on stereotypes</li> <li>• Six Dinner Sid –discussion prompt on community living</li> </ul>	<ul style="list-style-type: none"> <li>• Using character/scenario from a soap/other TV show (age appropriate)</li> <li>• Books –e.g. ‘Holes’ – should Stanley have confessed to a crime he did not commit?</li> </ul>
<b>Circle Time</b>	Approach to work out class or playground issues and also suited to PSHE related activities. Pupils sit in a circle, giving a sense that everyone is equal. They all get the opportunity to speak if they choose to. An artefact is passed around from person to person as an indication of the right to contribute or pass.	<ul style="list-style-type: none"> <li>• I like food because....</li> <li>• I am .... and I feel....</li> <li>• My friend is a good friend because.....</li> <li>• In the playground, I feel..... because.....</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment – how do you feel about discussing puberty (before and after)</li> <li>• Pupils state something about their names, e.g. who they are named after, what their name means.</li> </ul>
<b>Continuums</b>	Aim to hear and understand a range of views. Having listened to a statement, pupils asked to physically place themselves along a line that best reflects their opinion i.e. completely agree/disagree. Participants can explain why they are where they are. Offer the chance to move position having heard other arguments.	<ul style="list-style-type: none"> <li>• Likes/dislikes of different foods</li> <li>• A friend should....</li> <li>• It is safe to.....</li> <li>• Book: Two Monsters – should they have retaliated?</li> </ul>	<ul style="list-style-type: none"> <li>• Carrying a mobile phone increases your personal safety</li> <li>•</li> </ul>
<b>Drama Activities</b>	Opportunities for pupils to express themselves either personally or “in character”. It gives opportunities for pupils to express feelings in a safe way, It also develops confidence and self-esteem.	<ul style="list-style-type: none"> <li>• Act out favourite book</li> <li>• Read the first part of a story; pause and ask children to act out their ideas of how it unfolds.</li> <li>• Movement to show feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Arguments with siblings at home</li> <li>• Assertiveness as opposed to aggressive discussions</li> <li>• Re-enact TV scenario with a different outcome</li> </ul>
<b>Chat show/debates</b>	This is a controlled way of discussing issues. Can link with drama (above) being in role. Allows children to research and develop rational argument. With more able, ask the individual’s opinion and then ask them to debate for the opposite point of view.	<ul style="list-style-type: none"> <li>• Link to local/National politics/elections</li> <li>• Link to school council issues for discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Link to local/National politics/elections</li> <li>• Link to school council issues for discussion</li> </ul>

		<ul style="list-style-type: none"> <li>• Debate local environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>• Debate local environmental issues</li> </ul>
<b>Collages/Posters/Drawings</b>	<p>To illustrate or re-iterate a theme. Eg family. Posters for specific issues/rules/good practice Group drawings are a good way of encouraging children to work closely together</p>	<ul style="list-style-type: none"> <li>• Collage of people who help us in school</li> <li>• Advertising 5-a-day</li> <li>• Naming of the body parts</li> </ul>	<ul style="list-style-type: none"> <li>• e-safety posters</li> <li>• Link to persuasive writing – warning posters</li> <li>• Playground improvements</li> </ul>
<b>Draw and write</b>	<p>Can be used effectively before and after a topic as a way of recording and assessing progress and development. Use of a different colour on the same paper before and then after shows that development clearly. Also it gives the teacher an understanding of the where the children are starting from e.g. in drug education “Jugs and Herrings” exercise.</p>	<ul style="list-style-type: none"> <li>• Things I know about my body</li> <li>• Unsafe things around us</li> </ul>	<ul style="list-style-type: none"> <li>• Scene depicting true friendship</li> <li>• Things I know about puberty</li> </ul>
<b>Games</b>	<p>Board games are a good way of developing cooperation and turn taking. Depending on the game, other skills are practiced too. An extension of this is for them to make up their own game with rules. Discussions of fairness etc</p>	<ul style="list-style-type: none"> <li>• Simon says</li> <li>• Snap</li> <li>• Matching pairs</li> <li>• Top Trumps</li> <li>• Ludo etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Scrabble</li> <li>• Scruples</li> <li>• Card games</li> </ul>
<b>Mind Maps and Brainstorming/Thought showers</b>	<p>Children are asked to provide words they think of in response to a specific subject. Can be used like Write and Draw as an assessment tool before and after a set of teaching.</p>	<ul style="list-style-type: none"> <li>• Read “Ruby” by Maggie Glenn. Put the word “special” in the middle of the paper. Children then draw or write things that are special to them. These can then be put into categories, e.g. people, items etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Slit class into four. Each group has a sheet of paper with a question on it. They spend two minutes brainstorming their responses to that question. The papers are moved from table to table until all groups have had an input into all questions.</li> </ul>
<b>Role-play/scenarios (see also Drama)</b>	<p>Provides a way of discussing sensitive issues in an indirect and less challenging way. Effective distancing technique. Encourages speaking and listening.</p>	<ul style="list-style-type: none"> <li>• Act out relationship between two characters in a book.</li> <li>• Give a good and bad ending to a given scenario. E.g. a new child alone in the playground</li> </ul>	<ul style="list-style-type: none"> <li>• Providing a positive outcome to a drug related scene. e.g. in the park and offered a smoke by a friend.</li> <li>• Head to Head debates. Two children respond to one another’s comments.</li> </ul>



<b>Number/time/sequencing lines</b>	Children mark on a line, things that they could do at different stages in their lives. Or give cards with ability on and ask individual to put it on a time line. Good for history; also literacy – cards have events from a story and the line represents the story. Sequencing skills.	<ul style="list-style-type: none"> <li>• Pictures of child as a baby through to age 6. In pairs or groups add to the timeline, things they could do at certain ages.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask children to map out 5 things that they have learned between the ages of 0 and 10 and 5 things that may happen between 10 and 16.</li> </ul>
<b>Diamond Nine (or Four)</b>	Detailed in Assessment and Evaluation for SRE (The Purple) Book. Statements on card are discussed and put in a diamond shape with the agreed most important at the top and the least at the bottom. Give less cards, and ask for some statements to be written. Give more cards and ask for some to be agreed to be ignored.	<ul style="list-style-type: none"> <li>• Drawings can be used in place of cards with words at KS1</li> <li>• Prioritise favourite food</li> <li>• Healthiest foods</li> <li>• Things that make me happy</li> </ul>	<ul style="list-style-type: none"> <li>• What I need to know about SRE</li> <li>• Key issues about growing up</li> <li>• Qualities of friendships</li> <li>• Main elements of a book</li> </ul>
<b>Story Telling</b>	Use of books as a means of exploring sensitive issues. Consider alternative endings. Consider a story from someone else's point of view.	<ul style="list-style-type: none"> <li>• Read half of a book or up to a suitable stopping place. Ask children in pairs or groups, to discuss what they think is going to happen next. Read more and repeat. Then complete the rest of the story and discuss whether the original or their suggested alternative is the better ending.</li> </ul>	<p>Teacher provides a scenario e.g. my dad had to go away. Mum won't explain why.</p> <ul style="list-style-type: none"> <li>• Children are then given a few minutes to think how the story is going to develop. Then in groups they develop a story using their ideas.</li> </ul>
<b>Saying "No"</b>	Pupils work in pairs. 'A' tries to persuade 'B' to do something against their will e.g. to eat a bar of chocolate. 'B' tries to resist without using the word "No". Chose a pair to show. Then reverse the roles so 'A' becomes 'B'. Develops language, skills in resisting pressure and deals with problems of keeping secrets.	<p>Persuade and resist</p> <ul style="list-style-type: none"> <li>• Eating something you do/ do not want to</li> <li>• Playing a game</li> <li>• Reading a book</li> </ul>	<ul style="list-style-type: none"> <li>• Having a cigarette</li> <li>• Having an alcoholic drink</li> <li>• Holding hands</li> </ul> <p>Also the KS1 examples can be used and pupils have to work out why they are doing the activity – sticking to their own rules of behaviour and not bowing to the will of others.</p>

## Appendix 2: Ideas and examples of Assessment Methods

There are many reasons why it is important that learning in PSHE education is assessed, including:

- Pupils need opportunities to reflect on their learning and its implications for their lives.
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
- Assessment allows the leadership team, parents, governors and school inspectors to see PSHE education's impact on pupils and whole school outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Without assessment, all a school can do is describe its PSHE provision, not show its impact.
- The DfE also states in the statutory guidance for Relationships, Sex and Health education that “schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas” — therefore assessment for and of learning should be central to any PSHE education provision.<sup>5</sup>

## Starting where the pupils are

This means determining the stage of development and understanding pupils have reached, together with their experience and perceptions and using this information to decide upon teaching contents. It can be a more reliable guide than general published guidance, which is produced without reference to your pupils or your school. First, create a classroom climate that encourages honest discussion including ‘establishing Ground Rules/Group Agreement’.

Then find out:

- What facts pupils do and do not know and understand.
- Where knowledge they have is incomplete.
- What they feel.
- What they are able to say and not able to say.
- The language they use.
- What they are able to do and not able to do.
- Responsibilities they can and cannot manage.
- What their anxieties and questions are.

Assessment can be formative, summative, diagnostic and evaluative. PSHE offers many opportunities for pupils to get involved in their own learning and progression.

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<sup>5</sup> PSHE Association's Programme of Study (January 2020)

Some assessment techniques are suggested here:

- Reflective diaries
- Group work activities
- Self-assessment / Peer assessment
- Ongoing observations
- Questioning
- Feedback to pupils
- Quizzes
- Questionnaire and surveys
- Internal tests
- “Before and after” activities e.g. draw and write

Pupils should be involved in discussions about how their work is assessed, so that they can recognise the standards to aim for. Teachers and pupils need to communicate their expectations, progress and attainment, enabling pupils to set their own targets and plan how they will achieve their learning goals. Self-assessment and collecting evidence of their progress and achievement related to these learning goals will enable them to:

- recognise, demonstrate and celebrate their achievements
- know and understand what they have achieved and what they need to develop
- feel confident about their progress
- be rewarded for active participation in school and community life.

Assessment complements the learning and teaching progress in PSHE, as done well, it will contribute to the motivation and self-esteem of pupils.

It is important to note that not all aspects of PSHE should be assessed. Pupils may share their own views or reflect on aspects of their own behaviour or relationships that, although integral to teaching and learning, would not be appropriate for formal assessment.

What can we assess in PSHE education?

- An increase in knowledge (Before, I only knew ... Now I also know ...)
- An increase in understanding (I always knew ... but now I can see how it connects to ... and now I can see how I could use this in my life)
- A change in or reconfirmation of a belief (I used to feel ... but now that I understand ... I now feel ...)
- A richer vocabulary (Before, I would have said ... but now I can say ...)
- Increased competence in a skill (Before, I knew how to do/be ... but now I know how to do/be ...)
- Increased confidence (Before, I could/would say and do ... but now I feel I am able to say and do ...)

### Keeping track of progress

By planning regular opportunities for assessment within the PSHE programme, it is possible for teachers and pupils to keep track of progress and to reflect on and record achievement.

Schools may already have processes and materials in place that incorporate (or could incorporate) PSHE, for example logbooks, progress files, records of achievement or electronic portfolios. The responsibility for collating assessments of PSHE for recording purposes depends on how the provision is organised. For example:

- annual (and end of key stage) statements may be produced by each pupil and endorsed by a relevant teacher
- teachers of timetabled PSHE provision may take the lead in consultation with pupils and other adults
- where PSHE has been taught through another subject, for example science, that teacher may give a summary report about the aspects of PSHE they have covered
- staff, if they have played a significant role in provision, may support the coordination of PSHE assessment. For example, they may help pupils to reflect overall on their PSHE experiences and produce a summary statement.

## Questions: helping teachers and pupils plan assessment, recording and reporting

### What are the learning objectives of the session?

For example:

- pupils can identify some of the risks associated with smoking. They can demonstrate this by taking part in a debate for or against smoking.

### What do we want to achieve?

Set goals/targets, clearly referencing the success criteria. For example:

- we/I will know and understand more about ...
- we/I will have developed skills to ...
- we/I will have participated in ...
- we/I will have taken action on ...
- we/I will evaluate what I have learnt by...

### How will we know what to aim for?

Pupils, teachers and others involved in assessment need to agree assessment criteria based on the learning outcomes and expectations of the activities.

### How will we know what we have achieved?

It is important to establish and agree clear targets and goals with pupils and to ensure there are regular opportunities for feedback on progress and achievement. Feedback may be teacher-pupil, pupil-pupil or pupil-teacher.

### Who will help us to achieve our goals and measure our success?

Identify assessment partners, for example:

- ourselves
- our peers
- our teachers
- other adults
- a combination of any or all of the above.

## Flow chart: how PSHE coordinators can manage assessment, recording and reporting

### Why?

Agree the purpose of assessment, recording and reporting in PSHE.



### What?

Identify activities that lead to effective learning and provide evidence of pupils' progress and achievement.

Identify what feedback will be given to pupils to improve future learning.



### How?

Plan how achievement will be evaluated, recorded, summarised, reported to parents, celebrated and rewarded.

Plan how the assessment processes will be monitored and evaluated.