



PSHE (including RSHE)

In PSHE we learn to take care of our wellbeing, our relationships and the world around us.

EYFS

Year 1

Year 2

Year 3 (KS2)

Relationships – Families and Friendships

RSE statutory guidance states that by the end of primary Pupils should know

- that families are important for children growing up because they can give love, security and stability.
 - the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
 - that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
 - the importance of permission-seeking and giving in relationships with friends, peers and adults.
- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.			
KNOWLEDGE			
Know and describe people who are familiar to the	To know about people who care for them and how. To know what family is and how families are different (eg single parents, same sex parents). To know the importance of telling someone if they are worried about something in their family.	To know how to be a good friend and different ways of making friends. To know positive ways to play with friends To know how to resolve arguments. To know how to ask for help if they are lonely or unhappy or worried about someone else.	To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents That being part of a family provides support, stability and love About the positive aspects of being part of a family, such as spending time together and caring for each other About the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty What to do and whom to tell if family relationships are making them feel unhappy or unsafe
SKILLS			
Name and describe people who are familiar to them. Talk about members of their immediate family and community	Can express how it feels to be part of a family and care for other family members. To be able to talk about their own family and other families might differ from theirs.	To be able to make and maintain friendships. To be able to resolve conflict with friends.	To be able to talk about different family structures.

	To be able to identify people who they could talk to if they were worried about a family member.	To be able to identify adults they could talk to if they were worried or scared	To recognise the benefits of being part of a caring family. To identify if/when something in a family might make someone upset or worried To identify adults they could talk to if they were worried or scared.
Coverage			
	PSHE lessons Autumn term Assemblies	PHSE lessons Autumn term Assemblies	PSHE lessons
VOCABULARY			
	family, belong, same, different, friends, friendship, feelings, relationships.	Bullying, conflict, argument, resolve, opinions, differences	
Relationships 2 – Safe relationships			
	RSE statutory guidance states that by the end of primary pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.		

• how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.			
KNOWLEDGE			
Know that they are a valuable individual	To know when someone is hurt and who to ask for help. To know what privacy means, including parts of the body that are private. To identify different types of touch and how to respond if something makes them feel uncomfortable or unsafe. To know when to ask permission to touch others and how to give/ not give permission.	To recognise hurtful behaviour, including online and know who to tell. To know what bullying is and the different types of bullying. Know how someone may feel if they are being bullied. To know the differences between surprises and secrets. To know how to resist pressure to do something that makes them feel uncomfortable or unsafe. To know how to ask for help if they feel unsafe or worried and what vocabulary to use.	To know what is appropriate to share with friends, classmates, family and wider social groups including online Know about what privacy and personal boundaries are, including online Know basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision Know that bullying and hurtful behaviour is unacceptable in any situation Know about the effects and consequences of bullying for the people involved Know about bullying online, and the similarities and differences to face-to-face bullying Know what to do and whom to tell if they see or experience bullying or hurtful behaviour
SKILLS			
See themselves as a valuable individual Build constructive and respectful relationships	Can identify forms of physical contact they prefer Can say no when they receive a touch they don't like	Can recognise and talk about good touch and bad touch. Can identify the negative feelings associated with keeping a worry secret	Can keep themselves safe online. Can recognise online bullying.

Express their feelings and be aware of the feelings of others.		Be able to say no to something that makes them feel unsure or unsafe. Be able to ask for help if they or someone else is being bullied.	Treats people with respect face to face and online. Can ask for help if they or someone they know is being bullied face to face or online.
COVERAGE			
	PSHE lessons Assemblies	PSHE lessons Assemblies	
VOCABULARY			
	Trust, private, good touch, bad touch, physical, permission, secret	Good touch, bad touch, worry, anxiety, secret, surprise, bullying, bullied.	
Relationships 3- respecting ourselves and others			
	Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.		

	• what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.		
KNOWLEDGE			
Know how to build constructive and respectful relationships	To know what kind and unkind behaviour means, both in and out of school, and how it can make people feel. To know what respect means. To know about class rules, being polite, sharing and taking turns.	To know about things they have in common with friends, classmates and other people. To know how friends can have similarities and differences. To know how to play and work cooperatively in different situations. To know how to share ideas, listen to others and take part in discussions giving reasons for their views.	To recognise respectful behaviours e.g. helping or including others, being responsible To know how to model respectful behaviour in different situations e.g. at home, at school, online Know the importance of self-respect and their right to be treated respectfully by others To know that it means to treat others, and be treated, politely Know the ways in which people show respect and courtesy in different cultures and in wider society.
SKILLS			
Build constructive and respectful relationships Identify and moderate their own feelings socially and emotionally.	Be able to identify kind and unkind behavior To show respect to others. To understand and follow rules.	To be able to play and work cooperatively in different situations. To be able to share ideas, listen to others and be able to take part in discussions effectively.	To be able to act respectfully towards themselves and others. To be able to show appropriate manners in different situations
COVERAGE			
	PSHE lessons Assemblies	PSHE lessons Assemblies	

VOCABULARY			
	Kind, unkind, respect, rules, safety, manners	Differences, similarities, cooperation, tolerance	
Living in the Wider World 1- belonging to a community			
KNOWLEDGE			
Know rules at school and follow them. Think about the perspective of others.	To be able to give different examples of rules. To know that different people have different needs. To know how we can care for people, animals and other living things in different ways. To know how to look after the environment.	To know about being a part of different groups. To know about rights and responsibilities in school and the wider community. To know how a community can help people from different groups feel included. To recognise that we are all equal, and ways that they are the same and different to others in their community.	Know the reasons for rules and laws in wider society Know the importance of abiding by the law and what might happen if rules and laws are broken Know what human rights are and how they protect people Know about how they have rights and also responsibilities Know that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn
SKILLS			
Increasingly follow rules, understanding why they are important. Remember rules without being reminded by an adult	To be able to follow rules. To be able to talk about the need of ourselves and others. To be able to talk about ways to take care of the environment.	To be able to identify different groups. To understand how they are part of the wider community.	To be able to follow rules and laws. Be able to identify basic examples of human rights including the rights of children. To be responsible
COVERAGE			

	PSHE lessons British values	PSHE lessons British values	
VOCABULARY			
	Rules, law, safety, respect, needs, environments	Rights, responsibility, equal, community, democracy.	
Living in the Wider World 2-Media literacy and digital resilience			
	Statutory guidance states that Internet safety and harms Pupils should know: • that for most people the internet is an integral part of life and has many benefits • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • why social media, some computer games and online gaming, for example, are age restricted • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not.		

	• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.		
KNOWLEDGE			
Know the importance of sensible amounts of screen time.	To know how and why people use the internet. To know the benefits of using the internet and digital devices. To know how people find things out and communicate with others online. To know what to do if they see something they are unsure about on the internet.	To know the ways in which people can access the internet.. To recognise the purpose and value of the internet in everyday life. To recognise that some contact on the internet is factual and some is for entertainment. To know that information on the internet may not always be true.	To know how the internet can be used positively for leisure, for school and for work To recognise that images and information online can be altered or adapted and the reasons for why this happens Know strategies to recognise whether something they see online is true or accurate To know how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication
SKILLS			
Show resilience and perseverance in the face of challenge Have sensible amounts of screen time	To discuss ways that people use the internet. To be able to tell an adult when they see something they are unsure about on the internet.	To be able to discuss the value and purpose of the internet. To be able to discuss the reliability of information found on the internet.	To be able to evaluate whether a game is suitable to play or a website is appropriate for their age-group To make safe, reliable choices from search results
COVERAGE			

	Computing sessions Icompute isafety	Computing sessions and PSHE sessions	
VOCABULARY			
	Internet, search, image, video, tablet, computer, phone, communicate, message, email	Social media, factual, email,	
Living in the Wider World 3- Money and Work			
KNOWLEDGE			
Talk about members of their immediate family and community. Name and describe people who are familiar to them	To know that everyone has different strengths, in and out of school. To know about how different strengths are needed for different jobs. To know about people who help us in the community. To know about different jobs and the work people do.	To know what money is and it's different forms. To know how money can be kept and looked after. To know about getting, keeping and spending money. To know that people are paid money for the job that they do. To recognise the difference between wants and needs. To know how people make decisions about spending money.	Know about jobs that people may have from different sectors e.g. teachers, business people, charity work Know that people can have more than one job at once or over their lifetime Know about common myths and gender stereotypes related to work Know about some of the skills needed to do a job, such as teamwork and decision-making
SKILLS			
Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Recognise different strengths in themselves and others. Be able to discuss people who help us in the community. Be able to discuss different occupations.	To be able to talk about different forms of money. To be able to discuss how money is obtained. To discuss how money can be spent and saved.	Be able to recognise their interests, skills and achievements and how these might link to future jobs Be able to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM

			Be able to set goals that they would like to achieve this year e.g. learn a new hobby
COVERAGE			
	PSHE lessons	PSHE lesson	
VOCABULARY			
	Strengths, skills, jobs, community work, occupation	Money, bank account, bank card, spend, save, debt, wants, needs	
Health and Wellbeing 1- Physical health and mental wellbeing			
	Statutory guidance states that, with regards to mental wellbeing by the end of primary pupils should know: • that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		

- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

With regards to physical wellbeing by the end of Primary pupils should know

Physical exercise

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating

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

Health and prevention

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn

	• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination
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KNOWLEDGE

Know and talk about the different factors that support their overall health and wellbeing; - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	To know what it is to be healthy and why it is important. To know ways to take care of themselves on a daily basis. To know about basic hygiene routines. To know about healthy and unhealthy food, including sugar intake. To know that physical activity helps keep us healthy. To know about balancing indoor, outdoor and screen based play. To know about people who can help keep them healthy. To know how to keep safe in the sun.	To know about routines for maintaining good physical and mental health. To know the importance of sleep and rest. To know that medicines, including immunisations and vaccinations, can help people stay healthy. To know the importance of and routines for, brushing teeth and visiting the dentist. To know about food and drink that affect dental health. To know how to share and describe a range of feelings. To know ways to feel good, calm down or change their mood, e.g. playing outside, listening to music, spending time with others.	Know the choices that people make in daily life that could affect their health Identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) Know what can help people to make healthy choices and what might negatively influence them. Know about habits and that sometimes they can be maintained, changed or stop the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle Know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally Know that regular exercise such as walking or cycling has positive benefits for their mental and physical health.
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			Know about the things that affect feelings both positively and negatively. Know about some of the different ways people express feelings e.g. words, actions, body language
SKILLS			
Manage their own needs. - personal hygiene Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally See themselves as a valuable individual.	To be able to identify healthy food choices. To talk about different types of physical exercise and how this helps us stay healthy. To have good daily hygiene routines (eg. Handwashing, teeth brushing). To be able to identify people who can help us stay healthy.	To be able to discuss the importance of sleep To have good daily hygiene routines (eg. Handwashing, teeth brushing). To be able to talk about how they are feeling with a trusted person. To be able to talk about the things that make them feel good.	Have strategies to identify and talk about their feelings. Recognise how feelings can change overtime and become more or less powerful Be able to make healthy choices.
COVERAGE			
	PSHE lessons Extra coverage on special days such as World Mental Health day and Hello Yellow. DT- different types of food.	PSHE lessons Extra coverage on special days such as World Mental Health day and Hello Yellow. Science- healthy diet.	

VOCABULARY			
Feelings words Angry, Sad, Tired, Surprised, Excited, Scared, Worried, Bored,Happy, Calm	Physical health, mental wellbeing, diet, exercise, healthy, unhealthy, sugar, hygiene	Healthy, unhealthy, sugar, tooth decay, oral hygiene, mental health, feelings	
	Feelings words Furious,Frustrated ,Confused, Content, Proud, Cross, Annoyed, Unfocused, Peaceful, Ecstatic, Jealous, Thankful, Amazed	Feelings words Furious,Frustrated ,Confused, Content, Proud, Cross, Annoyed, Unfocused, Peaceful, Ecstatic, Jealous, Thankful, Amazed	
Health and Wellbeing 2 -Growing and changing			
KNOWLEDGE			
	To know what makes them special and unique. To know how to manage, and who to tell, when things are difficult or when things go wrong. To know how they are the same and different to others. To know about different kinds of feelings. To know how to recognise feelings in themselves and others. To know how feelings affect how people behave.	To know about the human life cycle and how people grow from young to old. To know how our needs and bodies change as we grow. To identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) To know about change as people grow up, including new opportunities and responsibilities. To prepare to move to a new school.	Know that everyone is an individual and has unique and valuable contributions to make Recognise common challenges to self -worth e.g. finding school work difficult, friendship issues Know basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again
SKILLS			
	Recognise their own and others strengths. Be able to talk to a trusted adult when things are difficult or go wrong. Be able to identify similarities and difference between people.	To be able to discuss how people change from young to old. To be able to use correct vocabulary when talking about parts of the body.	Recognise how strengths and interests form part of a person's identity Can identify their own personal strengths and interests and what they're proud of.

	Be able to talk about their feelings and how they make their body feel.		Use basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again
COVERAGE			
	PSHE lessons	PSHE lessons	
VOCABULARY			
	Special, unique, similarities, differences Feelings words Furious,Frustrated ,Confused, Content, Proud, Cross, Annoyed, Unfocused, Peaceful, Ecstatic, Jealous, Thankful, Amazed	Grow, change, ,mature, opportunities, responsibilities, Body parts including, penis, testicles, vagina, vulva	
Health and Wellbeing 3 – Keeping safe			
	Statutory guidance states that by the end of primary, pupils should know: • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.		
KNOWLEDGE			
Know and talk about the different factors that support their overall health and wellbeing; - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian	To know how rules can keep us safe. To know why some things have age restrictions. To know basic rules for keeping safe online. To know who to tell if they see something online that makes them feel unhappy, worried or scared.	To know how to keep themselves safe in familiar and unfamiliar environments. .To know how to keep them safe around the home in relation to medicines, electrical appliances and fire safety. To know about things that people can put into their body or onto their skin and how these affect how people feel. To know how to respond if there is an accident and someone is hurt.	Know how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen Know about fire safety at home including the need for smoke alarms Know the importance of following safety rules from parents and other adults

SKILLS			
	To discuss the rules that keep us safe. To be able to tell an adult that they trust if they see something online that makes them feel unhappy, scared or worried.	To identify potential unsafe situations, who is responsible for keeping them safe in these situations , and steps they can take to avoid or remove themselves from danger Be able to recognise risk in everyday situations. E.g. road, water, rail, medicines. To be able to make an emergency call.	Be able identify typical hazards at home and in school Be able to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety
COVERAGE			
	PSHE lessons safety covered in computing lessons and on internet safety day	PSHE lessons	
VOCABULARY			
	Age restrictions, online safety, rules	Medicine, poisonous, electrics, fire safety, flammable, emergency services, police, ambulance, fire brigade, 999	