

PSHE Progression Document

This is intended to be a spiral curriculum. Pupils should be taught the objectives from the PSHE Association PoS, the statutory RSE/ Physical Health and Mental Wellbeing requirements but should be supported to catch up.

End Points (Threshold Concepts)		Milestones					
		KS 1		Lower KS 2		Upper KS 2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Wellbeing	Healthy lifestyles (physical well-being)	Pupils learn... <ul style="list-style-type: none"> • H1. About what keeping healthy means; different ways to keep healthy (KS1). • H2. About foods that support good health and the risks of eating too much sugar (KS1). • H3. About how physical activity helps us to stay healthy; and ways to be physically active every day (KS1). • H4. About why sleep is important and different ways to rest and relax (KS1). 	Pupils learn... <ul style="list-style-type: none"> • H6. That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy (KS1). • H5. Simple hygiene routines that can stop germs from spreading (KS1) H7. About dental care and benefits of good oral hygiene and dental hygiene and visiting the dentist for regular check ups; how to brush teeth correctly; food and drink that 	Pupils learn... <ul style="list-style-type: none"> • How to make some informed decisions about health. • About some of the elements of a balanced, healthy lifestyle. • About some choices that support a healthy lifestyle. • How to recognise that habits can have both positive effects on a healthy lifestyle. • H6. About what constitutes a healthy diet; how to plan healthy meals • H9. That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of 	Pupils learn... <ul style="list-style-type: none"> • How to make informed some decisions about health. • About further elements of a balanced, healthy lifestyle. • About some choices that support healthy lifestyle, and recognise what might influence these. • How to recognise that habits can have negative effects on a healthy lifestyle. • H5. About what good physical health means; how to recognise early signs of physical illness (KS2). • About what constitutes a healthy 	Pupils learn... <ul style="list-style-type: none"> • H1. How to make informed decisions about health (KS2). • H2. About the elements of a balanced, healthy lifestyle (KS2). • H3. About choices that support a healthy lifestyle, and recognise what might influence these (KS2). • H4. How to recognise that habits can have both positive and negative effects on a healthy lifestyle (KS2). • H6. About what constitutes a healthy diet; how to plan healthy 	Pupils learn... <ul style="list-style-type: none"> • H1. How to make informed decisions about health (KS2). • H7. How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle (including obesity)(KS2). H10. How medicines, when used responsibly, contribute to health; that some diseases can be prevented by

			<p>support dental health (KS1).</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</p> <p>Describe how food, water and air get into the body and blood.</p>	<p>infection; the wider importance of personal hygiene and how to maintain it (KS2).</p> <ul style="list-style-type: none"> •How medicines, when used responsibly, contribute to health. 	<p>diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods</p> <ul style="list-style-type: none"> •H7. How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle (KS2). • How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations. 	<p>meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay (KS2).</p> <ul style="list-style-type: none"> • H10. How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed (KS2). 	<p>vaccinations and immunisations; how allergies can be managed (KS2).</p>
	<p>Mental Health</p>	<ul style="list-style-type: none"> • H11. About different feelings that humans can experience. • H12. How to recognise and name different feelings. • H13. How feelings can affect people's 	<ul style="list-style-type: none"> •H18. Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they 	<ul style="list-style-type: none"> •How and when to seek support. •To recognise that feelings can change over time. •About some everyday things that affect feelings. • Strategies to respond to feelings 	<ul style="list-style-type: none"> •How and when to seek support, including which adults to speak to in school, if they are worried about their health. • H15. That mental health, just like physical health, is 	<ul style="list-style-type: none"> •H14. How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health (KS2). 	<ul style="list-style-type: none"> • H16. About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in

		<p>bodies and how they behave.</p> <ul style="list-style-type: none"> • H14. How to recognise what others might be feeling. • H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things. • H16. About ways of sharing feelings; a range of words to describe feelings. • H17. About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep). • Different things they can do to manage big feelings, to help calm themselves down. • H19. To recognise when they need help with feelings; that it is important to ask for help with 	<p>don't feel good (KS2).</p> <ul style="list-style-type: none"> • H20. About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better (KS2). 	<ul style="list-style-type: none"> • About change and loss, including death. 	<p>part of daily life; the importance of taking care of mental health (KS2).</p> <ul style="list-style-type: none"> • H16. About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing (KS2). • H17. To recognise that feelings can change over time and range in intensity (KS2). • About everyday things that affect feelings. • A varied vocabulary to use when talking about feelings • Strategies to respond to feelings, including intense or 	<ul style="list-style-type: none"> • H17. To recognise that feelings can change over time and range in intensity (KS2). • H18. About everyday things that affect feelings and the importance of expressing feelings (KS2). • H19. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways (KS2). • H20. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations (KS2). • H23. About change and loss, including death, and how 	<p>community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing (KS2).</p>
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		feelings; and how to ask for it (KS2).			conflicting feelings; how to manage and respond to feelings appropriately. <ul style="list-style-type: none"> •About change and loss, including death, and how these can affect feelings •Problem-solving strategies for dealing with emotions, challenges and change 	these can affect feelings; ways of expressing and managing grief and bereavement (KS2). •H24. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools (KS2).	
	Ourselves, growing and changing	<ul style="list-style-type: none"> •To recognise some of the ways in which we are all unique •H23. To identify what they are good at, what they like and dislike (KS1). •How to manage some situations when finding things difficult. •To name the main parts of the body •About growing and changing from young to old 	<ul style="list-style-type: none"> •H21. To recognise what makes them special (KS1). •H22. To recognise the ways in which we are all unique (KS1) •H24. How to manage when finding things difficult (KS1). •H25. To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) (KS1) •H26. About growing and changing from young to old and how people's 	<ul style="list-style-type: none"> • About personal identity. • To recognise their individuality. H28. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. •About how to manage setbacks/perceived failures. •To identify the external genitalia. •About the physical and emotional changes that happen when approaching and during puberty 	<ul style="list-style-type: none"> •H25. About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) (KS2). • To recognise their individuality and some personal qualities. • H28. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth (KS2). •H29. About how to manage setbacks/perceived failures, 	<ul style="list-style-type: none"> •H26. That for some people gender identity does not correspond with their biological sex (KS2). • H27. To recognise their individuality and personal qualities (KS2). • H29. About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking (KS2). • H30. To identify the external genitalia and internal reproductive organs in males and 	

			<p>needs change (KS1).</p>	<ul style="list-style-type: none"> •About how hygiene routines change during the time of puberty. H33. About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for. 	<p>including how to re-frame unhelpful thinking (KS2).</p> <ul style="list-style-type: none"> •To identify the external genitalia and internal reproductive organs in males and females. •About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle) •About how hygiene routines change during the time of puberty, the importance of keeping clean. •About the processes of reproduction and birth as part of the human life cycle 	<p>females and how the process of puberty relates to human reproduction (KS2).</p> <ul style="list-style-type: none"> •H31. About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) (KS2). •H32. About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene (KS2). • H33. About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are 	
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						ways to prevent a baby being made); how babies need to be cared for (KS2). <ul style="list-style-type: none"> •H34. About where to get more information, help and advice about growing and changing, especially about puberty(KS2). • H35. About the new opportunities and responsibilities that increasing independence may bring (KS2) •H36. Strategies to manage transitions between classes and key stages (KS2). 	
	Keeping Safe	<ul style="list-style-type: none"> •H28. About rules and age restrictions that keep us safe (KS1). •That household products can be harmful if not used correctly. •About some of the people whose job it is to help keep us safe. •H34. Basic rules to keep safe online, including what is 	<ul style="list-style-type: none"> •H29. To recognise risk in simple everyday situations and what action to take to minimise harm (KS1). •H30. About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) (KS2). 	<ul style="list-style-type: none"> •H37. 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 (KS2) 	<ul style="list-style-type: none"> •How to predict, assess and manage some risks in some situations • About some hazards (including some fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe. •About the importance of taking medicines correctly 	<ul style="list-style-type: none"> •H38. How to predict, assess and manage risk in different situations(KS2) • H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe (KS2). 	<ul style="list-style-type: none"> • H40. About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) (KS2) •H43. About what is meant by first aid; basic techniques for dealing with common injuries

		<p>meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them (KS2).</p>	<ul style="list-style-type: none"> •H31. That household products (including medicines) can be harmful if not used correctly (KS1). •H32. Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely (KS1). •H33. About the people whose job it is to help keep us safe (KS1). •H35. About what to do if there is an accident and someone is hurt (KS2) • H36. How to get help in an emergency (how to dial 999 and what to say) (KS2). 	<ul style="list-style-type: none"> •About some hazards that may cause harm, injury or risk. •About the importance of taking medicines correctly • Some strategies for keeping safe in the local environment •About what is meant by first aid •How to respond and react in an emergency 	<p>and using household products safely</p> <ul style="list-style-type: none"> • Strategies for keeping safe in the local environment (rail, water, road) and firework safety; safe use of digital devices when out and about. • About the importance of keeping personal information private; strategies for <u>keeping safe online</u>, what to do if frightened or worried by something seen or read online and <u>how to report concerns</u>. • H43. About what is meant by first aid; basic techniques for dealing with common injuries (KS2). •How to respond and react in an emergency situation; how to identify some situations that may require the emergency services; know how to contact 	<ul style="list-style-type: none"> •H40. About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) (KS2). •H41. Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about (KS2). • H42. About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by 	<p>(including head injuries)(KS2).</p>
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					them and what to say.	something seen or read online and how to report concerns, inappropriate (harmful) content and contact (KS2). <ul style="list-style-type: none">•H43. About what is meant by first aid; basic techniques for dealing with common injuries (KS2).• H44. How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say (KS2).• H45. 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 (KS2).	
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	<p>Drugs, alcohol and tobacco</p>	<ul style="list-style-type: none"> • H37. About things that people can put into their body or their skin; how there can affect how people feel (KS1). 	<ul style="list-style-type: none"> • Understand that medicines can sometimes make people feel better when they're ill; • Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; • Explain simple issues of safety and responsibility about medicines and their use. 	<ul style="list-style-type: none"> • About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) • To recognise that there are laws surrounding the use of drugs. 	<ul style="list-style-type: none"> • About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health • H47. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others (KS2). • H48. About why people choose to use or not use drugs (including nicotine, alcohol and medicines) (KS2). • H49. About the mixed messages in the media about drugs, including alcohol and smoking/vaping (KS2). • H50. About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk 	<ul style="list-style-type: none"> • H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break (KS2). • H47. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others (KS2). • H48. About why people choose to use or not use drugs (including nicotine, alcohol and medicines) (KS2). • H49. About the mixed messages in the media about drugs, including alcohol and smoking/vaping (KS2). 	<ul style="list-style-type: none"> • H47. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others (KS2).
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					to if they have concerns (KS2).		
Relationships	Families and close positive relationships	<ul style="list-style-type: none"> •About some the roles different people play in our lives. •To identify the people who love and care for them. • About some different types of families. •R4. To identify common features of family life. (KS1) • R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried (KS1). 	<ul style="list-style-type: none"> • R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives (KS1). • R2. To identify the people who love and care for them and what they do to help them feel cared for (KS1). • R3. About different types of families including those that may be different to their own (KS1). •R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried (KS1). 	<ul style="list-style-type: none"> • R1. To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) (KS2) •That a feature of positive family life is caring relationships •To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents) •R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty (KS2). 	<ul style="list-style-type: none"> •To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) (KS2) •That people may be attracted to someone emotionally, romantically and sexually •R3. <u>About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</u> (KS2). • R4. 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 (KS2). • R5. That people who love and care 	<ul style="list-style-type: none"> • R1. To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) (KS2) • R2. That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different (KS2). •R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in 	<p><u>R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability (KS2)</u></p> <p>•R8. <u>To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty and sharing each other's lives (KS2).</u></p>

				<p>for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart (KS2).</p> <ul style="list-style-type: none"> • R6. That a feature of positive family life is caring relationships; about the different ways in which people care for one another (KS2). • R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability (KS2). • R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; 	<p>times of difficulty (KS2).</p> <ul style="list-style-type: none"> • R9. <u>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</u> (KS2). 	<p>R7. <u>To recognise and respect that there are different types of family structure (in school or the wider world) (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</u> (KS2).</p> <ul style="list-style-type: none"> • <u>They should respect those differences and know that other children's families are also characterised by love and care.</u> • R9. <u>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</u> (KS2).
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					<p>being there for each other in times of difficulty (KS2).</p> <ul style="list-style-type: none"> • R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice (KS2). 		
	<p>Friendships</p>	<ul style="list-style-type: none"> • About how people make friends. • About how to recognise when they or someone else feels lonely. • Some simple strategies to resolve arguments between friends positively. • R9. How to ask for help if a friendship is making them feel unhappy (KS1). 	<ul style="list-style-type: none"> • R6. About how people make friends and what makes a good friendship (KS1). • R7. About how to recognise when they or someone else feels isolated or lonely and what to do (KS1). • R8. Simple strategies to resolve arguments between friends positively (KS1). 	<ul style="list-style-type: none"> •About the importance of friendships •What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties) •To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face •The importance of seeking support if 	<ul style="list-style-type: none"> •About the importance of friendships; strategies for building positive friendships • R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face 	<ul style="list-style-type: none"> •R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing (KS2). •R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, trustworthiness, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties) • R13. The importance of discussing their feelings with an adult and seeking support if feeling lonely or excluded (KS2). 	<ul style="list-style-type: none"> •<u>What constitutes a positive healthy friendship (e.g. mutual respect, trust, trustworthiness, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties)</u> • R13. The importance of discussing their feelings with an adult and seeking support if feeling lonely or excluded (KS2).

				<p>feeling lonely or excluded.</p> <ul style="list-style-type: none"> • That healthy friendships make people feel included • How friendships can change over time • That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. • To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable 	<p>relationships (KS2).</p> <ul style="list-style-type: none"> • R12. To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face (KS2). • R13. The importance of seeking support if feeling lonely or excluded (KS2). • That healthy friendships make people feel included; recognise when others may feel lonely or excluded • Strategies for recognising and managing peer influence and a desire for peer approval in friendships • How friendships can change over time and about making new friends • That friendships have ups and downs 	<p>principles apply to online friendships as to face-to-face relationships (KS2).</p> <ul style="list-style-type: none"> • R12. To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face (KS2). • R13. The importance of seeking support if feeling lonely or excluded (KS2). • R14. <u>That healthy friendships are positive and welcoming towards others; they make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</u> (KS2). • R15. Strategies for recognising and managing peer 	
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					<ul style="list-style-type: none"> • R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary (KS2). 	<p>influence and a desire for peer approval in friendships; to recognise the effect of online actions on others (KS2).</p> <ul style="list-style-type: none"> • R16. How friendships can change over time, about making new friends and the benefits of having different types of friends (KS2). • R17. <u>That most friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely (KS2).</u> • R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary (KS2). 	
	<p>Managing hurtful behaviour and bullying</p>	<ul style="list-style-type: none"> • That bodies and feelings can be hurt by words and actions 	<ul style="list-style-type: none"> • R10. That bodies and feelings can be hurt by words and actions; that people can say 	<ul style="list-style-type: none"> • About the impact of bullying • Strategies to respond to hurtful behaviour 	<ul style="list-style-type: none"> • About the impact of bullying, including offline and online • R20. Strategies to respond to hurtful 	<ul style="list-style-type: none"> • R19. About the impact of bullying, including offline and online, and the consequences of 	<p>R19. About the negative and often lasting impact (on mental health) of bullying, including</p>

		<ul style="list-style-type: none"> • That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable 	<p>hurtful things online (KS1)</p> <ul style="list-style-type: none"> • R11. About how people may feel if they experience hurtful behaviour or bullying (KS1). • R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult (KS2). 	<p>experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others)</p> <ul style="list-style-type: none"> • About discrimination: what it means 	<p>behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support (KS2).</p> <ul style="list-style-type: none"> • R21. About discrimination: what it means and how to challenge it (KS2). 	<p>hurtful behaviour (KS2).</p> <ul style="list-style-type: none"> • R20. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support (KS2). • R21. About discrimination: what it means and how to challenge it (KS2). 	<p>offline and online, and the consequences of hurtful behaviour (KS2) such as trolling and harassment.</p>
	<p>Safe Relationships</p>	<ul style="list-style-type: none"> • To recognise that some things are private; that parts of their body covered by underwear are private. • R14. <u>That sometimes people may behave differently online, including by pretending to be someone they are not</u> (KS1). 	<ul style="list-style-type: none"> • R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private (KS1). • R14. <u>That sometimes people may behave differently online, including by pretending to be</u> 	<ul style="list-style-type: none"> • About privacy and personal boundaries • About why someone may behave differently online • How to respond safely to adults that they do not know. • Recognise different types of physical contact • About seeking permission (consent) in different situations. 	<ul style="list-style-type: none"> • R22. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) (KS2). • About why someone may behave differently online, including pretending to be someone they are not 	<ul style="list-style-type: none"> • R22. <u>About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online in a digital context)</u> (KS2). • R23. About why someone may behave differently online, <u>including pretending to be someone they are</u> 	<ul style="list-style-type: none"> • R27. <u>About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</u> (KS2). • R29. Where to get advice and

		<ul style="list-style-type: none"> • R15. How to respond safely to adults they don't know (KS1). • R16. About how to respond if physical contact makes them feel uncomfortable or unsafe (KS1). • About knowing there are situations when they should ask for permission •R18. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) (KS1). • Some basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe. • What to do if they feel unsafe or worried for themselves or others 	<p>someone they are not (KS1).</p> <ul style="list-style-type: none"> • R15. How to respond safely to adults they don't know (KS1). •R16. About how to respond if physical contact makes them feel uncomfortable or unsafe (KS1). •R17. About knowing there are situations when they should ask for permission and also when their permission should be sought (KS1) •R18. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually), especially if they relate to being safe (KS1). • R19. Basic techniques for resisting pressure to do something 	<ul style="list-style-type: none"> • How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable. • R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online) (KS2). 	<ul style="list-style-type: none"> • R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know (KS2). • Recognise different types of physical contact; what is acceptable and unacceptable • R26. About seeking and giving permission (consent) in different situations (KS2). • About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to • R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (KS2) •R29. Where to get advice and report 	<p>not; strategies for recognising risks, harmful content and contact; how to report concerns (KS2).</p> <ul style="list-style-type: none"> • R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know (KS2). • R25. Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact (KS2). • R26. About seeking and giving permission (consent) in different situations (including with friends, peers and adults) (KS2). • R27. About keeping something confidential or secret, when this should (e.g. a birthday surprise 	<p>report concerns if worried about their own or someone else's personal safety (including online) (KS2).</p>
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			<p>they don't want to do and which may make them unsafe (KS1).</p> <p>•R20. <u>What to do if they feel unsafe or worried for themselves or others; who to ask for help (,how to report concerns of abuse) and vocabulary to use when asking for help; importance of keeping trying until they are heard</u> (KS2)</p>		<p>concerns if worried about their own or someone else's personal safety (including online) (KS2).</p>	<p>that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret (KS2).</p> <p>• R28. <u>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</u> (KS2).</p> <p>• R29. <u>Where to get advice and report concerns if worried about their own or someone else's personal safety</u> (including online) (KS2).</p>	
	Respecting self and others	<ul style="list-style-type: none"> •About what is kind and unkind behaviour •About how to treat themselves and others with respect •To recognise the ways in which they are the same as others. • What cooperation means. 	<ul style="list-style-type: none"> • R21>About what is kind and unkind behaviour, and how this can affect others (KS1) • R22. About how to treat themselves and others with respect; <u>how to be polite and courteous</u> (KS1). 	<ul style="list-style-type: none"> •To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves (KS2). •About respecting the differences and similarities between people 	<ul style="list-style-type: none"> •To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including 	<ul style="list-style-type: none"> • R31. <u>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves (and their happiness);</u> that everyone, including them, should expect to be treated politely and 	<ul style="list-style-type: none"> •To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves (and their happiness)

			<ul style="list-style-type: none"> •R23. To recognise the ways in which they are the same and different to others (KS2). •R24. How to listen to other people and play and work cooperatively (KS2). • R25. How to talk about and share their opinions on things that matter to them (KS1) 	<ul style="list-style-type: none"> • R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own (KS2). • How to discuss and debate topical issues and respect other people's point of view 	<p>when online and/or anonymous) in school and in wider society</p> <ul style="list-style-type: none"> •R32. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background (KS2). • R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own (KS2). •R34. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with (KS2). 	<p>with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships (KS2).</p> <ul style="list-style-type: none"> •R32. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background (KS2) • R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own (KS2). •R34. How to discuss and debate topical issues, respect other people's point of 	
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						view and constructively challenge those they disagree with (KS2).	
Living in the Wider World	Shared responsibilities	<ul style="list-style-type: none"> •About what rules are and why they are needed • L2. How people and other living things have different needs; about the responsibilities of caring for them (KS1). •L3. About things they can do to help look after their environment (KS1) 	<ul style="list-style-type: none"> • L1. About what rules are, why they are needed, and why different rules are needed for different situations (KS1). •L3. About things they can do to help look after their environment (KS1). 	<ul style="list-style-type: none"> •To recognise reasons for rules and laws rules and laws. •About what rights and responsibilities are •The importance of having compassion towards othersL5. •About what our responsibilities are for looking after the environment 	<ul style="list-style-type: none"> • L1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws (KS2). •About what their rights and responsibilities are. •The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; •Ways of carrying out shared responsibilities for protecting the environment in school and at home 	<ul style="list-style-type: none"> • L1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws (KS2). •L3. About the relationship between rights and responsibilities (KS2). •L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others (KS2). •L5. Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices 	<ul style="list-style-type: none"> • L2. To recognise there are human rights, that are there to protect everyone (KS2).

						can affect the environment (e.g. reducing, reusing, recycling; food choices) (KS2).	
	Communities	<ul style="list-style-type: none"> • L4. About the different groups they belong to (KS1). • To recognise the ways they are the same as other people. 	<ul style="list-style-type: none"> • L4. About the different groups they belong to (KS1). • L6. To recognise the ways they are the same as, and different to, other people (KS1). 	<ul style="list-style-type: none"> • About the different groups that run in the community. • L7. To value the different contributions that people and groups make to the community (KS2). • About diversity: what it means; the benefits of living in a diverse community • About stereotypes • About prejudice; how to recognise behaviours/actions which discriminate against others; 	<ul style="list-style-type: none"> • What living in a community means. • L7. To value the different contributions that people and groups make to the community (KS2). • L8. About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities (KS2). • About stereotypes; how they can negatively influence behaviours and attitudes towards others • L10. About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced (KS2). 	<ul style="list-style-type: none"> • L6. About the different groups that make up their community; what living in a community means (KS2). • L7. To value the different contributions that people and groups make to the community (KS2). • L9. About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (KS2). 	

	Media literacy and digital resilience	<ul style="list-style-type: none"> •L8. About the role of the internet in everyday life (KS1). 	<p>L7. About how the internet and digital devices can be used safely to find things out and to communicate with others (KS1).</p> <ul style="list-style-type: none"> •L9. That not all information seen online is true (KS1) 	<ul style="list-style-type: none"> • L11. Recognise ways in which the internet and social media can be used both positively and negatively (KS2). • How to assess the reliability of sources of information online. • Recognise things appropriate to share and things that should not be shared on social media • About how text and images in the media can be manipulated or invented 	<ul style="list-style-type: none"> • L12. How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results (KS2). • Know some of the rules surrounding distribution of images. • About how text and images on social media can be manipulated or invented 	<ul style="list-style-type: none"> • L12. How to assess the reliability of sources of information online (since it is ranked, selected and targeted); and how to make safe, reliable choices from search results (KS2). • L15. Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images (KS2). • L16. 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 (KS2). 	<ul style="list-style-type: none"> • L12. How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results (KS2).
	Economic well-being: Money	<ul style="list-style-type: none"> •What money is • L11. That people make different choices about how 	<ul style="list-style-type: none"> •L10. What money is; forms that money comes in; that money comes 	<ul style="list-style-type: none"> • To recognise that people have different attitudes 	<ul style="list-style-type: none"> • To recognise that people have different attitudes towards saving and 	<ul style="list-style-type: none"> • L18. To recognise that people have different attitudes towards saving and 	

		<p>to save and spend money (KS1).</p> <ul style="list-style-type: none"> • That money needs to be looked after. 	<p>from different sources (KS1).</p> <ul style="list-style-type: none"> • L11. That people make different choices about how to save and spend money (KS1). • L13. That money needs to be looked after; different ways of doing this (KS1). 	<p>towards saving and spending money;</p>	<p>spending money; what influences people's decisions.</p> <ul style="list-style-type: none"> • L19. That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) (KS2). • L20. To recognise that people make spending decisions based on priorities, needs and wants (KS2). 	<p>spending money; what influences people's decisions; what makes something 'good value for money (KS2)'.</p> <ul style="list-style-type: none"> • L19. That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) (KS2). • L20. To recognise that people make spending decisions based on priorities, needs and wants (KS2). • L21. Different ways to keep track of money (KS2). • L22. About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe (KS2). • L24. To identify the ways that money can impact on people's feelings 	
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						and emotions (KS2).	
	Economic wellbeing: Aspirations, work and career		<ul style="list-style-type: none"> • L14. That everyone has different strengths (KS1). 	<ul style="list-style-type: none"> • L25. To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes (KS2). • That some jobs are paid more than others • L30. About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation (KS2). 	<ul style="list-style-type: none"> • L26. That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life (KS2). • That some jobs are paid more than others and money is one factor which may influence a person's job or career choice • L30. About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation (KS2). 	<ul style="list-style-type: none"> • L28. About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) (KS2). • L29. 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 (KS2). • L30. About some of the skills that will help them in their future careers e.g. teamwork, 	<ul style="list-style-type: none"> • About stereotypes in the workplace and that a person's career aspirations should not be limited by them (KS2).

						communication and negotiation (KS2)..	
RSE is predominantly taught throughout PSHE, seen in the underlined sections above. Where it isn't included, discrete objectives can be seen below.							
RSE	Families and people who care for me	Pupils should know... • That caring relationships, make people happy	Pupils should know... • That stable, caring relationships are at the heart of happy families.	Pupils should know... <u>4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</u>	Pupils should know... <u>4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</u>	<u>4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</u>	Pupils should know... <u>4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</u>
	Caring friendships	• How to recognise who to trust and who not to trust	• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy.	• How important friendships are in making us feel happy • That friendships have ups and downs, and that these can often be worked through so that the friendship is repaired • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable and managing conflict	• How important friendships are in making us feel happy and secure. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • 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,	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. <u>4. 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.</u> 5. <u>How to recognise who to trust and</u>	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. <u>4. 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.</u> 5. How to recognise who to trust and

					how to manage these situations	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.	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.
	Respectful friendships	<ul style="list-style-type: none"> Some practical steps they can take in a range of different contexts to improve or support respectful relationships. <u>3. The conventions of courtesy and manners</u> (for example, saying 'please' and 'thank you') 6. 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. 	<ul style="list-style-type: none"> A range of practical steps they can take in a range of different contexts to improve or support respectful relationships. <u>3. The conventions of courtesy and manners</u> (for example waiting their turn and saying 'excuse me') 6. 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. 	<ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds) <u>2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</u> <u>3. The conventions of courtesy and manners</u> (for example, keeping negative opinions to themselves and knocking on closed doors) 	<ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds) <u>2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</u> <u>3. The conventions of courtesy and manners</u> (For example, holding doors for others and choosing your language carefully) <u>4. The importance of self-respect and how</u> 	<ul style="list-style-type: none"> <u>1. The importance of respecting others, even when they are very different from them</u> (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs <u>2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</u> <u>3. The conventions of courtesy and manners</u> (For 	<ul style="list-style-type: none"> <u>1. The importance of respecting others, even when they are very different from them</u> (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs <u>2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</u> <u>3. The conventions of courtesy and manners</u> (for

				<ul style="list-style-type: none"> •That in school and in wider society they can expect to be treated with respect by others •About different types of bullying (including cyberbullying) • What a stereotype is 	<p><u>this links to their own happiness.</u></p> <ul style="list-style-type: none"> •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 •About different types of bullying (including cyberbullying) and the impact of bullying. •What a stereotype is, and how stereotypes can be unfair 	<p>example, being kind to everyone and saying excuse me if you bump into someone)</p> <p><u>4. The importance of self-respect and how this links to their own happiness.</u></p> <p><u>5. 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.</u></p> <p>•About different types of bullying (including cyberbullying), the impact of bullying and responsibilities of bystanders (primarily reporting bullying to an adult)/</p> <p><u>7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</u></p>	<p>example, doing jobs with a smile, using the correct table manners and thanking people if they help you)</p> <p><u>4. The importance of self-respect and how this links to their own happiness.</u></p> <p><u>5. 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.</u></p> <p><u>6. 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.</u></p> <p><u>7. What a stereotype is, and how stereotypes can be unfair,</u></p>
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							<u>negative or destructive.</u>
Online relationships	<ul style="list-style-type: none"> •hat the same principles apply to online relationships as to face-to-face relationships 	<ul style="list-style-type: none"> •That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online • How to critically consider their online friendships 	<p>2. <u>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.</u></p> <ul style="list-style-type: none"> •<u>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</u> 	<p>2. <u>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.</u></p>	<p>2. <u>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.</u></p> <p>4. <u>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</u></p> <p>5. <u>How information and data is shared and used online.</u></p>	<p>2. <u>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.</u></p> <p>4. <u>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</u></p> <p>5. <u>How information and data is shared and used online.</u></p>	
Being safe	<ul style="list-style-type: none"> •That each person's body belongs to them. <p>5. <u>How to recognise and report feelings of being unsafe or feeling bad about any adult.</u></p>	<ul style="list-style-type: none"> •That each person's body belongs to them, and the differences between appropriate and inappropriate contact 	<ul style="list-style-type: none"> •About the concept of privacy and the implications of it for both children and adults <p>3. <u>That each person's body belongs to them, and the differences</u></p>	<p>2. <u>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.</u></p>	<p>2. <u>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.</u></p>	<p>2. <u>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</u></p>	

		<ul style="list-style-type: none"> How to ask for advice or help for themselves 	<p>5. <u>How to recognise and report feelings of being unsafe or feeling bad about any adult.</u></p> <p>8. <u>Where to get advice e.g. family, school and/or other sources.</u></p>	<p><u>between appropriate and inappropriate or unsafe physical, and other, contact.</u></p> <p>5. <u>How to recognise and report feelings of being unsafe or feeling bad about any adult.</u></p> <ul style="list-style-type: none"> How to ask for advice or help for themselves or others <p>8. <u>Where to get advice e.g. family, school and/or other sources.</u></p>	<p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>5. <u>How to recognise and report feelings of being unsafe or feeling bad about any adult.</u></p> <p>8. <u>Where to get advice e.g. family, school and/or other sources.</u></p>	<p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>5. <u>How to recognise and report feelings of being unsafe or feeling bad about any adult.</u></p> <p>8. <u>Where to get advice e.g. family, school and/or other sources.</u></p>	<p>relate to being safe.</p> <p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>5. <u>How to recognise and report feelings of being unsafe or feeling bad about any adult.</u></p> <p>8. <u>Where to get advice e.g. family, school and/or other sources.</u></p>
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Physical health and mental well-being is predominantly taught throughout PSHE, seen in the green highlighted sections above. Where it isn't included, discrete objectives can be seen below.

Physical Health and Mental well-being.	Mental Well-being			<ul style="list-style-type: none"> That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) 	<ul style="list-style-type: none"> That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience How to judge whether what they are feeling and how they are behaving is appropriate. 	<ul style="list-style-type: none"> That they should be as aware of mental wellbeing as they are of physical wellbeing That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans 	<p>1. That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions</p>
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					<ul style="list-style-type: none"> •Where and how to seek support (including recognising the triggers for seeking support 	<p>experience in relation to different experiences and situations.</p> <p>4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <ul style="list-style-type: none"> •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). 	<p>that all humans experience in relation to different experiences and situations- the feelings of others should be respected regardless of whether they agree or not.</p> <p>4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>9. 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).</p>
Internet safety and harms	•That for most people the internet	1. That for most people the	•About the benefits of rationing time	•About the benefits of rationing time	2. About the benefits of	1. That for most people the internet	

		is an important for work, staying in touch, to find out new things etc...	internet is an integral part of life and has many benefits. •About the benefits of rationing time spent online.	spent online, the risks of excessive time spent on electronic devices	spent online, the risks of excessive time spent on electronic devices and the impact it can have on their mental and physical wellbeing.	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	is an integral part of life and has many benefits- they are aware of the careers paths they could follow that involve having a good understanding of the internet. 2. 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
	Physical health and fitness	See above					
	Healthy eating	See above					
	Drugs, alcohol and tobacco	See above					
	Health and prevention	<ul style="list-style-type: none"> •That they must always wear suntan lotion when they go out in the sun • That we must go to bed early so that we are well 	<ul style="list-style-type: none"> • That they must always wear suntan lotion when they go out in the sun and it must be 	<ul style="list-style-type: none"> •About safe and unsafe exposure to the sun •About personal hygiene and germs including bacteria, viruses. 	<ul style="list-style-type: none"> •About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage •The importance of sufficient good 	2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

		rested for the following day •That they must regularly bath/shower to stay clean and that they must wash their hands after they have been to the toilet.	reapplied regularly •That getting enough sleep helps us to feel better when •That they must regularly bath/shower to stay clean and that they must wash their hands after they have been to the toilet to help stop people becoming ill.		quality sleep for good health 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
	Basic first aid	See above					
	Changing adolescent body	See above					

By the end of primary school Pupils should have a deep understanding of PSHE in relation to:-

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Sex education and how babies are made.

- Scientific terminology for parts of the body and reproduction in preparation for KS3

PSHE Association Programme of Study

Physical Health and Mental Wellbeing DfE Guidance

Steps to the PSHE Association PoS, DFE Statutory Guidance for RSE/ Mental and physical wellbeing
Guidance for RSE

Cultural Capital

DFE Statutory

For more information about the statutory requirements, please see the following documents:

- ✓ PSHE Association Programme of Study: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1-5>
- ✓ Relationships and Sex Education (Primary and Secondary): <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>
- ✓ Physical Health and Mental Wellbeing: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>